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COE Acclaim, December 2011, Issue 3

University of Northern Iowa. College of Education.

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Heston Honored for UNI Service

In September, **Melissa Heston**, educational psychology and foundations, received the John R. Endwright Distinguished Alumni Service Award from the School of Health, Physical Education and Recreation (HPER) at Indiana University. This annual award recognizes outstanding service and contributions by the school's alumni.

"In my case, the award primarily recognized my service to UNI," said Heston, who was delighted and humbled by the award. "I view service as an essential form of leadership and as a gift to the UNI community in which I work and live."

Heston graduated from IU in 1989



with a Ph.D. in human performance from the School of HPER and educational psychology from the School of Education. Her primary focus of study was child development

with an emphasis in growth and motor development.

Throughout the years, Heston has served on dozens of national, state and university committees and has completed hundreds of hours of service work. At UNI, this work has included serving as chair of the Elementary Education Senate and Teacher Education Diversity Committee, as well as serving as a member of the Teacher Education Executive Council and Teacher Education Program Assessment Committee, among many others.

"I think service at UNI is one of the best ways to get to know people all across the university and to develop an appreciation of what others are doing to make the university great."

Partnership Grows Between UNI's COE and Local Schools

An evolving and innovative partnership between UNI and the Cedar Falls and Waterloo Community School Districts that was initiated by the COE in 2007 is moving to a new level of trust, formality and resource sharing.

The UNI Professional Development School (PDS) began as a pilot project to promote exemplary teaching in school and university settings; create powerful professional development opportunities and new leadership roles for teachers and university faculty; and focus on improving pre-K through 12 student achievement. The pilot phase created new models of school-university partnerships that expanded supervision of early field experiences and professional development offerings. It also built embedded and mutually beneficial models of teacher education based completely in the schools. While the initiative includes multiple facets of the overall teacher education program, the College of Education has taken the lead in connecting COE courses and experiences to PDS schools.

Now there is consensus among the partners to move beyond the pilot phase and make the changes an institutionalized part of the program. The National Association for Professional Development Schools has identified nine essential elements for these schools, and the UNI-PDS is about to take major steps forward in two more areas: a formal articulation agreement and dedicated shared resources.

A committee of school district officials and university faculty drafted a formal articulation agreement that the PDS governing board hopes to approve by January 2012. Part of the agreement includes the two school districts' commitment to funding stipends for teachers who serve as site coordinators for UNI. The COE has also committed to funding critical aspects of the partnership, including the PDS director and supporting travel to the national PDS conference.

"Our school partners have always been very generous in sharing the resources in terms of providing mentor teachers and opening classrooms for our preservice teachers," said Becky Wilson Hawbaker, director of UNI's PDS and instructor at Malcolm Price Laboratory School – Iowa's Research and Development School. "A monetary investment by the schools, especially at this time of declining resources, is clear evidence of the depth and maturity of our partnership and will provide a strong foundation for even more growth in the future."

UNI's STEM Initiatives Featured on Discovery Channel

UNI's work in helping address the nation's science, technology, engineering and mathematics (STEM) crisis was featured in a half-hour special edition of the Profiles Series, hosted by actor Louis Gossett Jr. The program aired on the Discovery Channel on Friday, October 21. UNI's segment explored how the university is addressing the needs of students, teachers and industry regarding STEM issues. The segment was also broadcast via syndication in the top 50 U.S. television markets and overseas on Voice of America TV. The videos can be viewed at <http://www.uni.edu/provost/profiles-series/segment>.

A one-minute commercial promoting the show aired on TV stations serving Des Moines, the Quad Cities, Chicago, Minneapolis and St. Louis, as well as stations in the top 30 U.S. TV markets.

Students Gain International Experience, Exposure

Seven graduate students in leisure, youth and human services attended the World Leisure International Leisure Development Forum in Hangzhou, China, in early November. The forum, which is part of the World Leisure Expo, focuses on the expansion of the tourism, travel and leisure industry in Asia, especially China. The students in attendance were Ashley Cayford, Ebony Ellis, Kristine Fleming,

Gina Gones, Keri Kulish, Brett Meehan and Winnie Wong.

According to Christopher Edginton, health, physical education and leisure services, who serves as secretary general of the World Leisure Organization, the UNI student presenters were the only students from an American university offered such an opportunity. Wong did a cross-cultural study that compared perceptions of play

and personal cultural orientations among American (Western) students, students from Hong Kong (East and West) and students from The People's Republic of China. Fleming's presentation focused on a fitness program related to strength training for children and youth and how such a program can address obesity throughout the world.

Faculty Acclamations

Awards/Service

Sara Blanco, Malcolm Price Laboratory School, designed and implemented the Iowa Modern Language annual conference in Des Moines, which was attended by 400 modern language instructors throughout the state.

Sarah Carlson, Malcolm Price Laboratory School, received the Helen Finken Award from the Iowa Council for the Social Studies (ICSS) at its statewide conference in Des Moines in October. This award recognizes teachers in their first three years of teaching social studies who have demonstrated a strong commitment to excellence in social studies education. The award is given in memory of teacher Helen Finken, a longtime member and officer of ICSS.

Lyn Countryman, Malcolm Price Laboratory School, was nominated for the 2011 Pioneer Hi-Bred Iowa Women of Innovations Awards, which are presented by the Technology Association of Iowa. She was nominated in the Academic Innovation and Leadership (Post-Secondary) category. The awards celebrate and recognize women in the workforce who are role models and leaders in technology, science and engineering.

Benjamin Forsyth, educational psychology and foundations, was appointed in fall 2011 to be the professional licensure core sequence representative for the Secondary Teacher Education Senate. He was also nominated in fall 2011 for the University Book & Supply Outstanding Teaching Award for Untenured Faculty.

Tony Gabriele, educational psychology and foundations, was selected web master for 2011-12 for the Quantitative Methods TIG of the American Evaluation Association.

Julianne Gassman, health, physical education and leisure services, received the UNI I Am A Hero award from the Northern Iowa Student Government. UNI's Student Leadership Center recognized the Nonprofit Leadership Alliance Student Association, which is directed by Gassman, as a Program of Distinction Award nominee, and recognized Gassman as a UNI Advisor of the Year nominee. Gassman was also recognized by Camp Adventure Child and Youth Services for 20 years of commitment, dedication and excellence in the service of children and youth.

Tim Gilson, department of educational leadership, is working with Pearson Education to develop a School Law training course for its upcoming online series, *Ed Leadership In Practice*.

Gloria Kirkland Holmes, curriculum and instruction, received the Sarah Herbin Award, which is one of two national awards given by the National Black Child Development Institute. This honor is bestowed for the recipient's work in the community – specifically with the Black Girls Project and other initiatives.

Amy Lockhart, Malcolm Price Laboratory School, was a finalist for the 2012 Iowa Teacher of the Year award.

Jody Stone, Malcolm Price Laboratory School, received the Iowa Presidential Award for Excellence in Mathematics and Science Teaching. Awards are given to

high school mathematics and science teachers to recognize those who develop and implement a high-quality instructional program that's informed by content knowledge and enhances student learning.

Mike Waggoner, educational leadership and postsecondary education, was elected to a three-year term as chair of the American Educational Research Association's Special Interest Group: Religion and Education. Waggoner was also appointed by Routledge Taylor Francis Publishers as editor of the international book series *Research in Religion & Education*. Additionally, Waggoner is in his 11th year as editor of the peer-reviewed academic journal *Religion & Education*, published by Routledge Taylor Francis. In November 2011, the publishing group featured the journal and an interview with Waggoner on its Education Arena website, www.educationarena.com/.

J.J. Waldron, health, physical education and leisure services, is chair of the Sport and Exercise Psychology Academy Committee for the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). She is also coeditor of AAHPERD's *Physical Activity Today*.

Publications

Shelly Counsell, Regents' Center for Early Developmental Education, authored "Becoming 'Science Experi-Mentors' – Tenets of Quality Professional Development and How They Can Reinvent Early Science Learning Experiences" for *Science and Children*.

Faculty Acclamations, continued

Christina Curran and **Susan Etscheidt**, special education, authored "Promoting Reflection in Teacher Preparation Programs: A Multi-Level Model" for *Teacher Education and Special Education*.

Christina Curran, special education, and C.A. Dunn wrote the chapter "Transition and Learning Disabilities" in *Handbook of Transition and Youth with Disabilities*, M. Wehmeyer and K.W. Webb, editors.

Christina Curran, special education, and M.C. Connery wrote the chapter "Literacy Supports and Strategies for the Inclusive Elementary Mathematics" for *Mathematics for All: Instructional Strategies to Assist Students with Special Learner Needs*, N. Gallenstein and D. Hodges, editors.

Christopher Edginton, **Susan Hudson** and **Kathy Scholl**, health, physical education and leisure services, published the fourth edition of their book, *Leadership for Recreation, Parks and Leisure Services*.

Edginton, Iradge Ahrabi-Fard, health, physical education and leisure services, P. Geadelmann and M.K. Chin authored "Revitalizing Health and Physical Education in the 21st Century: A Global Statement of Consensus" for the *Journal of Physical Education, Recreation and Dance*, October 2011. They also wrote "Global Forum for Physical Education Pedagogy 2010 (GoFPEP 2010): Health and Physical Education Pedagogy for the 21st Century – A Statement of Consensus" for the *International Journal of Physical Education*.

Edginton, M.K. Chin and V. Svetlana authored "Health and Physical Education: New Global Report on Consensus" for *Health for All*, May 2011. Edginton, B. Ruan, M.K. Chin and M. Mok wrote "A Pathway to an Integrative/Holistic Education: Camp Adventure Child and Youth Services (CACYS) ~ A Model Service Learning Programme" for *World Leisure Journal*.

Edginton and M. Naidoo wrote "WLO and LARASA Establish a Protocol for Exchange and Understanding" for *World Leisure Journal*. Edginton, M.K. Chin and S.K. Roh authored "Challenging Obesity and Overweight: A Global Consensus

Statement Korean Society for Physical Education" in the *Journal of Korean Society for the Study of Physical Education*, August 2011.

Edginton, M.K. Chin, L.M. Chiang and J. Chiang wrote "Global Forum for Physical Education Pedagogy 2010: Health and Physical Education Pedagogy in the 21st Century – A Statement of Consensus" for *Sports Research Review*, June 2011.

Edginton wrote "World Leisure Board of Directors Elects New Board Members from Austria, China and South Africa" and "World Leisure Events and World Leisure Board of Directors Elections Results" for *World Leisure Journal*.

Edginton, M.K. Chin and G. Khanna wrote "Physical Education and 21st Century Learners: A Consensus Statement" for the *International Journal of Health, Physical Education and Computer Science in Sports*. Edginton, M.K. Chin and D. Bonacin wrote "Health and Physical Education: A New Global Statement of Consensus" for *Sport Science: International Scientific Journal of Kinesiology* and for *Acta Kinesiológica*.

Edginton, M.K. Chin and L. Georgescu authored "Health and Physical Education: A New Global Consensus with Romania Perspective" for the *Gymnasium Journal of Physical Education and Sport*.

Edginton, M.K. Chin and B.S. Zhong authored "Challenges of Overweight and Obesity: A Global Research Report" for *Sports*, May 2011.

Edginton and M.K. Chin wrote "World Leisure Leaders Support the Global Forum on Physical Education Pedagogy 2010" for *World Leisure Journal*, "Global Forum for Physical Education Pedagogy 2010 – A Statement of Consensus" for *Rekreológia Leisure Sciences* and "Physical Education, Sport and Health – Active Living Programs within a School Holistic Model: Linkage and Application with Interactive Technology" for the *2011 International Sport Science Congress*, the Korean Association of Health, Physical Education, Recreation and Dance, Keimyung University, Daegu, Republic of Korea.

Edginton, F. Sobral, A. Faro and M.K. Chin wrote "Exploring the Impacts of a Contextually Based, Total Immersion

Graduate Program with a Focus on Teaching Physical Education with an Emphasis on Technology" for the *International Journal of Physical Education*.

Edginton, M.K. Chin and G. Khanna authored "Reforming Physical Education: A Global Consensus Statement" for *NAPESS - Journal of Physical Education and Sports Science*. Edginton, M.K. Chin and S. Vlasova wrote "Health and Physical Education: A New Global Report on Consensus" for *Proceedings of the III International Scientific-Practical Conference "Health for All," Part I*, Polessky State University, Pinsk, Republic of Belarus.

Benjamin Forsyth, educational psychology and foundations, had his paper, "The Effect of Stephen Pepper's Worldviews on Selective Recall From History and Physics Texts," accepted for a poster presentation at the 2011 annual meeting of the American Education Research Association.

Forsyth, R.J. Spiro and P. Morsink wrote the book chapter "Principled Pluralism, Cognitive Flexibility, and New Contexts for Reading" in *Reading Researchers in Search of Common Ground*, edited by R. Flippo. Forsyth's journal article, "Beyond Physics: A Case for Far Transfer," was published in *Instructional Science* in September.

Julianne Gassman and **Christopher Edginton**, health, physical education and leisure services, authored "A Holistic Approach to Evaluation: A Method for Assessing Child and Youth Programs" in the *Hong Kong Recreation Review*. Gassman and M.C. Gleason wrote "The Importance of Mentoring Relationships Among Youth Workers" in *New Directions for Youth Development*.

Gassman, **Christopher Kowalski**, health, physical education and leisure services, and C. Konecny published "Measuring Youth Worker Efficacy Levels in a Not-For-Profit Youth Development Setting" in the *Journal of Nonprofit Education and Leadership*.

Elana Joram, **Susan Roberts-Dobie**, **Sue Joseph Mattison** and **Michele Devlin**, health, physical education and leisure services, **Desnise Elsinger**, educational

psychology and foundations, K. Herbrandson and K. Hansen authored "The Numeracy Demands of Health Education Information: An Examination of Numerical Concepts in Written Diabetes Materials" for *Health Communication*.

Frank Kohler, special education, K. Hughlett and D. Raschke wrote "The Effects of a Buddy Skills Package on Children's Social Interactions and Play" for *Topics in Early Childhood Special Education*.

Sarah Montgomery and **Lynn E. Nielsen**, curriculum and instruction, completed a curriculum development project focused on the integration of Library of Congress primary sources materials into the teacher education sequence in elementary education. Titled "The Pathways Project," this online library of lesson modules is a portal for online publication by UNI teacher education students.

Victoria Robinson and **Tim Gilson**, department of educational leadership, contributed chapters to a new educational leadership book, *Organization and Administration of Iowa Public and Private Schools*. Robinson's chapter addressed Iowa's Evaluator Approval system; Gilson's chapter discussed laws that impact school administrators.

Jill Uhlenberg, curriculum and instruction, was cited in the article "Remember This!" in the October 2011 issue of *Parents* magazine. The article discussed the ability of very young children to hold events, especially rules, in memory from day to day.

Mike Waggoner, educational psychology and foundations, wrote "Reforming U.S. Education for the Teaching of Religion" for the *International Journal of Education Reform*.

J.J. Waldron, health, physical education and leisure services, wrote "Athletes' Perceptions of How Rituals Turn to Hazing" for *Research Quarterly for Exercise and Sport*. Waldron and C.J. Johnson wrote "Are You Culturally Competent? Understanding the Relationship Between Leisure and the Health of Lesbian, Gay, and Bisexual Individuals" for *Speaking Up and Speaking Out*, K. Paisley and D. Dustin, editors.

Waldron and R. Chakrian wrote "The Influence of Teacher-Initiated Reminders

on the Attainment of Students' Aerobic Fitness Goals" for the *Journal of the Coimbra Network of Physical Education and Sport Science*. Waldron, Q. Lynn and V. Krane wrote "Duct Tape, Icy Hot, & Paddles: Male Athlete Hazing Narratives" for *Sport, Education, and Society*.

Presentations

Iradge Ahrabi-Fard, health, physical education and leisure services, and three other sports specialists from the U.S. conducted training in Tajikistan last July on the development of youth sports.

Radhi Al-Mabuk, educational psychology and foundations, spoke on moral development and forgiveness at Singapore Management University, the National University of Indonesia, Melbourne University in Australia, Fatih University in Istanbul and the University of Selangor in Malaysia. He also spoke on Gulen's perspective of peace building in Abuja, Nigeria, and on lifelong learning for teachers and students for teacher educators in Istanbul, Turkey.

Christina Curran and **Sarah Semon**, special education, C. Dunn, J. Patton and K. Webb presented "Talking Transition: Outlooks on Best Practices, Current Issues and the Future for Students with Learning Disabilities" at the Council for Learning Disabilities' 33rd International Conference on Learning Disabilities in Austin, Texas. Curran also gave the keynote address "Lifting, Lofting and Landing Successfully with All Students" at the Cedar Valley Catholic Schools' fall in-service in Waterloo.

Mary Donegan-Ritter and **Betty Zan**, Regents' Center for Early Developmental Education, presented "Coaching and Mentoring: Effective for Whom and Under What Conditions?" at the Society for Research in Child Development in Montreal, Quebec, in March. They also presented "Using CLASS for Professional Development of Head Start Supervisors and Teachers" at the Research Poster Session at the National Institute for Early Childhood Professional Development in Providence, R.I., and "Coaching for Professional Development: Using the CLASS" at the Head Start Leadership Institute in Washington, D.C.

Donegan-Ritter, Zan and **Kim**

Young-Kent, Regents' Center for Early Developmental Education, presented "Using Reflection, Coaching and Mentoring to Enhance CLASS-Related Teacher Performance" at the National Head Start Association Conference in Kansas City, Mo.

Christopher Edginton, health, physical education and leisure services, and M.K. Chin presented the keynote "Physical Education, Sport and Health Active Living Programs Within a School Holistic Model: Linkage and Application with Interactive Technology" at the 2011 International Sport Science Congress, Korean Association of Health, Physical Education, Recreation and Dance, at Keimyung University in Daegu, Republic of Korea.

Frank Kohler, **Donna Raschke** and **Dennis Ford**, special education, and M. Mock, S. Rasmussen and S. Oexmann presented "Reflecting and Transforming Classroom Rules and Boundaries Based on Empirically Validated Practices" at the 27th annual International Conference on Young Children with Special Needs and Their Families, Division of Early Childhood, Council for Exceptional Children. The conference was held in National Harbor, Md.

Sarah Semon, special education, M. Mnayer and J. Wulf presented "The Transformative Potential of Using a Transition Assessment Battery in an Inclusive Secondary Practicum" at the Division for Career Development and Transition Conference in Kansas City, Mo. Semon also presented "Nine Pieces of Eight: Untangling History, Context and Themes" with L. Burrello, J. Kleinhammer-Tramill, A. Toson and T. Hicks at the University Council for Educational Administration District-level Exceptional Education Leadership conference in Pittsburgh, Pa.

Andrew Trout, Malcolm Price Laboratory School, presented "Integration of Cultural Activities into the Classroom" at the Iowa Modern Language annual conference in Des Moines.

Mike Waggoner, educational leadership and postsecondary education, presented an invited paper, "International Developments in Religion & Education: Contexts and Controversies," at a meeting of the Japan Society for the Promotion of

Science. He also moderated a panel at the Newseum in Washington, D.C., on the place of religion in education honoring the late scholar, Warren Nord.

J.J. Waldron, health, physical education and leisure services, presented "Hazing: Is it Worth It?" at Loras College in Dubuque.

Elizabeth Zwanziger and **Mary Doyle**, Malcolm Price Laboratory School, presented "21st Century Skills in World Language Education" at the Iowa Modern Language annual conference in Des Moines.

Dwight C. Watson, dean, was a keynote speaker at the Impacting Diversity through Educational Alliances (I.D.E.A) diversity summit at Central College in Pella. The summit was a collaboration between communities and campuses to make Iowa a more inviting place to live, work, play and learn. The event also addressed ways to recruit and retain a diverse workforce.



Dwight C. Watson, dean, far left, and Mary Herring, associate dean, second from left, attended the Teacher Education Council of State Colleges and Universities (TECSCU) annual meeting in Washington, D.C. A component of that meeting was to visit the Senate and House of Representative's national legislators to discuss the College of Education and its strategic directions. While in our nation's capital, Watson, Herring and Pat Geadelmann, special assistant to the president/board & governmental relations, far right, met with Iowa Senator Charles Grassley.

Grants/Contracts Completed

Susan Brennan, **Christina Curran** and **Sarah Semon**, special education, received an Inclusive Literacy to Support disAbility Awareness grant from the Cedar Falls Kiwanis Rough Risers. The grant was funded on behalf of the UNI Student Council for Exceptional Children Chapter 196 to support inclusive literacy materials and activities in selected Waterloo and Cedar Falls elementary and middle-level schools.

Michele Devlin, health, physical education and leisure services, and **Mark Grey**, sociology, anthropology and criminology, received a multiyear contract from the Iowa Department of Human Services (DHS) to address immigrant and minority overrepresentation in the state's child welfare system. Devlin and Grey will assist DHS by reviewing current policies, determining policy effectiveness, identifying successful implementation strategies, providing organizational technical assistance and cross-cultural training, and developing a statewide systemic approach to reduce the disproportionate burden experienced by immigrants and minorities in the state's child welfare system. Devlin and Grey are co-directors and lead consultants for this project.

Benjamin Forsyth, educational psychology and foundations, received an online course development award to create the course Foundations of Instructional Psychology for the Professional Development for Teachers M.A.E. program. He was also a 2011 UNI Faculty Summer Fellowship recipient.

Julianne Gassman, health, physical education and leisure services, received a J. Cohen Grant to conduct a comprehensive study on the role of mentoring in Nonprofit Leadership Alliance Student Associations from the Nonprofit Leadership Alliance. She also received a grant from UNI for the Cedar Valley Nonprofit Association for having one of UNI's 20 best campus internships.

Gassman also received Camp Adventure Child and Youth Services contracts to offer services in the following locations: day camp and child development services at

U.S. Navy, Key West, Fla.; CDC services at U.S. Navy Pearl Harbor, Hickam, Hawaii; day camp services at U.S. Army, Fort Wainwright, Alaska; CDC services at RAF Croughton; day camp services at the City of Marathon Parks and Recreation Department; day camp services at U.S. Army, Fort Irwin, Calif.; day camp services at U.S. Air Force, Lakenheath; day camp services at Green Gables Country Club, Denver, Colo.; day camp services at U.S. Air Force Geographically Separated Units, with various locations in Belgium, Germany, the Netherlands, Norway and Spain; day camp services at U.S. Navy, NAS New Orleans, La.; and day camp services at U.S. Air Force, Hanscom AFB, Massachusetts.

Sarah Semon, special education, received funding to travel to Charlotte, N.C., with Iowa's transition team for the fifth annual National Secondary Transition Technical Assistance Center Annual Planning Institute.

The Just for Kicks Soccer Program within health, physical education and leisure services received a monetary and equipment donation for 10 soccer teams from the GM Chevy Youth Soccer Program. Just for Kicks provides soccer clinics for youth in rural Iowa towns and communities, a winter indoor league for 15 Saturdays, and programs for Boys and Girls Clubs. Just for Kicks also sponsors the FC Midwest Academy, which is Iowa's only all-girls soccer academy. Just for Kicks is directed by **Sam Lankford**, with assistance from research coordinator **Chris Kowalski** and community coordinator **Aldin Muhamedagic**.



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