

Summer 2010

Excellence in Education, Summer 2010

University of Northern Iowa. College of Education.

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Summer 2010

Excellence in Education

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Front Cover

Rick Schupbach, (B.A. '83) elementary physical education specialist, demonstrates use of heart rate monitors at the Forum for Global PE held in Grundy Center.

Greetings from the College of Education at the University of Northern Iowa.

Since our last publication we have had a great deal of activity in the college and this activity clearly demonstrates how well we are performing on the state, national and international levels. This magazine is full of some (but surely not all) of the wonderful things we are doing to help improve the education of children everywhere, but especially here in Iowa.

Our Malcolm Price Laboratory School has been working closely with the State Department of Education to provide new and exciting workshops to Iowa teachers specifically designed to improve student performance. The school also has been named the winner of the Association for Supervision and Curriculum Development's (ASCD) first Vision in Action award. Clare Struck testified before the Senate hearing, specifically related to this award, on meeting the needs of the whole.

International recognition of this type can only be based on a substantial contribution to the field of education and the recognition is priceless.

Another source of great pride is receiving the Iowa Teacher Quality Partnership Grant. The purpose of the grant is to increase the learning and achievement of Iowa pre-K through 12 students by continuously developing more highly effective teachers from pre-service through the entire teaching career. The grant will achieve this mission by 1) defining emerging attributes of effective teaching and integrating those attributes into both pre-service programs and professional development for beginning teachers, and 2) examining and integrating a diverse set of teacher and student artifacts to document content knowledge of academic major and effective teaching featuring teacher work samples supported by

an integrated technology platform. This key innovation will facilitate the development and implementation of an integrated technology platform that will provide a method to store digital artifacts documenting effective teaching and thus allow for the scaling of teacher effectiveness to reform and enhance teacher preparation programs and professional development.

On a personal note:

As many of you know this is my last year in administration at the university. I have been an administrator for 20 years and I want to spend my final years at UNI as a faculty member and teach, do some research and work to help improve our college. I thank all of you with whom I have had the pleasure of working. I also thank you for the support and collegiality you have shown, not just to me but to one another as well. It has been wonderful to have worked with such good

people. Our students have kept me focused and they are the main reason we are here. Another reason is the care shown by the faculty and sharing in the work of the academy. It is my sincere desire to see our college achieve great things in the future and I have every confidence that we will.



Bill Callahan
Dean, College of Education



Arnie Duncan Visits UNI

U.S. Secretary of Education Arne Duncan came to UNI on April 24, 2009, to talk about education, and to see an innovative physical education program at the Grundy Center Schools.

Duncan praised UNI for a strong teaching program that provides students with up to 150 hours in practical training. Then he challenged everyone to get serious about real reform in education.

Among his ideas for reforming education are doing a better job of tracking student progress, especially in a way that can be measured against international benchmarks; improving the teacher/administrator evaluation system; developing a compensation system that rewards excellence in teaching and being more aggressive in turning around low-performing schools.

Part of the key to real reform, said Duncan, will be a willingness to be open to new ideas, such as charter schools, totally turning over the staff and administrators in severely underperforming schools and changing the school calendar. "The school calendar is still based on the agrarian calendar, which no longer makes sense, even in a farm state like Iowa," he said.



Arne Duncan in Grundy Center

Duncan spent part of his time in Iowa at the Grundy Center Schools, where he viewed an innovative physical education program directed by UNI grad Rick Schupbach in consultation with Beth Kirkpatrick.

He watched elementary students run through an obstacle course called the Heart Adventure Challenge, which represents the circulatory system. Not only does it keep kids physically active, but it teaches them about their bodies too. Then, he walked down the hall to watch fifth graders dissecting hearts. This is just one example of ways to integrate academics and physical education.

Another innovation at Grundy Center is the use of the POLAR scholars, graduate students who assist in physical education instruction and in the use of technology in those classes. POLAR scholars are a joint venture between UNI and Polar Electro Inc.

These unique programs' results have shown measurable outcomes, such as decreased disciplinary problems, improved fitness scores, increased academic scores and more socially responsible behaviors.

"I love the innovation, I loved the engagement, and these students are getting a great background, and a great education. It was just really inspiring to see. These students – because of these types of activities – they are going to take ownership for their own health for the rest of their lives," said Duncan in an article in the Grundy Register.

"It was an honor to welcome U.S. Secretary of Education Arne Duncan to UNI this past spring," said William Callahan, dean of UNI's College of Education.

"His high ideals coupled with his innovative approach to learning excite me and the faculty, staff and students here at UNI. His initiatives will create a professional climate for teachers that will enable them to set high standards for our nation's children."

"Our university has a rich tradition in education and it is appropriate that Secretary Duncan chose UNI to address our nation's educational opportunities and challenges."

"In 1876, we began as a teacher preparation school and our unrelenting commitment to excellence has established UNI as one of the Midwest's premier educator preparation programs. Our faculty is researching new methods to prepare future teachers for the 21st century. Evidence of this is the recent federal funding granted to UNI for a Center for Early Education in Science, Technology, Engineering and Mathematics that will focus on curriculum development and teaching methods for early childhood educators.

"Secretary Duncan is well known as a consensus builder and I am confident he will unite our nation's efforts to improve our educational system. As a leader in educator preparation, we look forward to doing our part in collaboration with many to promote educational excellence for all Americans."

"Our university has a rich tradition in education and it is appropriate that Secretary Duncan chose UNI to address our nation's educational opportunities and challenges."

Bill Callahan, Dean



The Dalai Lama Visits UNI

His Holiness the 14th Dalai Lama visited UNI Tuesday, May 18, 2010, to share his views on the importance of education in an increasingly global society.

"UNI is honored to host the Dalai Lama, who has received awards from around the world that recognize his messages of peace, non-violence, inter-religious understanding, and universal responsibility and compassion," said UNI President Benjamin Allen. "At UNI, we take great pride in providing quality education and preparing future educators. The Dalai Lama imparts a message to the world that stresses the importance of learning, and the role education plays in developing socially responsible citizens. This is a great opportunity to provide inspiration and cultivate new thoughts and ideas at UNI."

The day of his visit was an opportunity to celebrate education and discuss its importance while encouraging the exchange of ideas and views. A committee was established to coordinate academic initiatives, campus and community programs, and K-12 activities that took place during the fall and spring semesters leading up to the Dalai Lama's visit.

For more information about the 14th Dalai Lama of Tibet, who received the Nobel Peace Prize in 1989, visit www.dalailama.com.

COE Outreach in Conjunction with Dalai Lama's Visit

Already known for its outreach efforts, the College of Education extended those efforts prior to and during the Dalai Lama's visit. Activities included:

- Traveling trunks featuring Tibetan culture. Trunks were made available through the UNI Museum and included activities and lesson plans geared toward elementary students. This work was led by Diane Schupbach, education coordinator, museums and collections.

- UNI students from Tibet spoke about their lives, culture and other issues specific to Tibet. Their talks were targeted for middle, junior high and high school students.
- UNI faculty members knowledgeable about Tibet addressed Tibetan issues, religion and culture for a variety of audiences, but most especially for middle, junior high and high school students.
- A CD of activities and lesson plans about Tibet for elementary students up to grade seven was created. This project was led by Audrey Rule, associate professor of curriculum and instruction, and Sarah Montgomery, assistant professor of curriculum and instruction.
- Community service projects for grades four through 12. Based on criteria set forth by the committee, service projects illustrated principles held by the Dalai Lama and were of service to the community as a whole. These projects were nominated by the school counselor and up to 75 participating students

and teachers were randomly selected to receive tickets to the Dalai Lama speech. This work was coordinated by Clare Struck and Mary Guenther from Malcolm Price Laboratory School.

- UNI teacher education students who developed lesson plans and teaching activities that met the requirements set forth by the committee were eligible for one of 25 randomly drawn tickets to the Dalai Lama's address.

"We wanted something permanent for educational learning from this visit, and I think the

committee accomplished this," according to Melissa Heston, member of the committee, interim director of teacher education and associate professor in educational psychology and foundations.

For more information on the College of Education outreach efforts, contact Heston at 319-273-2236 or e-mail her at: Melissa.Heston@uni.edu.



Black Hawk Elementary Students Exploring Tibetan Culture

UNI's Center for Early Education in Science, Technology, Engineering and Mathematics

Ever watch young children play? They build, destroy, rebuild, sort, count, invent. Their curiosity makes them natural scientists and mathematicians.

In spite of this natural curiosity, education doesn't focus on science and math for preschoolers and the K-2 crowd. But Betty Zan plans to change that. She is a huge advocate for getting more science and math into the curriculum for young children.

To do that, Zan, an associate professor and director of the Regents' Center for Early Developmental Education, has put together the Center for Early Education in Science, Technology, Engineering and Mathematics (CEESTEM).

"Our purpose is to focus on early childhood STEM. There is no other center in the country that focuses on STEM education for this age group: birth through age eight," according to Zan. "Young kids are curious and they are constantly experimenting, trying to figure out how the world works. We want to have STEM education available for these early years when their attitudes towards math and science are forming.

"Some people believe you can't do science and math with pre-readers. But if you watch how children problem solve, you begin to see they are doing physical science and engineering at very young ages," Zan said. "Our science is very hands-on and interactive. It engages the children."

Zan views two different areas of work: the preschool group and the kindergarten through second grade group. "Each has different challenges for us. For preschoolers, we will need to work

with the preschool teachers to help them overcome any math/science anxieties they might have and to help them see the science in our world."

As for the older age group, Zan said the "No Child Left Behind" legislation with its emphasis on literacy leaves very little room in the curriculum for science and math.



Besides advocating for more STEM in the younger children's curriculum, Zan hopes CEESTEM can be a clearinghouse of information on early childhood STEM curriculum. A Web site will soon be running and Zan hopes to have reviews of materials, links to science and technology and other collections of materials available.

Currently the center works with Price Lab's K-2 teachers and with their preschool teachers to include STEM in the school day. "We're putting together a model that will be readily adapted to other classrooms," Zan indicated.

To assist in the efforts of CEESTEM, Zan said the center received a \$950,000 grant from NASA (National Aeronautics and Space

Administration). CEESTEM is in its first year of operation.

CEESTEM hires two research fellows from South Africa

A national search for two research fellows in the Center for Early Science, Technology, Engineering and Mathematics (CEESTEM) produced two extremely qualified individuals, said Betty Zan, director.

Both come from South Africa and knew each other through their work in the educational system in their country.

Nosisi Feza-Piyose Ph.D. comes to UNI from the State University of New York-Buffalo where she studied under Douglas Clements Ph.D., one of the leaders in early childhood math education. Bongani Bantwini, Ph.D., a Fulbright scholar, completed his doctorate at the University of Illinois-Champaign-Urbana, where he studied science education.

Feza-Piyose and Bantwini have been working with the pre-K-2 teachers at Price Lab, the Child Development Center at Price Lab and the Freeburg Early Childhood Education program.

"They come into the classrooms and offer support and technical assistance to increase the quality of STEM programs in the classrooms," according to Zan.

"They also will conduct curriculum development research and try out various STEM activities and materials so we can make recommendations."



Collaborative for Disabilities, Literacy

Even though all children are supposed to benefit from the No Child Left Behind Act and the Individuals with Disabilities Education Act, data shows that children with significant developmental and sensory disabilities continue to face segregation in the classroom and are excluded from literacy and language learning opportunities.

"The consequences for these children can be devastating and have lifelong implications," said Amy Petersen, assistant professor in the Department of Special Education.

Petersen, along with special education colleagues Amy Staples, associate professor, and Chris Kliever, professor, have undertaken a joint project with Evette Edmister and Jennifer Walz, both assistant professors in the Department of Communication Sciences and Disorders. The team has put together a Collaborative on Disability Studies in Literacy, Language and Learning to address the educational needs of children with disabilities.

This initiative is a collaborative effort across various colleges. We have been working with the College of Humanities and Fine Arts, the College of Education, and the College of Business Administration to draw upon expertise of various individuals so that we might best serve students with disabilities and their parents," said Petersen.

Iowa's Department of Education has also been a leader in making sure this segment of the population is served. "I don't know of any other state that has had this kind of vision," Petersen said. "The state of Iowa has been a huge partner in our efforts."

This collaborative effort will focus on four areas:

- 1. Professional development** at the pre-service and postgraduate levels with model demonstration learning sites, curricular materials, courses and resources promoting highly qualified teachers and therapists
- 2. Family support** with resources to promote literacy and language development at home

3. Policy with the development of white papers, multimedia and research reports to inform policy makers who can direct resources to promote all children's full citizenship

4. Scholarship and research. To engage in cutting edge research in the areas of literacy development, language therapies and effective methods of instruction using technologies that bring together children with and without disabilities under the guidance of highly qualified educators and therapists.

Plus, dissemination of national efforts that explore and

document effective education-based methods and therapies.

"In conjunction with its national implications, the collaborative is extremely important to local educational efforts," noted Kliever. He stated that in 2006,

the Iowa Department of Education, implemented a six-year plan (since revised in February 2008) to improve the delivery of special education services and support to Iowa's children and families. The plan is a direct response to Federal concerns regarding access to general education settings and curricula for Iowa children with developmental disabilities. The collaborative initiative will play an

integral role in promoting the State of Iowa's determined effort to increase thoughtful inclusive educational opportunities for all children. Central to full and valued citizenship for individuals with disabilities is the optimal development of literacy, language and communication skills beginning in the child's earliest years.

For more information, contact Petersen, Staples or Kliever at the Special Education Department at 319-273-6061 or Edmister and Walz at the Communication and Science Disorders Department at 319-273-2496.



Global Forum for PE

Grundy Center, Iowa, is the home of an exceptionally innovative physical education program, which has gained national and international attention this past year.

This made Grundy Center the logical site as UNI and the Grundy Center Community Schools hosted the Global Forum for Physical Education Pedagogy 2010 on May 13 and 14, 2010. The Forum's theme was "Revitalizing Physical Education Through Technology."

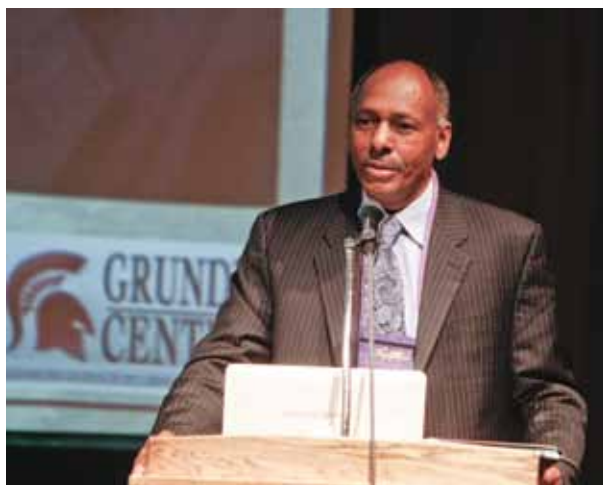
Internationally recognized experts and representatives from more than 30 countries and regions were involved in planning the reshaping and redesigning of the future of physical education.

"We want to stimulate thinking about the future direction of physical education teacher preparation programs," said Christopher Edginton Ph.D., director of the School of Health, Physical Education and Leisure Services at UNI and one of the forum's speakers. "By using technology and encouraging links to the community, partnerships can be built that are beneficial to all ages. Grundy Center's physical education program demonstrates this."

Consensus grows internationally that physical education teacher preparation programs need to be reformed. This forum hoped to unveil a new model for these programs.

Participants visited the Grundy Center Schools' physical education classes and the community to see the results of cooperative efforts between the school and the community. Physical education in schools in Hong Kong and Singapore also were featured.

For more information, contact the School of Health, Physical Education and Leisure Services at 319-273-2849 or visit www.uni.edu/coe/hpels.





Student Profile–Pema Yangchen

The College of Education recently interviewed Pema Yangchen via e-mail. She's an English lecturer at the Dalai Lama Institute for Higher Education in Bangalore, Karnataka, India. She is obtaining her doctorate in curriculum and instruction at UNI.



The College of Education recently interviewed Pema Yangchen via e-mail. She's an English lecturer at the Dalai Lama Institute for Higher Education in Bangalore, Karnataka, India. She is obtaining her doctorate in curriculum and instruction at UNI.

COE: Pema, give us some background about yourself.

Yangchen: When China annexed my country, Tibet, in the year 1959, my parents and thousands of other Tibetans fled south to the neighboring country of Bhutan. Resettling in a foreign country as refugees is the hardest thing that the Tibetans have to endure even to this day. To live the life of a refugee is to struggle daily to survive and to preserve and maintain one's culture and language. Living constantly with fear, uncertainties and discrimination, my parents and uncle earned their living by working as underpaid laborers building roads and bridges in Bhutan as did most of the Tibetan refugees who fled to India and Nepal.

My mother died when I was a baby and my father died when I was seven, leaving my elder sister and me with our uncle. Being orphaned at such a young age became a blessing in disguise. Our uncle took us to India to seek admission in one of the Tibetan residential schools that cared for destitute and deprived Tibetan orphans. It became our home. Known as the Tibetan Children's Village (TCV), this group of schools today is a charitable organization caring for more than 15,000 Tibetan children under the leadership of H. H. the Dalai Lama's sister, Jetsun Pema.

Without this school, I wouldn't be the person I am now. My sister and I received a life-changing education, and above all learned lifelong lessons of what service to others means. Our school's motto is "Others before self," and it is clearly reflected through the work these schools do in caring for and educating poor and needy Tibetan children. For more information about the TCV Schools, please visit www.tcv.org.in/.

Today, my sister is a compassionate registered nurse who served in the health center of two TCV schools taking care of children's health and hygiene. I got my B. A. in English literature in 1993. At that point TCV schools faced teacher shortage problems and I was asked to teach English in one of the TCV schools. I took this as an opportunity to give back something to my school. I chose to teach in a school where all the students were young adults who had recently fled from Tibet. I had students who had never been to school. These students had to travel day and night through the snow leaving their parents behind, perhaps forever. Listening to their stories and being with these students made me realize that I was in the right place. To help these students more efficiently, I decided to join a teacher education college. I got my B. Ed. in teaching English in 1996.

Initially, I taught English to grades seven through 10 at TCV Suja, located in the northern Indian state of Himachal Pradesh. But because of the teacher shortage, I was requested to teach other subjects like geography, science and Tibetan, which I gladly did.

COE: How did you get to UNI for your education?

Yangchen: I came to UNI in fall 2001 as one of the recipients of a one-year Fulbright Scholarship to study in the US. For my one-year

study, I wanted to focus on teaching English as a Second Language (ESL)/Foreign Language (EFL). The Department of Education of the Central Tibetan Administration here in India and The Tibet Fund in New York manages the selection of the candidates and the admission of all the scholarship recipients each year. I was told that I had been given admission in the M.A. TESOL program at UNI. I received funding support from the University of Northern Iowa Graduate College to complete my M.A. in TESOL and my Ed.D. in curriculum and instruction.

COE: Why is education so important to you?

Yangchen: Education has enriched my life. I believe that by sharing with my fellow teachers the knowledge and skills that I have gained, I can help them to be better and caring teachers. With few Tibetan women at my education level, I want to be a role model and a source of encouragement for the young teachers and students. I want them to know that education is worth struggling for and women and young girls have an equal right to an education.

I want to serve the Tibetan community by promoting professional development for teachers. My own vision is to establish a community of Tibetan teachers from all disciplines to provide a platform for teachers to engage in cross-school collaboration, build confidence in themselves as autonomous professionals, and share and discuss reflections on teaching and learning with others, thus enhancing professional growth.

COE: How has being at UNI benefited you?

Yangchen: My education here at UNI has been the most wonderful thing that could possibly happen to a Tibetan refugee woman. I consider myself very fortunate to be able to study under some very kind, caring, understanding, and dedicated professors at UNI. I will remain ever indebted to them, and in particular to my adviser, Linda May Fitzgerald, and my dissertation committee for their guidance, encouragement, support and wisdom. I have learned not only from the graduate courses these outstanding professors taught but also from their dedication and commitment to education.

My education at UNI has provided me with a wide range of knowledge and skills that an educator needs today and challenged me to do my best. The quality of professors, the camaraderie of fellow classmates, and the safe and cooperative environment at UNI have made my UNI education experience a very fulfilling one.

COE: You were instrumental in bringing us the sand mandala, and now His Holiness the Dalai Lama is visiting UNI in May.

Yangchen: I wanted to give back something to UNI. Hence, I proposed the construction of a Tibetan sand mandala, which was a wonderful event at the Gallagher-Bluedorn Performing Arts Center.

The community was introduced to the ancient art of Tibetan Buddhism and witnessed all the stages of a sand mandala construction. This event helped promote religious understanding and harmony across all communities.

Finally, the healing effects of the sand mandala and the blessings it conferred to our communities here established the sense of community that would give His Holiness a warm welcome in 2010.

Our Cedar Falls and Waterloo community really enjoyed the mandala event. It was a great educational experience for people of all age groups. I am confident that the mandala event helped in bringing about awareness among the people there and has prepared our community for the Dalai Lama's visit. I'm very excited about the visit and I am working on being there during that time.

HPELS Hall of Excellence 2009 Inductees

In 1978, the School of Health, Physical Education and Leisure Services was established, combining men's and women's health, physical education and recreation programs. At the time of the merger, Elinor Crawford was the head of the Department of Women's Physical Education and William R. Thrall served as the head of the Department of Men's Physical Education. Through their generosity, the School of Health, Physical Education and Leisure Services Hall of Excellence was developed to recognize graduates who have distinguished themselves professionally.

Located in the main lobby of the Wellness/Recreation Center, the Hall of Excellence provides recognition of distinguished graduates and captures the history of the program. Although the School of Health, Physical Education and Leisure Services is proud of all its graduates, the Hall of Excellence was created to acknowledge its meritorious graduates and to encourage currently enrolled students to strive toward this recognition. The following HPELS alumni were inducted into the Hall of Excellence in 2009:

Mary Anderson (B.A., 1969)

Shirley Dutton (B.A., 1955)

Shirley Ryan (B.A., 1969)

Sue Joseph (B.A., 1981, M.A., 1987)

Bobbi Darling (B.A., 1952)

Warren Hansen (B.A., 1961, MA, 1963)

Keith Freeseemann (M.A., 1978)

Sylvia Tucker (B.A., 1942)

U.S. Department of Education Awards \$9 Million Teacher Quality Partnership Grant to State of Iowa

In 1978, the School of Health, Physical Education and Leisure Services was established, combining men's and women's health, physical education and recreation programs.

The U.S. Department of Education announced the Iowa Department of Education, in partnership with UNI, Stanford University and UCLA, is one of 12 organizations to receive a more than \$9 million Teacher Quality Partnership grant, funded by the American Recovery and Reinvestment Act. The purpose of Iowa's Teacher Quality Partnership is to reform traditional university teacher preparation and improve learning and achievement in high-need schools. Distinct components of the work of the grant include the use of innovation and technology in Iowa's classrooms and UNI's educator preparation program. UNI teacher preparation students will be able to gain even more hands-on learning experiences by joining various classrooms in high-needs schools in rural Iowa through online technology such as video conferencing.

Summer Storms Damage MPLS and Property

A severe thunderstorm produced a sudden macroburst down draft in the Cedar Falls area last summer, damaging the Malcolm Price Laboratory School grounds and some of the school.

"We lost 23 trees, three of which fell into windows," said Bridgette Wagoner, director. "Unfortunately, those three rooms, and their contents, had quite a bit of damage."

Damage included elementary music instruments, AV equipment and library books.



COE Awards Celebration

At the annual spring 2009 and spring 2010 College of Education Awards Celebrations, several outstanding faculty were recognized for their achievements. Those awarded in 2009 were:

- **COE Award for Outstanding Scholarship/Research:** Frank Kohler, interim department head and professor, Special Education
- **COE Award for Outstanding Service:** Becky Wilson Hawbaker, instructor, Price Lab School; director, Professional Development School
- **COE Award for Outstanding Teaching:** Windee Weiss, associate professor, Health, Physical Education & Leisure Services
- **Dean's Award for Multicultural Initiatives in Teaching:** Janet McClain, instructor, curriculum and instruction; director, Multicultural Initiatives in Teaching Program
- **University Book & Supply Award for Outstanding Teaching:** Amy Petersen, assistant professor, special education

Those awarded in 2010 were:

- **COE Award for Outstanding Service:** Leigh Zeitz, associate professor, Curriculum and Instruction
- **COE Award for Outstanding Teaching:** Deborah Tidwell, associate professor, Curriculum and Instruction
- **COE Award for Outstanding Scholarship/Research:** Audrey Rule, associate professor, Curriculum and Instruction
- **Dean's Award for Multicultural Initiatives in Teaching:** Kimberly Knesting, associate professor, Educational Psychology and Foundations
- **University Book & Supply Award for Outstanding Teaching Award:** Leigh Martin, instructor, Office of Student Field Experiences



2009 Award Winners



Leigh Zeitz and
Dean Callahan

Faculty Award Winners

Jan Bartlett, associate professor of counselor education, was presented with the Outstanding Professional Teaching Award from the North Central Association for Counselor Education and Supervision (NCACES) at the National Conference for the Association for Counselor Education and Supervision on Oct. 16 in San Diego.

"This prestigious award is indicative of the quality that Professor Bartlett brings to UNI's outstanding mental health and school counseling programs," said Mary Herring, interim associate dean of the College of Education.

Deborah Gallagher, professor of special education, was inducted into the Iowa Academy of Education in a ceremony held at UNI on Oct. 16.

The Iowa Academy of Education is composed of Iowa scholars whose work has made a significant contribution to the field of education. It is a state organization of 20 active members whose function is to inform educational policies and practices in the state through the consideration and analysis of educational issues.



Ripley Marston, professor of health, physical education and leisure services, was presented the Steve France Outstanding Service Award and the 2009 Honor Award by the IAHPERD at its annual state meeting in Ames this past November.

COE New Hires 2009-10

Department of Curriculum & Instruction

Jean Donham Ph. D., assistant professor, school library media services
Magdalena Galloway, instructor, educational technology and design
Sarah Montgomery Ph. D., assistant professor, elementary curriculum

Department of Special Education

Tammy Ryan, instructor, special education

Department of Teaching

Office of Student Field Experience
Caroline Elser, instructor, student teaching coordinator
Kristi J. Powers, instructor, coordinator of Cedar Falls Student Teaching Center

COE Retirees 2009-10

Department of Curriculum & Instruction

Rheta DeVries Ph.D., professor, early childhood
Ana Donaldson Ed. D., associate professor, education technology and design
Judy Finkelstein Ph. D., professor, early childhood

Department of Educational Psychology and Foundations
John Smith, professor, educational measurement and research

Department of Teaching, Price Laboratory School

Dennis Kettner, instructor, mathematics
Evelyn Ledtje, account clerk

In Memory



Jerry Duea

Jerry Duea, 73, passed away Oct. 24, 2009, in Cedar Falls after a long battle with pancreatic cancer. Originally from Dunkerton, Duea graduated with both his B.A. and M.A. from UNI and received his Ph.D. from Iowa State University. He began his career as a teacher and a coach in Geneva and Alburnett Schools.

He later joined the UNI faculty, spending 31 years here before retiring in 1997. Duea held a variety of positions at UNI.

For nearly 20 years he held various administrative roles, from school psychologist, high school and elementary principal and associate director, at Price Laboratory School. He initiated NU High's boys' golf and girls' basketball programs and served as coach for each. The remainder of his career was spent teaching measurement and evaluation in the Educational Psychology and Foundations Department.

Duea enjoyed golf, spectator sports, coaching and teaching computer programming, reading, word games, writing, traveling, fast cars and boats and spending time with his wife Joan and his extended family at their lake cottage in Minnesota.

Memorials can be directed to the Duea Endowed Scholarship at the UNI Foundation.



Edward Rutkowski

Edward Rutkowski, 83, passed away Jan. 1, 2009, in Cedar Falls. He is survived by his wife Helen.

Rutkowski earned a bachelor's degree from Marquette University and his M.A. and Ph.D. in education at Michigan State.

He then taught junior and senior high school in Illinois.

He joined UNI in 1963, and retired in 1990 as a professor of history and philosophy of education in the Educational Psychology Department. He had been past president of the Midwest Society of the History of Education and was founder and editor of their journal.

Rutkowski also wrote a history of UNI and land grant schools.

"Dr. Rutkowski loved the classroom and truly enjoyed the students," said former UNI faculty member

Len Froyen. Froyen said Rutkowski could illustrate many of his philosophical teachings to football, which he also enjoyed, especially the Green Bay Packers

The Dr. Edward Rutkowski Memorial Fund has been set up at the UNI Foundation for those who wish to contribute in his memory.



Pat Sitlington

Not only was she active in her profession, she was equally busy outside the classroom. Friends and colleagues will miss her enthusiasm. Patricia Louise Sitlington, 62, died Feb. 13, 2009, at her home in Cedar Falls. She had been a professor in the Department of Special Education at UNI.

"Pat exemplified several qualities that were important and meaningful to her colleagues at UNI," said Frank Kohler, interim head and professor of the Special Education Department. "First, she found time for fun and enjoyment in her life. Second, Pat had strong principles and convictions that guided her work, interactions with her colleagues, and personal life. And finally, Pat had a great deal of passion for her work. She had a national reputation for making significant contributions in the area of high school transitions and vocational planning. She pushed all of us to write more grants, publish more articles, and provide services that would make a difference for children and families across the state," according to Kohler.

Pat earned her B.A. in mathematics from St. Mary's College, Notre Dame, Ind., a M.Ed. in special education/educational psychology from the University of Hawaii and a Ph.D. from the University of Kansas in vocational/career planning.

She started her academic career at UNI, left for a position at Indiana University-Bloomington, then returned to UNI in 1986 as a professor in the Department of Special Education.

A scholarship fund has been established at the UNI Foundation. Memorials can be directed to the Dr. Gary Clark and Dr. Patricia Sitlington Endowed Scholarship.



Kindergym

*"I like to move in Kindergym
... and I'll see you next
Saturday!"*

For 25 years area preschoolers and their parents have sung the Kindergym songs while the program has provided an outlet for movement and play. What started in the East Gym in 1984 with Director Ripley Marston and a few kids is now housed in the Wellness and Recreation Center with Director Katie Farwell and nearly 100 kids.



"Kindergym gives kids opportunities to move and we hope it keeps them active throughout their lives, which may decrease obesity," said Marston, professor in Health, Physical Education and Leisure Services. "In addition, college students benefit from working with preschoolers AND their parents. These experiences prove useful when the college students enter the teaching profession."

"Now, our college students also develop activities that can be used in other preschools, so we've come full circle with our research, service and teaching model," said Marston.



Professional Development Schools

What if college professors taught their college students in an elementary classroom?

What if their students then took this information and immediately applied it in the classroom, getting to see what works and what doesn't work in the classroom?

What if the college professors saw how their teaching impacts the classroom?

What if the classroom teacher and elementary students benefited from the best practices being introduced into their classroom?

It's innovative and it works.

That's the idea behind the Professional Development Schools (PDS) - to form innovative partnerships between the university and the schools so that it:

1. Promotes exemplary teaching in both schools and the university
2. Expands professional development opportunities
3. Creates new leadership roles for teachers and university faculty
4. Improves pre-K-12 student achievement

What began as a pilot program two years ago now has become a working model in several Waterloo and Cedar Falls schools, according to Becky Wilson Hawbaker, director of the Professional Development School and coordinator of field experiences and teacher education initiatives at Malcolm Price Laboratory School.

"Prior to the PDS, most of our Level 1 students sat in classrooms and observed what was happening. Our graduates told us they needed more experience with diverse learners, classroom management and assessment. Now, Level 1 students get involved in the classroom, working directly with the students and teachers," said Hawbaker.

"The university supervisors help Level 1 students participate in the classroom and explain what the students are seeing in a classroom and talk about the strategies the teacher is using. In addition, many of the teachers are enhancing their mentoring practices through a series of low-cost graduate courses we've begun to offer."

Taking this concept a step further, Hawbaker said several UNI professors have taken some of their methods courses into the schools. One professor said this has transformed his teaching and he's offered teachers a professional development opportunity based on what he and his students were teaching in the classroom.

In Waterloo, Lincoln Elementary School has a PDS focused on literacy and Carver Academy (formerly Logan Middle School) has a math PDS. UNI students spend up to a year at these sites taking coursework, completing field experiences and doing some tutoring, according to Hawbaker.

"The opportunities for collaboration, partnerships and professional development are endless," noted Hawbaker. "I believe this is the core mission of UNI, and that when we engage meaningfully in schools, everybody benefits."

Currently the majority of schools in the Waterloo-Cedar Falls area are exploring the PDS concept and have teachers or administrators serving as site coordinators for UNI field experience students.

More information on the PDS can be found at www.uni.edu/coe/pds or contact Hawbaker at 319-273-7664.

MPLS Honored as Recipient of First ASCD Vision in Action Award

In March ASCD named Malcolm Price Laboratory School (MPLS) the winner of the association's first-ever Vision in Action: The ASCD Whole Child Award. The award recognizes schools that move beyond a narrow focus on academic achievement to take action for the whole child, creating learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling. For more information about the award visit the Web at www.wholechildeducation.org/

MPLS Students Excel in Academics and Sports

It was a banner year for Malcolm Price Laboratory School/Northern University High students in just about every area. Notable achievements include:

Cyber Defense Teams took first and second places in the state competition and second place in community service.

Jazz Band placed first at the Tall Corn Jazz Festival at UNI and first place at the Northeast Iowa Band Association's District competition. Jazz Band also placed fourth in Iowa against all classes of schools, with several individuals receiving Outstanding Performer honors.



The concert band received its second consecutive Division 1 rating at large group contest. Several individual students received solo honors and attended honor band festivals throughout the year.

Two orchestra students made the All State Orchestra and one made the Honors Orchestra. Several individual students received solo honors at various contests throughout the year.

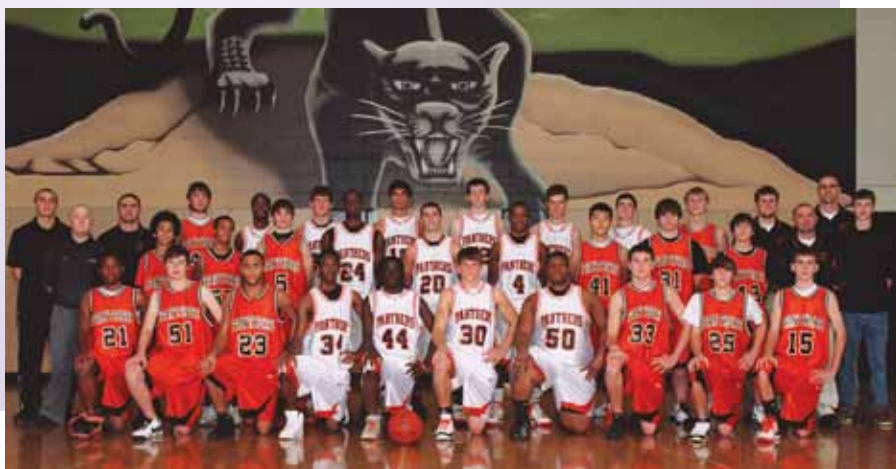
Chorus students also placed highly at various contests throughout the year in both solos and groups.

Large Group Speech: Three teams went to the state speech contest: Boys Improv, Girls Improv and the Choral Reading Group. The Girls Improv was invited to the Allstate Speech contest.

French: Twelve NU students placed in the top 10 in Iowa on the National French Exam for French 1 and 2. Then, two of these students placed seventh and eighth nationally. For the oral French exam, NU took first and second place in French 2 and third place in French 1.

In sports, one boy and one girl went to the State Cross Country meet. The boys' basketball team took second place in the state basketball tournament. In track, four boys and four girls participated in the state track meet, with the two girls' relay teams taking third and fifth in the state meet. One of the boys placed fifth. The golf team won the conference championship and made it to the second round of the state tournament. One golfer placed 10th during the state individual title. The baseball team won the conference title and made it to substate.

NU won The Bank Iowa Traveling Cup for Athletic Performance in all sports and for its academic status. Thirteen of the 14 varsity team sports had a 3.0 GPA or higher.



Program Highlights

The State's R & D School

The work is just beginning for Malcolm Price Laboratory School as it transforms itself into Iowa's first statewide Research and Development School.

The governor signed the bill in spring 2009 authorizing the new R&D School, which is a collaborative effort between UNI, the Iowa Department of Education, Iowa State University and the University of Iowa.



"We are in the first year of a three-year transition," according to Bridgette Wagoner, director and instructor at Price Lab, "and we have a transition team in place."

Goals for the R&D School this year include:

1. Establish student enrollment procedures to reflect what Iowa schools are seeing. "That means our student body should include different cultures, races, English language learners, different socio-economic status, gifted students and students with Individualized Education Plans," said

Wagoner. This also includes funding for open enrolled students.

2. Define the roles and responsibilities of the faculty, and have a management model in place. "We need to look at what our faculty are doing and align that with the university and Department of Education priorities," according to Wagoner.
 3. Develop a strategic plan for implementing the Iowa Core Curriculum.
 4. Collaborate with Area Education Agencies, community colleges and other Iowa schools.
 5. Establish reciprocal relationships with surrounding school districts.
 6. Conduct a facilities study to evaluate the condition of Price Lab and the costs for rebuilding or remodeling. "We ultimately want to acquire a LEED (Leadership in Energy and Environmental Design) certification," Wagoner said.
- Part of the mission of the R&D School is to assist school districts with specific needs. Wagoner feels that the Professional Development Schools (PDS) fill this need and fit wonderfully into the vision for the R&D School.

To learn more about the R&D School, visit www.uni.edu/rdschool.

Malcolm Price Lab School Summer Camps

They think in every direction. They explore. They try. They retry. Who knew math and science could be so much fun! That's the goal of the Summer Investigations camps housed at Price Lab Schools.

For the past four years, UNI and Price Lab have offered week-long summer math and science enrichment camps for kindergarten through fifth grade students throughout the Cedar Valley. Each year, around 150 children explore theme-related activities.

"We choose a theme each year, and the 2010 theme is The Art of Physics," said Mary Stichter, founder of these summer camps and an elementary teacher at Price Lab. Prior years' camps worked on energy, earth science and ecology and water quality.

Not only do the children learn science and math concepts by doing hands-on activities related to the theme, but Stichter pointed out others benefit from the camp as well.

**"Think left and think right
and think low and think
high. Oh, the thinks you can
think up if only you try!"**

Dr. Seuss

For example, UNI's science and math methods classes have a summer field experience opportunity, area educators are provided professional development in inquiry-based science, and partnerships are formed with the community.

"Kids need to experience science in fun and creative ways," Stichter said. "It stimulates their natural curiosity and engages them in math and writing too."

Stichter said the university, College of Education and Price Lab administrations have been very supportive of these summer camps. The 2010 summer camp will be held the fourth week of June. For more information, contact Stichter at 319-273-2428 or e-mail her at mary.stichter@uni.edu.

UNI Strength and Conditioning

University of Northern Iowa student-athletes will be able to take advantage of one of the premier strength and conditioning venues in the Midwest with the completion of the Panthers' new weight room. This new area was dedicated last fall during Family Weekend activities and is one of the main elements of the Richard O. Jacobson Human Performance Complex.

"This is top-notch in every facet of the design," UNI strength coach Jed Smith said. "We will be using items that will put us on the cutting-edge of strength and conditioning. This is truly an exciting time to be a student-athlete at UNI."

And the benefits extend to academics, as well.

"We want UNI's School of HPELS (Health, Physical Education and Leisure Services) to be the Midwest's premier program for students entering the field of strength and conditioning," Smith said. "This facility will be a state-of-the-art educational tool for our students and will bring in first-class scholars from around the world to study at UNI."

The new weight room gives UNI student-athletes nearly 10,000 square feet of workout space, almost doubling the size of the previous facility.

"There are flat screen monitors placed throughout the weight room and they are hooked up to digital recorders which will show the athletes how they are performing and give instantaneous feedback," Smith said. "This type of technology will allow us to frame our athletes as they are working out with world-class athletes. This would be especially helpful on the track and field side of things as our sprinters can work on their form and then be placed digitally over someone like Michael Johnson or Usain Bolt."

Not only will student-athletes benefit from their new environment, coaches and fans alike can watch the action live on the Internet as each station will stream the activities, which Smith said is unlike anything he's ever worked with before.

"Each of the athletes will be hooked up so we can monitor their breathing and heart rates and all of that info will also go out on the Web," Smith said. "There is just so much space for our athletes to work with and then adding in all the technology—no doubt the word that comes to mind is 'impressive.'"

Smith Heads Strength and Conditioning

An impressive facility needs an impressive instructor and strength and conditioning coach. UNI found all that in Jed Smith.

Smith is the director of strength and conditioning and an exercise science instructor at UNI, overseeing 17 NCAA Division 1 sports teams and the staff that trains them. He also teaches in the master's degree program designed to develop strength and conditioning professionals. He's been a coach and instructor here since 2005.

Prior to joining UNI, Smith came from the National Football League's Minnesota Vikings where he was the explosive strength

training coach. He also served on the faculty at Dakota County Technical College in Minnesota, where he developed and coordinated a two-year exercise and sports science associates degree program.

In addition, he created a Community Olympic Development Program and regional training center for the Olympic sport of weightlifting at the college. He coached two U.S. National champions, four silver medalists and six bronze medalists in weightlifting. Internationally, he coached a former UNI student in the Pan American games.

Smith served as a strength coach with the Minnesota Wild hockey players of the National Hockey League, and coached them during the NHL lockout of 2004-2005. The Minnesota Thunder professional soccer team in the United Soccer League also benefited

from Smith's strength and conditioning coaching.

Smith spent several years as the head strength coach and social studies and physical education teacher at Rosemount High School in Rosemount, Minn.

Smith oversees the Regional Training Center for USA Weightlifting in Waterloo. He is a regional coach and sports performance coach for USA Weightlifting and a USA track and field level one coach. He holds numerous certifications and offers clinics and presentations for strength and conditioning programs nationally and internationally.



Department Highlights

Department of Educational Leadership, Counseling and Post Secondary Education: Student Affairs

When you want more ... more education to move to that higher-level position in the education field, you come to the Department of Educational Leadership, Counseling and Post Secondary Education. Primarily a masters and doctoral degrees department, it houses the programs for future principals, superintendents, school counselors, clinical mental health counselors and student affairs professionals.

Interim Department Head Victoria Robinson said, "Even though our department encompasses three different areas, the 12 faculty members support everyone's efforts. The synergy with each other is amazing. As a department head, I appreciate the 'can do' and 'you bet' attitudes plus the willingness to serve."

In educational leadership, Robinson noted the faculty have all been practicing principals or superintendents. "That is pretty rare to have, and a distinct advantage for us. I believe it gives our faculty credibility and an extensive network from which to draw.

"Ed leadership is definitely a field-based program so Iowa becomes our campus. We utilize the ICN (Iowa Communications Network) extensively, assignments are handled via e-learning, and faculty complete internship site visits. More than 200 students take advantage of these programs," according to Robinson, "and our MILE program is producing great results." (See separate story on MILE).

The post secondary education program has a student affairs emphasis. Again, it is a very hands-on program for its participants. "Students in this program do several practicums or internships in various student affairs areas on campus. It helps them learn about their areas of interest," Robinson noted.

The counseling area of the department is very active, according to Jan Bartlett, coordinator and associate professor.

"We've a new Web site, have updated the majority of our documents, and have revised the admissions process. In an effort to be more sustainable and green, documents and forms can be viewed on the Web or printed, we no longer mail information" said Bartlett.

Bartlett also indicated they are focusing more on experiential learning. "This is the second year we've been involved with tornado recovery groups in Aplington-Parkersburg and crisis response. This semester we had two Tibetan teachers join our school counselor preparation program. They have visited community classrooms sharing their culture and experiences. In addition, our students' final research papers are now part of our Counselor Education Scholars Symposium, which is a visual and verbal presentation of that material."

Bartlett is most excited about the recent scores from Counselor Preparation Comprehensive Exam (CPCE). Once again, UNI's counseling students have a 100 percent pass rate, with more than 81 percent of UNI students posting scores significantly above the national mean. This exam is administered in more than 265 universities.

One UNI student has a top national score. UNI students also have similar statistics for the National Counselor Exam.

"We've been nationally accredited since 1990. Our mental health counseling program was the first accredited program in the nation. UNI was also one of the first programs nationally to prepare K-12 and elementary school counselors," said Bartlett. "We have a rich history in the counseling area."

For more information, check out the departmental Web site at www.uni.edu/coe/elcpe/ or call 319-273-2605.



What the MILE Program has Done for Me

I grew up in a neighborhood in which it was rare for African American students to graduate from high school. No one talked of going to college or unlocking the doors to learning. Against the odds I determined that I would graduate from high school, go on to college and continue to quench my thirst for learning. I so enjoyed the academic arena in college that when I was presented with the opportunity to pursue a graduate level degree I eagerly seized the moment. The more I learned in my graduate classes the more I wanted to learn. For me, the Minorities in the Leadership of Education Program is more than just funding. It provides me with the opportunity to ask questions, to ponder philosophy, to think critically and to challenge the status quo.

I love learning, but the rising cost of education had made me tenuous about whether I would be able to continue to pursue my degree. When I learned that this program could help me achieve the goal of pursuing my degree, I had to stop at work and wipe the tears. Receiving my doctoral degree

makes the hours my grandmother worked with only an eighth grade education worth it. The Minorities in the Leadership of Education Program helps to ensure the fulfillment of the dream my mother nurtured as she worked for four dollars an hour, believing that one day her daughter would be able to receive an education. It is the realization of the hope that so many of my teachers had for me in my inner city high school classes.

It has been my goal since I entered the educational arena to ensure that all students have a right to learn in a setting in which every student is valued. I have worked hard to ensure that I cultivate a school culture and climate where it is obvious that school is not simply for the easy to teach. I want to give back to a system that helped me overcome the sting of poverty and the adverse effects of limited vision in a community. The Minorities in the Leadership of Education Program will allow me to connect

with other educational leaders throughout the state of Iowa who believe that all children can achieve high levels of success, and help me continue to pursue my passion.

Each day as I enter my school building I ask myself what child will I inspire? Who will fulfill their dream as a result of coming into contact with me? As a result of these questions, I am always seeking to learn, make connections with other professionals and striving to positively impact the field of education. Just when I was busy making a difference in the lives of others a program came along to inspire me; to encourage me to continue to pursue learning, and answer the rising outcry for minority educational leaders who will lead schools with passion and vision.

Support from the Minorities in the Leadership of Education Program will aide me in

my continued desire to be more than just a leader, but to be a leader that pioneers new territories for my students. The support of this program helps as I lead my school with more than 70 percent low socio-economic status students to closing the achievement gap, and becoming a bright spot in the Cedar Rapids Community School District. It will allow me to help remind the students I give hugs to daily, the parents I cry with when finances are low and needs are high, and my staff I stand in front of each day, that despite budget cuts and rising pressure, there is hope and that education can close every class, gender or racial gap.

Tashona R. Marshall
Cedar Rapids, Iowa
October 2, 2009

MILE Program Fulfills Dreams

Like the rest of the country, Iowa's demographics are changing. That's being reflected in our schools. However, school leadership has not kept pace with these changing demographics. The educational leadership program asked "how can we change that?"

"Out of 200 students in our program, we only had two students of color," said Nick Pace, co-coordinator of MILE and associate professor of educational leadership. "We asked what we could do to diversify the folks around the table, and we found out we needed to build relationships and assist financially. We listened, and did just that."

Pace and Assistant Professor Tim Gilson put together the MILE program (Minorities in the Leadership of Education). Now the program has 11 students of color who are working toward being a principal, a superintendent or getting their doctorate degree.

"It is great to have the diversity in our program. These students have done excellent things and the quality of their experiences has raised our program exponentially," according to Pace.

The start up monies initially came from the College of Education, two private donors, and the Graduate College. Just recently, the federal government gave the program a \$48,000 boost, allowing Pace and Gilson to recruit and give scholarship monies to more minorities.

"Tashona's statement is a great example of what we can accomplish with this program," Pace said. (Tashona's statement is a separate story).

For more information or to make a donation to this program, contact Nick Pace at 319-273-3564 or nick.pace@uni.edu.



Regents Teacher Intern License Program Receives State Board Approval

The Iowa State Board of Education gave conditional approval in November 2009 to the fourth nontraditional teacher licensure program in the state. The “Iowa Teacher Intern License Pathway—Answering the Call to Teach” will prepare mid-career professionals to earn an intern license to teach in Iowa’s grade 7-12 classrooms, targeting shortage areas. Faculty, staff and administrators of the three Regents education programs collaborated to develop the program.

The Iowa legislature approved intern license programs for grades 7-12 secondary shortage areas in 2002 for professionals who have earned a baccalaureate degree from an accredited institution and have worked a minimum of three years in their profession. Since that time, the state has granted conditional approval to intern programs at Kaplan University, Maharishi University of Management and Morningside College.

The intern license program was not legislated to be a fast-track program to a teaching license. Rather, the candidates must minimally meet the same standards required of Iowa’s state-approved traditional teacher preparation programs. In the Iowa Teacher Intern License Pathway, 18 credit hours of coursework and 60 contact hours of work with secondary students are completed prior to being hired to teach in an Iowa school as the probationary teacher of record. Interns complete the remaining six credit hours of coursework during the internship year and successfully participate in the district’s mentor program. Interns have the same rights, privileges, responsibilities and salary as a beginning first year probationary teacher and are regularly evaluated by the intern program supervisor and the district administrator.

Each course in the Iowa Teacher Intern License Pathway is delivered in a hybrid mode—both online and face-to-face. Successful completion of the 22-month program results in a recommendation for an initial teaching license.

Through collaboration, the three Regents institutions have created one program for midcareer changers that is designed, delivered and evaluated as one program. This format allows the education programs to share resources in hard economic times. Most importantly, it pools the talent of all three institutions to create one strong program that meets the unique needs of midcareer changers and capitalizes on their talents and experiences.

Those interested can email ITILP@uni.edu to receive further information. Detailed information about the program, requirements for admission, and the application process now available at www.iowateacherintern.org.

The Iowa Core Curriculum

Where could you take 158 Area Education Agency professionals to a school that’s in session and no one would think anything of it?

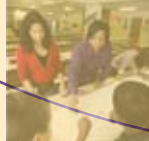
That’s the beauty of Price Lab School: providing real-world, best-practice training for education professionals while school is in session.

Price Lab hosted a two-day training program in September for the Department of Education and 158 Iowa Area Education Agency professionals on the Iowa Core Curriculum in Classrooms.

“Every single school and every single student in the state will benefit from this training,” said Bridgette Wagoner, director of Price Laboratory School. “This also ties into our mission as the statewide R&D school.”

Continuing with outreach efforts, Wagoner said Price Lab hosted the North Iowa Cedar League (NICL) schools in October for professional development training. Price Lab is a member of the conference.

“We had 17 schools and more than 1,000 teachers on campus,” according to Wagoner. “We spent time collaborating on plans that would address specific needs of NICL member schools. However, the outcomes would also be beneficial to other schools.”



Alumni Profile Susan Christopherson

Little did Susan Christopherson realize that when she did her student teaching at Omaha North, that she would stay in Omaha.

"I was from a small town in Iowa, Oakland, with a population of 1,400. My teachers in Oakland instilled in me the importance of community, fostered a learning environment that was student-centered and caring while providing effective instruction. My family and teachers always encouraged me. When I had the opportunity to choose an area for student teaching, I chose Omaha because I wanted an urban experience, and I enjoyed it so much that I stayed. My new school community in OPS was just as nurturing as my hometown experience."

Since then, Christopherson has held several positions with various middle schools around the Omaha area. Currently, she is principal at King Science and Technology Magnet Center in Omaha. "We have grades five through eight and focus on technology and science areas. We also have a planetarium."

While some in education shy away from the middle school years, Christopherson embraces these students. "Middle schoolers are a challenging age group, but it is critical to ensure these children have a good foundation that allows them to be successful in high school and beyond."

"We try to work with the whole child so every student that leaves here has the skill set to be successful in high school. If the child does not have this skill set by the sixth grade, then we've waited too long and the child can have problems later on," according to Christopherson.

Christopherson enjoys watching middle schoolers start to develop their interests and become more independent. "While they are pushing us away, it's still critical to be a bit nosey about them. We keep helping them understand the maturing process."

Christopherson exudes passion for her students, which perhaps she learned from her UNI studies.

"I remember being taught the importance of engaging students in learning," Christopherson said, "and having the passion for your area of expertise. This was promoted all the way from the English program through to the teacher education program."

"It was very clear to us that as student teachers we were expected to do the best we can and to go out and be successful. UNI did a great job preparing the whole teacher so that we could build relationships with different kinds of learners."

Nine other UNI graduates are at Christopherson's school. She likes to get UNI alums if it's possible.

"Most of the staff know who the Panthers are in this school. We're all very proud of our UNI experience."



Glenn Nelson's Farewell Tour

Glenn Nelson, associate professor of mathematics education, is completing 36 years at UNI. In that time, he has taught more than 7,000 wonderful students, many of whom are teaching in Iowa.

Glenn will be retiring soon. He would like to make a "Farewell Tour" around Iowa sometime in the near future, stopping briefly to visit former students in their classrooms. If you are a former student of his, and would be interested in seeing if a visit to you in your classroom might be possible, please send him an e-mail at glenn.nelson@uni.edu.

Celebrating Traditions

Your Alumni Association, in cooperation with Department of Residence, Athletics, Northern Iowa Student Government and others, has launched a program that educates students about UNI traditions and encourages them to create their own. Learn more at www.uni.edu/traditions.

Save the date for Homecoming 2010

Let the Good Times Roar!

October 22-23, 2010

Come on home for Panther volleyball and football, Panther Golf Outing, Heritage Honours Award breakfast, Panther Festival and more. Check out www.uni.edu/homecoming for details!



Purple for Life! Are YOU a dues member?

Your UNI Alumni Association membership entitles you to numerous privileges reserved ONLY for association members, including three issues of the Northern Iowa Today magazine, custom UNI merchandise, the UNI Alumni calendar, 50 percent discounts for UNI athletics, discounts at Gallagher-Bludorn performances and for alumni events. More importantly, your association membership enhances programs and services for students and alumni. To learn more or to join today, visit www.unialum.org or e-mail mark.jastorff@uni.edu. Memberships start at \$35 annually.



Class Notes

1930s

'34 **Enid (Staker) Burkhart**, 2 yr was selected as Parade Grand Marshall for the July 2008 celebration of the 125th anniversary of Woodward IA. At 94, she has lived in or near the town for three-fourths of its existence.

1950s

'52 **Mary (Stout) Stierwalt**, 2 yr received the 2008 Chariton Chamber Citizen of the Year award at their annual meeting. She is owner and operator of Family Shoe in Chariton, IA.

'55 **Donna (Thayer) Tjaden**, 2 yr has written two children's books for the University of Iowa Hospitals and Clinics children's cancer department, "Davy's Lost Summer" and "Annie Beth Shares with Her Teddy Bear."

'56 **Leland Thomson**, BA, MA '59 plays in the UNI New Horizons Band. In his retirement, he enjoys UNI music and athletic events.

'55 **Linnea (Loe) Graen**, 2 yr, BA '65 continues to enjoy travelling with her husband Dick. Graen teaches a summer enrichment program at "R" Little Red School House in Cedar Falls. She also teaches an exercise class at her church.

Looking for Purple in your area?

Check out the UNI Alumni calendar of events at www.unialum.org and click on events!

1960s

'66 **Lorene (Knutson) Geiselhart**, BA, MA '89 was awarded the Iowa Governor's Award for Volunteerism in 2008. She lives in Calmar.

'69 **Dorothy (McWilliams) Sheller**, BA, MA '79 retired from AEA 267 as work experience coordinator in spring 2007.

1970s

'70 **Terry (Ross) Dutcher**, BA, MA '73 is the media specialist at Washington and Lee High Schools in Montross VA. She is also an instructor in the Career Switcher program for the Virginia Community College System.

'70 **Warren Woepking**, BA received a service award from the Iowa High School Athletic Association at the state basketball tournament. He lives in Columbus Junction.

'72 **John Hartson** PhD, BA is starting his 25th year as a Pediatric Psychologist in private practice in Iowa City. His latest book was published by the American Bar Association.

'73 **Marc Haack**, BA, MA '78, EdD '91 is a clinical associate professor of educational administration and program coordinator in the College of Education and has been offered the position of Faculty Fellow in the Office of the Executive Vice President and Provost at the University of Iowa.

'73 **Cynthia Marsch Hail**, BA was promoted to full professor at Missouri State University. She was also named the university's graduate research advisor of the year for 2008.

'74 **Richard LaRue**, BA was a 2007 inductee in UNI's HPELS Hall of Excellence. He is the president of the American Association for Physical Activity and Recreation. He lives in Saco ME.

'74 **Pamela (Larsen) Wessely**, BA teaches at Oak Hill Elementary in Overland Park KS. She was named the Blue Valley Schools Teacher of the Year.

'79 **Phyllis (Bushong) Rodgers**, BA is in her 34th year of teaching math at GMG Secondary School. She lives in Garwin Iowa.

1980s

'81 **Carolyn Prins**, BA, BA '93, MA '99 is working as a web developer at UNI Marketing and Public Relations.

'85 **Debra (Deitering) Maddox**, BA teaches public speaking at Asheville-Buncombe Technical Community College in Asheville NC. She also owns a ghost tour business.

'87 **Nancy (Young) Callaway**, MA retired in 2004 after 32 years of teaching kindergarten, preschool and special education. She is now an office manager for Quaker Security and Investigations in Eldora.

'88 **Michael Messerole**, BA received an Outstanding Teacher Award from the University of Nebraska - Omaha Alumni Association. He is an associate professor in the School of Physical Education and Recreation in the College of Education.

1990s

'90 **Joyce Morrow**, BA is director of financial aid at UNI.

'93 **Timothy Salmon**, BA is the principal of Horizon Elementary in Johnston.

'94 **Kara (Stoohs) Cernohous**, BA is a teacher in the Northside Independent School District in San Antonio TX.

'95 **Jane Vogler**, BA, is currently pursuing a PhD in educational psychology at the University of Texas at Austin.

'98 **Elizabeth Fank**, BA graduated from Kansas State University with a Master's of Science degree in curriculum and instruction with special emphasis in English as a second language.

2000s

'01 **Jill (Westpfahl) Ehlts**, BA is a first-grade teacher for St. Pius X School in Cedar Rapids.

'01 **Debrah (Rusch) Fordice**, MA, EdD '08 won the ING Unsung Heroes award in 1996. The global financial institute awarded 100 of the nation's most innovative educators with \$2,000 to enhance classroom learning.

'03 **Neil Lawrence Griffin**, MA is director of distance learning at Spartanburg Community College in Spartanburg SC.

'03 **Rebecca (Krekeler) Johnson**, BA is lead librarian for the Cedar Rapids Community School District. She was certified in library media in fall 2008 by the National Board for Professional Teaching Standards.

'07 **Sarah Appleton**, BA is working as a preschool teacher at Maquoketa Valley Community Schools in Delhi.

'07 **Lisa Wells**, BA works as a part of the youth staff for Holland America Cruise Lines since May 2008. She has worked with children of many nationalities and has visited over 25 countries while sailing.

What's up in your life?

Share your news with your classmates and fellow Panthers by submitting your class note at www.unialum.org and hit Update Your Record link.

Student **Scholarship** Recipients

Meet Tomorrow's Promising Educators

Andrew Jedlicka
Athletic Training Major
Tipton, Iowa

Why did you choose UNI's Teacher Education program?

I chose UNI's Athletic Training Program for their outstanding national recognition as well as the many different and great hands-on opportunities they offer outside of the classroom.

What academic experiences have had a major impact on you?

Being able to work with the Waterloo Blackhawks and experience an amateur sports team setting with so many professional type values and also being able to work with the variety of faculty and staff within the Athletic Training Department at UNI.

How has your College of Education scholarship created opportunities for you?

Receiving a College of Education scholarship has really helped me strive to be a better student because it has shown me how working hard both in and out of the classroom can be noticed and sometimes even rewarded.

What would you tell a prospective student who's considering the UNI teacher education program?

I would tell them the UNI College of Education is an area of study that offers many valuable experiences in a field that can be very rewarding.

What are your career plans?

My plans are to finish my undergrad studies here at UNI and then attend graduate school to pursue an M.S. degree. After all my education is over, I hope to work in some level of professional baseball.



Jeanna Rogers
Early Childhood Education
Fort Dodge, Iowa
Constance McCutcheon
Scholarship Recipient

Why did you choose UNI's Teacher Education program?

Ever since I was a young girl I've always had a passion for young children and wanted to be a teacher. My instant connection with kids led to my decision to attend UNI, where I'm majoring in early childhood education.

What academic experiences have had a major impact on you?

In high school we had a course where we job shadowed in a classroom for the entire quarter. This was a great eye-opening experience for me and helped me finalize my career decision. The field experiences at UNI also give early access to classroom experiences. I also plan to do Camp Adventure next summer either overseas or in Hawaii.

How has your College of Education scholarship created opportunities for you?

Being awarded a scholarship serves as motivation for me to work harder in the classroom and push myself to receive good grades. The money helps with tuition bills so I'm able to continue my education.

What would you tell a prospective student who's considering the UNI teacher education program?

The teacher education program is a wonderful program that boosts confidence in the classroom early on by putting prospective teachers out in the classrooms to gain knowledge and hands-on skills that are crucial to teaching. I also like the smaller scale classrooms, which allows for professors to be more interactive and personable with their students on a one-to-one basis.

What are your career plans?

After graduation it would be my dream to take my teaching degree to the East coast, preferably North Carolina, where I will teach anywhere from infancy to first graders.





Mildred Middleton

Rumors of my retirement are greatly exaggerated” certainly applies to Mildred Middleton ’43.

Middleton “officially” retired as a curriculum coordinator in 1980 from the Cedar Rapids School System. “I told them good bye and then went to Colorado to do in-service workshops for Kendall Hunt Publishing on their spelling series of books.”

Middleton wrote those spelling series books based on 50 years of research from the University of Iowa. She spent another 14 years traveling the country for Kendall Hunt and working with teachers. Again she planned to retire.

But Middleton went to a UNI picnic and met Tom Switzer, former dean of the College of Education, who recognized talent when he saw it. He put her to work volunteering for the College of Education and mentoring students and new teachers, which she continues to do.

“My mother said I started teaching the first day I came home from school when I lined up my 14 dolls and gave them the day’s lesson,” Middleton remembered. “I’ve always loved teaching.”

At 18, Middleton began her teaching career after she received her normal teaching certificate. “I taught in a very modern one room school house. It had a basement, a furnace, and an organ in the room, plus a library.” During that period, she taught piano students and accompanied musical groups using that money to help her go to college at Iowa State Teachers College, which is now UNI.

On her first day of class, she remembers Prof. Harry Reninger asking the class to write a frank analysis of its ability to write. “He was intimidating with those strong piercing eyes,” she said, “when he told me in no uncertain terms to see him in his office that next morning.” She wrote so well that he excused her from his class and he personally tutored her in English.

All through her career at UNI the faculty helped her open doors, and that’s what she tries to do for teachers and students.

The Mildred Middleton Fund for Educational Excellence was set up for this purpose: to open doors for teachers and students. “Mildred was at the forefront of this,” said Bill Calhoun, vice president for advancement at UNI. “She understood the critical importance of teachers mentoring students and mentoring young teachers.

“Mildred provided leadership in education in so many ways. This endowment fund of hers is another way she’s opening doors and mentoring because it will continue to do so for future generations of students and teachers,” according to Calhoun.

“I’m known through the state for opening doors,” Middleton said. “Good teachers open doors. I still work on this. College teachers’ biggest job responsibility is to be a good student, which in turn helps classroom teachers open doors to their students.”

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The University of Northern Iowa College of Education expresses its gratitude to the alumni, friends and organizations who are key contributors to the college and its mission. This support enables the college to build better futures for all through its academic, research and outreach initiatives. This list recognizes those who have made contributions between July 1, 2008 and June 30, 2009.

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Andrea Elliott



Greetings from the University of Northern Iowa! My name is Andrea Elliott and I have recently transitioned into the role of director of development for the College of Education. I am approaching my second year with the UNI Foundation and have enjoyed meeting and talking with many of you.

For those of you I have not met, I am a Cedar Valley native and UNI marketing graduate. While attending

UNI, I met my husband, Mark, who is also an Iowa native. We have one daughter, Kennedy, who is in seventh grade.

I am anxious to connect with all of you. Whether it's catching up or meeting for the first time, I am excited to share many great accomplishments that are happening in the College of Education. Also, I feel it's important to provide an update on the unprecedented budget challenges we are facing at UNI.

I look forward to talking soon and sharing the enthusiasm we all feel for the University of Northern Iowa!

With Purple Pride,
Andrea Elliott

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