

Summer 2018

## Premier, Summer 2018

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# Premier, Summer 2018

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## Message From the Dean (Premier, Summer 2018)



Dear COE Alumni and Friends.

Welcome to the summer issue of Premier. Our faculty, students, and alumni continually advance the college in so many ways. This past academic year, we have been engaged in several initiatives to continue to elevate teaching, research and community engagement, advancing UNI's mission and strategic goals. In April, we launched the inaugural Carlton-Mellichamp Lecture Series and brought in Dr. Mark Weist from the University of South Carolina. Over the course of two days, he provided a lecture, "The promise of effective school behavioral health programs," and professional development on implementation strategies in school behavioral health. A fireside chat was hosted to continue the dialogue with a broader audience of faculty, students, counselors, school psychologists, and teachers and administrators, and LEAs.

Thank you for the generous donations from the Mellichamp family to launch this prestigious annual lecture series.

In addition, with a focus on teaching, the college also held for the second year, Teaching Connections which is a two-day professional development for faculty, students, in-service teachers and administrators. The invited speaker we brought in, Dr. Ann Lopez, president-elect of the National Association of Multicultural Education (NAME) and faculty member at the University of Toronto, engaged in a series of sessions on integrating diversity and equity issues in teaching and learning, pre-service teachers' critical understanding of diversity and equity, and enhancing diversity in leading through collaborative action. Recently, this initiative has been funded, and in recognition of their generosity will be titled, Bill and Linda Tubbs Teaching Connections. Both of these funded initiatives provided an honorarium to the speaker, cover travel expenses, and resources used to deliver various lectures and workshops

As for community engagement, the college has partnered with Waterloo Community School Districts (WCSD) on a teacher education pipeline initiative, Teach Waterloo. Teach Waterloo, funded by the McElroy Trust, is an elementary teacher education program for para-educators currently working in WCSD.

These exemplar initiatives provide the scope of the work in the college coupled with our faculty procuring research grants, connecting research to practice for meaningful impact, and engaging in high quality teach. Faculty have received impressive academic awards and accolades for their accomplishments. They are also deeply engaged in service within the college, university, and broadly at the local and national level. Collectively, we are committed to advancing academic excellence and inspiring our

students to be socially aware, critical thinkers and global citizens who create and bring about positive change in the world.

Thank you for your continued support of the College of Education. As you review Premier, you'll gain more insights about the college, activities, and our students. We look forward to a productive academic year.

Sincerely,

Gaëtane Jean-Marie, Ph.D.  
Dean, UNI College of Education

## Celebrating 50 Years of Supporting Literacy

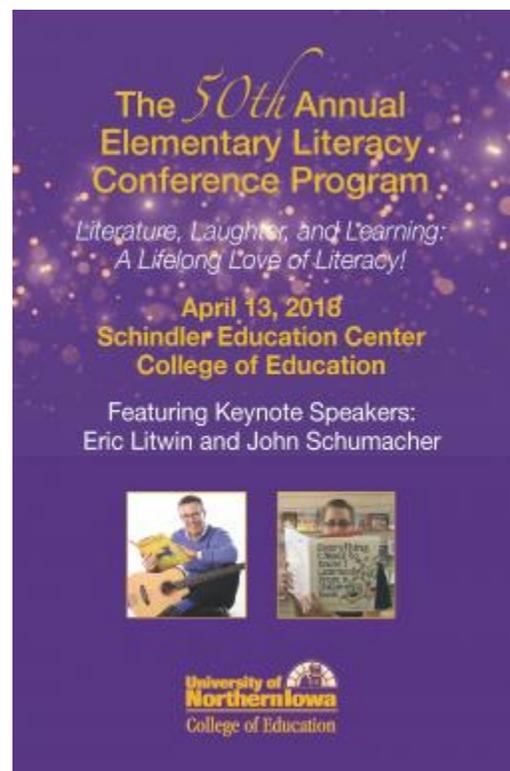
Fifty years ago, Joan Duea and Delsie Charais Foreman, two UNI faculty members at the Malcolm Price Laboratory School, conceived and organized the first Beginning Reading Conference.

The initial goal of the conference was to provide outreach for kindergarten and first-grade teachers and their school administrators.

Fifty years later, the conference has a new name -- the Elementary Literacy Conference -- and its goal had expanded to provide professional development and networking opportunities for pre-service teachers, classroom teachers and teacher educators.

Denise Tallakson, an instructor of elementary education at UNI and conference chair, credits the dedication of the elementary faculty at Price Lab with launching and sustaining such an important event.

"The conference was put on by the elementary faculty on top of their full-time role teaching elementary students," Tallakson said. "The faculty felt strongly that they wanted to provide outreach to the practicing teachers and administrators in Iowa."



Sadly, the 50th Annual Elementary Literacy Conference, held on Friday, April 13, 2018 brought the run of the conference to a close. But its impact on pre-service teachers and practicing classroom teachers across the state of Iowa will reverberate for years to come.

“Over 50 years, the impact of this conference is endless when you think of all the elementary students’ literacy lives it touched,” said Tallakson. “It also shows the commitment both Price Lab School teachers and UNI had to promote literacy across the state of Iowa and beyond.”

For more information about the history of the conference and a full list of keynote speakers through the years, visit the conference’s website: <https://www.vpaf.uni.edu/events/elc/history.shtml>

## Experiences in the Field

The work that students complete outside the classroom is as important as the coursework assigned inside of it. In the College of Education, the two often go hand-in-hand, whether students are getting involved in the community or even traveling outside the state of Iowa for an internship. There’s more than one way to gain hands-on experience in UNI’s School of Kinesiology, Allied Health and Human Services.



### Athletic Training

The undergraduate athletic training program at UNI is undergoing a transition to the graduate level, but clinical experiences will continue to be a vital component of the program.

“Our students are required to have a multitude of clinical experience opportunities, so we have to ensure that they gain clinical experience with team and individual sports, men’s and women’s sports, equipment-intensive sports,” explained Kelli Snyder, program director of athletic training.

In addition to the athletics programs within UNI, the athletic training program has affiliation agreements with several area high schools. Students are also placed in various physicians’ offices and emergency rooms to learn more about systemic disease and illness, in addition to the musculoskeletal conditions they learn about from their traditional athletic training experiences through athletics or at various physical therapy clinics throughout the Cedar Valley.

Each clinical experience rotation is 7-8 weeks, and supervised by an athletic trainer or a healthcare professional.



### Health Promotion and Education

“To be honest, every class I teach is hands-on,” said Sherry Hester, instructor and internship coordinator for students in the health promotion and education program.

“I love hands-on,” Hester explained. “That’s how I learn. That’s how I think everyone basically learns, from hands-on. I want to go see and do it.”

She believes hands-on learning experiences, networking opportunities and professional development are all essential elements of health promotion and education, both through their coursework and their experiences in the field.

Classes often require students to leave campus, visiting places around the community or interviewing people relevant to their area of study or career interests.

Prior to internship placement, students will take a professional development-oriented seminar class with the goal of building skills and abilities related to job-seeking, career exploration and field experiences.

Their internship -- which can be completed during a semester or over the summer -- will depend on their emphasis area, but placement sites can include a corporate or worksite placement; hospital or clinical setting; academia; community site; a school setting; commercial or private-for-profit site; the military or government setting; public health departments at the county, state or federal level; a nonprofit organization; or an international destination.

Hester credits dedicated faculty members, a high caliber of students, and strong relationships with outstanding placement sites with strengthening the internship program.



## Leisure, Youth & Human Services (LYHS)

Students in LYHS are afforded a variety of opportunities to apply their classroom knowledge in real-world situations through hands-on learning experiences throughout the academic career, culminating in an internship during their final year at UNI.

For example, a class of outdoor recreation students spent this past semester leading environmental education activities for second graders at Hartman Reserve.

Prior to their internship, students are required to complete 500 hours of professional experience, which can be paid or unpaid. The goal is to help build their resume and discern their interests.

Internship opportunities range from working with nonprofit organizations to helping out at youth camps to gaining experience in the area of community parks and recreation.



## Movement & Exercise Science

On-campus facilities and laboratories housed within the UNI Wellness and Recreation Center (WRC) allow movement and exercise students to benefit from experiential learning with the latest in technology and equipment at their fingertips.

Instrumentation students have access to a metabolic cart -- the same equipment NASA uses to measure the oxygen consumption and carbon dioxide

production of its astronauts.

Not far from the metabolic cart are the underwater weighing tank and a "bod pod," both of which are used to determine body composition by measuring body mass and volume.

The psychomotor behavior lab is available to students studying motor control, motor learning and sports psychology, with equipment ranging from reaction timers and clock calendars to coordination and vision testing apparatus.

For instruction and research in the analysis of human motion, students will find a home in the biomechanics laboratory. Outfitted with sophisticated computer and sensory technology, the lab uses infrared cameras to capture images beyond what the naked eye can see.

The movement and exercise science program also benefits from a partnership with the athletics department. Students are able to work with student-athletes in the weight room and conduct tests to answer questions and solve problems of interest to either department.

## Serving Our Communities (Premier, Summer 2018)

COE faculty, staff, and students serve our community and state in numerous ways. Here are a few notable examples from this year.

### COE programs aim to increase the number and diversity of educators



**CAPS:** Cedar Falls Center for Advanced Professional Studies (CAPS) is a hands-on learning opportunity to help high school students explore the teaching profession. Just completing its second year of a partnership with UNI, the program has served over 20 high school students from the Cedar Valley (called associates). CAPS includes a course held on the UNI campus and a field experience completed in partnership with various schools in the Cedar Valley. Next year's program will serve nearly 40 students.



**UMETT:** The second annual UNI Minority Educators for Today and Tomorrow (UMETT) Academy will be held June 17-22, 2018. The program was developed to address the shortage of teachers of color across the state and nation. This year's Academy will involve high school students from districts around the state. Forty-five students will participate, up from 15 in 2017. The participants will be accompanied by teachers from their district, who are also involved in curriculum development for the program.



Education and meeting with a COE academic advisor.

**Waterloo Early Childhood Career Center:** In Fall 2017, Waterloo Schools added Early Childhood Education to their newly-developed Career Center. Fifteen students from East and West High spend part of each day at Elk Run Preschool for introductory early education classes and field experiences with preschoolers. Both UNI and Hawkeye Community College faculty are supporting the program in various ways. UNI's early childhood education faculty recently hosted a day of learning for the Early Childhood Education Career Center participants. A tour of UNI Child Development Center and campus was followed by engaging in hands-on STEAM activities in the Regents' Center for Early Developmental



**Teach Waterloo:** In early 2018, the College of Education received a grant from the McElroy Trust to support the enrollment of an initial cohort of Waterloo school support staff members (e.g., paraprofessionals, Behavior Intervention Specialists) of color in UNI's Elementary Education-Teaching K-6 B.A. program. Following successful completion of the program and student teaching, these "Teach Waterloo Fellows" will be eligible for an Iowa teaching license for grades K-6. It is hoped that they would then go on to teach in Waterloo schools.



## Youth Academy Cafés open a dialogue between area youth, community members

In 2017-18, the UNI Institute for Youth Leaders held a series of four Youth Academy Cafés. Planned, organized and implemented by doctoral students in the Allied Health, Recreation and Community Services Ed.D. intensive area, the program aims to foster an interactive dialogue among and between young people and community members. Each event focused on a different group of youth, including students from East and West High Schools in Waterloo, UNI international students, and junior high students in Cedar Falls.



## Ed Leadership faculty help Iowa superintendents confront challenges

On April 19, UNI's Institute for Educational Leadership hosted a Leadership Think Tank in Des Moines, its fourth such event in the past two years. Many participants were UNI grads now serving as superintendents. At the Think Tanks, participants engage in dialogue regarding challenges they are facing in their districts using a facilitated process for giving feedback to colleagues.

## Q&A with Three Iowa Teachers of the Year

Aileen Sullivan, Shelly Vroegh and Scott Slechta have much in common. All three have earned an education degree from UNI, and all three are outstanding Iowa educators. In fact, they were named Iowa Teacher of the Year (TOY) in 2018, 2017 and 2016, respectively.



Sullivan received her bachelor's degrees in chemistry and chemistry teaching from UNI in 1996. Since graduating, she has taught at Ames High School, where she currently serves as a model teacher, mentor teacher, science department coordinator and chief negotiator for the Ames Education Association.



Vroegh graduated from UNI in 1996 with a bachelor's degree in elementary education and special education. She was named the 2017 Iowa TOY as a fifth grade teacher and instructional coach at Lakewood Elementary School in the Norwalk Community School District. Vroegh currently serves as a K-5 curriculum and assessment instructional coach and a 3-5 math and science curriculum leader for Norwalk CSD.



Slechta received his master's degree in teaching English for the secondary school from UNI in 1990. He was teaching classes, directing plays and leading the speech team at Fairfield CSD when he was named the 2016 Iowa TOY. In the fall, he'll begin serving as director of the DMACC Teacher Academy.

We spoke with all three educators about their own education, their teaching experiences, and the future of education.

## Question: What led you to the field of education?

**Aileen Sullivan:** Third grade is the first memory I have of really wanting to be a teacher. I loved my teacher and I loved my class. I remember drawing pictures of me behind a teacher's desk, preparing for my students. I loved going to school! It seemed to make sense to be a teacher since both of my parents and my grandmother had been teachers at one time.

In high school, I was really enjoying science ... [but] after a somewhat disappointing experience in my own high school chemistry class, I knew that chemistry should be a topic that many students could enjoy and that I could help them learn.

**Shelly Vroegh:** I knew I wanted to be a teacher from a very young age. As a child I would often play school with my younger sister in a playroom that had been converted into a "classroom" complete with desks and old teachers manuals handed down to me by my aunt who was a third grade teacher. The biggest influence on me becoming a teacher, however, was another aunt, Susie. She's just three years older than me and has Down Syndrome, so from a very young age I was a teacher to her. She taught me about things like patience, passion and perseverance. Growing up with her and watching her achieve her goals and overcome challenges made me realize that I had an innate desire to work with students no matter their abilities. I have Aunt Susie to thank for guiding me toward my career path.

**Scott Slechta:** [UNI professor] Dr. Judy Beckman taught me to be a powerful and passionate teacher, a caring and concerned educator. She taught me to teach the student first, teach the content second. I had dynamic teachers in my small rural school (Ar-We-Va CSD in western Iowa), from Ms. Buck, my first grade teacher, to Ms. Klopfenstein and Mrs. Ouverson, my high school English teachers.

## Q: What was something you learned at UNI that you think may have helped you along the pathway to eventually being named an Iowa Teacher of the Year?

**Sullivan:** At UNI I learned that teaching and learning are really important. This sounds like it should be a given, but every person I came in contact with really cared that I was learning. They cared what they were teaching me. They loved what they did – from my RAs in the residence halls to the lab managers I worked for to my classroom professors. There was genuine excitement about being part of the UNI community and they wanted me to love being part of this community as well. I think this has led to my loyalty toward what I do and where I teach. My loyalty and care for the learners I am entrusted with each year is among the most important aspects of my teaching.

**Vroegh:** I think the collaborative nature that was instilled in me through my coursework and practicum experiences really helped me as I moved through my teaching career. Becoming the Iowa TOY was never a goal when I decided to become a teacher and it certainly isn't anything I achieved on my own. I firmly believe that being an effective teacher is all about surrounding yourself with people who will push you to get out of your comfort zone in order to help you learn and grow. This was certainly something I learned during my time at UNI and it has helped me improve my instructional practices.

**Slechta:** [The] change from teacher-directed to student-centered classroom; structured flexibility and flexible structure in lesson planning; [being a] reflective practitioner.

## Q: What is one thing you would change about the current education system if you could?

**Sullivan:** ...the fixed mindset that seems to exist at all levels of education....I would want stakeholders in education to look at change and experimentation as a good thing. It seems we are often locked into "status quo" or doing things because that's just how they are done or because that's the way they have always been done. I would want to foster a growth mindset among all parts of education: students,

teachers, learners, administrators, families, communities and colleges/universities to be open to trying new things and having a focus on improvement versus a focus on maintenance.

**Vroegh:** I would love to see more emphasis put on social-emotional learning....Social-emotional learning is the foundation for the schoolhouse. It is the grout that holds the tiles of academics together. I believe if we partner with families and focus on these skills in conjunction with academics we will better prepare students for the future.

**Slechtsa:** More funding for innovative practices; change schools, instruction and teachers to reflect the demands of the 21st century; and place people who are in education to make decisions about education.

## Q: What insight or wisdom do you have for preservice teachers?

**Sullivan:** I would advise them to love what they do. I would want them to find a star, a shining moment, each and every day because it is so easy to get bogged down in the details of all that teachers must do. I would hope that they are not too hard on themselves, their students will know more and be more for having spent time in their class than not. The vast amounts of time, effort and work put into teaching is worth it because they will get better at their craft.

I would suggest that they spend time reflecting on their classroom and planning for the future because as teachers, we have a fantastic opportunity to start over each year and fix the things that need to be fixed as well as repeat the things that were great.

And I would want them to know that there are lots of people out there who believe in them and believe in what they do.

**Vroegh:** I think the two most important things I've learned as an educator during the past twenty-one years is to surround yourself with positive, energetic people who will support and encourage you and lose your willingness to learn new things. Teaching is hard and you definitely can't do it alone. It is so important to find educators who have similar goals and passions as you and surround yourself with them. Go to them when you're having a bad day and need a pick-me-up or when you need advice or a new idea to use in your classroom.

Also, be sure to have an open mind and be willing to learn new things. As an educator, learning never stops. Commit yourself to being a willing learner and you will surely be successful. You will also be demonstrating to your students that you value your own learning and education.

Above all else, enjoy what you do!

**Slechtsa:** You may feel that you know everything about teaching, but what you really need to know is how to be a teacher - ask questions, observe others, realize that you will fail and you will succeed; realize that each day is a new day; realize that there will be days when you really don't want to teach; realize the importance of your role; realize your accountability and responsibility to your students' achievement.

## UNI Grads' Bond Knows No Borders in the Wake of Disaster



Wendy Fedler '06 and Erin (Wheat) Smith '06 first met as graduate students in the Postsecondary Education: Student Affairs program at UNI. More than a decade later, the pair are now separated by more than 2,300 miles, but the bond formed during those two years of grad school has never been broken.

In fact, in the aftermath of disaster, it might be stronger than ever.

Fedler is a student success specialist and advising coordinator in the Center for Student Success at the University of the Virgin Islands. When back-to-back Category 5 hurricanes named Irma and Maria struck the U.S. Virgin Islands last September, she witnessed the devastation as her campus was damaged and students lost their homes or possessions.

Then, Smith, now coordinator of student activities and advisor to the Student Activities Council (SAC) at Des Moines Area Community College (DMACC), reached out.

She wanted to know how she could help.

DMACC's SAC organized a school supply drive, "Students Helping Students," that collected an assortment of items, including notebooks, binders, highlighters, pens, pencils and staplers. When the items were delivered to St. Croix, Fedler found that Smith and the students had included DMACC t-shirts, cards and a banner that read, "SAC [heart emoji] UVI."



"My heart is happy to know that a friendship that formed more than 13 years ago during our time in the UNI graduate program could lead to this day," Fedler said. "The efforts of Erin and the DMACC students not only impacted countless UVI students, but also connected college students across the span of an ocean. I am so grateful for their efforts."

## College News (Premier, Summer 2018)

### Professional development opportunities in 2017-18

Multiple professional development opportunities, including lectures, workshops, interactive sessions and fireside chats were offered this year for COE staff and students, current educators and community members, including:

- T. Elon Dancy, professor of education, African & African-American studies, and women's and gender studies at the University of Oklahoma  
"Strategies for Teaching About Power and Privilege in the University Classroom" (10/11/17)
- Wayne Au, professor in the School of Educational Studies at the University of Washington Bothell  
"Pay no attention to the man behind the curtain! Exposing the Humbug of High-Stakes Standardized Testing" (10/23/17)
- Shelly Vroegh, UNI alum and 2017 Iowa Teacher of the Year  
"Teaching Connections" professional development events (10/30-31/17)
- LeDerick Horne, disability advocate and spoken-word poet  
Keynote at UNI Ed Summit (11/6-7/18)
- Lisa Delpit, professor of education at Southern University in Baton Rouge  
Fireside Chat and Keynote at UNI Ed Summit (11/6-7/17)
- Ann Lopez, associate professor in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, University of Toronto  
"Integrating Diversity and Equity in Teaching and Learning" workshop (3/22/18)

- Mark Wiest, professor in clinical-community and school psychology at the University of South Carolina  
Several events as part of the inaugural Carlton-Mellichamp Lecture in Education (4/24-25/18)



Lisa Delpit



UNI Ed Summit



LeDerick Horne



Q&A at a Fireside Chat



Shelly Vroegh

## KAHHS students win AMI “Big Idea” contest

In early January, a group of 41 UNI students attending the Alliance Management Institute (AMI) in Kansas City won the “What’s the Big Idea” contest, which this year focused on diversity, equity and inclusion in the nonprofit sector. Their \$1000 prize will support the development of training materials to help volunteers at Cedar Valley nonprofits learn to build relationships with people from a variety of backgrounds and build cultural competencies.

## External funding update

In FY 2017/18, the College of Education secured over \$4 million in grants and contracts from federal, state, and local sources, including governmental agencies, nonprofit organizations, foundations, and other entities, to support programs such as Ramps and Pathways and Camp Adventure.



## Schindler Education Center earns LEED Gold certification

In April 2018, the U.S. Green Building Council awarded Schindler Education Center (SEC) LEEDv2009 Gold Certification for Commercial Interiors. Notable sustainable design elements from the recent SEC renovation that contributed to the LEED Gold rating

include lighting, indoor air quality, energy star rated equipment, furniture, and construction waste management.

## Securing a Safer Future for Athletes Everywhere



Two years ago, Shellie Pfohl '85 was nearing the end of her presidential appointment as executive director of the President's Council on Fitness, Sports and Nutrition when she was first approached about becoming CEO of the [U.S. Center for SafeSport](#).

Founded by the U.S. Olympic Committee, SafeSport is an independent nonprofit organization created to address issues of bullying, harassment, hazing and all forms of physical, emotional and sexual abuse in sports. It represents a safe and confidential place where athletes can report sexual misconduct and abuse and also works to prevent abuse of all forms by educating and training athletes, parents, coaches and sports administrators across the country.

"I can't think of a more important issue to address in sports today than the work we do at SafeSport," Pfohl said. "I am honored to be a part of an organization that is working diligently to change the culture of sport in America."

As a former college athlete, Pfohl is no stranger to sports. Before she graduated from UNI in 1985 with a bachelor's degree in community health education, she was the starting first baseman for the Panther softball team that won an Association for Intercollegiate Athletics for Women Division II national championship in 1982.

Her lifelong experiences as an athlete, dating as far back as her early childhood days playing at the local park, have made an indelible impact on the person she is today.

"I learned teamwork, perseverance, leadership skills and so much more that shaped me as a human being," she said. "If one athlete, at any level, is abused and denied the opportunity to experience all of the positive benefits that sport participation has to offer, that is one too many."



Pfohl believes it will take a collective effort to secure a safer future for athletes, from educating sports administrators who are developing and implementing policies that protect athletes to educating athletes on physical, emotional and sexual abuse and what actions to take when it does occur.

"I believe it is important for all of us to create an environment where athletes are safe, supported and strengthened through sport," she said. "Changing culture is never easy, but changing the culture of sport is necessary to ensure that all athletes are uplifted through sport participation."

# Dean's Graduate Fellowship Awards

The purpose of the Dean's Fellowship Awards is to provide financial assistance to graduate students as they complete work toward a master's degree or an advanced studies certificate in the College of Education.

These fellowships are supported through the generous donations of multiple College of Education alumni and donors. A total of 30 graduate students received a \$1,500 scholarship for the 2018-19 academic year.

## **Recipient, Program Area**

Jordan Ashton, Leisure, Youth and Human Services

Olivia Ballhagen, Postsecondary Education

Amanda Bonjour, School Library Studies

Kristin Carew, School Library Studies

Jayne Carruthers, Elementary Education

Chelsea Ebert, Early Childhood Education

Kelley Emke, Principalship

Emily Frett, Principalship

Karen Garringer, Special Education

Rebecca Giese, School Psychology

Lukas Gohl, International Teacher Leaders

Katie Gravert, Physical Education Pedagogy

Haylee Hansen, International Teacher Leaders

Megan Hastert, Special Education

Casey Hoekstra, Postsecondary Education

Meaghan Johnson, Literacy Education

Aida Juarez, School Psychology

Brendan Knudtson, Superintendency

Brittini Lodovissy, Literacy Education

Andria Loll, School Library Studies

Jacob Loney, Elementary Education

Andrea Loutsch, Principalship

Josh Manning, Superintendency

Shelby Nelson, International Teacher Leaders

Jonathan Nilius, Principalship  
Kristin Peiffer, Postsecondary Education  
Brianna Pille, Early Childhood Education  
Hannah Shuler, Postsecondary Education  
Ryan Solomon, Kinesiology  
Jonathon Vriesema, Physical Education Pedagogy

## Every Gift Matters (Premier, Summer 2018)

Thank you to all who made generous gifts to support students, programs and faculty within the College of Education. Every gift really makes a difference!

Please join us in making the necessary steps to ensure a UNI education remains accessible and affordable for all. With your investment in scholarships, students can focus intently on their studies, enjoy all the university offers, and contribute to our community and economy through volunteerism.

Often transformational gifts are well within reach. I would love to help you create a framework that reflects your charitable goals. Creating a lasting legacy for you or someone you love is easier than you think and well within reach! Contact me at 319-273-4665 or [jane.halverson@uni.edu](mailto:jane.halverson@uni.edu) or check our our [website](#). I'm excited to help.  
With Purple Pride,



Jane Halverson  
Director of Development  
College of Education