

Winter 2007

## Excellence in Education, Winter 2007-08

University of Northern Iowa. College of Education

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# EXCELLENCE IN EDUCATION



## MEET TOMORROW'S PROMISING EDUCATORS

*Also in this issue:*

- Keeping Our Children Safe
- Spotlight on Math and Science



**University of  
Northern  
Iowa**

**COLLEGE OF  
EDUCATION**

**Winter 2007-08**

# Message from the Dean

The popularity of the College of Education's electronic magazines urged us to communicate with even more readers. To that end, you're receiving a print magazine that includes new College of Education and Teacher Education highlights. Let us know what you think!

Things are going well in the UNI College of Education. Our leadership team is moving various initiatives forward and providing fine statewide leadership in early childhood education, counselor education and athletic training. We are also growing dramatically in our youth leadership, human services and leisure education programs. Our faculty is leading the Iowa Core Curriculum initiative in secondary science, math and literacy that the Iowa legislature passed two years ago. As you'll read under Department Highlights, our faculty is also heavily involved in developing other K-12 core curriculum areas mandated during the most recent legislative session. I'm very pleased with the curriculum mapping effort underway for all of teacher education that not only helps us improve our programs on an ongoing basis but prepares us well for the "Higher Learning Commission's" evaluation of our College.

With all of this good news, I must note that I am very concerned with the academic achievement gap in Iowa, as reported during the Iowa Mathematics and Science Education Summit at UNI in November. ACT Inc. data, reported by Ken Mullen, show the number of students nationally and in Iowa that are ready for college algebra based on ACT benchmarks is remarkably low. While 51 percent of white students are on target to make a "B" in college algebra (of course that also means 49 percent are not) only 18 percent of African-American students are likely to make a "B". As educators we need to help change this situation through thoughtful encouragement of increased rigor and relevance in our public schools and by setting high expectations for all of our students here at UNI. We need to facilitate a strong commitment to a culture of achievement in education in our state. The College of Education and UNI's commitment to increase the number of math, science and special education teachers are priorities that can help address this unacceptable achievement gap.

To help ensure that UNI's College of Education continues to lead the state in multiple initiatives, I'm beginning two interactive programs with students and faculty. The first program is a Monthly Lunch with the Dean, Associate Dean and Director of Teacher Education (brown-bag style!) as an opportunity for invited faculty and students to engage in a dialogue about education and their individual aspirations. The second program, Conversations within the Academy, will be a more academic time for invited faculty to meet with me and other administrators monthly to discuss a book or topic of relevance to the future of the college and educator preparation.

This magazine highlights many worthy people and programs in the College and across the entire university in our Teacher Education Program. I hope you enjoy learning more about UNI's Excellence in Education.



*Bill Callahan, Dean, College of Education*



# Contents



## *College News*

- 2 Message from the Dean
- 4 UNI Serves as Catalyst for Elite Training Center
- 5 Desire to Teach Motivates 2+2 Graduates
- 6 \$5.5 million request for Mathematics/Science Education initiative receives Regents' support
- 7 High School Student Math/Science Summit launched at UNI
- 7 Science/Math Summer Enrichment for K-5 students
- 8 NPPS marks 13 years of: Keeping Children Safe
- 9 CLASS  
(Classroom Assessment Scoring System)

---

## *Faculty Highlights*

- 10 Faculty, students offer hands-on community engagement
- 10 UNI professor help write College Board Standards
- 10 Using non-fiction to develop elementary students' measurement sense
- 11 Stories to help citizen understanding
- 11 Iowa Writing Project format prepares new writing teachers
- 11 Faculty collaborate on health literacy research
- 12 Mentoring sessions benefit secondary modern language majors
- 12 International, Out-of-State Student Teaching Outreach
- 12 Expressive Arts Partnership
- 13 UNI math proficiency project aids teachers, improves students' skills

## *Emeritus Faculty Profile*

- 13 Dr. William Waack

---

## *Donor Profiles*

- 14 Commitment to UNI runs deep, strong and long
- 15 Jacobson gives \$3 million naming gift for Human Performance Center
- 15 A note from the Development Director
- 16 Faculty and Student Awards
- 17 **Cover Story:** Meet Tomorrow's Promising Educators

---

## *Program Highlights*

- 18 Math/science minors available for elementary ed majors
- 18 Graduate program for high school math teachers
- 19 Department Highlights
- 19 Faculty Grants

---

## *Teacher Education News*

- 20 UNI's Teacher Education is Like No Other!
- 21 The power of UNI's teacher education program
- 22 Alumni News
- 23 Class Notes

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**Visit the new University of  
Northern Iowa Teacher  
Education Web site at:  
[www.uni.edu/teached](http://www.uni.edu/teached)**

# UNI Serves as Catalyst for Elite Training Center

UNI's connection to the Olympics is now as close as the United Sport and Athlete (USA) Training Center in Waterloo. This non-profit, tax exempt corporation opened its new 21,000 square foot facility near Crossroads last September to help progressing athletes from beginning to elite levels. The hope is to develop national and international caliber athletes in weightlifting and taekwondo.

Although not a formal UNI program, the College of Education has acted as an incubator and catalyst for the concept. Robin Lund, assistant professor of exercise science in Health Physical Education and Leisure Services (HPELS) and Jed Smith, UNI instructor and head strength and conditioning coach, have worked with various business leaders for the past three years to make this concept a reality.

While the coaches at the training center look for particular talent as they help individuals develop into stronger and more powerful athletes, the Training Center also offers UNI undergraduate and graduate students a chance to work with elite coaches and gain experience coaching area sport programs. "The goal of the whole project is to create a formal program in strength and conditioning and human performance at UNI," Smith says. The interest from students in all HPELS majors is growing rapidly, he states.

Because UNI has only two faculty members involved directly in strength and conditioning – Smith and Lund – undergraduate and graduate students benefit directly from these additional opportunities. "Our undergraduates take a course called Strength and Power Development that ends with the opportunity to earn a national certification. From there, these students are able to volunteer and eventually complete internships in the UNI weight room. Now they can also perform internships in the Training Center," Lund says. Many of

these undergraduates then enter the graduate program in exercise science where they actually coach a sport program on or off campus.

Smith says, "In the three years I've been at UNI, the strength and conditioning program has grown so much. We've had students work with the Waterloo Black Hawks hockey team, Grundy Center High School athletes, Waterloo East and Waterloo West High School athletes and other schools' sports programs."



**Jed Smith, Brian Derwin (Former president of USA Weightlifting), Dennis Snethen (current president of USAWeightlifting), Jianping Ma (Weightlifting Coach at USA Inc.), Robin Lund**

As the USA Training Center strengthens the UNI academic program, Lund says joint research will be conducted in an 800-square-foot lab on how to train athletes. "This will help prepare undergraduates for the job market," he says.

Lund adds, "The most exciting part of this venture is that UNI students have the opportunity to work with world-class coaches in weightlifting and taekwondo." For example, the USA head weightlifting coach, Jianping Ma, is a 1984 Olympic champion, three-time World Cup medalist, and five-time Chinese national champion. "He's one of the top coaches in the world, who has worked with Olympic

gold medalists and world record breakers," Smith adds.

The USA Training Center will draw individuals from throughout the United States and the world for advanced training methodologies.



# Desire to Teach Motivates 2+2 Graduates

In Spring 2005, a group of students embarked on a pilot project to combine a degree in special education and regular education. The program, Instructional Strategist / Elementary Education (ISEE), led them on a journey that called for dedication to their coursework, help from their families and friends, and a lot of hard work to graduate in December 2007.

These 16 students are 2+2 students from three Iowa regions. They have earned an A.A. degree from an Iowa community college and will receive a B.A. degree from the University of Northern Iowa. All of their instruction has taken place in their home communities because they have family priorities and fixed job schedules that prevent them from coming to the UNI main campus. These 2+2 students are often nontraditional students returning to school. UNI faculty members taught all of the classes using distance learning over the ICN, WebCT programs or face-to-face instruction. Some instructors also brought students to campus for part of the course. Now the students are graduating, looking to the future and reviewing the past with some of their instructors.

Donna Douglas, program coordinator, describes this cohort (group) of students as some of the best-trained teachers in the state of Iowa. "Not only did these students exceed the minimum standards required to enter the UNI Teacher Education Program, but they excelled in their coursework. The program these students are graduating from is the most rigorous and thorough program of study we offer undergraduate elementary education majors. Their knowledge of how students learn, instructional strategies, assessment techniques and classroom management is exceptional," she said.

Frank Kohler, associate professor, and Amy Staples, assistant professor, taught the special education courses that were integrated into the elementary education courses. "This was one of the initial attractions of the 2+2 program for College of Education faculty," they said. "The integration of special and general education courses

enabled faculty to organize semesters around common themes like literacy or assessment. It also enabled faculty from different departments to collaborate and coordinate their courses that ensured continuity and beneficial outcomes for students."

ISEE students seemed to respond to this organization. Marla Brogly, Muscatine County, said, "When we were in our elementary education methods classes, it was natural for us to include adaptations and modifications we learned in the special education classes." Bridget Carlson, Scott County, noted, "Many districts have come to realize that full inclusion is not about placement but about differentiation within a least restrictive environment that meets the needs of all students. I feel more prepared to meet my students' diverse needs because of this program."

Tina Buhrman, Woodbury County, learned the importance of finding every student's individual needs. This semester she's using her knowledge while student teaching in Jackie Warnstedt's fourth grade class at Leeds Elementary in Sioux City. Warnstedt is the Iowa Teacher of the Year and provided an excellent example of mentoring.

The graduates are described by their instructors as hardworking, inquisitive students with a desire to become teachers. In addition, Lynne Ensworth, elementary curriculum instructor, said, "These students were mature, respectful and hard working. They went above and beyond. Most worked full time and had families. They sacrificed a great deal to get this degree. I am very proud of them for seeing this through!"

The 2+2 graduates participated in UNI fall semester commencement ceremonies on December 15, 2007. Most of the graduates plan to substitute teach as they look for a full time job in special or regular elementary education. Many also hope to return to higher education to earn a master's degree in a specialty field.



## Spotlight on Math and Science



## \$5.5 million request for Mathematics/Science Education initiative receives Regents support

The Board of Regents, State of Iowa will include \$5.5 million in its 2009 appropriations request to address student performance in math and science courses, teacher shortages and the need for state collaboration. Led by Ben Allen, UNI President, and the University of Iowa and Iowa State University, the Math and Science Education Collaborative Initiative steering committee made the proposal.

"I'm very pleased the Board of Regents supported this funding request," said Allen. "The state is facing major challenges in student achievement in math and science, not to mention a shortage of qualified math and science teachers. We now must work hard with the governor and the legislature to fund these state needs."

Decisions about the projects outlined in the proposal will be made during the 2008 state legislative session. The \$5.5 million proposal includes the following Regent university projects:

- 1) Star Math and Science Majors to Teaching: recruitment of students into math and science teaching to address the teacher shortage. This proposal also provides incentives to freshman and sophomore college students in math and science to explore teaching.
- 2) Science and Math Teacher Real World Interns: summer internships in the private and public sector for math and science. Focus is on recruitment and modernizing curriculum.
- 3) Wider implementation of Project Lead the Way (PLTW) across Iowa: targets math and science curriculum and student recruitment to math and

science careers. PLTW is an established, national pre-engineering program that works with middle and high school curriculum.

4) Community College STEM Instructor Preparation and Updates: addresses shortage of instructors at community colleges and provides more distance-education math and science courses.

5) Regents Mathematics and Science Education Institute: to be located at UNI, with faculty and staff distributed across the three state universities. Leverages state collaborations and partnerships between businesses, industries, government agencies, education and other organizations to address student learning and teacher recruitment and retention in math and science.

The Mathematics and Science Education Collaborative Initiative has three basic goals: 1) to improve mathematics and science performance of Iowa students; 2) to prepare more high quality mathematics and science teachers for Iowa's schools; and 3) to promote statewide collaboration and cooperation.

Board of Regents, State of Iowa  
**Mathematics and  
 Science Education  
 Collaborative Initiative**

## High School Student Math/Science Summit launched at UNI



Students from 50 high schools across Iowa gathered at the first High School Student Summit for Mathematics and Science and gave their perspectives on how to improve and maximize math and science learning in Iowa's high schools. The summit was held in early November at UNI's Price Lab School. Iowa Governor Chet Culver and UNI President Ben Allen gave opening remarks to approximately 250 high school students, teachers and special guests.

Students participated in break-out sessions facilitated by a student leader. At the end of the summit, each student group used the ideas shared to develop an action plan for their schools that focused on educational opportunities in math and science.

Joan Duea, event coordinator and director of the Iowa Math and Science Coalition (IMSC), designed the event to give students an encouraging, positive atmosphere

in hopes they will guide their peer groups and make changes in their schools. Duea stated the main message to the students was that "because of you, schools can change."

The summit will continue to engage the students throughout the year with projects designed to increase the enrollment of students in math and science courses. Monetary awards will be given to the winning projects in the spring.

The IMSC engages key stakeholders to influence public policy and educational practice, and advocates their alignment to community and business needs and resources to provide globally-competitive science, technology, engineering and mathematics (STEM) education for all Iowans.

### Science/Math Summer Enrichment for K-5 students

The PLS 2008 summer enrichment camp for Cedar Valley students K-5 will focus on earth science June 9-13, 2008. Mary Stichter, program director, says, "The activity-based projects will be organized around the five e's: engagement, exploration, explanation, extending and evaluation."

Last summer 100 students learned about energy. Second and third grade students created solar powered boats, water wheels and water rockets. Fourth and fifth grade students discovered how solar cars worked and built solar powered cars with their new knowledge. Additionally, they built a solar cooker and became "solar chefs." Stichter explains, "We focused on higher order thinking skills via scientific inquiry methods. In addition, mathematical thinking and problem solving provided a vehicle for students to articulate the connections, reasoning, proof and

representations made." Non-fiction literature, inquiry based projects, and data collection were infused throughout the experience. College of Education undergraduate students in UNI Expressive Arts classes observed and helped teach classes.



### Spotlight on Math and Science



# NPPS marks 13 years of:



## KEEPING CHILDREN SAFE

S.A.F.E., an acronym of the National Program for Playground Safety (NPPS), tells the mission of this project headquartered in the UNI School of Health, Physical Education and Leisure Services (HPELS). As the premier non-profit organization in the United States delivering training and services about outdoor play and safety, Executive Director Donna Thompson says NPPS strives to ensure that all children have a safe place to play by following their S.A.F.E. model:

- S** - Be sure all playgrounds are **supervised** and that supervisors are trained.
- A** - Take children to **age appropriate** play areas.
- F** - Have the appropriate **fall surfacing** so children won't be hurt badly when they fall.
- E** - Be sure all **equipment** is well maintained.

In its 13th year as a leader in playground safety, NPPS continues its work to keep elementary schools and parks safe and now is focusing on childcare areas. "Safety Play Areas S.A.F.E.: Creation Maintenance and Renovation" was authored by Thompson (professor of HPELS), Susan D. Hudson, and Heather M. Olsen. The all-in-one guide helps provide safe, fun-filled play areas for children. The book shows how to develop and maintain play areas that are appropriate for all ages from 6-23 months, 2-5 years and 5-12 years of age. This year

their work is expanding into the pre-school arena of safe play areas. "We'll be working with UNI's early childhood education program on the statewide initiative for voluntary pre-school programs," Thompson says.

NPPS staff is developing workshops on planning outdoor learning centers as part of their ongoing work with schools. She explains, "We'll give careful thought on how to take math, science, art and music outside and try to develop play areas that include those elements in an outdoor learning environment." Such workshops will teach people how to create learning centers that include developmental skills in those areas.

Thompson says, "As the NPPS program grows, we're receiving more and more national exposure." She appeared on the Today Show last summer and CBS contacted NPPS for information about fires that occurred on playground surfaces in Texas.

UNI undergraduates also benefit from having NPPS housed at UNI. For example, NPPS staff give annual presentations on safety topics to elementary physical education or early childhood education classes.

NPPS will also get a new "home" in UNI's new Human Performance Center with a whole section of the building devoted to keeping children of all ages safe on playgrounds.

# CLASS

## Classroom Assessment Scoring System

The UNI College of Education now truly has CLASS – that is, the Classroom Assessment Scoring System instrument that goes beyond evaluating lesson content and looks instead at the quality of interactions between teachers and students in the classroom. Several faculty members attended a CLASS training at the University of Virginia and returned with ideas for using the instrument in professional development and research. CLASS, developed at the University of Virginia, is for Pre-K to second grade.

“Recent studies show that observing and improving how a teacher interacts with students in a classroom environment can support children’s learning whatever the content,” explains Jill Uhlenberg, an assistant professor of Curriculum & Instruction who teaches early childhood curriculum development classes.

The CLASS measures three dimensions of interactions: emotional support, classroom management, and instructional support as a way of defining classroom quality. A high level of instructional support has been found to be an accurate predictor of high academic functioning.

“Certainly, the quality of the content of lessons is important for learning. But this assessment is curriculum neutral,” says Uhlenberg. “It doesn’t look at the quality of the actual lesson but looks at how the lesson is delivered and the teacher’s interactions with students around the content. CLASS has high reliability and is found to be valuable in thinking about dispositions, or attitudes, of teachers toward students.”

To assist in professional development, Uhlenberg says the CLASS can help teachers look at, for example, how they respond if conflicts happen between children and if the teacher’s interactions can be improved. For instance, she says, “Does the teacher step in and solve the problem, or help students learn ways to resolve their own conflicts?” Betty Zan, associate professor at the Regents’ Center for Early Childhood Education, elaborates, “The CLASS will serve as a needs assessment. By administering it in Pre-K classrooms across the state, we get a more detailed picture



of where teachers need additional support. We will then customize professional development efforts to address teachers’ specific needs.”

Introductory training sessions in the use of the CLASS will be held for other College of Education faculty members. “We’ve also talked to state Department of Education staff about using CLASS with the new statewide voluntary Pre-K programs,” says Uhlenberg.

The faculty attending the CLASS training were: Uhlenberg, Mary Donegan-Ritter, and Beth VanMeeteren, Curriculum & Instruction; Betty Zan, Regents’ Center for Early Developmental Education; and Rosemary Geiken, Department of Teaching.



# CLASS

## Classroom Assessment Scoring System

# What faculty are doing in Teacher Education



## Faculty, students offer hands-on community engagement

Faculty members and graduate students from the Department of Educational Psychology and Foundations receive hands-on experience planning and serving a meal for a large group at the Neighborhood Hub in Waterloo. A free community meal is provided there every Thursday for 70-120 people. Kerri Clopton, assistant professor in the department, organized the event and plans to continue the service in the spring. She is co-chair of the Community Partnership for Protecting Children, an initiative that addresses the needs of children and families who live in neighborhoods where crime and safety are a significant concern.



## UNI professor helps write College Board Standards

Mary Bozik, professor in Communication Studies, served on a six-member committee that wrote the Speaking, Listening and Media Literacy Board Standards for College Success. These new standards were released in January 2007. The standards Bozik helped to complete define a developmental progression of rigorous learning objectives for six courses in middle and high school that will lead to all students being prepared for AP or college-level work. Although UNI is not a member of the College Board, the non-profit membership association's mission is to connect students to college success and opportunity.



## Using non-fiction to develop elementary students' measurement sense

Understanding that measurement is typically one of the weakest areas of mathematics achievement, Elana Joram, associate professor, Educational Psychology, developed a strategy to help early elementary students get a feel for standard measurements. She worked with Faith Garcia, a teacher at Waterloo's Lincoln Elementary School, to integrate a variety of measurement activities as the teacher read aloud several nonfiction books from the Look Closer series. They found that these activities helped students to better understand measurement, connect measurement concepts to contexts outside of their classroom, and integrate mathematics and science concepts. Joram's and Garcia's findings were published in the Iowa Council of Teachers of Mathematics Journal Winter 2006 issue.



## Alumni Memories...

Is there a UNI faculty member who influenced your life and passion?:

*Dr. Glenn Nelson was a wonderful teacher, mentor and friend! He went out of his way to make all students feel special.*

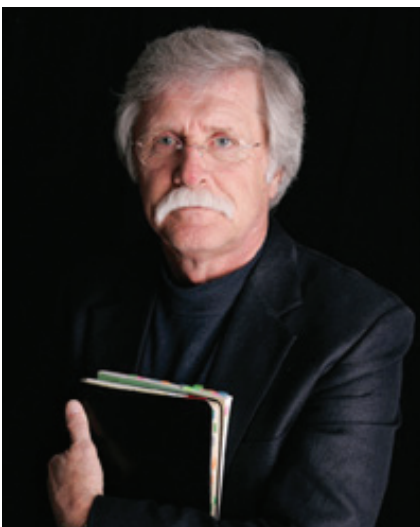
*Donna Raschke, kind and understanding person and I think of things she taught me throughout my teaching career.*

*Mary Beckman, my advisor, and harp techniques teacher. She was tough, yet kind, and she taught me to "stick to it." She also used to come pick me up when I lived in the dorms and take me to church on Sundays!*



## Stories to help citizen understanding

Jim Davis, assistant professor of English, teaches methods of teaching writing in secondary schools. In partnership with Northwestern College, Orange City, IA, he hopes that publishing stories of Hispanic immigrants in the area will help citizens know each other better and positively effect their relationships. He coordinates the interviewing and story gathering from immigrant Hispanic families near Sioux City. Their stories will be printed in bilingual format and used with adults and students to see if they effect greater empathy for new citizens in the area. He also is using some of the materials with the preservice English teaching majors in his classes and will have the students tap into their own stories.



Jim Davis  
Courtesy of UNI Marketing and Public Relations

## Iowa Writing Project format prepares new writing teachers

Education students in Jim Davis' methods of teaching writing classes get more than the traditional content. Davis teaches the graduate level course for high school and middle level future English teachers along the lines of the Iowa Writing Project used with experienced teachers. The Iowa Writing Project offers professional growth opportunities for Iowa teachers and advocates exemplary teaching of writing and use of writing for learning in Iowa schools.

"I encourage undergraduate students to confront the same issues that experienced writing teachers do," Davis says. His class also includes four to five week writing workshop early in the course to demonstrate methods of teaching writing before the class discusses them. "That gives students an experiential base in common for understanding the writing methods discussed later," he explains.

The Iowa Writing Project, with Davis as director, celebrated its 30th anniversary in 2007. Since its inception, 9,000 Iowa teachers have participated in institutes and seminars to develop additional methods that help students in kindergarten through college become better writers. The anniversary celebration honored UNI graduate Jim Bates, B.A. '71, who recently completed his 37th year of teaching writing at Marion High School. Bates was one of the first five teacher/leaders featured in a volume of memoirs of the Iowa Writing Project. Bates, who is department chair at Marion High, is retiring this year. Iowa Writing Project operations are centered at the University of Northern Iowa.

## Faculty collaborate on health literacy research

Several faculty members in two College of Education departments are investigating people's understanding of numbers in everyday health contexts, such as comprehending prescription instructions. Elana Joram, Educational Psychology and Foundations, leads the research team and was recently interviewed about their work for the Boston Globe's OnCall Magazine. HPELS faculty members include Michelle Yehieli, Susan Dobie and Sue Joseph, and graduate student Kristy Herbrandson. Their current research project examines what people have to know about numbers in order to read and understand diabetes pamphlets. This research is of special interest to health professionals because of its implications for best practice in presenting health and medical information to patients. They will present a paper on the topic at the Iowa Public Health Conference in April 2008 titled What Counts in Health Numeracy? Ten Recommendations for Best Practice in the Presentation of Quantitative Health Information. The team also is collaborating on a health literacy pamphlet for the National Institutes of Health National Center on Minority Health and Health Disparities and the U.S. Department of Labor.



## *Teacher Education Faculty Invited to Professional Development Day*

*Faculty in all UNI colleges who teach educator preparation courses are invited to collaborate with colleagues for a professional development day on Feb. 29, 2008.*

*The goal is to improve the teacher education program by examining the vision of education in America, as presented by Karen Smith, Chief Operating Officer, National Commission on Teaching and America's Future, and by "listening to the data" gathered from alumni, school districts, UNI teacher education students, and faculty. Faculty teams will also review data from the UNI Teacher Work Sample and the curriculum mapping project funded by the Iowa Teacher Quality Enhancement grant.*

*The day of work and conversation will help faculty review program outcomes and set goals for program improvement. This a critical part of the institutional mission, according to James Lubker, UNI provost/vice president for academic affairs.*

Hola **Hello** Aloha  
*Konnichi wa*  
 Ahn-nyeong HALLO  
**Namaste** Hoi  
 Bonjour **Ni hao**

## Mentoring sessions benefit secondary modern language majors

Preservice secondary language teachers are invited to participate in the UNI Modern Language department's fourth annual mentoring session. The undergraduates will have the opportunity to network with those currently teaching statewide and learn about their best practices. In addition, the students will attend workshops provided by UNI Modern Language faculty members on current language teaching methods, research and tips to improve language instruction.

John Storm, assistant professor of Modern Languages, teaches methods courses and indicates that three mentoring sessions are planned for next spring. One will be held at UNI on April 26, one at the University of Iowa on April 10, and one at Iowa State University on March 29. Storm indicates, "The workshops are expanding across Iowa and also expanding to include French, Spanish and German."

## International, Out-of-State Student Teaching Outreach

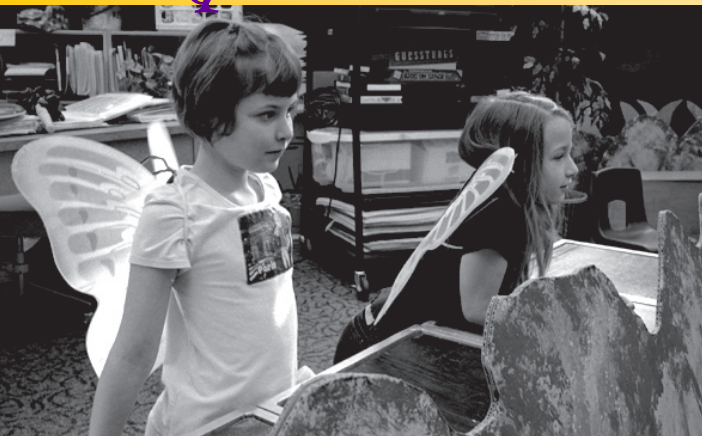


Lowell Hoeft

UNI students can do their student teaching anywhere in the United States or in the world. Now the International Out-of-State Student Teaching program is offering the same opportunity to students at other colleges and universities in Iowa. They have offered the program to students in neighboring states for a few years and now are focusing on Iowa. Lowell Hoeft, instructor, Office of Student Field Experiences, said, many colleges offer similar opportunities, but at limited sites. "We are providing them a service that they are unable to do because of limited staff and resources," he said, "The first set of site visits was made last year with positive results and we plan to continue them this year and next year."



## Expressive Arts Partnership



Undergraduate students in Denise Tallakson's Expressive Arts class partner with PLS classes in an innovative endeavor. The Curriculum and Instruction Expressive Arts classes are held at the Lab School where UNI students are paired with PLS elementary classes to present lessons that integrate the visual arts, music, drama and dance/movement. This partnership of undergraduate students and PLS students creates a positive situation for all. The UNI students receive hands-on teaching experience and combine theory with practice through this program. In addition, the program extends the PLS teachers' arts curriculum.

## UNI math proficiency project aids teachers, improves students' skills

Anthony Gabriele, associate professor of Educational Psychology, recently completed a collaborative project with the Waterloo School District designed to reduce achievement gaps in math by providing students the opportunity to learn from a more demanding mathematics curriculum. The federally funded two-year project focused on enhancing the mathematical knowledge elementary teachers need to teach effectively. "Saying you want teachers to teach a more ambitious and rigorous math curriculum and actually providing the conditions for teachers to do it are two different things," said Gabriele. "In this project, we focused on helping primary school teachers develop the knowledge, strategies and confidence to teach children a more enriched math curriculum so that all students have opportunities to become mathematically proficient." As an example, teachers met at the Waterloo Museum of Art with Diane Thiessen, professor of math education, to explore connections between the exhibit on architecture and concepts in geometry. Gabriele was also able to involve UNI school psychology students in the project, providing them with opportunities to develop their assessment and program evaluation skills.



Lincoln Elementary School first-grade teachers Faith Garcia, left, and Julie Moser rolled marbles down a tower of plastic tubing they assembled while exploring geometry concepts.  
GREG BROWN / Courier Staff Photographer

## Dr. William Waack

### Emeritus Faculty Profile



"They say you can't go home again, but I did," professes Bill Waack of his time as an Iowa State Teachers College student (BA '49) and later as a faculty member at PLS and the director of teacher education. Now in retirement, Waack maintains his strong connection to UNI.

In his first two years of retirement (1999-2001), he was rehired part-time to help gather and write the materials for National Council for Accreditation of Teacher Education and state accreditations.

Waack is well known to emeritus faculty as editor of the annual UNI *Emeritus Newsletter*. "I've been editor for about six years and try to find things happening at UNI that emeritus faculty wouldn't know about. I love this place, and the newsletter is a great way to stay in touch with people I've known over the years," he says. He's also gotten active in Cedar Falls Kiwanis.

Waack chairs the pre-school board at his church and is working with his nephew on a family genealogy. "It's getting to the point where I'm the only one who can remember some things," he laughs. And he's on the UNI Alumni Association Board of Directors. "They can't find too many people who graduated in 1949. This activity has helped me to continue learning about how UNI reaches out across the country and the world to alumni," he says.

From a B.A. degree in social sciences with a Spanish/English minor, to a master's degree in speech education, and a doctorate in curriculum and instruction at age 53, Bill Waack says he continues to be glad that he's in Cedar Falls. He and his wife, Beryl, live down the hill from the "college" and their son, Craig, lives in Chicago.

# Commitment to UNI runs deep, strong and long

At many points in her life, **Sally Frudden** (BA '55, MA '72) believes she's been in the right place at the right time to help young children, college students, the University of Northern Iowa, and the state of Iowa – all at the same time. Most recently, the contributions she's made to the College of Education and the UNI Foundation support student scholarships and many other aspects of the university. She believes "if we live up to the *Students First* mantra, then financial support will make sure that student interactions in classrooms are the best they can be."

Frudden's initial involvement with UNI occurred when she received a bachelor's degree in special education and taught briefly before having a family. Then, she says, "My biggest motivation for involvement was that our third child, Jim, had Down Syndrome. He only lived three years and I told myself, 'I've got to do something to help others.'" With that commitment, she returned to UNI, earned a master's in special education, and taught in the UNI Department of Special Education from 1974-92. "I was in the right place at a time when special education was becoming both a state and national issue." She received a doctorate in educational administration from Iowa State University in 1975.

"My connection to UNI is deep, strong and long," she says with a smile.

After teaching at UNI, she became involved with local issues of early childhood education needs. With her knowledge of local needs and her teaching experience, she was appointed to the Iowa Board of Education and served from 1993-2005. Once again her experience merged at the right place and time. During her tenure on the state board, she and former UNI President Bob Koob visited then Governor Tom Vilsack to discuss a vision for early childhood education in Iowa. "I hope that the legislation passed last March to provide state funding for volunteer pre-school programs is one result of



Sally Frudden and UNI President Ben Allen

that meeting," she says. "The data on the positive impact of early quality instruction is powerful."

Frudden hopes that excellence in education will occur as a result of her contributions to the College of Education. "The most important thing that happens on this campus is inside the buildings, in the classrooms. I'm not going to change the world of people who are 60, 70, or 80 years old, but I can make a difference with early childhood education and college students."

On that positive note, Frudden locked arms with the UNI student who was taking her picture and cheerfully marched him to the Maucker Union shop to buy him a Panther T-shirt.

**Kayla Steffen**, recipient of the Sally and Dan Frudden Scholarship, expresses her gratitude at being able to participate in UNI organizations because of the scholarship. She has been in Camp Adventure TM, Student Association for Middle Level Educators, Kappa Delta Pi and Sigma Iota. Steffen student taught fall semester in a third grade classroom

in Ft. Leonard Wood, Missouri, and with eighth grade language arts in Waynesville, Missouri. "Since becoming involved with Camp Adventure TM and traveling around the world to work with children on various military bases, I've grown fond of the environment of these installations. I wanted to try a placement outside of Iowa to see how schools in other states operate," Steffen says. She graduated in December and appreciates the challenging classes she had at UNI that prepared her for student teaching.



Kayla Steffen

## Jacobson gives \$3 million naming gift for Human Performance Center



Des Moines businessman Richard O. (Dick) Jacobson pledged \$3 million to support the completion of a multipurpose facility for academic and sports-related programs at the University of Northern Iowa. The facility will be named the Richard O. Jacobson Human Performance Complex and is part of the College of Education's School of Health, Physical Education, and Leisure Services.

Jacobson's pledge is a challenge gift to encourage others to support the programs served by the

Human Performance Complex (HPC). The university has agreed to secure an additional \$2 million from other sources to match Jacobson's pledge.

"The impact that Mr. Jacobson's gift will have on UNI is huge," said Ben Allen, president of the University of Northern Iowa. "It will give our students, faculty and community access to first-class facilities in the new complex. At the same time, it encourages other UNI supporters to make commitments for programs that benefit not only the UNI students, but also the entire state."

Currently under construction, the Richard O. Jacobson Human Performance Complex will encompass a three-story addition within the north end of the UNI-Dome; the two-story Human Performance Center, which will serve athletic training education, Youth and Human Services, the Global Health Corps, the National Program for Playground Safety, Camp Adventure TM and a community outreach partnership between UNI, Allen Hospital and Cedar Valley Medical Specialists; and remodeled portions of the Wellness and Recreation Center, including the Strength and Conditioning Center,

laboratory and locker rooms.

"This is a phenomenal opportunity to build a first-class facility to house the many programs that will enhance the lives of thousands of Iowans throughout the state," said Jacobson. "I am pleased to be a part of this project."

Jacobson, a Belmond, Iowa, native, is the founder of Jacobson Companies. Beginning in 1968 with a single Des Moines warehouse, Jacobson grew the warehouse facilities to more than 30 million square feet, while expanding the company into a business encompassing eight separate companies and employing more than 6,500 people in 25 states.

One of his most recent business ventures is in the ethanol industry. Hawkeye Renewables is the third-largest producer of ethanol in the United States.

Jacobson also is a noted philanthropist whose Des Moines-based Richard O. Jacobson Foundation supports numerous educational and civic programs and projects throughout Iowa. To date, he has given away more than \$50 million.

### *A note from the Development Director*

As development director for the College of Education, I want to highlight some of the ways that you can support our efforts, because every gift counts. For example, the **Dean's Fund for Excellence** plays a vital role in allowing our students to work on extra research, present papers at educational conferences, and provide additional support for faculty development. A gift to this fund allows the Dean to direct dollars where they are needed most and makes a huge difference in the daily operations of the College.

Other ways to make a difference include supporting the UNI Annual Fund, establishing a

scholarship for a student, or making a bequest in your estate. I would be more than happy to help you with any of these, and can be reached via e-mail correspondence at [sherry.kluender@uni.edu](mailto:sherry.kluender@uni.edu), by calling toll-free at 800-782-9522, or locally at 319-273-3899.

If you haven't visited campus recently, I urge you to make the trip. You would be amazed at the changes and the beauty of campus, and we always welcome the opportunity to become reacquainted.

Go Panthers!

Sherry Kluender  
Development Director  
College of Education



Sherry Kluender



## Faculty Awards



**Tom Davis**, professor of health promotion, was recognized on Oct. 20 as the 2007 recipient of the W.W. Patty Distinguished Alumnus Award from the School of Health, Physical Education and Recreation at Indiana University. The Distinguished Alumnus Award is named after W. W. Patty, first Dean of the School. Davis completed his doctorate at Indiana University in 1975.



**Chris Edginton**, director and professor of the UNI School of HPELS, received the "Global Leadership Award" from Kyungpook National University in Taegu, Korea. The award is given to a very select number of individuals (only four previously) in recognition of their vision and commitment in the value of investing in future leaders of Korea and the United States of America. Kyungpook

National University is the site of a Camp Adventure Youth Services conversational English language camp program. Edginton is director of Camp Adventure.



**Lynn Nielsen**, professor, Curriculum & Instruction, received the 2007 John Haefner state award from the Iowa Council for the Social Studies (ICSS) for his "outstanding teaching, continuous learning and/or service to the social studies education profession." Nielsen says the award phrase "recognition by one's peers"

means a great deal to him. Nielsen has served ICSS as journal editor for 20 years, Web master, past president, and executive board member. He is now ICSS representative to the Iowa Studies Committee/ Department of Education, and co-chair of the Iowa Core Curriculum Committee-Social Studies. Haefner is a former president of the National Council of Social Studies and was a faculty member at the University of Iowa.



**Catherine Miller**, associate professor of mathematics, received the Class of 1943 Faculty Award for Excellence in Teaching at UNI's Fall 2007 opening faculty meeting. Miller was nominated by the College of Natural Sciences faculty. In the spring of 2006, Miller was the first mathematics educator to be recognized

as an Outstanding Teacher by the Iowa Section of the Mathematical Association of America and was nominated for the Haimo Award sponsored by the Mathematical Association of America.

Two Price Lab School faculty members received Outstanding Educator awards from the Iowa World Language Association (IWLA).



**Elizabeth Zwanziger**, instructor, was named Outstanding Educator of the Year 2007 – Secondary Level by her peers in the association. She teaches French classes and has a particular interest in using authentic children's literature and music in her classes for learners of all ages. Zwanziger is expected to complete a Ph.D. from Boston University in applied linguistics in 2008.



**Sara Blanco**, Spanish instructor for grades first through eighth at Price Lab School, received the Outstanding Educator of the Year 2007 – Elementary and Middle School award from the IWLA. She was recently elected president of that organization after serving in other offices for three years. Blanco graduated from UNI in 2002.



**Edward Ericksen**, BA '07, received the national undergraduate research award from the National Athletic Trainers' Association (NATA) Research and Education Foundation at the 2007 conference. Five undergraduates are nominated for their research project and make a presentation during the Free Communication Sessions at the

symposium. Ericksen was the first national winner from the UNI athletic training program, although UNI has had many nominees, according to Todd Evans, assistant professor of health, physical education and leisure services.

Ericksen's poster topic was "Computer adaptive memory test maintains decision accuracy, reduces test length." Brian Ragan, UNI associate professor of HPELS and faculty sponsor, said he is very proud of Ericksen's accomplishment. "Eddie was very deserving of this award," Ragan added. Ericksen is now a Certified Athletic Trainer at Grundy County Memorial Hospital.

Other authors for the paper included: J.H. Park, M. Kang and Brian Ragan.

## Student Awards

## Michael Owen

Major: Social Sciences teaching  
Hometown: West Liberty, Iowa

### **Why did you choose UNI's teacher education program?**

Since third grade I've wanted to be a teacher and knew I wanted to come to UNI. All of my teachers and student teachers were UNI graduates. My third grade teacher hung up all of the UNI newspaper articles in our classroom so I knew it was the place for me.

### **What academic experiences have had a major impact on you?**

Going to Iwakuni, Japan, with Camp Adventure last summer really influenced me, and now I'm going to Oviedo, Spain, next semester to take five classes. I have a Spanish teaching minor. Growing up in West Liberty where it's 50 percent Hispanic people, learning Spanish seemed a good thing to do.

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

It felt like a reward for all of my hard work in high school. In college having the scholarship keeps pushing me to do better to maintain my grades. The scholarship helps with my tuition and will also apply to my studies in Spain.

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

The secondary teaching education program is great. You get into the classroom early on and find out if you like it or want to change your mind. At the next level, you ease into teaching a little so that by the time you student teach, you have enough experience to know if it's for you or not.

### **What are your career plans?**

I want to teach in a high school and thought at first I would stay local; however, after going to Camp Adventure, I might consider teaching on a military base for a few years.

## Jenny Woelber

Major: Elementary Education & Early Childhood Education, minor in literacy  
Hometown: Cedar Falls, Iowa

### **Why did you choose UNI's teacher education program?**

I toured three colleges and really wanted to go somewhere else because my mom works at UNI. But I found UNI has the most resources and what I needed to become a teacher. I've wanted to be a teacher since I was in third grade.

### **What academic experiences have had a major impact on you?**

UNI puts you in a lot of diverse schools in your observations and field experiences. I feel I've been prepared to be a teacher far more than I thought I would be. I know about all kinds of resources in elementary and early childhood education I can use when I'm a first year teacher.

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

I had a summer job that I loved but felt overwhelmed when school started. So I was able to quit my job with the scholarship and have time to be in a UNI choir, volunteer and mentor at a couple of elementary schools, and participate in other activities through Student Reading Association. I've also been able to afford a fifth year of college to pursue two majors and a minor.

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

If you have an idea of where you want to go to college, look deeper and get as much information as possible about the teaching program. Volunteer in a school somehow, like reading to a student. Check out the resources at UNI, especially the IRTS lab, and talk to the many people at UNI who are passionate about teaching.

### **What are your career plans?**

I want to teach somewhere, maybe Colorado, and then get my master's degree. On the other hand, I know the Iowa teaching standards and Iowa's values about education.

## Marcus Hora

Major: Elementary Education & Middle Level Education; minor in literacy  
Hometown: Wilton, Iowa

### **Why did you choose UNI's teacher education program?**

The UNI program has a great reputation that made me want to learn more about it. There are several strong programs closer to my home, but after seeing UNI and meeting the people here, UNI just stood apart from the rest.

### **What academic experiences have had a major impact on you?**

When I took Methods of Teaching Early Literacy, I worked with a first-grade student in Waterloo. The first few times we met, he was reluctant to read. But once we began building a relationship, he started telling me more about himself and was willing to take risks in his reading. On our last day, he drew a picture of the two of us reading a book together and wrote, "Thanks for being such a good reading buddy." I still have that picture hanging above my desk—to remind me of why I am here.

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

I've become involved in the Student Association of Middle Level Educators (SAMLE) which provides educational programs specifically for teachers interested in working with middle school students, and the Undergraduate Teacher Education Student Advisory Council (UTESAC) whose members represent all undergraduate education majors. As a UTESAC member, I'm a representative to the Council on Teacher Education that provides guidance and sets policy that affects the entire UNI Teacher Education program. These are amazing opportunities not only to be involved in, but to really make a difference in the teaching program. You will not find these opportunities for undergraduates at a lot of other institutions.

### **What would you tell a prospective student who is considering the UNI teaching program?**

First, know that teaching is one of the most demanding professions you can choose, but also one of the most rewarding. Find classes taught by professors who are also educators with a practical knowledge of what today's teachers need to know; find classes that push you to apply what you are learning rather than to simply memorize theories or techniques; and look for opportunities to get involved outside of class time, to attend professional conferences, to mentor and volunteer in area schools. When you put all of this together and finally decide which program works best for you, I think there are only three letters that will stand out in anyone's mind—UNI!

### **What are your career plans?**

My ideal placement would be fifth- or sixth-grade language arts/reading and social studies. I hope to make a true career out of teaching and experience all different grade levels K-8. I also plan to obtain my master's degree, possibly in administration or as a reading specialist.



Jenny Woelber, Michael Owen, Marcus Hora

### Math/science minors available for elementary ed majors

With the urgent need for math and science teachers at all grade levels, UNI offers a unique opportunity for elementary education majors to earn a mathematics or science minor. The classes in these programs, developed under a five-year National Science Foundation grant, are specifically designed for elementary education majors. UNI faculty members teach the classes using contemporary curriculum and teaching methods that actively engage college students and focus on the concepts and thinking elementary school students need to develop. Participations are also built into the 24-hour mathematics minor according to Diane Thiessen, professor of mathematics.

Brian Townsend, assistant professor of mathematics, notes that all math faculty members teach the math minor classes through exploration as students discuss and develop ideas with guidance from the instructor. "One thing we do is select engaging tasks that the UNI students learn from and can also be used in their elementary education classrooms," he says. "We want the tasks to challenge elementary-aged students and also provide a means for UNI students to revisit math concepts they learned previously and help them develop a deeper understanding of math."

Since 1992, more than 600 math minors have graduated from the UNI program. A recent survey (40 percent return) indicates that 37 percent are teaching in PK-6, 31 percent in middle school/junior high, 12 percent are either teaching in secondary schools or are administrators or consultants, and an additional 5 percent are in education-related fields. Another 10 percent of the math minor graduates taught at least five years and plan to return to the profession while 6 percent have left the field and work in non-education related areas.

Cherin Lee, associate professor and science education chair, emphasizes that students majoring in middle level education also can graduate with a science

or math minor. Thiessen adds that often elementary education majors are not aware that they can choose a minor to develop needed expertise in a subject. The science minor includes 8 hours of life science, 7 hours of earth/space science and 12 hours of physical science plus a pedagogical content/quasi methods course for a total of 29 hours. Two of the science minor courses are specifically designed for elementary education majors as part of the Liberal Arts Core. "We teach the content in a way that we would like the elementary education majors to teach," Lee explains. The UNI faculty use inquiry teaching in which students are highly involved in the discovery process.

Lee says that science specialists are needed at all grade levels, especially upper elementary. "Our minors have no problem getting a job. Many more science minors are needed," she states. Last fall her department asked nine UNI graduates of the program to visit campus and talk with potential minors. "Our number of declared minors went up noticeably after that," she adds. Word is getting out about the science and math minors for elementary education majors.



Elementary Education majors with Basic Science Minors teaching a prairie lesson on the UNI campus prairie.



### Graduate program for high school math teachers

UNI's Mathematics Department has rejuvenated a master's degree program to meet the needs of some Iowa high school math instructors who desire professional development but are not interested in doctoral work. Catherine Miller, associate professor of mathematics, serves as program director. This degree focuses on math content specifically for high school teachers. It also offers math education courses to help these in-service educators think about teaching and learning elements. The program began as a pilot in 2004. Since then, nine students have completed their degrees, and twelve students are currently enrolled.



**Nadene Davidson**

The UNI Department of Teaching encompasses Malcolm Price Lab School (MPLS) and the Office of Student Field Experiences (OSFE). Both entities model best teaching practices, partner to impact learning in Iowa, and challenge teacher candidates to understand that great teaching is the number one thing that impacts student learning. Faculty members in this department carry out their mission on campus, in Iowa, across the country, and around the world.

Nadene Davidson, interim department head, explains that a major goal of the two department entities is to bridge UNI classroom theories with the professional classroom. “The lab school faculty model best instructional practices from research while OSFE faculty facilitate best practice through supervision of many levels of field experiences,” she states.

Malcolm Price Laboratory School, the only preK-12 lab school in Iowa, serves as the site for nearly all field experiences at Level 2 of the teacher education sequence. “In this way, 525 UNI undergraduates each year receive a common experience, are supervised by master teachers, and have the chance to deliver lessons in classrooms with a diversity of students,” Davidson relates. Level 3 of teacher education takes place through the methods courses in elementary or secondary education.

At Level 4, the student teaching experience, OSFE provides some 500 undergraduates with resident UNI faculty as supervisors. “Our supervisors are specialists in supervising while the classroom cooperating teachers focus more with students on content,” Davidson

explains. “Having OSFE faculty provide site-based supervision across Iowa is a unique approach and a strength of the UNI teacher education program.”

The department’s out-of-state/international student teaching option has placed students from UNI and other universities in every state and more than 50 countries. Since 1994 more than 1,500 student teachers have participated in this program, and the number for next year is expected to increase by 10 percent.

Davidson highlights some additional ways MPLS carries out its mission to instruct students, train teachers, and advance teaching methods: • **Iowa Department of Education (IDE) initiatives** - MPLS faculty participate in IDE High School Reform initiatives by providing statewide leadership in

the development of the Iowa Core Curriculum in math, science, and literacy, and the 21st century skills, defined as essential skills for Iowa’s high school graduates; developing model units for the ICC; and providing professional development programs to the 40 schools in the Iowa High Schools Project on implementing the Iowa Core Curriculum.

• **Character Education** – MPLS received the 2007 Iowa State School of Character Award and was one of 25 finalists for the National School of Character Award.

• **High School Math/Science** – MPLS received a \$120,000 Roy J. Carver grant to assist Iowa’s secondary math teachers implement the Iowa Core Curriculum. MPLS faculty also created and developed secondary level inquiry-based chemistry curriculum used in 33 states.

## Faculty Grants

**Frank Kohler**, associate professor of special education and interim department head, received \$302,575 from the Iowa Department of Education to recruit and prepare more Iowa teachers for the Strategist I and II mental disabilities licensure. A network coordinator will be hired for the three-year project to work with nine partnering colleges and universities to facilitate offering necessary courses through onsite, ICN, Web-based, satellite campuses, and other distance options for participants across the state.

Co-directors **Frank Kohler** and **Amy Staples**, assistant professor of special education, received a four-year grant from the U.S. Department of Education for the Iowa Exceptional Teacher Project. Funding of \$479,264 will respond to an area of need within Iowa and the country to increase the number, diversity and preparedness of novice special educators to teach students with high incidence disabilities. It also will support the induction and retention of new special educators who are responsible for these students.

**Greg Stefanich**, professor of curriculum and instruction/science education, will lead a two-year project to establish a lending program of adaptive instructional equipment and materials to be used in teaching science and math to Iowa middle and high school students with motor and sensory impairments. The project is funded with \$128,691 from the Roy J. Carver Charitable Trust. The project will enhance and support science and math experiences for students with disabilities.

**Pat Sitlington**, professor of special education, received a \$117,609 grant from the Iowa Department of Education. Two reports are being developed. One will focus on the experiences, perceptions, and future expectations of high school seniors with and without disabilities. The second report will focus on what these individuals are doing one year out of high school and how their living, learning, and working experiences as young adults relate to their expectations and experiences while in high school. Sitlington also received IDE funding to provide professional development, coaching and mentoring for secondary education coaches of special education students and to develop the training materials.

# UNI's Teacher Education is Like No Other!



No other program celebrates like UNI does when it comes to teacher education and its importance in the university and the state. And no other program involves as many educators encompassing pre-service undergraduates, university faculty, alumni who are professional educators, and retired alumni of the program.

A celebration occurs every semester when new teaching majors are inducted into the teacher education program at a special **convocation ceremony**. The ceremony marks a milestone for teacher education majors, says Merrie Schroeder, Interim Director of Teacher Education. "It acknowledges that teaching is a special profession of men and women who are highly dedicated to the future of the young people they teach." The formal convocation includes congratulatory remarks from university officials, faculty and a keynote speaker. Students are then officially presented to the president of the university as candidates for teacher preparation. Students then take the "walk of recognition" across the stage as their names are announced, and they receive a certificate and pin symbolic of this achievement.

A second way that UNI's

teacher education is like no other in the state is the work of its **Council on Teacher Education (CTE)**. Elected members are from all UNI colleges and all College of Education academic areas. Representatives from elementary and secondary public schools are also members. Members work on policy and curriculum matters, according to Schroeder. "Policies come down from the state and federal levels, and the council decides how UNI's teacher education program will incorporate these policies," she

explains. For example, Melissa Heston, council president, says they will review minimum course grade requirements for the professional core courses this year. "We've also developed an ongoing monitoring system to identify students early on when they have difficulties with particular skills, concepts and professional dispositions. This lets us work with students before they student teach to help them make the best career choice possible and ensure that we have the best possible teachers

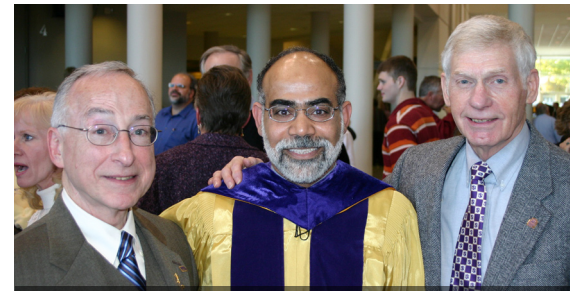


for the children and youth of Iowa.” Unlike other Iowa programs, UNI’s council continually re-examines its teacher education program. Heston says this makes it more likely that they will identify and implement changes that affect all of the teacher education students.

Two undergraduate teacher education majors also serve on the council as representatives from the **Undergraduate Teacher Education Student Advisory Council (UTESAC)**. Started in 1989, UTESAC provides input from students on the total teacher education program, Schroeder says. “They do have an impact on the program. Their recommendations go back to the council and the council listens.”

By Iowa standards, teacher preparation programs are required to provide ongoing collaboration with the professional education community including an active advisory committee. UNI’s Teacher Education Advisory Board represents a broad range of people, all of which are alumni. Members represent such diverse education areas as online

instruction, public schools, university faculty, area education agencies, and the state Department of Education. Schroeder says this group provides ideas and feedback on topics such as the character of improved school districts, what skills professional educators need in student teachers, and how teacher education can better help in its collaborations with pre-K through higher education programs.



**Ed Psych faculty at Convocation**  
Stephen Fortgang, Radhi Al-Mabuk and Len Froyen



**UTESAC Members**

## The power of UNI’s teacher education program

The rewards of being a teacher in UNI’s College of Education are many. Denise Tallakson and Glenn Nelson have “rewarding” stories to share. Tallakson, C&I, reports that as a PLS first grade teacher she taught Bailey Leymaster how to read. Years later, Tallakson encountered Bailey again as UNI teacher education student in a Teaching Early Literacy class. Bailey then learned how to teach children to read. Bailey now teaches reading at Hansen Elementary in Cedar Falls.

Glenn Nelson, associate professor of math, is considering a “farewell tour” before he retires. He proposes to travel across Iowa and visit the classrooms of some of the 6,000 students he’s taught over the years, many who are now teaching in Iowa K-12 schools.



**Bailey Leymaster**

## Jenni Freeman BA '02, MA '07

I had such positive experiences during my first four years at UNI that I returned for my graduate degree. The most meaningful experiences I had related to my work with students. UNI does a wonderful job of putting teacher education students in the classroom early and often. Through those experiences I learned about classroom management, collaboration, specific teaching techniques, parent communication and the love for teaching! I am now teaching first grade at Jordan Creek Elementary in West Des Moines. This year I am teaching writing using the new writing curriculum as my guide. I have learned that stepping outside your comfort zone is sometimes the best, yet most challenging way to improve as an educator.



**Jenni Freeman**



**Justin Howe**

## Justin Howe BA '06

Here's a story about how my teacher education at UNI really made a difference for me. When I interviewed for the job I now have at a nationally recognized school district, the principal said if I got the job she would expect the best, and she only wanted teachers willing to put in the work and keep a standard of excellence. She asked me if I could do that. I responded very confidently, "Yes!" I said that at the University of Northern Iowa they expect the exact same standards. I told her I was educated to strive to be the best, to always become better. I now teach second grade at Ravenwood Elementary in the Olathe School District in Kansas City where the demands and expectation of teachers are very high, and I love it!

## Josh Tink, BA December '07

The biggest thing I learned from UNI's Teacher Education Program is that success in the classroom comes directly from the attitude that I bring to school each day. If I do not have a positive attitude, then my students will see right through me, play off my attitude, and the class will not be successful. I've also seen how communities are becoming more diverse. I've learned that students from every cultural background learn differently and that I need to develop strategies for success for every student and every ethnicity. I student taught physical education at Lou Henry Elementary School in the Waterloo Community School District. I know that I am ready to start my career as a teacher because the UNI Teacher Education Program has given me experience beyond my years as well as many resources to become a successful teacher.

## *Memorial Tribute*

**Erin Nicole Ruchotzke**, 22, a UNI senior majoring in early childhood education and elementary education, died Sept. 14 from complications of an asthma attack. She also was earning a minor in literacy and worked at the Malcolm Price Laboratory School Child Development Center. Erin was from Sabula, Iowa, and her degree was awarded posthumously. Her sister, Corinn, is a UNI sophomore majoring in business.

In a tribute to Erin printed in the Northern Iowan, Corinn wrote, "Erin was given a gift: children loved her and she loved children. She wanted to teach children how to read and write and how to grow to be good students and people."

## **Purple for Life! Are YOU a dues-paying member?**

Your UNI Alumni Association membership entitles you to numerous privileges reserved ONLY for association dues-paying members, including discounts for UNI athletics, Gallagher-Bluedorn performances and alumni events. Members get custom UNI merchandise, event discounts and national and local business discounts. More importantly, your association membership enhances programs and services for students and alumni. To learn more, visit [www.unialum.org](http://www.unialum.org) or e-mail [holly.johnson@uni.edu](mailto:holly.johnson@uni.edu). You can join today by using our secured form at [www.unialum.org](http://www.unialum.org).

# Class Notes

## 1950s

**George Mach**, BA '50, and **Mary (Harder) Mach**, BA '50, are living in San Luis Obispo, CA. George has retired as professor of mathematics at California Polytechnic State University after 37 years.

**James Livingston**, BA '53, was honored by the Sacramento, California, chapter of the Phi Delta Kappa International for 50 years of active membership. As a visually impaired member, he plays golf once a week with Swing Club for the Blind, volunteers for Disabled Sports USA, and is president of the Sunrise Macular Degeneration Association.

## 1960s

**Fred Cachola**, BA '60, resides in Ewa Beach, Hawaii. He was awarded the Order of Ke Ali'i Pauahi, the highest, most distinguished award given by the Kamehameha School for life-long service to the school, Hawaiian culture and the advancement of native Hawaiians. The prestigious private school was founded in 1887 by Bernice Pauahi Bishop, the great granddaughter of King Kamehameha.

**Lorene (Knutson) Geiselhart**, BA '66, MA '89, participated in the NE Iowa Studio Tour October 6-7, 2007. She opened her studio in Calmar to the public. She paints with watercolor, oil and does rosemaieing, a Norwegian flower painting technique.

**Edward McMahon**, BA '68, is retiring this year after 32 years as band director at Central High School in Clinton County.

**Theodore Frevert**, BA '69, MA '72, has worked for Palmer College of Chiropractic for 25 years as a counselor and is now an International Student Advisor.

## 1970s

**Nancy Powell**, BA '70, has been named U.S. Ambassador to Nepal. She has been serving as the national intelligence officer for South Asia at the National Intelligence Council.

Prior to this, she served as principal deputy asst. secretary in the Bureau of International Narcotics and Law Enforcement Affairs at the Department of State. She had earlier served as U.S. Ambassador to Pakistan, Ghana, and Uganda. She was honored with a 2006 Service to America Medal.

**John York**, BA '70, MA '77, retired from the Cedar Falls Community Schools and went to work for Stokes County Schools, North Carolina, as a teacher and became one of the first group of teachers in the nation to renew National Board Certification with NBPTS.

**Noreen Hermansen**, MA '71, of Cedar Falls, was lauded as one of the best ambassadors for the Panther Scholarship Club after having secured more than \$1 million in donations over her 20 years of volunteering.

## WHAT'S UP IN YOUR LIFE?

Share your news with your classmates and fellow Panthers by submitting your class note at [www.unialum.org](http://www.unialum.org) and hit Update Your Record link.

**Donald McCullough**, BA '73, was mobilized at Fort McCoy, Wisconsin, in support of Operation Noble Eagle and Enduring Freedom Schools.

**Lynise (Huff) Robinson**, BA '76, is certified with the Aquatic Therapy and Rehab Institute as an aquatic therapy specialist.

## 1980s

**Leesa (Cutler) Talbot**, BA '80, MA '87, has won a 2007 Gold Star Award for Outstanding Teaching.

**Garry Sinnwell**, BA '84, who teaches in Mason City High School, received the 2006-07 Siemens Award for Advanced Placement by the Siemens Foundation. He is the only Iowan to receive the award.

**Deborah Vangellow**, BA '86, of Sugarland, Texas, has been named one of the top 50 golf instructors in the country by *Golf for Women Magazine* as well as their Top 50 teachers three times in her career. She is on the faculty of the LPGA National Education Program and was named the LPGA's Central Section Teacher of the Year for 2002.

**Chris McCarthy**, BA '89, is currently project manager for Iowa Health in Des Moines.

## 1990s

**Jennifer (Murnyak) Holden**, BA '94, an AEA 267 early childhood special education teacher, has been named Outstanding Special Education Teacher by the National Association of Special Education Teachers.

**Jennifer (Corey) Brost**, BA '98, has published a book titled "How I Suffered From My Theology and Regained My Faith by Questioning 3 Beliefs." She is president of The Job Foundation to help motivated young people in need overcome adversity.

## 2000s

**Cassandra (Cody) Hart**, BA '00, MA '06, was named a Gold Star Teacher in 2007.

**Jeffrey Frost**, MA '02, was selected Athletic Director of the Year at the Northeast Iowa High School Athletic Directors Association and named NE district representative for the Iowa Wrestling Coaches and Officials Association.

**John Zimmerman**, MA '05, has been named the new principal for Bowman Woods School in Cedar Rapids.

**Mallory Schipper**, BA '06, is a director of personal training for Gold's Gym of Waterloo.

**Amanda Walston**, BA '06, Community Foundation director of outreach, has been named New Nonprofit Employee of the Year at the 2007 American Humanics Nonprofit Awards luncheon.





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