

The Jayhawk *Educator*

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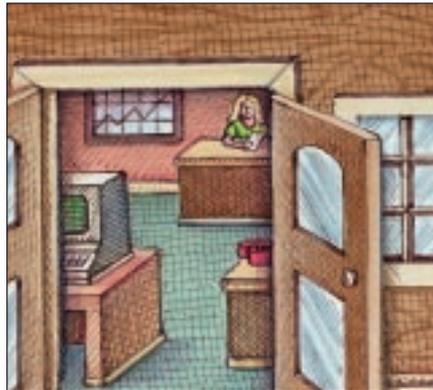
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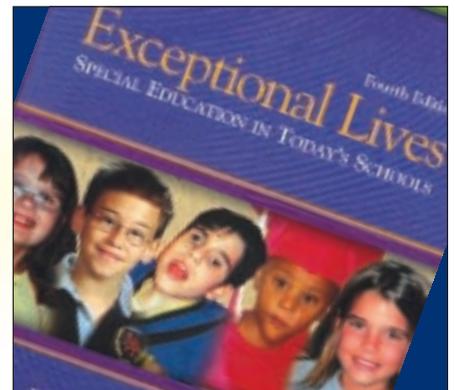
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The KU School of Education: Serving Kansas and Beyond

A

School of Education must offer more than exemplary academic programs of study. In addition to our commitment to instructional excellence and the discovery and dissemination of new knowledge through research and other scholarly endeavors, we are also dedicated to collaboration and service. As the flagship institution in the State and one of the top education schools in the nation, we take our role and responsibility seriously as we develop leaders in education and the related human services fields. Every day KU faculty and staff help improve the quality of life for Kansans of all ages and especially



Dean Lumpkin

those seeking to advance their knowledge. I hope you will enjoy learning more about how your School of Education serves others in substantial and significant ways.

Over the past 25 years, under the direction of Don Deshler, the **Center for Research on Learning (CRL)** (www.ku-crl.org) has developed the means to formally describe and identify low achievers, individuals at risk for failure, and individuals with disabilities and behavior problems through over \$50 million in contracted research funding. The CRL serves through its four divisions: The **Institute for Effective Instruction** has developed and disseminated the Strategic Instruction Model, which provides curriculum materials that accommodate different learning styles, routines teachers can use to address the needs of learners in their classrooms, and specific steps that at-risk individuals can follow to improve their chances of academic success. **Advanced Learning Technologies** has developed Web-based instructional tools and learning solutions, such as www.4kids.org and www.4teachers.org (see pages 4-5). The **Division of Adult Studies** provides research-based information that empowers people with disabilities to live more productively and independently. The **E-Learning Design Lab** brings together technology and research to transform pedagogical approaches to education (refer to your summer 2005 issue of *The Jayhawk Educator* or view it on the Web at www.soe.ku.edu).

The **Institute for Educational Research and Public Service** (www.soe.ku.edu/institute/index.html), directed by Jerry Bailey, actively serves public schools and students of all ages. For example, through 21st Century Community Learning Centers, more than 26,000 children in 14 school districts throughout Kansas receive after-school educational services that staff in the Institute have helped facilitate. The Assembly of Equity Programs, under the direction of Ngondi Kamatuka, provides educational opportunity through its nine programs. Among these is Upward Bound, which since 1983 has served 1,266 students in Kansas City, Topeka, and Lawrence leading to 99.8 percent of the seniors graduating and 90 percent attending college (see the article on page 5). Faculty, most notably Diane Nielsen, and staff through the Institute have provided statewide leadership in reading programs which enhance the professional competence of teachers as well as students' learning.

Led by John Poggio and Doug Glasnapp, the **Center for Educational Testing and Evaluation (CETE)** (www.cete.ku.edu) designs and analyzes the Kansas school assessments, based on national standards, of approximately 40,000 students in each mandated grade in mathematics, science, social studies, and communication skills (reading and writing separately). CETE is the first university-based organization in the nation to have implemented statewide assessment under the emerging national testing mandates for accountability that include authentic assessment, process-based scoring rubrics, and constructed response evaluation for all students. CETE is at the forefront of testing, assessment including computer-based assessments, and psychometric applications to create systems to support the teaching and learning process while being responsive to national mandates for accountability.

The **Beach Center on Disability** (www.beachcenter.org) is dedicated to making a significant and sustainable difference in the quality of life of individuals with disabilities, their families, and the professionals who serve them. Ann and Rud Turnbull's lifetime leadership and work have impacted national and state policy as well as the delivery of services, inclusive communities, and creation of partnerships (see the story on page 8).

The **Center for Economic Education** (www.cee.soe.ukans.edu) helps teachers (and thousands of students through the multiplier effect) become more familiar with the concepts and language of economics, business, and finance. Teachers with economic literacy help their students become productive members of the work force, responsible citizens, knowledgeable consumers, prudent savers and investors, effective participants in the global economy, and competent decision makers throughout their lives.

The **Center for Psychoeducational Services** (www.soe.ku.edu/services/cps) provides psychoeducational services to children, adolescents, adults, and families. Julie Shaftel leads the work of graduate students in the provision of psychoeducational assessments, diagnostic evaluations in reading, math, and written language; assessment of nonverbal learning disorders and academic readiness skills; academic and pre-academic tutoring such as organizational skills, time management, study skills, test-taking skills, and homework preparation/productivity; and individual and group counseling.

Numerous other examples of services provided to teachers and students — such as the **Regional Technology in Education Consortia** (www.hprtec.org), which provides a plethora of technologically-enriched teaching and learning materials for teachers; the **Transition Coalition** (www.transitioncoalition.org), which serves youth with disabilities; and the **Transition to Teaching** initiative (www.transition2teaching.org, see page 6), which this year will prepare teachers for the Kansas City, Kan., schools through an alternative route to certification — can be added to this brief list. All of these services affirm the School of Education's tireless service, truly making it a leader in the state and nation. 🍎

Angela Lumpkin

Applause! for Making a Difference

Kudos to Jerry Bailey, director of the Institute for Educational Research and Public Service, who received the “Making a Difference Award” at the November School Assembly.

In her comments, Dean Lumpkin described Bailey as “highly respected in the School, on campus, throughout the state, and nationally. He has provided leadership and advocacy for the School of Education in the initiation, implementation, and institutionalization of research, professional development, equal educational opportunity, and public service. We honor Jerry for his distinguished teaching, service, and leadership, especially as director of the Institute for Educational Research and Public Service.”



Dean Lumpkin presents the “Making a Difference Award” to Jerry Bailey.

Grants Awarded to KU TRIO Programs

The KU TRIO programs (McNair Scholars, Upward Bound, Veteran’s Upward Bound, and Math and Science Center) recently received notification from the office of U.S. Senator Pat Roberts that all four programs were awarded grants by the U.S. Department of Education. Each program received a four-year grant, with the exception of Veteran’s Upward Bound, which received a five-year grant. The programs are funded in the following amounts: McNair Scholars program: \$1,033,876; Upward Bound program: \$1,506,148; Veteran’s Upward Bound program: \$1,111,335; Math and Science Center: \$1,013,036.



Ngondi Kamatuka, left, director of educational opportunity programs, recently was named Employee of the Month at KU. Provost David Shulenburg presented the award.

The four programs — part of federal TRIO programs established under Title IV of the Higher Education Act of 1965 — are a series of programs to help low-income, first-generation college students and under-represented minorities enter college, graduate, and move on to participate more fully in America’s economic and social life.

“This is our way of ensuring that all students have a chance to make good grades and attend the state’s institutions of higher learning,” explains Ngondi Kamatuka, director of educational opportunity programs at KU. Kamatuka says the TRIO Programs have been highly successful over the years, with 96 percent of participants graduating from high school and 90 percent of those students immediately going on to post-secondary education. Within the next two years, the first wave of participants in the McNair Scholars program, which began at KU in 1992, will complete their doctoral studies.

Robert Rodriguez, project coordinator for KU’s McNair Scholars program, says the funding for the TRIO Programs was the result of bipartisan support from lawmakers in Washington, D.C., including legislators from Kansas — Senator Pat Roberts and Congressman Dennis Moore. Rodriguez says the programs not only benefit the students but also serve the general public by helping to create an educated population. “It is always great to see the students excelling and to think that maybe we played some role in their success,” he says. “And hopefully, we changed some lives.”

School of Education's ALTEC Offers Practical, Online Tools for Schools

—by Marilyn Ault

Educators throughout the country — in fact, educators all over the world — are looking for new resources to improve instruction through the integration of technology. Under the leadership of Jerry Chaffin, Jayne James, Jennifer Holvoet, and Marilyn Ault, the educators, designers, and programmers at ALTEC (Advanced Learning Technologies in Education Consortia) have developed an innovative suite of tools and resources. All are available through ALTEC's free Web sites, supported primarily by the U.S. Department of Education.

Each month, ALTEC-designed resources are used by more than 3 million people at all levels of education. Each resource is specifically tailored to meet the challenges of the educational day to promote collaboration, communication, and resource sharing. TrackStar, RubiStar, Project Poster, CasaNotes, QuizStar, and ProfilerPro have become permanent fixtures in many classrooms.

ALTEC, a division of the Center for Research on Learning at the School of Education at The University of Kansas, has been helping teachers and other educators create, share, and find solutions to the daily challenges of instruction since 1995. It is a consortia of related entities including the High Plains Regional Technology in Education Consortium (HPR*TEC), a subcontractor with the U.S. Department of Education, a PT3 Catalyst Grant, an affiliate of the Apple Learning Interchange (ALI) program from Apple Corporation, a participant in the Intel Teach to the Future program, and a subcontractor with the Kansas State Department of Education Technology Rich Classroom Project responsible for professional development assessment. ALTEC works closely with the Center for Educational Testing and Evaluation and the Institute for Educational Research and Public Service, as well as the departments of Health, Sport, and Exercise Science; Special Education; and Teaching and Leadership in the School of Education. ALTEC also has close ties with the KU departments of Design, and Electrical Engineering and Computer Science.

Following is a list of some of ALTEC's most popular resources for K-12 and higher education faculty and students:

ProfilerPro (<http://profilerpro.com/>)

ProfilerPro is a knowledge management tool for classrooms, schools, and districts. It was designed to promote cooperation and collaboration among students and teachers to help improve skills in a specific area. It allows groups to assess the expertise of its members and provides a vehicle to support sharing and collaboration. Using ProfilerPro, individuals take a survey to assess their abilities in any skill or area of professional development and find someone within their group who can help strengthen these skills. ProfilerPro averages 200 new users per week and is used in 23 countries throughout the world.

QuizStar (<http://quizstar.4teachers.org>)

QuizStar allows teachers to create a custom quiz for students to take online. QuizStar gives teachers ultimate flexibility in the content (including media files) and structure of a quiz, as well as when, how often, and by whom a quiz can be taken. It provides teachers with summary data on student performance and an analysis of the quiz questions. QuizStar averages 70 new teacher accounts each week and is used in 70 countries.

RubiStar (<http://rubistar.4teachers.org/>)

Teachers who want to use rubrics for student evaluation but don't have the time to develop them from scratch can turn to RubiStar. RubiStar provides rubric templates in English and Spanish that can be printed and used for many typical projects and research assignments. The rubrics also can be customized to fit specific needs. RubiStar averages 20 new teachers per week, has over 22,000 users, and holds 52,000 instructional rubrics created by teachers.

TrackStar (<http://trackstar.hprrtec.org/>)

TrackStar allows teachers to create interactive lessons online. It provides a simple wizard that helps teachers collect Web sites, enter them into a "track," and add directions or annotations. Teachers can create a personal track or use one of thousands already made by other educators. Teachers can search the database by subject, grade level, or theme and standard for resources to use or adapt. Educators use this tool to create more than 200 new tracks each week; students and teachers use this site over 2 million times each month.

Prism (<http://ku-prism.org>)

PRISM allows teachers and students a view into polar science, history, and current research. The PRISM project, funded by the National Science Foundation and NASA, follows scientists and engineers at The University of Kansas as they develop and utilize innovative radar and robotic rovers to measure ice thickness and determine bedrock conditions below the ice sheets in Greenland and Antarctica. Teachers and students can, for example, gain an insider's look at polar science as it was done historically and as it unfolds today. They can stay up-to-date on the most current environmental issues related to the Arctic and Antarctic and learn about threats to penguins and krill, as well as the implications of ozone holes and ice melting in polar regions as reported by news bureaus all over the world. The site provides online resources for lessons, lesson plans, maps, graphics, and credible information about Antarctica, global warming, animals of the Arctic, snow, ice, robotics, and radar.

Action Research Network (<http://actionresearch.altec.org/>)

The Action Research Network, designed for in-service and pre-service teachers, enables them to share research and view the findings of others. Users complete an online template that helps record information about various aspects of their research. This tool makes the overall process of an action research project more manageable by allowing users to describe their research projects, take notes and keep them all in one place, upload their research instruments and data, make a first draft of their paper and bibliography, and share this information with others. Over 700 researchers use this resource to share observations and analysis.

Kids' Vid (<http://kidsvid.hprt.ec.org/>)

Video production is more than a new toy for students — it helps them create work in new and exciting ways. Kids' Vid is an instructional Web site designed to help teachers and students use video production to support project-based learning. The site provides resources to help design the video, shoot quality footage, edit and turn clips into a movie, and stream the video on the Web. Teachers and students use this resource about 2,000 times each month.

4Kids (<http://www.4kids.org>)

Consistent with project based learning, ALTEC supports student-led inquiry through the 4Kids publication and Web site. The resource is designed to help students find fun and educational games and articles on the Internet. Links are provided to more than 1,000 Web sites with over 300 math, science, and reading sites that appeal to all grade levels; a forum to answer students' questions about technology; fun activities such as e-cards, games, and a kid quest; and valuable tips on how to stay safe when using the Internet. About 600 kids write to one of these features each month, or just to say "Hi!"

4Teachers (<http://www.4teachers.org/>)

This site provides teachers with more online resources that offer ready-to-use Web lessons and online assessment tools. The site features professional development resources — many offered in both English and Spanish — addressing issues such as equity, English language learning, technology planning, and at-risk or special-needs students. Included are the following tools and resources: Project Based Learning Checklist, NoteStar, Web Worksheet Wizard, Think Tank, Casa Notes, Assign-A-Day, Notable Pics, and Edlines.

For more information about these and other online resources, visit www.altec.org. All educators are encouraged to try these tools and share them with colleagues. 🍎

If you're a teacher and want to share your knowledge with others, consider joining Learning Associates Network, a group of professional educators who help others improve education through the integration of technology into instruction. Visit <http://lan.altec.org> for details.



Transition to Teaching: An Alternative Path to Licensure

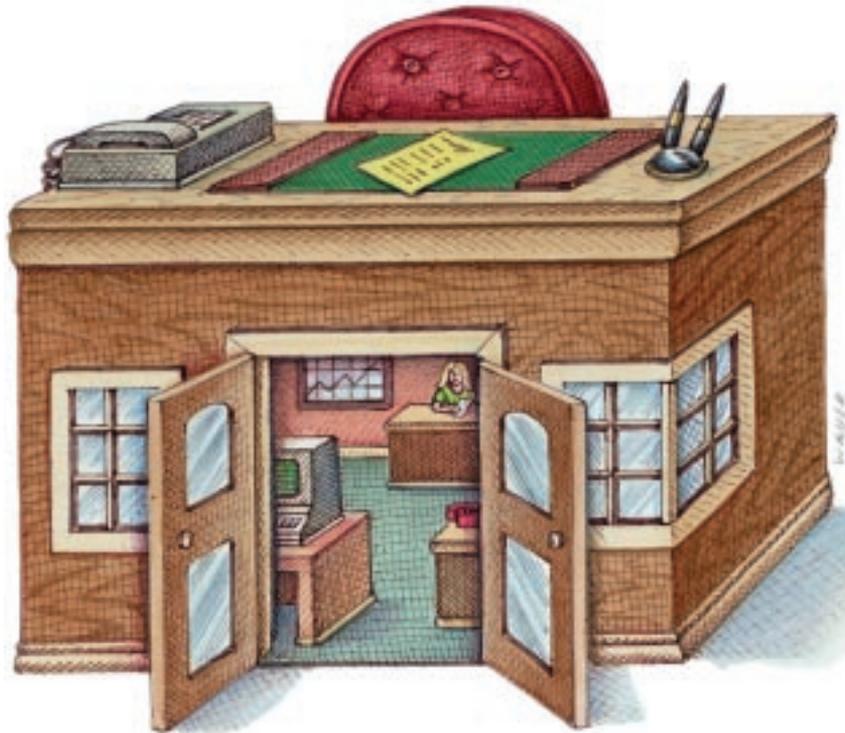
—by Lizette Peter

Experts predict that over the next 10 years there will be as many as 2 million K-12 teacher openings and 250,000 unfilled vacancies nationwide. Urban areas will be particularly vulnerable to severe teacher shortages — especially in the areas of mathematics, science, special education, and bilingual education/English as a second language.

This teacher shortage can be attributed to several factors. According to the 1999-2000 National Center for Education Statistics Schools and Staffing Survey, not only is enrollment in public schools expected to increase significantly in the next few years, but more than 25 percent of the nation's teaching force is at least 50 years old with a median age of 44. Added to this are school reform efforts that call for class-size reduction, which requires more teachers.

The result of the national teacher shortage is that many classrooms now are filled with individuals who do not have a degree in the field they are teaching. This phenomenon is most common in urban areas and in subjects such as math and science —which means that students in the most challenging classrooms are left with unqualified teachers at a time when expectations for information- and technology-based knowledge are rising.

Transition to Teaching is one of many initiatives nationwide to deal with the growing shortage of qualified teachers. The School of Education at The University of



Kansas is taking a lead in offering an alternative route to licensure program. Beginning this year, the Transition to Teaching educational partnership between KU and Kansas City, Kan. Public Schools (KCKPS) will recruit and prepare talented and highly skilled individuals to teach mathematics and science in KCKPS middle and secondary schools.

Transition to Teaching's teacher candidates will spend two years taking graduate courses in education while teaching full-time on a restricted teaching license. The coursework is designed to help prepare candidates for the challenges of the classroom through a unique approach

that combines reflective and interactive classroom experiences with a field-based pedagogical program. Together, these foster thoughtful and socially responsible inquiry about the classroom, students, and schooling. At the end of the two-year period, candidates will qualify for state licensure and will be required to commit at least two more years of service to KCKPS.

"The Transition to Teaching partnership between The University of Kansas and the Kansas City, Kan. Public Schools comes at a most opportune time," says Tom Petz, director of secondary personnel for KCKPS. "With the federal No Child Left Behind requirements stipulating that all classrooms

be staffed by highly qualified teachers within their specific content area, the need for teachers trained in math and science is critical. More importantly, as the district has begun to show improvement in student achievement in these areas, it is imperative that we have a pool of qualified applicants to fill anticipated vacancies within the next few years. Increasing the number of content-specific trained teachers, especially in the middle schools, will allow for continued improvement and student success.”

In addition to the gratification that comes with making a difference in a high-needs urban school, Transition to Teaching participants receive an intensive summer training in classroom instruction, ongoing support and mentoring by qualified classroom teachers and clinical instructors, 24 graduate credits toward a master’s degree through The University of Kansas School of Education, a full-time teaching contract with benefits in a Kansas City, Kan. middle or high school, a \$2,500 per year stipend, and a Kansas Initial Teaching License.

Individuals interested in applying to the Transition to Teaching program must have a bachelor’s degree in math, science, or a related field such as engineering, and must have demonstrated success applying knowledge in a professional capacity. In addition, candidates must exhibit dispositions that lead to success and longevity in urban schools — such as the ability to work with diverse children and adults in respectful and caring ways, and the ability to engage youngsters from this community to persist in their studies.

Applications are available now. For more information, contact Dr. Lizette Peter at 785-864-9668 or lpeter@ku.edu, or visit www.transition2teaching.org. 🍏

Changing Jobs? KU Can Help!

University Career and Employment Services (UCES) provides career development assistance for all alumni and students of the School of Education at KU. UCES has an extensive Web site at www.ku.edu/~uces with career tips, information about writing resumes, sample interview questions, and links to job searches and the KU Career Connections system. KU Career Connections provides job postings (accessible at no charge with self-registration), a resume posting service, and eligibility for interviewing with on-campus employers.



Kent McAnally, assistant director of UCES, advises Jill Adams, a doctoral candidate in education.

UCES also sponsors numerous events and workshops throughout the academic year. Notable for School of Education alumni are Education Interview Day in March, the Education Career Fair in November, and the Career and Employment Fair in February. Education Interview Day and the Education Career Fair are open to anyone at no charge

and are aimed at those seeking employment in schools. Pre-arranging interviews for Education Interview Day requires full-access registration on KU Career Connections — \$40 per year — but walk-ins are welcome. The Career and Employment Fair in February is open to anyone at no charge and includes a wide range of employers other than schools.

Appointments with individual staff members at UCES can be scheduled by calling (785) 864-3624. Resume reviews may be conducted in person, by e-mail at uces@ku.edu, or by fax at (785) 864-4572. Please indicate on the fax cover page that you wish the resume to be reviewed and the fax number to which it should be returned. Individual advising sessions typically are scheduled for one hour, as are mock interviews. Kent McAnally, assistant director of UCES, is the liaison to the School of Education. You can reach Kent at (785) 864-3624 or by e-mail at kmcanally@ku.edu.



The Beach Center on Disability: Resources for Families, Professionals and Researchers

For over 15 years the Beach Center on Disability has received millions of dollars in external funding and grants, along with numerous honors and accolades — none of which matter, says co-director Rud Turnbull, unless the Center has fulfilled its only purpose: improving the quality of life for those with disabilities and their families. According to Turnbull, “If we don’t make a difference, there is very little reason for our existence.”

As the only research center funded by the U.S. Department of Education to focus on families affected by disabilities and public policy related to families, the Beach Center provides a unique, unified approach. Research is a central activity of the Center. In addition to the focus on research, equally important is the dissemination and then the utilization of the research and technical assistance to aid in the utilization. The Center’s seven divisions focus on law and public policy, family quality of life, family and professional partnerships, self-determination, access to the general curriculum, positive behavior support, and assistive technology.

The Beach Center was founded by Professors Ann Turnbull and Rud Turnbull, who serve as its co-directors. Who could be better suited? The Turnbills already were researchers on issues related to individuals with disability and families, they are educators who have taught about persons with disability and families, and — perhaps most importantly — they have a family member of their own with a disability. Their son, Jay, is the inspiration for the Center.

The Turnbills’ initial application for a federal grant to start the Center succeeded in part because of their research skills and academic credentials, but also because of their experiences as parents of their son.

With funding awarded, they searched for a name to identify the Center. The Turnbills explain, “Our new center could not be called the KU Research and Training Center on Supporting Families Who Have Children with Disabilities. That is simply not family friendly.”

So, they decided to name their new center after a family who already had contributed to improving the lives of families. They searched for a Kansas family with the highest personal standards of integrity and

with a history of working persistently, without concern for recognition, to perform the important work at hand.

The family had to have a personal interest in disability matters and be affiliated with KU.

Ross and Marianna Kistler Beach were the only people who met these criteria, and thus the Beach Center was named in their honor. Marianna Beach served three terms as president of the Directing Council of the Inter-American Children’s Institute, a specialized agency of the Organization of American States, headquartered in Montevideo, Uruguay (until two years ago, she was the only president from North America). Her continued outreach has created what Rud Turnbull calls “an international symphony” — an interplay and collaboration of families and researchers across the hemisphere that has had a profound impact on the public policy of nations. Ross Beach is a business leader who has served in various national defense advisory roles.

The Beach Center participates with its constituents as it carries out its work. The Turnbills have created a community of researchers, families, and people with disabilities, policy leaders, and practitioners all working together. They understood that families should play a vital role, since families know the pertinent questions for research inquiries and have the applied expertise to contribute to the ideas of Center researchers.

The Beach Center is affiliated with both the KU Schiefelbusch Institute for Life Span Studies and the Department of Special Education in the School of Education. In its current fiscal year, the Center has received 16 distinct research and training grants for a total of \$3,302,000. Over the 15-plus years

“If we don’t make a difference, there is very little reason for our existence.”

of the Center's existence, it has received more than \$22 million in competitively earned external funds.

Currently a \$3.75 million five-year grant from the U.S. Department of Education funds research about the effects of public policy on families who have children with developmental and emotional-behavioral disabilities. The focus of this research grant is to study how two federal disability policies affect families who have members with disabilities.

The Center also recently received a \$1.5 million, five-year grant from the U.S. Department of Education for research about the impact of promoting self-determination in teenagers with disabilities on their transition to independent adulthood. Michael Wehmeyer, KU Center on Developmental Disabilities director and Beach Center associate director, will lead the five-year study, which is funded by the



Check out the Online Resources for Families, Professionals and Researchers at www.beachcenter.org!

The Beach Center's Web site provides information in a variety of formats. Features include Real Stories and Tips, which often are as inspirational as they are informative. Research articles have an overview, highlights, and complete text and can be accessed by topic.

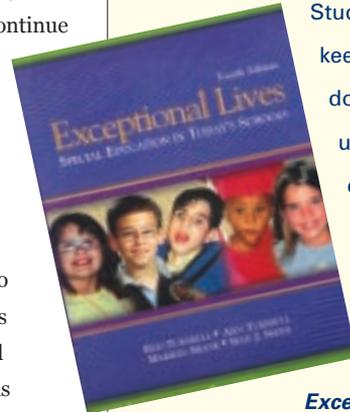
Education Department's National Institute on Disability and Rehabilitation Research. "We know that after high school, young people with disabilities are less likely to be employed, live independently, or continue their education," Wehmeyer says. "Developing self-determination — problem-solving, decision-making, and goal-setting — can give them control over their lives."

For nearly five years the Center has provided technical assistance to state and local educational agencies as they carry out the federal special education law. Of particular value is its work related to the law's requirements that schools offer positive behavioral supports to students who present challenging behaviors. Associate director Wayne Sailor and a team of a half-dozen special educators have operated the Center's school-reform work and are responsible for carrying out a \$1 million technical assistance program during the next five years. That program reaches schools nationwide and focuses especially on Kansas schools and Kansas special education policy.

In November, the National Human Genome Research Institute awarded the Center a \$915,000 grant to learn more about how people with disabilities view the ethical, legal, and social implications of the Human Genome Project. "The Human Genome Project is a source of hope and cause for concern for people with disabilities and their families," explains Assistant Research Professor Matthew Stowe, who will direct the three-year study along with the Turnbills. "The project offers hope in the form of promising

(continued on page 10)

The Textbook that Students Keep



Students often try to keep textbook costs down by buying used books for classes. However, students rarely succeed in finding a used edition of

Exceptional Lives: Special Education in Today's Schools

for their special education survey class. Bookstores report that this is a text that students keep, rather than sell back at semester's end. Now in its fourth edition, ***Exceptional Lives***, authored by Rud Turnbull, Ann Turnbull, Marilyn Shank, and Sean Smith, begins each chapter with a real-life segment. The reader immediately is pulled into a real-life scenario — a text about living, breathing people, not prototypes. This real-life section is followed by a comprehensive summary of current research, inclusion and technology tips, planning, and curriculum strategies. Each chapter ends with a vision for the future — "if you do it right and work at it, this is how it should turn out."

For more information or to order ***Exceptional Lives***, contact Pearson Prentice Hall™, Upper Saddle River, N.J. ISBN: 0-13-112600-8.

medical approaches to prevent, treat, or even cure impairment, but it generates concern about the possibility of genetic discrimination, violations of privacy, and even the specter of a new eugenics movement.” He adds, “And not much has been done to bring the disability community into the public discourse on the Human Genome Project.”

Finally, the Center also operates a technical assistance program for teachers of students who are deaf-blind. Susan Bashinski and Joan Houghton direct that effort on behalf of Kansas educators, teachers, and families.

The current professional staff of the Center represents the disability community in a special way. Among them, 36 percent have disabilities, 39 percent are members of a family with a member who has a disability, and 13 percent are from culturally and linguistically diverse backgrounds. The staff of the Center work continuously to infuse the real life of disability into their work.

Rud and Ann Turnbull have been at KU for just over 22 years. They have inspired countless students, colleagues, individuals with disabilities, and families. They were among 36 people honored in 1999 by a national consortium in the field of intellectual disabilities for “changing the course of history for people with mental retardation in the 20th century.” They have nurtured a Center where people with disabilities and their families, professionals, researchers, and policy leaders work together. It is this unique mixture of participants — and the insistence that people with disabilities and their families must be an integral part of any research initiative — that has led to the many successes of the Beach Center.

Their success can be measured by the fact that the Center has indeed improved the quality of life for people with disabilities and their families. 🍎

Three’s a Welcome Crowd in the Special Education Department

—by Gary Clark

The Department of Special Education has the privilege this year to host three prestigious winners of international study program awards. The department welcomed Rashida Banerjee and Suk Hyang Lee last academic year and was pleased to welcome Mahmoud Mohamed Emam this fall. Following is an introduction to these distinguished international scholars.

Rashida Banerjee: Ford Foundation International Fellowships Program

Rashida has been in the USA and at The University of Kansas since August 2002 in the early childhood special education program. She expects to complete her master’s degree by May 2004. Associate Professor Eva Horn is her advisor. Prior to coming to KU for her graduate study, Rashida worked with children of all ages who have multiple disabilities at the Indian Institute of Cerebral Palsy (IICP) in Calcutta, India. The IICP is a national training institute and resource center in the field of cerebral palsy and multiple disabilities. The Ford Foundation International Fellowships Program (IFP) provides opportunities for advanced study to exceptional individuals who will use this international education to become leaders in their respective fields. There is a need for trained personnel in the field of special education in India who can, in turn, develop master trainers to transfer skills to others at different levels starting from grassroots to the graduate level. Rashida’s goal is to be such a master trainer, working at the national level and with different groups of people reaching across religion and caste. Rashida says, “It has been truly a great experience being here in the ‘land of opportunities,’ and I have loved every moment of it. I will treasure the friendships I have developed in such a little time and all that I have learned within and beyond the classrooms.”

Suk Hyang Lee: Fulbright Scholar Program

Suk Hyang Lee is a second-year doctoral student in special education. She earned her baccalaureate and master’s degrees from Ewha Woman’s Graduate School in Seoul, Korea. As an undergraduate, Suk Hyang was the graduate valedictorian and during her study received scholarship awards from the International Delta Kappa Gamma Society, the Woo Kyeong Culture Foundation, and Ewha Woman’s University. She worked as a special education teacher in South Korea for four years before coming to KU. The Fulbright Scholar Program has a long and highly recognized history of selecting and supporting scholars from throughout the world to come to the U.S. for study. Suk Hyang is working with Associate Professor Michael Wehmeyer in the doctoral program area of severe and multiple disabilities. Suk Hyang says, “I decided to study here to be better prepared to support students with disabilities, their families and teachers. I think that KU is the best place for this purpose because there are so many great professors and friends who affect my learning and life. Personally, I am interested in inclusion and self-determination of children with disabilities. After I finish my degree, I would like to go back to Korea to support people with disabilities, their families and teachers. I would be most grateful if I can be with them and help them, even though my help might be just small one, and if my work can be for the glory of God.”

Mahmoud Mohamed Emam: Fulbright Commission Predoctoral Scholar

Mahmoud Mohamed Emam comes to KU as a Visiting Fulbright Scholar from Assiut City, Egypt, a large city located in south Egypt. He presently is an assistant lecturer and a Ph.D. student in the psychology department of the School of Education at Assiut University. He earned his bachelor’s degree in education and English language in 1996, his special diploma in education and psychology in 1999, and his master’s degree in counseling psychology in 2002. He has expertise in teaching English as a foreign language and in computer technology. His doctoral graduate study area is special education, with an emphasis in mental retardation. His dissertation topic is focused on the enhancement of leisure social skills of students with mental retardation in inclusive settings. The Fulbright Predoctoral Scholar program is for one academic year. It requires that a university program grant the scholar affiliate status for study and that a mentor be assigned. Professor Gary Clark is Mahmoud’s affiliate mentor. Mahmoud chose this field because the School of Education initiated a program for special education in 2003 with the help of Georgia State University and under the auspices of the Fulbright Commission in Egypt. He expects to return to Assiut University to help in the organization and implementation of the new special education teacher education program to meet the needs of newly developing school programs in Egypt for children with disabilities. Mahmoud says, “I was lucky to get acceptance from the special education department, and I feel lucky to be a Jayhawk.”

A Brief Reflection on High-Stakes Testing from a Deweyan Perspective

—by Suzanne Rice

Plato somewhere speaks of the slave as one who in his actions does not express his own ideas, but those of some other man. It is our social problem now, even more than in the time of Plato, that method, purpose, understanding, shall exist in the consciousness of the one who does the work, that his activity shall have meaning to himself. —John Dewey, 1900

In 1900, John Dewey published an essay entitled “The School and Society,” much of which discusses the problems of what he called “traditional education.” Key among these problems was “uniformity of material and method” which Dewey thought induced intellectual and moral passivity among students. Criticizing such uniformity, Dewey wrote:

There is a certain amount — a fixed quantity — of ready-made results and accomplishments to be acquired by all children alike in a given time. . . . Now give the children every year just the proportionate fraction of the total, and by the time they have finished they will have mastered the whole . . . provided the children have not forgotten what they have previously learned.

Reading Dewey’s essay today, especially in light of the trend toward high-stakes testing, it is hard not to question the extent to which schools again may come to embody the very problems Dewey discussed over a century ago. While high-stakes, standardized testing has largely replaced recitation and other types of examinations used in bygone days, these newer tests are also implicated in the sort of uniformity Dewey decried. Indeed, in 2002 Deborah Meyer criticized the new uniformity in terms that are remark-

ably similar to Dewey’s: “Because the tests now claim to measure exactly what should be taught, it is far easier (for better or worse) to script teaching down to a lesson for every day in the year, each corresponding to a set of potential test questions.” Because these tests carry so much weight in the eyes of many administrators, teachers, policy makers, and others, they strongly influence what is taught in many classrooms, often driving out all but that which will be tested.

One may fairly ask what led commentators such as Dewey (and later Meyer) to conclude that uniformity and standardization stifle children’s intellectual and moral development. The problem, from a Deweyan



Suzanne Rice is associate professor in the Department of Teaching and Leadership

perspective, is not that standardization and learning are incompatible. Rather, it is largely that standardization calls on students to learn that which is deemed important by others, with little, if any, regard for students’ own interests. Students are thereby encouraged to depend too heavily on teachers and other authorities to define what will count as important knowledge and values; as a corollary, students’ own intellectual and moral interests are discouraged.

Dewey was a great defender of democracy, and he feared that schools where students lacked a say in what (or how) they learned had counter-democratic tendencies. A democracy — at least, a strong democracy — is a form of social organization in which all citizens have a roughly equal opportunity to participate in shaping the society in which they live. Whether such participation will be efficacious depends to a considerable extent on the attributes individuals bring to their efforts. Needed, Dewey argued, is an education that enables students to identify their interests and cultivates the habits of mind, both intellectual and moral, to bring these interests to fruition. Teachers should not merely indulge students’ interests, Dewey emphasized, but rather guide students in such a way that their interests are deepened, broadened, or otherwise enhanced. When students have a genuine interest in that which they are engaged, they gain practice in self-discipline and perseverance, and the acquisition of skills and knowledge is more pleasant in virtue of being integral to the interest itself. Teaching, in this view, is not a matter of dispensing knowledge, skills, or values for students’ consumption, but rather helping students to find and even create these goods in light of their own interests. Schools where this approach to teaching and learning is practiced can be seen as miniature democracies.

No one would seriously argue against accountability. But if Dewey is correct, we need to be careful that efforts to ensure accountability — in this day and age, high-stakes testing — do not inadvertently undermine the school’s role in preserving and building upon that which is best in our democratic tradition. 🍎

Faculty and Staff Achievements

Cynthia Akagi, assistant professor of Health, Sport, and Exercise Sciences, was chosen as one of seven finalists by the senior class for this year's HOPE (Honor for an Outstanding Progressive Educator) award. The award is the only KU honor bestowed exclusively by students to recognize outstanding teaching and concern for students. In addition, **Donita Massengill**, assistant professor of Teaching and Leadership, was selected as a nominee for the award.

Tom Skrtic, professor of Special Education, and **Jeannie Kleinhammer-Trammill**, associate research scientist, are co-principal investigators for a new, \$600,000 U.S. Department of Education project designed to increase the quantity and quality of educational administrators prepared to facilitate the development and implementation of appropriate academic programs for students with disabilities based on IDEA and No Child Left Behind. It is anticipated that 24 BASES participants will complete this program and assume roles as effective building principals, special education leaders, and disability rights advocates in their schools and communities. BASES stands for Building-level Administration of Special Education Services: Preparing Principals for Leadership in IDEA Implementation and Alignment with NCLB and Best Practice Principles of Standards-Based Education, School Unification, and Positive Behavior Support.

In August 2003, co-principal investigators **Sean Smith**, assistant professor, and **Ed Meyen**, professor, both of the Department of Special Education, received an \$800,000 four-year award from the U.S. Department of Education's Office of Special Education Programs to prepare leaders in the design, validation,

and implementation of online pre-service and inservice preparation programs to facilitate effective instruction for students with disabilities. The project will emphasize systems change research to facilitate adoption and institutionalization of research-based, Web-based pedagogy in public schools and university teacher education programs.

Laurie Leiker, project coordinator for the Reading First grant, and **Diane Nielsen**, associate professor of Teaching and Leadership and a consultant on the grant, coordinated a professional development session for the schools awarded Reading First grants by the Kansas State Department of Education. The sessions, held in September 2003, gave participants a broad overview of research in the five core areas of reading —

phonemic awareness, phonics, fluency, comprehension, and vocabulary — as well as specific strategies for effective use in the classroom.

Participants say one of the most beneficial parts of the training was the time spent discussing the change process in schools, as well as principal leadership and coaching. The Jones Institute at Emporia State University also collaborated in the training sessions.



KU School of Education Alum Named Kansas Teacher of the Year



Keil Hileman, left, talks with fellow educators and friends.

Keil E. Hileman II (B.S.Ed. 1993, M.S.Ed. 1995), a social studies teacher at Monticello Trails Middle School in Shawnee, Kan., was named the 2004 Kansas Teacher of the Year during the state awards ceremony in Wichita on November 22. Readers may remember the article in the last issue of *The Jayhawk Educator*, "From Mount Oread to Monticello Trails . . ." highlighting Hileman and his "classroom museum." Teaching and Leadership Associate Professor Joe O'Brien, Hileman's advisor, remarks that he always considered him "a thoughtful, innovative, and committed professional — one who always puts his students and their learning first." O'Brien continues, "Keil also was recognized, in part, for his efforts to turn his classroom into a history museum, a place filled with real and replicated artifacts from throughout history. He truly is a teacher who seeks to breathe life into history." Congratulations to Hileman, who recently was notified that he is a finalist for the National Teacher of the Year award.

Congratulations to these School of Education alumni on their recent accomplishments.

Daniel R. Leonard (B.S.Ed. 1967) completed 29 years of teaching in Idaho in 2002. One of the first 250 teachers in the country to become a National Board Certified Teacher in early adolescent science in 2000, he also was named Outstanding Biology Teacher of the Year for 2002 by the National Association of Biology Teachers. In the fall of 2001, Leonard became a half-time teacher on special assignment, assisting K-6th teachers in his district as they implemented a new standards-based science curriculum, while he continued as a half-time seventh-grade life science teacher. After taking early retirement in 2002, Leonard has written the Idaho state seventh-grade life science course of study. He also was appointed by the state science coordinator for the Department of Education to revise the state end of course examination for biology.

Carole Rawlings Nysmith (B.S.Ed. 1958) is founder and head of Nysmith School for the Gifted in Herndon, Va. After teaching 20 years in the public schools, Nysmith started the school with 55 students. Two decades later, her school has 630 students and is adding another wing. Nysmith's words, in a letter to parents, sum up the philosophy that guides her school:

"Before your child today lies 24 fresh, new hours which can be devoted to exploration, discovery, and joy. What does it take to fan the fires of imagination and to ignite the sparks of creativity? We as educators are merely the vehicles through which these children are challenged to go



Nysmith School for the Gifted

far beyond our limitations. Our job is to encourage them as they boldly claim their birthright to an exhilarating and abundant future.

"Look at these students and you too will be humbled by their ability to forge today into a spontaneous explosion of thought, laughter, and the magic of the present moment. We are committed to fostering that spark as it shines brighter and brighter each until, one day, these children will light the world."

Curtis McClinton (B.S.Ed. 1962) was inducted into the Kansas Sports Hall of Fame in September 2003. Previously, he was inducted in the KU Hall of Fame and the Kansas City Chiefs Hall of Fame. McClinton played for eight years in the National Football League for the Kansas City Chiefs, was a member of the 1970 Super Bowl championship team, and received the AFL Rookie of the Year award. He was a 1961 All-American in football and also won three Big Eight titles in track while at KU. Since his career in the NFL, McClinton has served as deputy mayor of Washington, D.C. and now is an investment banker and developer in Kansas City.

Wilma N. Brooks (B.S.Ed. 1940), at the editor's request, wrote of her experiences in WW II and of her career after the war. Brooks joined the WAVES after teaching a few years and after working in San Diego at Consolidated Aircraft, where B24 bombers and PB2 1/3 fighters were manufactured. She was one of "the first group of girls to enlist in the WAVES." She writes, "That group . . . was special, I believe. There were a lot of unhappy, lonesome, homesick girls who bravely persevered . . . I have come to realize that the people I was associated with in the Navy really were The Greatest Generation. It was a special time and there was camaraderie — but also great respect all around." After leaving the



Brooks

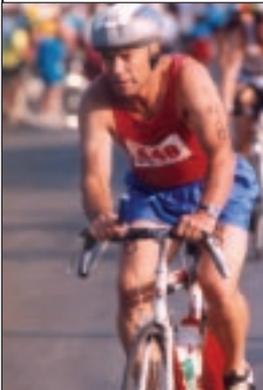
WAVES, Brooks returned to KU with the help of the G.I. Bill. She earned a master's degree in English at KU and a bachelor's

degree in library science from Kansas State Teachers College (now Emporia State University). Brooks worked in the Kansas City, Mo. Public Libraries and then the Wichita Public Library. She retired in 1979. Brooks traveled extensively before she moved to Emporia, Kan. where she currently resides.

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Lori Unruh (Ph.D. 1994), lead psychologist with Asheville, N.C. City Schools for nine years, was named Practitioner of the Year by the North Carolina School Psychology Association. Dr. Unruh also was one of three finalists for the National Practitioner of the Year award. She was cited for her record of outstanding psycho-educational evaluations, for sustained involvement in pre-referral interventions, and for the development of a comprehensive student intervention handbook.

R. Vaughn Kimbrough (M.S.Ed. 1960) is the oldest active triathlete in both Kansas and Missouri. In 2003 he qualified to compete for the U.S. in the World



Kimbrough

Championships in Queenstown, New Zealand. Kimbrough previously qualified for the U.S. team seven times and competed in five World Championships — in Canada, England, New Zealand, Australia, and Switzerland. His best finishes were seventh place (on two separate occasions) during world competitions, and third place in national competition. Kimbrough began competing in triathlons in 1983 at the age of 56. At that time he was a realtor and home builder, a career he began in 1970 after teaching and coaching football since 1951 in Horton, Bonner Springs, and Leavenworth, Kan.

Tim Carter (B.S.Ed. 1979) is head men's basketball coach at the University of Texas at San Antonio. Now in his ninth year as head coach for the Roadrunners, Carter has the most victories (115) and longest tenure in the team's history. He has led the team to one NCAA and six Southland Conference (SLC) tournament appearances and was honored as SLC Coach of the Year. Previous assistant coaching jobs included Oklahoma State University and Northwestern University. He also was head coach at the University of Nebraska-Omaha.

Harry Schanker (B.S.Ed. 1954) retired from teaching in the Denver, Colo. Public Schools in 1992 after 38 years of teaching. During his career he was recognized both locally and nationally and was the author of a widely used drama textbook. After the Columbine High School incident, Schanker was asked to return and work part-time with Columbine student who were transferred to Dakota Ridge High School in Denver. Still teaching at Dakota Ridge, he has now worked with high school drama students for more than 50 years. Schanker notes that "no one taught him language arts methods better than Oscar Haugh (former professor in the School of Education)."

Pat Grzenda (B.S.Ed. 1975, M.S.Ed. 1979) recently was honored as the USD 497 2003-2004 master teacher. She is automatically nominated for the Kansas Master Teacher Program sponsored by Emporia State University. Grzenda has taught in the Lawrence district for 27 years. Throughout her career, she has specialized in adaptive physical education for students with disabilities.

Alumni Join in Homecoming Celebration

The first annual School of Education pre-game party was held on the patio of J. R. Pearson Hall prior to the Homecoming football game on Oct. 18, 2003. Nearly 200 faculty, staff, alumni, and friends feasted on subs, chips, cookies, and soft drinks under sunny skies and balmy temperatures. Homecoming was made perfect with a KU win over Baylor.

What would you like to see in *The Jayhawk Educator*?

WE'RE ALL EARS!

- More alumni news and features?
- Information about No Child Left Behind and other current educational topics?
- Successful instructional strategies that you can use in the classroom?
- Updates about KU faculty grant and research projects?
- Student profiles and accomplishments?
- Faculty news?
- Information relative to State and Federal regulations?
- Scholarship news?
- Something else?

Send your suggestions, comments, and news to: jayhawkeducator@ku.edu.

Also, please let us know if you are interested in receiving a periodic e-newsletter from the School of Education ... you may send your request to the same e-mail address above.

Who, What Where

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 jayhawkeducator@ku.edu. Many thanks to these graduates for writing.

1930s

Hazel Blair Anderson (B.S.Ed. 1936) resides in Kansas City, Kan. where she taught in the public schools before her retirement. She and her husband, Carey, have also been entrepreneurs and community activists, and busy with church and clubs.

Mildred E. Grable Wilson (B.A. 1938, M.S.Ed. 1960), a KU basketball fan, taught junior and senior high school home economics for 45 years. Although retired, she still works one day a week at a local store and keeps busy with clubs and meetings — and also with her two grandchildren and four great-grandchildren.

1940s

Margaret E. Brickey (B.S.Ed. 1944) taught music in a school for two years. After marrying, she went on to work in the private sector and for the Civil Service. She now is retired. Her daughter, two granddaughters, and great-grandson all live in Oregon.

Robert E. Pine (B.M.Ed. 1941) is a retired naval aviator and housing administrator. He and his wife, Dorothy, have traveled extensively on all continents. Pine is a past recipient of the Mildred Clodfelter Alumni Award for service to K.U.

1950s

Basil R. Covey (post-doc, 1958-1963) served as school administrator in Kansas public schools for 42 years in Vinland, Huron, Nortonville, Holton, Augusta, and Topeka. In 2002, he was inducted into the Kansas Teacher's Hall of Fame, housed in Dodge City.

Kendall C. Hay (B.S. 1955, M.S.Ed. 1961) retired in 1994 after serving as a school administrator in Ottawa, Columbus, and Wellington, Kan. for 35 years.

Elizabeth (Betty) Harrison Ince (B.S.Ed. 1958) retired after teaching 10 years in Manhattan, Kan. and for the last 12 years at the United States Military Academy in West Point, N.Y. She and her husband, Lou Turner, live in a 200-year-old farmhouse on a 28-acre farm. Betty is an active gardener and friend of her local library.

Connie Jordan (B.S.Ed. 1958) teaches in area colleges and at the University of Central Florida. She also is involved with local theatres and museums.

Joan Moeller (B.S.Ed. 1957) retired in 2001 from teaching middle school social studies in Harrison, Mo. after teaching a total of six years in Kansas and 27 years in Missouri.

Vicki Parker Meuli (B.S.Ed. 1959) resides with her husband, Larry (M.S.Ed. 1962), in Cheyenne, Wyo. She retired three years ago from teaching elementary education. With three grown children and a seventh grandchild on the way, she still uses her teaching skills. She serves as a lay member on the Governor's Child Certification Board for Day Care and also advises her husband, a Wyoming representative to the state legislature, about important educational issues.

William J. Sollner (M.S.Ed. 1953) is a busy retiree in Arma, Kan. He is a community activist "and agitator," newspaper columnist, actor, puppeteer, and active member of the Puppeteers of America.

Marylou Saylor Turner (B.S.Ed. 1957) taught mathematics in the Shawnee Mission School District after leaving KU. Marylou then earned a master's degree and has been a private math tutor since 1965. She served as national treasurer of Sigma Kappa for eight years and now is a trustee of the Sigma Kappa Foundation. An active volunteer for the Kansas City Symphony, she has chaired the Designers' Showhouse and the Symphony Ball committees, serves on the American Symphony Orchestra League, and is on the search committee for the new conductor of the symphony. Marylou has just completed a six-year term as the president of the Women's Committee for the Conservatory of Music at the University of Missouri at Kansas City.

1960s

Fred Aldrich (B.A. and B.S.Ed. 1966) has been named one of 10 Jemison-Stovall Fellows to direct student oral history projects involving the 1953 Baton Rouge Bus Boycott, an important event in the civil rights movement in the South. Aldrich recently completed his 20th year teaching speech, journalism, and media studies at Baton Rouge Magnet High School, one of the South's premier academic magnet schools. He is a three-time building level Teacher of the Year and was the 2000 East Baton Rouge Parish Teacher of the Year and finalist for Louisiana Teacher of the Year. From 1988 through 1995, Aldrich's television production students produced one of two live student-produced homework assistance shows in the nation for Baton Rouge Cablevision. He notes that he is proud to have taught three students who have been named Rhodes Scholars since 1990.

Cynthia Burcham Feagan (B.S.Ed. 1969) practices law in Overland Park, Kan. with the firm of Blackwell Sanders Peper Martin LLP. Feagan has taught business environments at DeVry University and business law I at Johnson County Community College as an adjunct.

Carol L. Hindman (B.S.Ed. 1961, M.S.Ed. 1965) retired in March as a plant controller at Weyerhaeuser Co. and will move to a retirement community in Arizona.

Karen Vice Irey (B.S.Ed. 1964) is a retired social worker, trainer, and consultant. She recently was awarded The Powl Toussie Leadership Award by the Oklahoma Association for Infant Mental Health for outstanding contribution to the development of infant mental health programs and goals. Irey lives in Norman, Okla., with her husband, Thomas.

Charles F. Morelock (B.S.Ed. 1962) taught in the Los Angeles School District for 25 years, then substituted in the Huntington Beach High School District for another 12 years. He now is retired and living in Huntington Beach, Calif.

Suzanne "Suzie" Fisher Turner (B.S.Ed. 1964) taught as a classroom teacher for more than 25 years. For the past 12 years she has been an elementary counselor and presently is employed in the Olathe, Kan. School District.

1970s

Janel I. Bachnick (B.S.Ed. 1970, M.S.Ed. 1985), began her school career teaching English in the Olathe, Kan. School District. After earning a school counselor endorsement from the School of Education in 1999, she became a counselor at Olathe North High School.

Mary Heggie Calhoun (M.S.Ed. 1972) retired as a teacher of the emotionally disturbed in the Kansas City, Mo. School District.

Peggy Thorne Childs (B.S.Ed. 1971) is just beginning her next term on the U.S.D. 308 Board of Education. She writes, "I think that I bring my teaching side to the board table, along with the parent side as three of my daughters have gone through this school system. I am pleased to have two daughters as teachers, with my third daughter just graduated from KU and who will be doing graduate work at Hunter College this fall."

Steven H. Fasse (B.S.Ed. 1978) is teaching sixth grade in the Olathe, Kan. School District.

Mary Hupka (M.S.Ed. 1970) retired from the Olathe, Kan. School District in June 2003 and has since moved to Punta Gorda, Fla.

Nedra E. Mitchell (B.S.Ed. 1977, M.S.Ed. 1991) now is providing early intervention physical therapy services for children in Leavenworth County, Kan. and Jackson County, Mo. She taught in the KU physical therapy program from 1992 to 1994, then was a regional manager for three corporate health care companies.

Pamela Fanshier Phillips (B.S.Ed. 1975) received a master's degree from the University of Northern Colorado. She teaches autistic children at Levy Special Education Center in Wichita, Kan.

George E. Winslow (Ed.D.) recently was re-elected as a senior senator in the California Senior Legislature, where he has served for 12 years.

Weldon Zenger (Ed.D. 1970) is professor emeritus of education and President's Distinguished Scholar at Fort Hays State University. He also serves as adjunct professor emeritus of education and conducts educational research at Kansas State University.

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1980s

Gary W. Allen (Ph.D. 1989) presently serves as the U.S. Army's liaison officer to the German Federal Office for Military Research and Procurement in Koblenz, Germany. Dr. Allen arrived in August 2002 and will occupy this position for three to five years.

Kelly Herman-Roberts (B.S. Ed. 1988) is assistant principal of Mattie Wells Elementary School in Macon, Ga. She also is working on her specialist's degree at Georgia College and State University in Milledgeville. She has been an educator in Georgia for the past 15 years.

Jimmie "Dirk" Nelson (M.S.Ed. 1986, Ph.D. 1990) presently serves as chair of the Health and Human Performance Department at Central Missouri State University.

Karen Burkett Simion (B.S.Ed. 1980) graduated from KU with an emphasis in therapeutic recreation and worked for eight years as a recreation therapist in Lawrence. In 1988, she moved with her family to Chuuk (formerly known as Truk), a small island in the Pacific nation of the Federated States of Micronesia. In 1993, Simion earned an M.S.Ed. with emphasis in reading from the University of Guam and has been teaching English at the College of Micronesia-FSM, Chuuk Campus for the past 10 years. She has also served as department chair for English for the past seven years.

Joanna Olive Simmons Treas (B.S.Ed. 1989) has worked in the field of adult education for the past nine years. For eight years she designed public seminar curricula for a company in Kansas and now is in business for herself in Wisconsin, developing and customizing internal training curricula for private companies.

1990s

Bianca Elliott (B.S.Ed. 1991, M.S.Ed. 1995) just returned from St. Petersburg, Russia where she worked with Russian teachers. She is a contributor to the recently released Latino Heritage Bible.

Kelly Hale (B.S.Ed. 1998) presently is the coordinator of communications for NASCAR, handling international and advance media efforts for the NASCAR Craftsman Truck and NASCAR Busch Series. He is based in NASCAR's Daytona Beach, Fla. headquarters and has been with NASCAR since June 2002.

Candice Haas Holingsead (M.S.Ed. 1993, Ph.D. 1997) is chair of the Department of Teaching, Learning, and Curriculum in the School of Education at Andrews University in Berrien Springs, Mich. She was awarded the Daniel Augsberger Excellence in Teaching Award from Andrews University in 2003.

Kelly Glazier Hylan (B.S.Ed. 1992) teaches at the Special School District in St. Louis, Mo. She has two children: Josh, age 4, and Lindsay, age 1.

Sarah Lynn Ito (B.S.Ed. 1995) and her husband, Hironori Ito (Ph.D. 2003), live in Middle Island, N.Y. Sarah received her M.S.L.A. in 2003 and is teaching Secondary Spanish in Islip, N.Y.

Robert L. Jones (M.S.Ed. 1991) provides counseling services for the psychosocial needs of children and families.

Sheila Laheen Lefler (M.S.Ed. 1995) teaches second and third grades at Anthony Elementary School in Leavenworth, Kan.

Justin Lonsbury (B.S.Ed. 1998, M.S.E. 2001) is working as a biology teacher in Atlanta, Ga.

David Russell (M.S.Ed. 1994) is in his 40th year as a football and basketball coach in New Mexico. He has served as a teacher and principal during that time. Also a musician, he still performs for the public.

Jennifer Whitmore Schulz (B.S.Ed. 1998) is teaching in the North Kansas City School district while working on her master's degree in special education. She was married this past June.

Sarah Hall Shakespeare (B.S.Ed. 1996) has been living in Philadelphia, Pa. the past two years with her husband, Justin, and dog, Mac. She presently is a territory manager for Sanofi-Synthelabo.

Jenny Spies-Whitney (B.S.Ed. 1993), after teaching third grade in Blue Valley for six years, works for the Olathe, Kan. School District with the Parents As Teachers Program. Jenny reports that it is her fourth year with the program and she loves it. She and her husband, Patrick, are the parents of Ben, age 3, and Emma, 5 months.

Diana Swezy (Ed.D. 1999) is principal at Gordon Parks Elementary School, a K-4 charter school in Kansas City, Mo. Housed in the historic Volker School facility, classes are limited to 15 students. The school's focus is on literacy, with an emphasis on the arts and hands-on active learning.

Kevin Warner (B.S.Ed. 1999), is working with the U.S. Forest Service — first in Alaska and now in Carbondale, Colo. He received a degree in natural resource management from Colorado State University.

2000s

Chris Barnes (B.S.Ed. 2002) presently is working on a master's degree in curriculum and instruction.

Sharon Hoch Baxter (M.S.Ed. 2002) now is staying at home with her 1-year old daughter, Olivia, after teaching three years in the Kansas City, Kan. schools and two years in schools in Paulsboro, N.J. as an early childhood special education teacher.

Christine Zemula Dawson (B.S.Ed. 2003) is student teaching while working on her master's degree in special education.

Anne E. Edwards (M.S.Ed. 2003), is an early childhood special education teacher at Raintree Montessori School in Lawrence, Kan.

Courtney File (B.S.Ed. 2002) worked in the KU Energy Balance Lab after her December graduation until July 2003. She now is at East Carolina University, working on a master's degree in exercise physiology.

Julie Gorman (B.S.Ed. 2000) is a graduate student at Emory University in Atlanta, Ga., where she is studying to be a physician's assistant.

Megan Honigan (B.S.Ed. 2002) is a sixth-grade math teacher, assistant volleyball coach, and student council co-sponsor at Spring Hill Middle School in Spring Hill, Kan.

Lori Hunter (B.S.Ed. 2002, M.S.Ed. 2003) is studying to become a physician's assistant.

Angela R. Johnson (M.S.Ed. 2001) is director of recruitment at the KU Edwards Campus in Overland Park, Kan.

Sarah Campbell McKee (B.S.Ed. 2001, M.S.Ed. 2003) began her third year as a kindergarten teacher in Liberty, Mo. In 2002, she married Justin McKee (B.S.Ed. 1999, M.B.A. 2001).

Amanda McMillion (B.S.Ed. 2002, M.S.Ed. 2003) earned her master's degree in language arts and began her first year of teaching at Mesa Ridge High School in Colorado Springs, Colo. last fall.

Megan Pearce (B.S.Ed. 2002) is teaching fifth grade in DeSoto, Kan.

Former
Arizona Governor
Visits Alma Mater

Visiting Donita Massengill's teaching and leadership 345 class during the fall, KU alumna and former Arizona Governor Jane Hull shared an overview of her life as a School of Education student, her career path to governorship and experiences as one of the first female governors, her work with the Navajo people, and a few perspectives on educational policy. Now that she is retired, Governor Hull looks forward to opportunities to speak directly with students.

Originally from Kansas City, Mo., Hull received her bachelor's degree in elementary education from KU. She taught in the Kansas City, Kan. schools during the early 1960s. She was the first woman to serve two terms as speaker of the house. The National Republican Legislators Association named her National Legislator of the Year in 1989. She was elected Arizona's 16th secretary of state in 1994. U.S. Supreme Court Justice Sandra Day O'Connor administered the oath of office to Hull, who became Arizona's 20th governor in September 1997. Hull's commitment to diversity was recognized in 2002 by the Mexican government which honored her with the Aguila Azteca, or Aztec Eagle, decoration, the highest honor accorded foreigners by the Mexican government to recognize those who work to improve the bilateral relationship between the U.S. and Mexico.

Hull currently serves on numerous community and service boards and with political organizations. She and her husband, Terry, a retired obstetrician, have four children. He and his brother, Howard Hull (also KU alumni), enjoyed lunch with Chancellor Hemenway and Dean Lumpkin, as well as a tour of J.R. Pearson Hall where they paused for this picture.



l to r: Dr. Terry Hull, Governor Jane Hull, Dean Angela Lumpkin and Howard Hull

Remembering the Teachers Who Touched Our Lives

My Ode to Mr. Houlihan and Miss Green by Robert Hohn

All of us fondly recall our favorite teachers. When I was asked to write a description of mine, two individuals readily came to mind. They were easy choices because both had a tremendous impact on a boy growing up in the '50s in Valley Stream, Long Island, NY. They were very different in age, gender, how and what they taught, and how they related to students. They were also very similar in two respects: they loved children and they loved to teach them. In addition, they were excellent examples of two traits that define expert teachers: enthusiasm and caring.

Daniel Houlihan was my sixth-grade teacher. An ex-Army Sergeant, he was nicknamed — as you might guess — “Sarge.” He loved to tell war stories. Whenever class got dull, we would ask in a voice filled with awe and disbelief: “Mr. Houlihan, were you really in the war?” or words to that effect. This always led to at least 15 minutes of great stories, and a little insight into WW II that can only be shared by a veteran. They were certainly more interesting than a nutrition lesson on the seven food groups.

While that type of off-task behavior would be frowned upon by many today, Mr. Houlihan’s unbridled enthusiasm for new learning would be applauded and was contagious. If something captured his fancy, he would race off to follow it, and take us along for the ride. We would take long recesses with Mr. Houlihan, who loved to play football with us. He played quarterback, of course, and rejoiced at manipulating the games so that all of us occasionally starred. Even the smallest student in the class (me) was able to catch a touch-down pass. When I think back on it, I realize that it wasn’t about football, it was just one way to build the self-esteem of many students.

Once, while playing, he noticed that a lumberyard bordering our playground was very busy. A large number of people were in and out, leaving with 2x4s, knotty pine paneling — the stuff that people bought in the '50s. After recess, he asked the class how much wood was sold at the lumberyard. We all had guesses, but no one really knew. He said: “Let’s find out.” The next day we were in the lumberyard all afternoon (he had obtained permission). Some students examined sales records, others measured and counted pieces of lumber, others computed “board feet” and area, while others computed prices. It was fun to compare and integrate our findings in math class for the next few days. We even produced a report that went to the management of the lumberyard.

Mr. Houlihan anticipated the recent movement to real-life hands-on problem solving. Wouldn’t you agree? His enthusiasm for tackling problems such as this one brought mathematics and other subjects to life for me.

Mary Green was the teacher that most influenced my decision to study psychology in order to help others.

Miss Green was an unmarried teacher who taught health. She was plump and unattractive by Hollywood standards. Many students made fun of her looks and marital status, and I — striving too hard in those days to gain popularity as a class clown — decided to make her the object of a joke. One day I walked in the classroom, and not seeing her in the room, loudly blurted out: “Where is the old bag?” I was surprised when a bustling room became instantaneously quiet. I soon realized why — Miss Green was standing out of sight behind the door, but well within earshot. Her cheeks had turned pink, but she said nothing. I somehow slunk to my seat, sure that I was to be punished or expelled — or worse.

All through that class period, I worried about my fate, convinced that I was doomed. “I like her, too,” I thought, “so why did I say such a rotten thing?” Miss Green meanwhile said nothing. At the bell, I managed to come up front and stammer out a lame apology, such as “I’m sorry I called you an old bag.” She only nodded and said these words: “Robert, I know you are sorry. I think I know why you said it, that you knew it was wrong, and that you will never do it again. Now get to your next class before you are late.”

You can believe that I bounded out of that room as quickly as possible. Miss Green had realized that I had punished myself a thousand times while at my desk. She also knew that I was a shy, somewhat insecure high school sophomore who was trying to be funny in an unthinking, careless way, as high school sophomores are wont to do. Rather than adopt a punitive approach, which would have been so easy since she had been insulted and no doubt hurt, she considered the reason for my actions. Perhaps she had studied me at my desk and realized that I was already suffering, and decided that I had learned my lesson.

That kind of understanding as to why students behave as they do, and caring about what happens to them, was characteristic of Mary Green. I kept in touch with her for many years afterward, because the way she treated an immature sophomore had a lasting impact on his life.

The enthusiasm of Daniel Houlihan and the understanding and caring about students displayed by Mary Green characterize my two best teachers. I believe that the best teachers of the present, and those of the future, will still be characterized by enthusiasm and caring. 🍎



*Psychology and Research
in Education Professor
Robert (Bob) Hohn, at age 11*

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Dean	Angela Lumpkin
Editor	Paula Naughtin
Design	Robin Harnden The Write Design
Contributors	Barb Menke University Relations

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

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

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

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