

Winter 2009

Excellence in Education, Winter/Spring 2009

University of Northern Iowa. College of Education.

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Winter/Spring 2009

Excellence in Education



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University of Northern Iowa College of Education

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Bold new superintendent licensure program launched

A recently approved superintendent preparation program is redesigned to immerse students in a “network of practice” that includes a long-term field based approach to developing leadership skills under the guidance and support of practicing superintendents. The UNI Department of Educational Leadership, Counseling and Postsecondary Education prepares more superintendents than any other Iowa higher education institution.

The program goal, according to **David Else**, program coordinator and associate professor of educational leadership, is to develop Iowa school leaders that embody the ideals of learning, service and change. This will be accomplished through a series of clinical experiences in several school districts working with several current superintendents and other practicing administrators inside and outside of a candidate’s home school district.

The UNI Superintendent Preparation Program includes partnerships with the UNI College of Business Executive Development Center, Mid-continent Research for Education and Learning (McREL), the Iowa Association of Schools Boards’ (IASB) Lighthouse Project, the UNI Center for Immigrant Leadership and Integration, IASB Cash Management Programs, and influential partners working directly with candidates as



critical friends and lead mentors in teams specific to each candidate. Else notes the benefit of all of these partnerships and immersion for students “diminishes the separation between

the university and practice while narrowing the gap between theory and reality.”

A new faculty member of the program, **DeWitt Jones**, brings timely experience as the recently retired superintendent of the Waterloo Community School District.

Diversity is one of the major focuses in the superintendent preparation program. The Iowa Center for Immigrant Leadership and Integration will help create this diversity for a more varied and well-rounded pool of candidates to lead in Iowa schools, Else says.

For more information on this new program, contact David Else, david.else@uni.edu.

University faculty prepare Regent Universities Mathematics Transitions Guide

High school and college educators in the U.S. have long struggled with the problem of poor student transition from high school to college mathematics. Faculty at the University of Northern Iowa, Iowa State University and the University of Iowa are addressing how to improve student preparation and teacher awareness of the entry expectations for math courses at Iowa’s Regent universities.

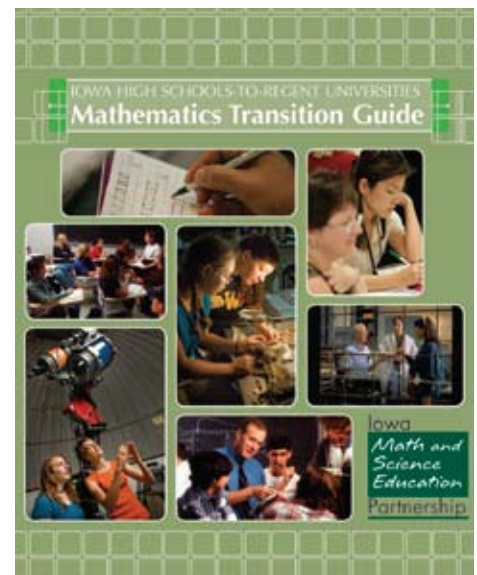
At a 2007 Math Transitions Congress at UNI, state educators, legislators and business leaders discussed the challenges facing students and teachers in mathematics. One outcome was the need for more communication between math instructors at the university and high school levels—particularly the identification of key skills and competencies expected of students entering the universities. As a result, university faculty have developed the

“Iowa High Schools-to-Regent Universities Mathematics Transition Guide.”

The guide gives high school teachers the math competencies students need to enter university math and science courses. It gives the foundational skills and competencies for six entry-level university courses: pre-calculus, calculus I, calculus II, statistics, finite mathematics and mathematics for elementary teachers. The guide also addresses the mindset and learning experiences of students at the high school and college levels to help instructors better meet their needs.

“Everyone involved in the project recognized the opportunity to be the first state to align high school and college math study,” said Jeff Weld, director, Iowa Mathematics & Science Education Partnership. “We now have a model not only for other states, but for other academic areas to follow.”

The guide will be distributed to



Iowa schools, area education agencies, universities and other professional organizations. For more information or to view the guide, contact Jeff Weld at 319-273-2723 or visit www.iowamathscience.org and click on Reports.



Cyber Defense, service awards go to Northern University High students

A group of NU students in grades nine-12 designed a computer network and defended it from hackers for 24 hours at the IT (Information Technology) Olympics at Iowa State University last spring. The students developed a network diagram and user information, wrote software manuals, developed programming and designed firewalls. Three teams of outside business people at the conference – users, administrators and hackers – evaluated their work. This was the second year out of three the NU students took first place in this event.

Leasha Henriksen, NU business education instructor, says each of the 25 participating teams from across the state also created, initiated and executed an IT service project. The NU team presented a weeklong seminar for sixth grade students on Internet safety and cybernet bullying. “They wrote all of the lessons,

activities, made a poster presentation at the IT Olympics, and took first place in the service project as well.” Team member Josh Eisen said, “I think the service project was really important because we were directly affecting the community around us and hopefully making it a better place for everyone.”

“This is totally a hands-on project for students to be immersed in cyber defense,” Henriksen explained. “Plus it’s a collaboration with UNI’s computer science department.” **Paul Gray**, associate professor, and some of his UNI students went to NU several times a week to teach the team some of the networking content.

Working together to prepare for the competition was a high point for many



team members. Raquel Williams said, “Even those of us who were inexperienced had something to offer, though it might not always have been computer oriented. That way everyone learned something from someone else– we had a pretty diverse group of students.”

NU students were featured in the May 2008 issue of Network World magazine for their efforts in cyber defense and the service project. Many high school business education departments include courses in computer applications.



UNI faculty lead in developing and writing Iowa Core Curriculum

College of Education faculty, including several from the Price Lab School, are significant developers and writers of many Iowa Core Curriculum components. The Iowa Core Curriculum (also known as Model Core Curriculum) provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging and meaningful content to students.

The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science and social

studies, as well as 21st century learning skills (civic, financial, technology and health literacy, and employability skills).

Nadene Davidson, interim director of the College of Education Department of Teaching, says faculty helped develop the math and science literacy curriculum for grades nine-12, K-eight science curriculum, nine-12 social studies and 21st century skills. “In fact,” she says, “UNI or PLS faculty are on about every committee.” She is co-chair of the 21st Century Skills curriculum committee.

Lynn Nielsen, professor of curriculum and instruction, serves as co-chair for social studies curriculum grades nine-12. **Curt Nielsen**, PLS instructor, also serves

on the social studies committee.

Several PLS faculty members have been working this past year to develop the math/science literacy core curriculum for grades nine-12. PLS faculty teamed up with educators at other Iowa schools to produce ICN presentations that demonstrate how teachers can use the Iowa Core Curriculum.

This current year, COE faculty will work with other Iowa educators to develop sample units for grades nine-12 math and science literacy, K-eight science, K-12 social studies and K-12 21st century skills. Faculty developing sample units include **Aaron Spurr**, **Megan Balong**, **Lyn Countryman**, **Leasha Henriksen**, **Mary Stichter** and **Dianna Briggs**.

Early Childhood Education faculty influence new programming for preschool, ECE Summit

Participation from UNI faculty in the Early Childhood Education division has led Iowa's voluntary preschool classrooms and academic programming to prepare more teachers for those classrooms. Iowa's Statewide Voluntary Preschool Program provides an opportunity for school districts to apply for funds to use for quality preschool programs for four-year-old children. The program currently serves approximately 4,500 preschoolers in 64 school districts and will expand over the next several years.

To prepare more teachers to teach in the statewide preschool classrooms, UNI now offers a 15-month graduate endorsement program in early childhood education and special education, a unified approach to teaching. The program is offered through the Department of Curriculum & Instruction Early Childhood Education division.

"The program is designed for teachers who have a two-year provisional license from the state," says **Jill Uhlenberg**, interim head of Curriculum & Instruction. "This will allow them to get the whole program for early childhood education with special education. The program also is targeted toward current teachers because it is delivered completely by distance education." UNI faculty members



teach all courses. The first group of graduate students began the program in May 2008; currently, applications are being accepted for a second group to begin May 2009. For a downloadable brochure and FAQs on the program, visit www.uni.edu/coe/ci/earlychild/geceep.shtml.

UNI faculty members also develop and sponsor early childhood summits to support the statewide program for young children. Each summit examines a different aspect of providing high quality early childhood education programs such as professional development, curriculum,

and assessment.

In September, UNI hosted the fifth summit, which focused on quality math and science curriculum for preschool teachers. Karen Worth, senior research scientist at the Center for Science Education, presented the keynote address. Worth is known as co-author of the Young Scientists Series curriculum for children ages 3-5. Faculty from the Iowa Regents' Center, housed at UNI, also presented a workshop on the summit topic.



A PLS Citizen Assembly recognizes Student Council members.

PLS receives second state Character Award

For the second consecutive year, Price Laboratory School at UNI was named the Iowa State School of Character Award recipient (2008) by the Institute for Character Development. PLS advanced to the National Schools of Character Awards competition and was selected one of 25 finalists for the 2008 award sponsored by Character Education Partnership (CEP).

The state character award recognizes schools or districts that excel in demonstrating CEP's Eleven Principles of Effective Character Education and outstanding character education.

Impact of immigrants on Iowa schools topic of faculty DVD

Every school district in Iowa will receive a copy of a DVD, "The Changing Face of Iowa: The Response of Five School Districts," that addresses the impact of immigrants on Iowa schools and related issues for school administrators. **Nick Pace** and **Victoria Robinson**, both associate professors, both in educational leadership, developed the DVD to help school administrators understand the challenges, opportunities and successes of immigrant diversity in their schools.

The DVD is a final project of a Carver Graduate Fellowship Institute that Pace and Robinson attended in May 2007. The institute addressed the changing face of Iowa and the impact of immigrants on Iowa communities.

"Politics aside, educators have a responsibility to provide school leadership for all students," Pace said. "Even if an administrator isn't currently in a school system with a high level of diversity, that district may become more diverse or the administrator may move into a more diverse district. We wanted



to look at both scenarios."

The first part of the DVD includes demographic information and research on immigration in Iowa from **Mark Grey**, UNI professor of anthropology and director of the Iowa Center for Immigrant Leadership and Integration. It is presented to an advisory group of principals and superintendents that Pace and Robinson developed.

The second part of the DVD is a panel discussion with five Iowa school administrators from Davenport, Marshalltown, Postville, Storm Lake and Waterloo – all districts with large immigrant populations. They discuss diversity in their school systems and how schools can provide leadership for all students.

COE Administrative Changes

Mary Herring, former interim head and associate professor of the Curriculum & Instruction Department, is now interim associate dean for the College of Education. Herring also serves this year as president of the Association for Educational Communications & Technology (AECT). **Jill Uhlenberg**, assistant professor in Curriculum & Instruction, will serve as interim department head. She is a former director of UNI's Child Development Center.



Each August Iowa school superintendents, principals and assistant principals gather at the School Administrators of Iowa conference where the UNI College of Education hosts a booth. "It's a very popular booth where principals and superintendents can learn about the UNI doctoral educational leadership programs for those positions," says Dave Else, UNI coordinator of those programs. "We also meet a lot of alums since so many Iowa school administrators have a UNI connection. We're glad to have potential graduate students meet many of our faculty face to face."

Schindler awards reduce achievement gaps

The Schindler Endowment Fund supports College of Education projects each year that create innovative school-university partnerships to help reduce achievement gaps in Iowa public schools. Other criteria target projects that include a plan to expand to other schools and demonstrate ways to improve teacher education. Recipients for 2008 are:

Rick Traw, associate professor of curriculum and instruction. Traw's project will help literacy education



faculty establish a professional development partnership with the Waterloo, Iowa, Reading First elementary schools. These three schools receive funding for reading programs

that comply with No Child Left Behind standards. A class of UNI elementary education majors who are also literacy

education minors will take their literacy education courses at one of these schools. UNI faculty teaching the courses will work directly in the school with the teachers, UNI students, and children. UNI students will also teach children, be mentored by the Waterloo teachers, and participate in many school activities of the school. Traw hopes this extensive field experience will help better prepare UNI students to teach in settings with diverse cultures, language and economic strata.

Tammy Gregersen, assistant



professor of English language. Her classroom research project will examine whether the established best practices found in sheltered instruction also positively impact

the achievement of mainstream students in secondary high school classrooms. Sheltered instruction is a specific model

used to accommodate for the linguistic needs of English language learners (ELLs). Based on this determination, Gregersen hopes to create a viable, long term partnership with a local high school where UNI pre-service secondary teachers (both TESOL and history education) can observe and interact with highly qualified teachers using sheltered instruction to benefit ELLs and mainstream students through Polycom and video technology without ever leaving campus.

Jihwa Noh, assistant professor of mathematics. This project will develop a mathematics teacher study group for middle and secondary level teachers of math to help them better mentor UNI students in their classes for field experiences. The group of teachers will meet to deepen their knowledge of math, math pedagogy, differentiated instruction and mentoring, while they are mentoring UNI math methods students during their Level III field experience. Noh will supervise the Level III field experience.



Advising sequence assists COE majors, minors

With 1,400 majors to advise and two staff members, the College of Education Advising Center developed a model to effectively give first year students the information they need in a timely manner. **Jane Bentley-Gadow** and **Barb Gager** help freshmen and new transfer students majoring in elementary, early childhood and elementary/middle level education plan their course of study.

"When I joined the advising center in 2002," Bentley-Gadow says, "the staff was experimenting with group advising techniques to effectively disseminate initial information to new students under the constraints of limited staffing." She and a former center member developed the Sequential Advising Model for Group Advising and since have published two articles on the model through the National Academic Advising Association (NACADA).

The model focuses on first year students and involves advising them first in large groups, then smaller groups and finally in individual advising appointments. Students are encouraged to schedule individual appointments anywhere in the sequence and whenever necessary.

Bentley-Gadow explains that at UNI's new student orientation sessions, College of Education advisors meet

freshmen and transfer students and give them general information about their chosen course of study and schedule their first semester of courses. Orientation is followed up with mailed letters to the students, listserv information, and other communications.

The next sequential steps involve advising large groups of students at New Major Orientation Meetings scheduled in September. During pre-registration meetings in October, education majors learn details about programs of study, teacher education and course sequencing. Finally, in January and February of the academic year, small groups of eight students meet with one of the advisors

for academic planning meetings. This concludes the group advising sequence.

"Before students leave our small group meetings, we try to schedule them for individual appointments

right then," Gager says. At the individual appointments, advisors help students make their long-range plan of study for the next three years in the College of Education. This year they have assistance with freshmen from a university Academic Advising liaison to the College of Education.

"We both like our jobs and think we have a good rapport with our students. We also appreciate the excellent support from faculty and staff," Bentley-Gadow concludes.



UNI faculty led international self-study of teacher ed practices

Four UNI faculty members have led in organizing an international conference and editing the proceedings focused on self-study of teacher education practices.

Linda Fitzgerald, professor, curriculum and instruction, **Melissa Heston**, associate professor, educational psychology, and **Deborah Tidwell**, associate professor, curriculum and instruction, served as proceedings editors for the last three meetings. In this, their final year, they were joined in editing by **Katheryn East**, assistant professor, educational psychology.

The international conference began in 1996. Although it is an outgrowth of a special interest group of the American Educational Research Association, it meets biennially at Herstmonceux Castle in East Sussex, England. Scholars from around the world participate. In addition to proceedings editors, others from UNI who gave presentations were **Jean Schneider**, assistant professor, curriculum and instruction; **Dashia Magee**, doctoral student; and **Jodi Meyer-Mork**, Ed. D. graduate now teaching at Minnesota State University at Mankato.

Melissa Heston, associate professor of educational psychology and foundations, was appointed interim head of teacher education at UNI.



Drama methods class helps students rediscover their imagination

Gretta Berghammer, professor of theatre, connects with teaching majors in numerous ways. She teaches Methods of Teaching Drama and Theatre for secondary education majors and Creative Drama for literacy education minors and some elementary education majors.

"I love working with young people and helping to prepare others to work with young people," she explains. "There's so much the arts can contribute to educating young people and I like to help show education majors that teaching happens in many environments."

She finds that her classes help education students rediscover their own imaginations and take the next step to further explore them. "An added bonus of teaching methods of drama is that the work is so immediate. If we do a role play, students can sense the impact of it on their own success in exploring a topic."

The methods course brings together two varied groups of students. College of Education students seek licensure in education while theatre students want to work informally with young students in after school programs, for example. "These groups of students end up giving to each other," Berghammer observes.

Education majors are skilled at presenting in lesson format and knowing how to make knowledge accessible to others, she explains. Theatre majors come in exploring with creative ideas. "They help education majors take more risks and theatre students appreciate the structure the education students bring to the class."



The two groups of students also vary in their perceptions of student work, Berghammer notes. One group may see behavior as a problem while another sees it as creative. "Both groups of learners come to understand the role discipline can play whether it's from the teacher or from the students. They learn how they can use drama and theatre to support their young students."

Berghammer also taught a capstone theatre in education class where the group of students were asked to function as an ensemble to research and develop a performance piece on a topic. The last class topic was cyber-bullying. She also directs the summer Sturgis Youth Theatre that gives theatre people hands-on experience in a non-classroom environment.



Meet tomorrow's promising educators

Sarah Johnson

Elementary education and literacy education, Osage, Iowa

Why did you choose UNI's teacher education program?

I chose education because I've always enjoyed working with children and wanted a career that would bring variety and challenge each day. I chose UNI's teacher education program because it is recognized and highly praised in the state and nationally. After meeting with academic advising staff, I knew I would gain ample classroom experience through three field placements. I also felt the faculty and staff would assist me in job placement and other similar concerns.

What academic experiences have had a major impact on you?

The literacy minor courses were very demanding and challenging, but I strongly believe the course requirements strengthened my work ethic and quality of work. I have learned useful skills in conducting assessments, collecting data and lesson planning. Through the field experiences I was able to apply my knowledge when working with students on an individual level.

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

The scholarship will allow future employers to see my academic potential and commitment to a strong work ethic. In a way, it is a reward and recognition for all of my collegiate academic achievements.

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

I would tell students that even though students in other majors may think the program is easy, it is definitely a challenge! Be prepared to make mistakes and learn from them. Over time, you will learn about theories and useful skills. In addition, you will develop a teacher mind-set and will have ample opportunities to employ ideas both in and outside of classroom walls.

What are your career plans?

After student teaching in the fall of 2009, I plan to re-locate, possibly to Texas, to teach full-time. Ideally, I would teach third or fourth grade for a couple of years and then earn a master's degree in education.



Jeremy Swanson

Math education, Cedar Falls, Iowa

Why did you choose UNI's teacher education program?

Cedar Falls is my hometown and I don't regret for one second my decision to attend UNI. I've wanted to be a teacher since high school when I volunteered in a classroom. UNI and teacher education just go hand in hand for me. UNI's reputation as a wonderful teacher education college was an obvious draw for me, but the whole UNI campus and the Cedar Valley have a variety of opportunities for anyone willing to look outside the box.

What academic experiences have had a major impact on you?

Camp Adventure™ has been the most influential experience for me at UNI. I have worked with children of French, German, Philippine, African, Japanese and Samoan descent as well as children with learning disabilities. My math education classes also gave me a wonderful variety of performance tasks that I have used in my classroom experiences to make learning math a more enjoyable activity for my students.

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

The scholarship has shown me that my hard work and effort do not go unnoticed by this academic community. With that support, I have renewed confidence that has allowed me to tackle any obstacle, including financial situations. UNI's willingness to help my future has really given me the drive to do my best for UNI and my own future.

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

UNI's teacher ed program has wonderful professors who are willing to help you in any way, as well as build a lasting relationship with you. UNI also has wonderful relationships with the schools in Iowa - the opportunities they can give you are endless. The professors, the UNI environment, endless opportunities, and a wonderful town should make UNI your only consideration.

What are your career plans?

I want to teach math in upper elementary or middle school in an Iowa town wherever life takes me. As soon as I have some experience under my belt, I want to continue my education with either a middle school math master's degree or earn a principal certification. Someday I want to be a principal and help teachers and students reach their potential.



Director for UNI Reading Recovery training site appointed

UNI will join only 25 other sites in the United States to become a University Training Center for the Reading Recovery Program. Reading Recovery, started in New Zealand, is now a nationwide program in which teachers provide daily intensive one-on-one reading instruction to first grade students reading below average.

The program is known for its high rate of success, according to **Penny Beed**, associate professor of curriculum and instruction. In Iowa, 85 percent of the reading recovery students reach the goal of reading and writing at the average level of their class, she noted. "It is a very effective program."

Salli Forbes has been hired as the director for the UNI center, Beed announced. "She was a trainer in Iowa for three years, held the same position at Purdue and National Lewis University in Chicago, and now returns to training in Iowa, but at a different university. At UNI she will be a member of the literacy education faculty in the college." Forbes starts her position in January. Beed states that UNI students will benefit from observing Reading Recovery teachers work with children at the center and watching videos Forbes makes of training lessons.

The success of Reading Recovery rests on the three-level approach for training professional educators, Beed explains. The University Training Center director, a "teacher leader" who holds a doctorate and also has received an extra year of full-time study to become a trainer, will coordinate Reading Recovery activities throughout Iowa in addition to offering training classes for Reading Recovery teachers who want to become teacher leaders. Teacher leaders, the second level of educators, are Reading Recovery teachers who train and support fellow Reading Recovery Teachers, the third level. All levels of Reading Recovery educators tutor children one-on-one every day.

"The Reading Recovery Training Center will complement the UNI reading program," Beed said. "Forbes will lend expertise to curricular decision-making in addition to her regular duties as a trainer. By adding elements of Reading Recovery to the literacy education curriculum, the College of Education will be providing another opportunity for students to be more prepared for effective teaching of reading in the classroom."

Beed noted that children in area schools with Title I programs will also benefit because the teacher leaders in training work daily with children in nearby schools.

Literacy education interactive Web site launched

Students and alumni in literacy education gained a new resource for improving teaching, instruction and student learning. The College of Education launched a literacy education virtual community, "LitEDUNI," an interactive Web site for UNI literacy education students, alumni and faculty.

"Many literacy education minors have already joined the network," said **Penny Beed**, associate professor of curriculum and instruction. "It's a great resource for individuals to not only discuss teaching and learning, but also to share any challenges and learn from others' experiences."

"We're gathering the names of graduates of the literacy education program and inviting them to join," Beed said. "Teachers have a lot of questions in their first and second years and this Web site can offer a place to dialogue and give new teacher tips about teaching reading and writing and problem solving."

Alumni will also benefit from interaction with UNI students and professional development opportunities. "We're curious about our students' experiences and the virtual community allows us to remain connected as students move into permanent teaching positions," said Jeannie Steele, professor of curriculum and instruction. "From our graduates' experiences, we can learn how to better prepare students in literacy education."

A committee of UNI faculty, staff and students developed the site. It includes a Wiki page with links to online literacy resources. It also has links for "forum" and "blog," which allow for online journaling and conversation. Yolanda Hood, UNI youth librarian, posts a review of a "Book of the Week" on the blog. Lastly, the site offers links to current state and national articles about education.



Polar Scholars

Developing a master's degree in physical education with a technology emphasis was a matter of being in the right place at the right time and with the right people, says **Carol Phillips**, associate professor of health, physical education and recreation.

Polar Electro Inc. of Finland was one of the first to develop heart rate monitors. A pioneer in using technology, Beth Kirkpatrick, began using Polar equipment in her middle school physical education program. Rick Schupbach, (B.A. '83) Grundy Center elementary physical education specialist, collaborated with Kirkpatrick to incorporate best practices using heart rate monitors and designing a curriculum to target healthy, active

living. As a result, Grundy Center School became a designated PE4life Academy demonstration site.

University of Northern Iowa faculty and administrators thought those two factors lent themselves to developing the new master's degree program in 2003. Each year Phillips and other faculty have recruited six or seven top physical education bachelor's degree graduates with teaching credentials to UNI's one-year program that teaches students to use technology and the supporting curriculum to help create healthier individuals.

"The Polar scholars come to UNI from the east coast, Canada, the Midwest, UNI, Hawaii," Phillips says. One unique aspect of the program is that each cohort of students lives in Grundy Center, becomes part of the community, teaches part-time in the schools, and takes classes at UNI.

Schupbach explains that the UNI

graduate students become Polar Scholar Teachers. "They are highly motivated and outstanding people who energize and educate all ages in Grundy Center for healthier living," he wrote for the school's Web site.

This UNI program also targets the entire community. Through activities housed in the school, graduate students hold seminars for community people, conduct programs using the Polar technology, or work with students in an after-school program to help them write personal physical fitness plans," says Phillips who supervises these experiences.

The UNI/Polar/Grundy Center partnership is one of the few Polar training sites in the United States.



The students get one year of teaching experience using the Polar technology and work with master teachers. They also receive half-time assistantships from Polar.

Not only is this a corporate, university and public school partnership, but in addition, the Mayo Clinic is interested. Phillips says a cardiologist from the clinic has visited the Grundy Center School and would like to conduct research on cardiovascular disease.



May describes early childhood education milestones

In his 22 years coordinating the early childhood education program at UNI, **Charles May** helped it grow to at least double the number of students. May came to UNI in 1982 with both an Ed.D and a Ph.D to serve as head of the Curriculum & Instruction Department. He left that position in 1986 and coordinated the Early Childhood Education Division of C & I until 2008. May teaches Infant and Toddler Care in Education and supervises undergraduate student internships in infant and toddler care programs and master's degree students' research projects. He has been a major influence at UNI in early childhood education both at the undergraduate and master's degree levels affecting thousands of UNI students.

According to May, early childhood education at UNI began when Mary Nan Aldridge set up what has become the childcare program at Price Laboratory School. "In 1925 UNI was one of five universities in the country to receive a grant from a national foundation to educate teachers to teach in pre-school programs."

May says another milestone in early childhood education was **Judy Finkelstein's** proposal to

establish a Regents Center for Early Developmental Education. Finkelstein is a professor of curriculum and instruction. "The Regents Center offered opportunities for UNI students to work with faculty in the center as well as teachers in preschool programs at childcare centers and public schools," May says.

Other program changes include the incorporation of a better understanding of how to teach and prepare UNI students to work with young children as well as more men in the program—although not as many as May would like to see. "As more people sent their children to preschool, we could see that children had an advantage when they entered kindergarten or K-12," May notes. "Children learned how to be students, how to play, how to socialize."

May also credits positive program development to the many good faculty members hired at UNI in the division. "UNI faculty have professional attitudes that have helped us work well with UNI students and, in turn, help them understand children and get them started well in their education." University faculty members have also been leaders in Iowa's statewide voluntary preschool program.



COE Awards Celebration

At the annual spring College of Education Awards Celebration, several outstanding faculty were recognized for their achievements. Those awarded were:



Outstanding Teaching – Victoria Robinson, Ed. D., associate professor, Educational Leadership, Counseling, & Postsecondary Education



Outstanding Scholarship/Research – Elana Joram, Ph. D., associate professor, Educational Psychology & Foundations



Outstanding Service – Melissa Heston, Ph. D., associate professor, Educational Psychology & Foundations



University Book & Supply Award for Outstanding Teaching – Nick Pace, Ed.D., associate professor, Educational Leadership, Counseling, & Postsecondary Education



Outstanding Graduate Faculty Teaching Award – Lynn Nielsen, Ph.D., professor, Curriculum & Instruction.

Faculty promotions

The following College of Education were awarded full professorships. Lyn Countryman, Price Lab School and Science Education; Linda Fitzgerald, Curriculum & Instruction; Elana Joram, Educational Psychology & Foundations; and Michele Yehieli, Health, Physical Education, and Leisure Services.



Linda Fitzgerald's scholarly work in the past 10 years has concerned diversity and social justice, the scholarship of teacher education and communities of practice, and the self-study of teaching preservice teachers. The professor of early childhood education was co-investigator on a federally funded research project investigating

successful models of fully inclusive early childhood classrooms, with some results published in Harvard Educational Review and Teachers College Record articles. She has carried out self-studies of teacher education practices with collaborators at UNI and across the globe (see article on International Self-Study). Fitzgerald's recent books include "Self-Study and Diversity," co-edited with Deborah Tidwell, and the forthcoming "Methodology for Self-Study of Practice," co-edited with Deborah Tidwell and Melissa Heston.



Elana Joram has conducted research in local schools about children's understanding of mathematics in the elementary grades. She has published the results in national journals aimed at researchers and teachers. In addition, she has developed mathematics curriculum materials for teachers available on the

National Council for Teachers of Mathematics Web site, and she has conducted professional development for teachers in the Waterloo schools on effective ways of teaching mathematics to elementary students. Joram's latest research builds on her previous study of mathematical cognition by exploring how adults understand numerical information in health contexts, such as hospital discharge instructions. She is currently collaborating with faculty in HPELS, as well as Allen College, to develop more easily understood discharge instructions.



Michele Devlin, professor of public health, directs the Iowa Center on Health Disparities, a model organization funded by the National Institutes of Health to improve health equity for underserved populations. She is also the founder and advisor of the award-winning Global Health Corps, a model service-learning program that has trained more

than 500 students in conducting culturally appropriate public health programs with more than 40,000 diverse and underserved populations in the United States and abroad. Devlin has published

multiple scientific reports and books, including "Health Matters: A Guide to Working with Diverse and Underserved Populations." She has more than 25 years of field experiences working with public health agencies, non-profits, corporations and government organizations.



Lyn Countryman's research and professional outreach has focused on improving science education and teaching strategies for over 15 years. Countryman is professor of science education at Price Lab School. She was one of the first 81 teachers nationally to attain National Board Certification from the National Board of

Professional Teaching Standards (NBPTS) in 1994. Countryman has mentored over 500 teachers through the NBPTS process of certification, served on the writing panel for the revised Early Adolescent Standards document, and was a founding member of the Teacher Advisory Council of the National Academies. She has received over eight state and national teaching awards including the Presidential Award for Excellence in Science Teaching. Countryman currently serves as the executive director of the Iowa Mathematics and Science Coalition.

Ann Vernon

Ann Vernon, emeritus professor and former coordinator of the UNI counseling program, states honestly, "I knew how to do my career, but I don't know how to do retirement! I'm staying professionally busy because I just do not understand the concept of retirement."

She and husband, Nile Vernon, emeritus professor, UNI Modern Languages Department, spend summers near Hayward, Wis., and winters in Tucson, Ariz. In addition, Vernon said she was luckily invited to be a visiting professor at the University of Oradea in Oradea, Romania. Earlier this year she taught in the school counseling program there and trained mental health professionals.

With her expertise in rational emotive behavior therapy, an action-oriented psychotherapy technique, she is recognized as one of two key people who apply this therapy to children and adolescents. Her skills are requested often and continue to keep her professionally involved. She is also vice president of the board of trustees at the Albert Ellis Institute in New York, a



Educational Psychology & Foundations

The Department of Educational Psychology & Foundations provides numerous core courses for undergraduate teacher education students, three graduate program degrees, and has many faculty involved in education research. Faculty members of this department specialize in the following areas: learning, human development, assessment, social foundations or school psychology.

Radhi Al-Mabuk, interim department head, says all education students take Dynamics of Human Development, Schools & American Society and Exploring Teaching. In the latter course, students gain their first field experience. "Our enrollment is always high in these courses and continues to grow," Al-Mabuk states. Ed psych faculty members also teach several core courses for all master's degrees and the doctoral program.

The school psychology master's degree program in this department is one of a kind, Al-Mabuk explains. "It is the only school psychology specialist (Ed. S.) degree program in Iowa that prepares school psychologists," he says. "Across the country there is a big shortage of school psychologists. Top students

apply to our program, and when they graduate, they usually get a job where they did their internship."

This department's master's in education degree is designed for practitioner teachers. They are prepared to become instructional leaders in pedagogy, assessment and research at their schools. "We have had amazing growth in this professional development program for teachers," says Al-Mabuk. The other MAE program emphasizes learning and development or research and evaluation. Al-Mabuk says it has attracted international students, an attribute that complements the UNI effort toward a more diverse campus.

Finally, many faculty members in the department are involved in significant research. Some are: **John Henning**, associate professor, who authored "The Art of Discussion-based Teaching," **Barry Wilson**, associate professor and director of college assessment, who contributed a chapter on assessment at UNI to "Profiles of Good Practices in Assessment," and **Tony Gabriele**, associate professor, who was selected to participate in a discussion and analysis workshop given by national leaders in research methods.

world-renowned psychotherapy organization.

Last fall she taught counseling theories for children in Singapore through a University of Buffalo satellite program. In addition to her Romania experience, she's traveled to Australia, South America, Mexico and The Netherlands to help mental health practitioners learn how to apply rational emotive behavior therapy to students and parents.

On the "I'm trying to learn to do retirement" side of her life, Vernon says she's learned golf in Arizona and joined a writers club because she would love to write children's books. "I want to continue doing meaningful things with my life," she explains. One fundraiser project she co-chaired raised \$13,000 for clothing and educational needs of Native American children in Arizona.

She also maintains her professional connections to UNI. "I loved my time at UNI and look back on what we did to build a strong counseling program. It's fun for me to stay in contact with some former students who have become colleagues." She continues to write and is currently working on a new version of "What Works When with Children and Adolescents," a book on individual counseling interventions.

The school counseling and mental health counseling programs are in the Department of Educational Leadership, Counseling and Postsecondary Education.

Regents' Center for Early Childhood Education

The Regents' Center for Early Developmental Education at UNI received a \$150,000 grant from the U.S. Department of Health and Human Services to improve the academic, social and emotional outcomes of children enrolled in Head Start. The center is partnering with Tri-Country Head Start to address teacher behaviors, using strategies to improve children's language development, academic performance and social and emotional development. **Betty Zan**, interim director for the center and associate professor of curriculum and instruction, said the project will use a peer coaching and mentoring model targeting Head Start lead teachers, assistant teachers and supervisors. UNI faculty will teach supervisors how to evaluate the emotional and instructional environment and target efforts for improved academic outcomes.



Janice Freeburg Cannon—*making a difference everyday*

"I wanted to do something that made a difference." Alumna Janice Freeburg Cannon '57 certainly accomplished this goal. Janice has made a substantial impact on the university with her gift to fund the Freeburg Early Childhood Program. This program gives UNI students and faculty, as well as teachers throughout the state, the opportunity to learn early childhood education best practices.

"I wish I could quantify the impact that Janice's gift has made. Due to her support of our mission in early childhood



education, we have been able to develop new curriculum and share this information with practicing teachers. Our research at the Freeburg Center also has led us to secure other grant funding that would not have been possible without the support that Janice's gift provided. It has truly impacted more children and teachers than we thought possible," stated Betty Zan, interim director for the Center for Early Development Education.

After graduating from the College of Education at UNI, Janice taught lower elementary education for a few years. She and her husband, John, live in Rancho Santa Fe, Calif., and have three children.



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—Sherry Kluender, director of development,
College of Education

Thank you!

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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, 2007 and June 30, 2008.



Edna, Laura and Ida Fleming had a passion for children and for education. The sisters died in 1991, 2005 and 2007.

This year they prepared preschoolers for kindergarten.

Your thoughtful estate planning can create a promising future for UNI students. A bequest to the University of Northern Iowa impacts students and may provide you with many benefits, including:

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Or visit UNI's Planned Giving Web site: www.unicompass.com.



Graduates – where are they?

Mitchell Marine, 2004 ISEA student chapter president

Marine, '05 (B.A., chemistry-teaching), is an example of the many uses of an education degree. Marine taught high school biology and general science at Webster City High for one year after UNI graduation. That year he also coached high school basketball in the Northeast Hamilton Community School District at Blairsburg. Marine then joined Pine Lake Corn Processors in Steamboat Rock as a lab technician and stayed involved with education as the middle school basketball and football coach in the AGWSR Community School District at Wellsburg.



Looking for Purple in your area?

Check out the UNI alumni calendar of events at www.unialum.org and click on Events.

Marine says his teacher preparation courses “provided me with a lot of hands-on experiences that better prepared me for not only the teaching profession, but for other jobs as well. Being able to organize, present and transfer knowledge to a wide variety of audiences is a skill that I will use no matter what profession I am in.”

He currently works at Novozymes North America, Inc. in the Iowa State University Research Park in Ames. Novozymes provides enzymes for industries including detergent, starch, fuel, food and feed to make production processes more cost-effective and provide higher quality products, Marine explains. His position as associate scientist in customer solutions focuses on the biofuels industry, particularly in corn to ethanol. Marine visits customers at ethanol plants, provides customer training on the use of company products, and provides enzyme dosing and process recommendations.

Shanon (DeJoode) Quanbeck, 2004 Kappa Delta Pi president

Thanks to UNI, Shanon Quanbeck '05 says she is achieving her dreams and teaching Spanish to hundreds of students every day. Quanbeck was hired right after graduation and is in her fourth year teaching elementary Spanish to students in grades one through six at Crossroads

Park Elementary and Western Hills Elementary in West Des Moines.

“I see about 650 students each week, working in 24 different classrooms. It has been an amazing experience and one I feel that UNI prepared me for well,” Quanbeck states. Her education classes



prepared her to work collaboratively with 24 different classroom teachers and gave her teaching methods to help all students learn, she notes. She credits the Department of Modern Languages with helping her become confident in the language.

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 the Update Your Record link.

Memorial Tribute

Robert. C. Rice, M.A. '66, interim superintendent of the Washington D.C. public schools, died of complications of lung transplant surgery on June 21, 2008. Rice earned his master's of educational administration degree from UNI and a doctoral degree in the same field from Iowa State University in 1977.

In 2003 he became the Washington D.C. public school district assistant superintendent for standards, curriculum and professional development. According to a Washington Post obituary, he was elevated to acting chief academic officer about five months later and served as interim superintendent

for five months in 2004. He resigned as special assistant to the superintendent in 2007 and joined the Maryland Education Department as an assistant state superintendent.

Rice began his career as a teacher and coach in elementary and high schools before becoming superintendent in Estherville, Iowa, and St. Charles Parish, La., where he oversaw the court-ordered desegregation of public schools. He was highly regarded for his willingness to make tough decisions and ensure effective instructional programs that helped all students improve.

Class Notes

1940s

Gladys (Altman) McBurney, 2 yr '43, retired from teaching but volunteers at Fair Oaks Middle School in Fort Dodge, Iowa, with her daughter, Barbara, and other teachers.

1950s

Mary Beth Kourey, 2 yr '56, is a substitute teacher in Ankeny, Iowa. She is one of six consecutive generations in her family to teach school in Iowa.

Jeannine (Peck) Cooper, BA '59, is a retired teacher who is involved with neighborhood revitalization and community organizations in Phoenix, Ariz., as well as state and local retired teachers organizations.

1960s

Joe Millard, BA '60, MA '64, wrote "The Quiet Journey," a book which covers his life experiences including the military and serving as an educator. The book was released in December 2007. He lives in Waukee, Iowa.

Beaumont Hagebak, BA '60, MA '62, is a retired psychologist and public health official. He spends his time painting and boating. He is also a part-time psychology professor. He lives in Roswell, Ga.

Marilyn Spores, BA '64, is vice president and chief operating officer of the Florida State University Foundation. She lives in Tallahassee.

Carol (Kirk) Houk, BA '66, works at the Grout Museum in Waterloo, Iowa. She is a museum educator with third grade students for the Museum School experience.

Marry Shephard, BA '67, is publisher and editorial director of the recently launched magazine *Farmers' Markets Today* which is published in Cedar Falls. She utilizes networking with agriculture departments and farmers' market associations across the country.

Susan (Goben) Leslie, BA '68, was named Perry (Iowa) Rotary Club Teacher of the Year. She teaches fourth grade.

1970s

Marcie Hage, BA '71, has retired from full time teaching at the secondary level of alternative education in the area of special education. She is an adjunct instructor at UNI and Upper Iowa University. She also teaches a course in Ireland in the summer.

Susan (Smith) Hoppenworth, BA '72, MA '83, is the Midwest Region director for the American Mental Health Counselors Association. She has been an adjunct faculty member at UNI in the graduate mental health counseling program and has a private practice in Asbury.

Dennis Wenthold, BA '72, is the assistant principal of curriculum and supervision at East Naples Middle School in Naples, Fla. He plans to retire in June 2009 and move to El Valle, Panama with his wife Mireya (Bernal) Wenthold BA '70. They will take over Cabanas Potosi, a company which rents cabins in the Panamanian mountains.

Philip Wolfe, BA '73, retired after 30 years of teaching elementary physical education and four years of English language learners in Lincoln, Neb.

Terrence Samuel, BA '76, MA '78, retired from the state of Oregon after 20 years of service. He serves on the board of the Salem Multicultural Institute and World Beat Festival. He also is a member of the Statesman Journal editorial board.

Terri (Carmichael) Fisher, BA '78, is a behavior interventionist at Toledo Middle School. She lives in Montour, Iowa.

1980s

Clark Porter, BA '83, Ed. S. '89, teaches classes in the expanded learning program at Hoover Elementary School in Waterloo, Iowa. The program aims to challenge students identified as academically gifted.

Linda Ray, BA '85, received her master's degree in library and information science degree from the University of South Carolina. She works at Darlington High School.

Charles Ehler, MA '88, is superintendent for the Rushford/Peterson School District in southeast Minnesota. He worked in the South Winneshiek School District in Iowa for 33 years.

1990s

Evan Amdahl, BA '90, is a physical education instructor at Rainy River Community College, International Falls, Minn. He also is the offensive coordinator for the school's football team.

Renee Cuvelier, BA '91, MA '97, teaches first grade for Crestwood Schools. She received certification from the National Board for Professional Teaching Standards in 2007. She lives in Cresco, Iowa.

Todd Kielkopf, BA '91, was appointed the general manager of Indianola Municipal Utilities Board of Trustees. He has worked for the city of Indianola, Iowa, since 1999.

Sarah (McDonald) Holmes, BA '92, MA '94, was elected to the position of vice president/president elect for the Upper Midwest Region of the Association of College and University Housing Officers. She lives in Des Moines, Iowa.

Jacquelyn (Strouse) Preston, BA '93, MA '94 joined the Brain Injury Association of Iowa as neuroresource facilitator at the Kimball Ridge Office in Waterloo. She previously was an education facilitator with Covenant Health System.

Dave Malecek, BA '94, MA '05, is head wrestling coach and a lecturer in the exercise and sports science department at the University of Wisconsin La Cross. He lives in Onalaska, Wis.

Barbara (Sabelka) Schwamman, BA '94, is the pre-kindergarten through eighth grade principal for South Winneshiek Schools. She lives in Cresco, Iowa.

Anna (Temeyer) Bagby, MA '97, teaches in the expanded learning program at Longfellow and Irving elementary schools in Waterloo, Iowa. The program aims to challenge students identified as academically gifted.

2000s

Chad Buchholz, BA '01, is a school administrative manager for Linn-Mar Schools in Iowa.

Ami Kramer, BA '02, received the ESPN Super Bowl Teacher of the Year award. She teaches first grade at Copper King Elementary in Phoenix, Ariz.

Lucy Evans, MA '03, is principal at Lincoln Elementary in Waterloo, Iowa. She was previously lead teacher at Longfellow Elementary.

Kassie Daugherty, BA '06, is a fourth grade teacher at Smithville Upper Elementary School in the Kansas City School District. She lives in Maryland Heights, Mo.

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Staff Spotlight

Candice York expands Child Development Center space

Since becoming director of the UNI Child Development Center (CDC) three years ago, **Candice York** jumped into grant writing and has received a new playground designed and surfaced for the youngest children at the center, more space for classrooms, and more full-time teachers. Her previous years as a teacher and assistant coordinator at the center, located in Price Lab School, helped her find the direction to lead the center.



Eighty students attend the birth through kindergarten program, and 25 students attending PLS are in the K-6 after school program. The after school program is in its third year. Also, 20 additional children of UNI students attend two evening programs Monday through Thursday.

"It was really important to me that we were able to expand the space we have for the center," York explains. "Last year we added two more classrooms which enabled us to shorten the waiting list of pre-school aged children wishing to attend the center." However, she says, she still has a list of 130 children for the birth-age 3 classrooms.

York attributes her ability to expand the space and hire additional full time staff to being the squeaky wheel. "Before that we had 150-200 names

of children on the birth-age 2 waiting list and that meant we weren't fulfilling our mission to serve the children of UNI students, faculty and staff."

Candice York identifies completely with UNI students and their childcare needs. She holds a bachelor's and master's degree in early childhood education from UNI, is near completion of an



Ed.D. degree in curriculum and instruction, and has five children at home. Three of her children either attend or did attend the CDC.

York enjoys her job and speculates that what she likes

about it depends on the week. "The beginning of the school year is hard because I want to provide resources for teachers, manage students, and be sure the UNI students in field experiences and participations are getting what they need." On an ongoing basis, she continues her work to see that the CDC serves the UNI community.

The Child Development Center was re-accredited by the National Association for the Education of Young Children in early January 2009 per **Jill Uhlenberg**, Curriculum and Instruction Interim Head.

Magazine advisory committee

- Radhi Al-Mabuk, Educational Psychology and Foundations
- Jan Bartlett, Educational Leadership, Counseling & Post Secondary Education
- Bill Callahan, Dean, College of Education
- Mary Herring, Associate Dean, College of Education
- Melissa Heston, Interim Director of Teacher Education
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- Jill Uhlenberg, Curriculum and Instruction
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If you have information that you would like to contribute or comments, e-mail Maxine.Davis@uni.edu.

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