Premier

Premier Bound
Beginning a strategic journey

New Alumni in Residence Program
Successful grads share insights with students

Increasing Awareness
Conferences, speakers expand diversity initiatives
Dear Alumni and Friends,

Welcome to the premiere edition of the College of Education’s Premier magazine. The name Premier was chosen to showcase feature articles that will transfer the College of Education into the premier pre-K through 12 professional preparation program in the state and the nation.

In order to lead the state and nation in preparing professionals to educate, serve and lead the next generation, we focus on five specific goals of the college, which are:

1. Create professionals to educate, serve and lead
2. Engender rigorous and relevant teaching, scholarship and service
3. Establish an open and affirming community that focuses on equity, diversity and inclusivity
4. Champion responsible stewardship of resources
5. Foster service and community outreach

Each goal captures our operational genesis, which allows us to provide an environmental scan of the accomplishments that we have established thus far. Also, each goal has an aspirational intent as we discuss our movement toward premier status.

The progress of the strategic plan is actualized through the various projects, programs and people that are committed to the established outcomes. As you read Premier, note how the college is intentional about the strategic initiatives and how they are showcased throughout this volume.

Sincerely,

Dwight C. Watson
Dean
College of Education
Passing the Torch, Furthering the Mission

By Gloria Kirkland Holmes, associate professor of curriculum and instruction

When I received the Sarah Herbin Community Service Award in 2011, little did I know I would go down the same path as the person after which the award was named.

Sarah Herbin was one of the founders of the National Black Child Development Institute (NBCDI) and a committed and active volunteer for African-American children. The award, first given at the NBCDI’s annual conference in 1993, is presented to express the institute’s appreciation to a person who has devoted his/her time, efforts and resources to community service.

After receiving this award, I was motivated to do something to further carry out the College of Education’s diversity initiatives. Last year, I helped lead the African-American Read-In, which is sponsored by the National Council of Teachers of English and the National Black Caucus. Prior to beginning work on this year’s read-in, I submitted a proposal to College of Education Dean Dwight C. Watson with a major question: Can we make this year’s experience a two-day event that includes the read-in and an African-American children and families conference? He said, “Go for it. Present your plan to the college’s Diversity Committee.” The committee liked and supported the idea.

This experience, which was held on campus in February 2012, helped promote a better understanding of culture, ethnicity, race, socioeconomic status and the needs of African-American children and families. Participants came from a variety of professional backgrounds, yet they shared one commonality: concern for children and families. Many of the participants work on projects and with school districts where a better understanding of the needs and strengths of middle school students is needed. With that in mind, we wanted students from area schools (Central, George Washington Carver, Bunger and Hoover) to attend, which they did, along with students from four Cedar Falls-Waterloo high schools and students from the Upward Bound program and the University of Northern Iowa Center for Urban Education (UNI-CUE).

In addition to the three speakers pictured, special guest presenters included Iheoma Uduka Uruka, research assistant professor in psychology at the University of North Carolina at Chapel Hill, and Chrishirella Warthen, school administration consultant, Wisconsin Department of Public Instruction.

We look forward to next year’s read-in and conference on African-American children and families, which will be held Thursday and Friday, Feb. 7 and 8. To learn more or to help with this important conference, call me at 319-273-2007 or email gloria.holmes@uni.edu.

How You Can Help: In order to enhance our students’ experiences with diverse learners, funds are needed to support national and international grants. Last year, the dean committed $20,000 to assist students in their travel. Learn how you can help by contacting Director of Development Andrea Elliott at 319-504-5951 or andrea.elliott@uni.edu.
Literacy, Communication and Full Participation for All

By Amy Staples, associate professor of special education, and Jen King, communications and marketing specialist, special education

Mary, a first-grader with cerebral palsy, works on her journal entry with Cecilia, a paraprofessional. Cecilia asks Mary what she would like to write about today and opens a large laminated book filled with icons with the corresponding word underneath each image.

Cecilia runs her finger down the columns of icons. Mary nods her head when Cecilia reaches “activities,” indicating she’d like to write about an activity. Cecilia turns to a page with activities icons and once again runs her finger down the columns, stopping when Mary nods to select the icon for television. “Oh, you’d like to write about watching television?” asks Cecilia. Mary nods and smiles.

Next, Cecilia shows Mary a laminated sheet of paper containing rows of letters. The little girl points to the capital letter I. Cecilia writes I on a piece of paper. Mary then points to w, o, ch and t to spell the word watched. Cecilia writes what Mary spells: wocht. Twenty minutes later, Mary finishes her journal entry about a favorite television show that says, I wocht “iCarly” with Ela. It made me happy.

The Center for Disability Studies in Literacy, Language and Learning provides professional development opportunities so educators can gain knowledge and skills to foster the development of literacy, language and communication for children like Mary. The center is comprised of 10 graduate assistants, five professional and scientific staff members and six faculty members from UNI’s Departments of Special Education, Communication Sciences and Disorders and Curriculum and Instruction. Together, they dramatically impact the quality of life for students with developmental and sensory disabilities.

Staff members also collaborate with families, individuals and professionals to promote advocacy efforts centered on inclusion and equal rights for people with disabilities. And perhaps most importantly, they focus on the right to be literate.

“Literacy is fundamental to citizenship, and every child has a right to meaningful literacy opportunities,” said Chris Kliewer, professor of special education.

The center’s work is directly tied to learning and teaching across the university, state and nation. Guided by notions of equity and empowerment, the Center positively impacts preservice teachers and UNI graduate and undergraduate students by linking research, teaching and service.

“The staff mentors graduate students in the fields of special education, communication sciences and disorders, computer science and educational psychology,” said Jennifer Garrett, assistant professor in the Department of Communication Sciences and Disorders. “Graduate students regularly spend time in schools supporting the center’s work and deepening their knowledge in their respective fields.” Center faculty also teach and coordinate undergraduate programs and coursework so students can benefit from faculty experiences.

Not long ago, a student like Mary wouldn’t have had a place in a first-grade classroom, and she wouldn’t have been expected to learn to read and write. Now, with the availability of the instructional and material resources she’s entitled to, Mary can develop literacy skills, just like her classmates.

The center continually seeks funding to support its important work with professional educators, families and students with significant disabilities. If you’re interested in providing financial partnership or are aware of other individuals or organizations that might be of assistance, please visit www.uni.edu/accessliteracy for more information.

Learn more about the Center for Disability Studies in Literacy, Language and Learning and potential opportunities for partnership by contacting faculty Evette Edmister, Jennifer Garrett, Christopher Kliewer, Amy Petersen or Amy Staples at accessliteracy@uni.edu.
To Lead

Playing it S.A.F.E.

By Donna Thompson, professor of physical education and executive director of the National Program for Playground Safety

Each year, more than 200,000 children are injured on playgrounds. Sometimes adults take children to the wrong play area, and other times, they don’t watch the children in their care. That’s why this year’s National Playground Safety Week, held in April and sponsored by the National Program for Playground Safety (NPPS), emphasized the supervision of children on playgrounds.

The NPPS, which is located in the Human Performance Center at UNI, emphasizes the four areas listed below that correspond to the letters S.A.F.E.: Supervision, Age-appropriate Design, Fall Surfacing and Equipment Maintenance. One particular play area followed these S.A.F.E. guidelines, and because of that diligence, there has only been one broken arm on that playground in 12 years.

Supervision: Children should be supervised by adults at child care agencies, elementary schools and parks. The ratio of adults to children should be the same outside as well as inside, with a minimum of two adults present if there is only one class. There should also be adults watching children play on home playfields.

Age-appropriate Design: Equipment should fit the needs of children. Playground equipment companies should have child development personnel on their staff or refer to such personnel when designing equipment. Playground equipment is designed for children ages 6 months to 23 months, 2 to 5 years and 5 to 12 years. (Some 5-year-olds are in preschool while others are in kindergarten.) Play areas should be divided into these age levels, and children should only be allowed to play on equipment that meets their age level. There is a difference between home playground equipment and public use equipment. The latter is appropriate for child care agencies, elementary schools and parks. Home playground equipment is not made for public use areas and should never be given to those agencies for that purpose.

Fall Surfacing: Surfacing should always be present under and around playground equipment for children to fall on. The surfacing can be shredded rubber, sand, pea gravel, wood products, rubber tiles or poured in place. “Poured in place” means surfacing made of recycled rubber on the bottom with virgin rubber on the top that is poured over cement.

Equipment Maintenance: Equipment should be maintained so it’s safe, and the surfacing should be kept clean and even. Additionally, there should be no rust on metal and no splinters on wood. Adults should do the following: pick up trash from the surfacing; make sure screws are tight and that equipment is installed so it won’t move; and check to see that S-hooks on swings are tight and will not accept a dime.

Attendees at the 2010 NPPS National Playground Safety School reduced injuries by 50 percent the year following their attendance. Considering that injuries on playgrounds are the most frequent injuries at schools, we are pleased to see that reduction.

If you have questions about playground safety, please call the NPPS at 800-273-7529 or check out www.playgroundsafety.org. While you’re there, download a safety report card form to evaluate risk factors on your own playground.

A 2004 NPPS survey of more than 3,000 playgrounds gave the U.S. a C+ for safety. That grade should be an A.

A Treasure for All to Enjoy

Dean Dwight C. Watson recognizes Donna Thompson for her gift to the college – a collection of pewter athlete figurines. The collectables are on display in the Instructional Resources and Technology Services Lab on the second floor of Schindler Education Center. Thompson is a professor in the School of Health, Physical Education and Leisure Services and executive director of the National Program for Playground Safety.
Individuals with disabilities represent the nation’s largest minority group. In reality, it’s the only group that anyone can become a member of at anytime.

This fact was brought to light at the Thinking Inclusively at UNI and Beyond conference, hosted by UNI’s Center for Disability Studies in Literacy, Language and Learning, where participants were challenged to view disability as another form of diversity alongside race, gender, class and sexual orientation. The conference also highlighted the experiences of individuals with disabilities within living, work and educational settings.

Conference keynote speaker Dr. Lennard Davis, professor of disability studies and human development/professor of English at the University of Illinois at Chicago, drew upon historical accounts of disability to challenge societal attitudes of fear, rejection, fascination, pity and ridicule of individuals with disabilities. Acknowledging that attitudes do not exist in a vacuum but emerge from customs, laws and practices of the past, Davis encouraged participants to examine their current understandings of disability.

Following the keynote, individuals with disabilities, as well as UNI faculty, students, staff and Cedar Valley community members, shared their personal stories. Neil Francois, whose disabilities are the result of a train-automobile injury as a young adult, said he fought “long and hard” for employment opportunities that reflect his abilities versus his disabilities. He found that opportunity at Veridian Credit Union in Cedar Falls.

Francois shared that verbalization is sometimes a challenge, so he uses an iPad to assist with communication. He also talked about the curious or disapproving stares he receives from strangers as they appraise his use of a cane and iPad. When asked what he’d like to say in response to these assumptive looks, Francois said quite simply, “Don’t judge me.”

Emilea Hillman, owner of Em and Jerri’s Coffee Shop in Independence, also spoke of her experiences as a person with a disability. Her support team, which includes her mother, Tami, was seeking meaningful employment options for people with disabilities that would enable them to reach their potential. Hillman’s mother said that opening the coffee shop was an obvious choice, as it allowed her daughter to use her social nature to an advantage. It also allowed her daughter and other employees with disabilities to secure long-term employment.

Additional presenters were Tyler Green, a junior at UNI, and Michael Biermann, a middle-school student from Northeast Iowa. Green spoke of his inclusive schooling experiences and his advocacy work that encourages people to develop ability awareness; Biermann spoke of the importance of experiencing the same opportunities as his typically developing peers. Other presenters shared information about organizations that support the inclusion of individuals with disabilities in independent living (the Northeast Iowa Center for Independent Living), financial independence (Consumer Choice Options) and recreational opportunities (Together We Play).

Thinking Inclusively at UNI and Beyond was made possible through sponsorship from the Center for Disability Studies in Literacy, Language and Learning at UNI; the College of Education; the Department of Special Education; the College of Humanities, Arts and Sciences; and the Communication Sciences and Disorders Meryl Norton Hearst Lecture Series 2011-12.

Learn more about the Center for Disability Studies in Literacy, Language and Learning at 319-273-2728 or accessliteracy@uni.edu.
We all know that people look different. Throughout history, those differences have been a source of strength, community and personal identity. They also have been the basis for discrimination and oppression. And while those differences are socially and culturally real, contemporary scientific understanding of race and human variation is complex and may challenge how we think about it.

The UNI Museum exhibit “Race: Are We So Different?” encouraged museum visitors to explore the science, history and everyday impact of race. In conjunction with the exhibit, Stephanie Logan, assistant professor in the Department of Curriculum and Instructor, developed a workshop for teachers called Race, Privilege and Difference, facilitated by Eddie Moore Jr., director of diversity at the Brooklyn Friends School in Brooklyn, N.Y., and co-founder of the White Privilege Conference.

“It’s important for educators to understand that race is a socially constructed concept designed to perpetuate injustices carried out by those of privilege,” said Logan. “Understanding these concepts brings them to the surface for teachers to evaluate and reflect upon when educating diverse student populations.”

“RACE: Are We So Different?” explored the following three themes:

- **The Everyday Experience of Race**—Race and racism are not inside our heads, but are built into our laws, traditions and institutions.

- **The Science of Human Variation**—Human beings are more alike genetically than any other living species. Scientifically, no one gene, or any set of genes, can support the idea of race.

- **The History of the Idea of Race**—Sorting people by physical differences is a recent invention – only a few hundred years old – and the idea of race is closely linked to the early development of the United States.

The exhibit was a project of the American Anthropological Association in collaboration with the Science Museum of Minnesota and was funded by the Ford Foundation and the National Science Foundation. Locally, the exhibit was funded in part by the City of Cedar Falls Tourism and Visitors Bureau, UNI Center for Multicultural Education, UNI Diversity Council, Humanities Iowa and the National Endowment for the Humanities. The views and opinions expressed by this program did not necessarily reflect those of Humanities Iowa or the National Endowment for the Humanities.
Judy Finkelstein began her career at UNI in 1968 when she joined the faculty as an instructor at Malcolm Price Laboratory School (MPLS). Prior to retiring in 2008, she was a full professor in the Department of Curriculum and Instruction.

Of the many accomplishments throughout her 40 years at UNI, Finkelstein said she’s most proud of being a contributing member of various teams of professionals; instigating the nursery/kindergarten multiage program at MPLS; teaching workshops and courses for in-service teachers throughout the state; serving on the boards of the National Council for the Social Studies, National Program for Playground Safety and Regents’ Center for Early Developmental Education; and serving with colleagues to further develop UNI’s early childhood education major.

These days, Finkelstein is documenting her classroom experiences and family history by making DVDs of the photographs and slides she’s accumulated throughout the years. Learn more about Finkelstein at www.uni.edu/coe/emeritus-faculty.

Jim Kelly came to UNI in 1969 as a biology and chemistry teacher at Malcolm Price Laboratory School (MPLS) where he also served as head varsity girls track coach and as interim high school principal. At the end of his 20th year, Kelly moved to UNI’s Office of Student Field Experiences to coordinate student teaching in the Cedar Falls region. He retired from UNI in 2009.

During his time at MPLS, Kelly co-developed and field-tested the self-pacing biology program and structured-pacing chemistry program. He also helped create the handbook that became the base for the student teaching program. Faced with far more students than the coordinators could effectively handle, he created the Principal Supervision Project, which he directed for 10 years. The project involved 26 school districts statewide.

Kelly recently asked 15 former professors, coaches and UNI graduates to help author a brief history of athletics at UNI. The book will be released to the general public; all proceeds will benefit the Panther Scholarship Club.

Roger Keuter came to UNI in 1970 as an assistant professor in the Department of Curriculum and Instruction. Since then, he’s served as professor in the Department of Curriculum and Instruction and as the acting department head, assistant to the dean, head of the Department of Teaching/Office of Student Field Experiences, grant writer/project director for a number of externally funded projects, and director of the community college 2+2 program. In this program, students receive two years of training at their local community college and two years at UNI to complete the teaching license. Keuter retired this spring.

“UNI is fortunate to be the ‘institution of choice’ for so many Iowans, and to be a part of their education is the most rewarding experience any professional could wish for,” said Keuter.

Barry Wilson joined the Department of Educational Psychology and Foundations in 1973 as an assistant professor and retired this spring after serving as interim department head. In 2003, Wilson became the College of Education’s director of assessment and managed and refined the UNI Teacher Education Data (UNITED) assessment system; he also supervised teacher work sample scoring and completed various assessment reports related to UNI teacher education. “It was the talented people I worked with and the students we served that kept me coming back each day.”

Wilson also taught UNI continuing education classes most years and took particular pleasure in teaching in communities throughout Iowa. “As an Iowa native, I’ve enjoyed the opportunity to get out to many of our schools,” he said.
Faculty Highlights

Shelly Bromwich, instructor at Malcolm Price Lab School, received the Yager Exemplary Science Teaching Award, which recognizes UNI graduates who are in or have completed their fifth year of teaching in a K through 12 classroom. Bromwich was selected, in part, for the exploration and hands-on activities she provides to encourage students to become good scientists.

Josh Hanna, instructor at Malcolm Price Lab School, serves on Iowa Gov. Terry Branstad’s Science, Technology, Engineering and Mathematics (STEM) Advisory Council as part of the Technology-Enhanced Instruction for Global Learner Action Plan Working Group. This committee is charged with providing the Executive Committee and co-chairs an action plan for one- to five-year strategies to bring best practices in technology integration to all of Iowa’s STEM learners.

Mary Herring, associate dean, was elected to a three-year term on the American Association of Colleges for Teacher Education Innovation and Technology Committee as both a member and named chair. The committee works to develop the association’s classroom reform and technology agendas related to K through 12 postsecondary education.

Gloria Kirkland Holmes, associate professor in curriculum and instruction, received the Sarah Herbin Award, which is one of two national awards given by the National Black Child Development Institute. This honor was bestowed for her work with the Black Girls Project and other initiatives within the community.

Kurt Meredith, associate professor in curriculum and instruction, was elected to the board of directors of the Reading and Writing for Critical Thinking International Consortium (RWCT-IC) at a meeting of the general assembly in Cluj, Romania. Representatives from three African nations were also present to discuss with Meredith, co-author of the RWCT program, the further expansion of the RWCT program to these countries and seven additional African nations.

Jason Vetter, instructional designer and technical coordinator in ITS Educational Technology, and Donna Vinton, Director of the Office of Academic Assessment, were part of a team that received the Improving Our Workplace Award (IOWA) from the University of Iowa. The team collaborated with UI staff to improve work efficiency and cost effectiveness related to the use of electronic portfolios on both campuses. Their work led to the implementation of ifolio at UNI and the use of the authentication schema for providing seamless access to other technologies used daily at UNI.

Dwight C. Watson, dean, was elected member-at-large to the American Association of Colleges for Teacher Education’s board of directors. This national alliance of educator preparation programs is dedicated to the highest quality professional development of teachers and school leaders to enhance pre-K through 12 student learning and employs three key strategies to achieve its goals: advocacy, leadership and service.

Barry Wilson, interim department head and associate professor in educational psychology and foundations, received the 2012 Iowa Teacher Education Distinguished Service Award from the Iowa Association of Colleges for Teacher Education.

Catherine Zeman, associate professor in curriculum and instruction, was invited to speak on “Nitrate in Private Well Water, Methemoglobin Levels and Immunological Paramaters” at an international workshop sponsored by Woods Hole Research Center, a private, nonprofit research organization that focuses on environmental sciences.
On a crisp fall day in 2010, I was in the office of Christopher Kowalski, assistant professor of health, physical education and leisure services. In 2005, Dr. Kowalski assisted me with my master’s thesis in leisure, youth and human services (LYHS), and he has continued to mentor me during my doctoral career. As we were talking, Dr. Kowalski mentioned he would like to present at the Canadian Congress on Leisure Research at Brock University in St. Catharines, Ontario, and that I should consider doing the same.

Dr. Kowalski asked if I had ever published or presented my master’s thesis on mentoring. When I said I hadn’t, he offered to assist me in creating an abstract for submission to the conference peer review board. After an edit or two, I was accepted to present “An Analysis of Pre-Match Training Content for Planned Mentoring Relationships Between Volunteers and Youth” and attended the conference with him and Rodney Dieser, associate professor of health, physical education and leisure services.

Dr. Dieser has been my instructor in multiple classes throughout my graduate career. He is from Canada, attended graduate school there and is well known in Canada for his academic achievements. As a member of the editorial board of the Canadian journal Leisure/Loisir, Dr. Dieser has attended this conference since 2002 and was elated to have a student and colleague attend with him.

This was my first peer-reviewed, professional academic conference. Having my professors encourage me to attend and be at my side throughout the experience made all the difference. Not only was it comforting to have them in the audience while I presented, it was helpful to have them with me at conference networking events where I was able to meet professors who had written my textbooks and created major theories. I don’t believe I would have met these professors without Dr. Dieser and Dr. Kowalski being there and initiating conversations.

Attendance at this conference gave me the motivation and confidence to present at other conferences, which is a requirement, along with publishing, to graduate in leisure, youth and human services and move toward a future career in higher education. (After graduation in May 2013, I plan to work in higher education as a professor or in an international experiential learning program.)

What I’ve learned throughout my time at UNI is that professors will help you if you meet them halfway. Dr. Dieser and Dr. Kowalski put in a lot of their own time to ensure my success at the conference. They helped me with my writing, my presentation and they provided encouragement. They wanted me to do well, but it was also my duty to work hard, complete the edits that were suggested to me and prepare for additional presentations, including the UNI Graduate Student Research Symposium.

Although I shouldn’t completely rule out the possibility of having opportunities like this at other universities, I feel it’s more likely at UNI than at other institutions I’ve attended or visited. My experience at UNI has been one of connectedness and genuine support from the faculty. If they see you’re willing to put in the effort that’s needed to learn, they will do exactly the same.

Kasee Fuller presented her master’s thesis at the Canadian Congress on Leisure Research, which she perfected with the help of assistant professor Christopher Kowalski, center, and associate professor Rodney Dieser.

How You Can Help: The division of leisure services needs support in sponsoring graduate students to attend national conferences. Contact Director of Development Andrea Elliott at 319-504-5951 or andrea.elliott@uni.edu to learn how you can help.
As a new dean, I wanted to plot the strategic direction of the College of Education within my first year. It was important to know where we were going in order to set priorities for decision making and financial planning.

As often quoted, if you do not know where you are going, any road will take you there. Without strategic initiatives, the college would simply continue business as usual without an aspirational intent.

The leadership team, which consisted of the heads of the departments, division chairs and program directors within the college, helped craft the plan. Collectively, we wanted to establish a dynamic direction for the college that incorporated multiple stakeholders and focus on our core values of diversity, transformation, leadership, service and community outreach and engagement.

We recognized that in order to prepare 21st-century professionals to educate, serve and lead, we needed to change some of our current approaches to teaching and learning. We decided to focus on investing in professional development for our faculty members, enhancing and reallocating our precious resources, revisiting our curriculum and instructional practices, diversifying our students and faculty through intentional recruitment and retention efforts, and establishing external partnerships to assist us in support of our students.

The strategic initiatives we established have an operational genesis because each goal starts with components that we are already investing in for the betterment and transformation of our students into effective professionals. In our planning, we asked ourselves where we want to be in five years. Our ultimate goal is to lead the state and nation in becoming the premier professional preparation program. In order to accomplish such an auspicious goal, we must become reflective practitioners who are able to review, modify and adapt new approaches to teaching and learning that will extend our outreach to the community. Our budding professionals need authentic arenas of practice in area schools, organizations and agencies, and for internships, clinical practices and residential experiences. We also will have to focus on the synergy of rigorous and relevant teaching and learning that is informed by our scholarship and service.

The faculty and staff in the College of Education are prepared to move forward with the strategic plan as they anticipate challenges, opportunities and endless possibilities. The faculty recognizes that in order to prepare effective professionals, they too must be highly prepared and effective. Currently, they are actively engaged in enhancing their knowledge, skills and dispositions when it comes to culturally relevant teaching and learning practices. We want our students to exit our programs being culturally, developmentally, linguistically and technologically competent and confident. As a College of Education, we must prepare our students for professional practice so they can educate and serve the next generation of learners, participants, clients and patients as they serve as teachers, educational leaders, health care professionals, athletic trainers, coaches and leisure service providers.

We are excited about launching the future of the College of Education. We know that our strategic plan will get us to our destination. To review the strategic plan, please visit www.uni/coe.edu. Friends, we ask that you join us on our journey to premier status through your continuous support, volunteerism, donor contributions and overall goodwill toward the College of Education.
From the sixth grade on, I knew I wanted to be a teacher,” said Sue Downey Stedman (middle/junior high school education ’67). “There was a teacher who was very influential in my life, and that’s what made the difference.”

Stedman says her parents did not have the financial means to send her to college, but with the help of scholarships, she was able to attend and graduate. Her first job was at Hawkeye Institute of Technology (now Hawkeye Community College) in Waterloo where she started the Program Learning Center. At this new facility, students could earn their GED and/or enroll in a Hawkeye program to further their education.

“I was also working on my master’s degree to become the school’s first counselor,” said Stedman. “Unfortunately, I was diagnosed with multiple sclerosis in 1977 and everything had to stop. It took me about two years before I learned to live with the disease...but it hasn’t stopped me from being involved in life.”

Stedman’s disease changed how she navigated through life, but the desire to help students further their education never faltered. In 2005, she established the Sue Downey Stedman Scholarship, which is given to undergraduates who want to become teachers but don’t have the financial resources to do so. Her scholarship is given annually to a student pursuing secondary education. Preference is given to freshmen with a GPA of 3.0 or above with financial need.

At UNI’s annual scholarship luncheon in October, Stedman met one of the recipients of her scholarship – Shawna Becker, a freshman elementary education major from DeWitt.

“It makes it so much more special and a bigger motivation to do well in school when a scholarship is an individual’s own money that they’re investing in my education,” said Becker, who was thrilled to meet her benefactor. “I loved hearing stories about Mrs. Stedman’s school and teaching experiences, and now, how she’s so successful owning her own businesses – The Other Place and Pepper’s. I owe her so much, and I feel like ‘thank you’ just isn’t enough. I feel like the only way I can truly repay Mrs. Stedman for her contribution to my education is to stay in touch to show her how successful I’m becoming because of her generosity.”

Consider joining Sue Stedman with an investment in scholarships for students within the College of Education. Contact Andrea Elliott, director of development, at 319-273-6778 or andrea.elliott@uni.edu to learn of the many ways you can make an impact.

“It makes it so much more special and a bigger motivation to do well in school when a scholarship is an individual’s own money that they’re investing in my education.”

—Shawna Becker, freshman elementary education major
Thank you to the following donors who made cash contributions of $250 or more to the college between July 1, 2010, and June 30, 2011. The names listed in purple indicate Dean’s Inner Circle members who gave $1,000 or more to the Dean’s Fund For Excellence.

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Greetings, Alumni, Friends and Supporters.

A special thanks for your contributions to the college this past year. Your generosity supports our goal to educate, serve and lead today’s students. Your generous gifts for scholarship support have allowed some students to work one less job, which means additional time for studies. And for others, finishing their degree a semester sooner provides a faster track to paying off loans.

For those of you who invested in our Dean’s Fund for Excellence, these unrestricted funds allowed our leadership to direct resources where they’re needed most. In some cases, this funding allowed students to experience teaching opportunities beyond Iowa’s borders. And for faculty, these gifts allowed them to attend professional development conferences, which provided valuable training so they can continually enhance their skills.

With more than 85 percent of UNI students relying on financial aid, your continued investment is greatly appreciated. Your gift matters.

With sincere thanks,
Andrea Elliott
Director of Development
College of Education
Educate, Serve and Lead

The following data provides insight into trends and forms a foundation for future planning as the College of Education works to achieve its mission: To be noted nationally and internationally as the premier professional college of education.

**UNI Enrollment During the Last 5 Years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '07</td>
<td>10,702</td>
<td>1,558</td>
</tr>
<tr>
<td>Fall '08</td>
<td>11,099</td>
<td>1,861</td>
</tr>
<tr>
<td>Fall '09</td>
<td>11,038</td>
<td>1,786</td>
</tr>
<tr>
<td>Fall '10</td>
<td>11,294</td>
<td>1,810</td>
</tr>
<tr>
<td>Fall '11</td>
<td>11,391</td>
<td>1,758</td>
</tr>
</tbody>
</table>

**COE Enrollment During the Last 5 Years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Degrees</th>
<th>Graduate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '07</td>
<td>695</td>
<td>236</td>
</tr>
<tr>
<td>Fall '08</td>
<td>670</td>
<td>238</td>
</tr>
<tr>
<td>Fall '09</td>
<td>667</td>
<td>238</td>
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<tr>
<td>Fall '10</td>
<td>2,296</td>
<td>501</td>
</tr>
<tr>
<td>Fall '11</td>
<td>2,564</td>
<td>507</td>
</tr>
</tbody>
</table>

**Fall 2011 COE Student Grad/Undergrad Profile**

- Female: 2,124 (83.07%)
- Male: 433 (16.93%)

**Percentage of New COE Grads Seeking Employment Who Were Employed Within 3 Months of Graduation**

- 2010-11: 83%
- 9% were pursuing further education
1950s

Joan Holden Boyd (2-yr. cert. ’58; reading education ’60), Avon, Conn., is retired after spending the last five years as a kindergarten acceleration reading tutor.

Gordon Cawelti (physical education ’51), Okoboji, is a member of the Certification Council of the National Board for Professional Teaching Standards in Arlington, Va.

Beverly Switzer Eyestone (2-yr. cert. ’50), Fort Morgan, Colo., retired after 10 years at the Fort Morgan Public Library.

Evangelene Falaris Glazebrook (2-yr. cert. ’53), Waterloo, is retired and plans to travel to Greece this fall.

Clark McCleary (physical education ’58), Houston, Texas, was elected president of the National Association of Estate Planners & Councils at the organization’s national conference in San Antonio.

1960s

Karen Ballard Avey (middle/jr. high school education ’66), Lubbock, Texas, retired from teaching in May 2011. She taught special education for 34 years in Salt Lake City and Lubbock and received numerous awards from her school, the Lubbock-Cooper ISD, Texas Tech University, and the National Council for Learning Disabilities.

Alice Bunnell Janssen (reading education ’60), Cedar Falls, retired after one year of teaching and 43 years of substituting in elementary classes at Cedar Falls-area schools.

Verlus Burkhart (library science ’69), Fairmont, Minn., retired after four years of teaching and 38 years of working in the office machines business.

Dick McMahon (physical education ’69), Latimer, retired from teaching and drives the area school bus.

Dorothy McWilliams Sheller (early childhood education ’69; M.A., special education ’79), Eldora, retired after many years as a teacher and an AEA special education work experience coordinator.

Katie Sullivan Mulholland (art ’69; M.A., special education ’80; Ed.D., education administration ’89) is superintendent of the Linn-Mar Community School District. She received the 2011 Iowa Administrator of the Year, Superintendent Award. In that same year, she was appointed to the Iowa Board of Regents by Gov. Terry Branstad for a six-year term.

Duane Nevenhoven (marketing ’61; M.A., administration supervision – secondary principalship ’71), Aplington, was inducted into the Iowa High School Golf Coaches’ Hall of Fame after 22 years of coaching. He is also an inductee in the Iowa Girls High School Athletic Union Basketball Coaches Hall of Fame. Of his 60 years in education, 48 were in Aplington.

Vicky Parson Poole (middle/jr. high school education ’68), Clive, retired in June 2011 as principal of Valley High School in West Des Moines.

Pamela Port Powers (middle/jr. high school education ’68), Deerfield Beach, Fla., retired after 43 years of teaching.

Nancy Foster Wagoner (early childhood education ’69), a national board-certified teacher who taught in California, Arizona and Iowa, retired in May 2011 after 29 years of teaching. Her last position was that of third-grade teacher at Briggs Elementary School in Maquoketa.

1970s

Dean Austin (M.A., college student personnel services ’75), Waukee, retired as bureau chief of administration, regulation and licensure, Iowa Department of Public Health, Division of Behavioral Health, after 31 years in state government. He serves on the board of directors for Community Choice Credit Union in Johnston and was recently appointed to the Utilities Committee, a citizen board in Waukee. He continues his involvement with the Central Iowa Chapter & Regional VII Council of Blacks in Government.

Rita Didio Bevard (history ’74; M.A., library science ’77), Fulton, Mo., retired from the Fulton Public Schools in May 2011 as an elementary librarian.

Karen Burns Copley (library science ’72), Green Valley, Ariz., retired as director of student services at Nogales United School District and now works as an education consultant in southern Arizona.

Peggy Anderson Fliss (elementary education ’73), Spirit Lake, retired after 38 years of teaching in Spirit Lake.

Sharon Nold Hobart (elementary education ’71), Emmettsburg, retired from the Emmettsburg Community School District after 28 years of teaching.

Rosemary Campbell Geiken (elementary education preschool handicapped ’74; M.A., elementary reading and language arts ’92; Ed.D., education curriculum and instruction ’11), Johnson City, Tenn., is an assistant professor in early childhood at East Tennessee State University.

JoAnn Herrmann (elementary education ’74), Des Moines, retired from the State of Iowa Insurance Division, Securities Bureau, after 35 years of service.

Christine Hackett Jensen (elementary education ’74), Hamlin, retired after 36 years of teaching at Exira, Nell Armstrong and North Scott schools.

Linda Kester Jones (middle/jr. high school education ’72), Burlington, retired in spring 2011.

Laurence Mcintintosh Lanich (elementary education – special education ’78; Ed.D., education leadership ’09) is the associate superintendent of teaching and learning for the West Des Moines Community School District.

Rosemary Nosbisch Mabeus (elementary education remedial reading ’74), Winfield, retired from teaching in the Mt. Pleasant Community Schools in May 2011 where she had taught Title I reading since graduating from UNI.

Nancy Harms McIntire (elementary education ’75), Miles, was named a Cambridge Who’s Who Professional of the Year in Educational Leadership.

Karen Howick Nesvold (elementary education – preschool handicapped ’74), Ferndale, Wash., recently renewed her certification as a dementia care specialist.

Margaret Riley (middle/jr. high school education ’73), Durham, N.C., added Duke University assistant vice-provost for undergraduate global education to her existing titles of associate dean, Duke University Trinity College of Arts and Sciences, and director of the DU Global Education Office for Undergraduates.

Gale Wiedow (physical education and safety education ’71; M.A., physical education ’74), associate professor of physical education and exercise science at Dakota State University in Madison, S.D., was elected president-elect of the American Alliance for Health, Physical Education, Recreation and Dance. The group’s mission is to promote leadership, research, education and best practices in professions that support healthy and active lifestyles.

Philip Wolfe (physical education and health ’73), Lincoln, Neb., received the 2011 Service to Mankind Award from the Sertoma Club of Lincoln. Wolfe is a retired elementary teacher who taught physical education and English Language Learners for 29 years in the Lincoln Public Schools.

Patricia Gard Woodle (elementary education – special education ’77), an elementary resource teacher in the Storm Lake Community School District, retired in 2011.

1980s

Suzanne Bullen-Starbeck (community health education ’87) has worked at Allen Hospital in Waterloo for more than 20 years and is currently the coordinator of family–centered education at Allen Birthing Center. She is also an adjunct instructor at UNI in health, physical education and leisure services.

Charisse Brown Gillett (social work ’84; M.A., college student personnel services ’87) was named the 17th president of Lexington Theological Seminary in Lexington, Ky. She previously served as vice president of administration and special projects and is the first woman and first African-American to serve as president in the seminary’s 164-year history.

Beth Diercks Hall (elementary education ‘84) and Jim Hall (accounting ‘83) are general managers of Rehab Management Services in Cedar Rapids, a business they founded in August 1997. Their client base now includes 40 therapy companies with 80 clinic locations in more than 20 states.

Debra Bruhn Hedden (M.A., music education ’85; Ed.D., curriculum and instruction ’97) is the associate professor of music education and music therapy at the University of Kansas. In 2011, she received the Byron Shutz Award for Excellence in Teaching.

Kathleen Sarasio Hobson (physical education: coaching ’82), an earth, space, and environmental science teacher at Atlantic High School, received a 2011 Excellence in Science Teaching award at the Iowa Academy of Science, Iowa Science Teaching Section conference in Ames.
Diane Chapman Lloyd (physical education and health ’80), Andrews, Texas, is head athletic trainer at Andrews High School.

Cindi Rabbitt McDonald (elementary education – reading and language arts ’83; M.A., administration supervision – elementary principalship ’94) is associate superintendent of school improvement for the Waukee Community School District.

Jodi Meyer-Mork (elementary education – special education ’86; M.A., special education ’90; Ed.D., education curriculum and instruction ’05), Mankato, Minn., is an assistant professor of education at Luther College.

Bob Nielsen (M.A., physical education ’88), athletic director and head football coach at the University of Minnesota, Duluth, received Liberty Mutual’s NCAA Division II 2010 Coach of the Year award and was named Division II 2010 Coach of the Year by the American Football Coaches Association (AFCA). Recipients are selected by active AFCA coaches at four-year schools in their division.

Shellie Pfohl (community health education ’85), executive director of the President’s Council of Fitness, Sports and Nutrition, received the William G. Anderson Award from the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD). The award, named after the Alliance’s founder, honors nationally known individuals who have contributed significantly to the professions AAHPERD represents, its commitment and mission.

Lisa Wiese Schoon (elementary education – special education ’86; M.A., special education ’92), Goose Lake, is a special education instructor at Preston High School.

Janice Blockhus Segerstrom (middle/jr. high school education ’80, M.A., education of the gifted ’89), Jackson, Wyo., completed her 30th year of teaching in public education. She is currently employed as an instructional technology facilitator for Teton County School District #1 in Jackson.

Gary Swanson (physical education: coaching ’83), Concord, N.C., was named Supervisor of Baseball Umpires for the Charlotte, N.C., metro area.

Deb Vangellow (health education, physical education: coaching ’86), Sugar Land, Texas, was named to the Junior Golf League National Advisory Council and the Journal of Applied Golf Research advisory staff. She was also selected as a 2011 U.S. Kids Golf Top 50 Kids Teacher by the PGA.

Kim Drake Walker (elementary education ’82), Centerville, was a finalist for the 2011 Iowa History Teacher of the Year award.

Scott Williams (physical education: coaching ’88), Brentwood, Tenn., is director of marketing at Golden Triangle Specialty Network.

Barbara Ballard Winter (elementary education ’89) teaches second grade at Sacred Heart School in Oelwein.

Tammy Turner Wawro (elementary education ’95; M.A., educational technology ’02), was elected president of the Iowa State Education Association (ISEA). She has been involved in a variety of association roles throughout her career, including that of ISEA vice president for the past four years. Wawro is an educator serving as the Resolution Team Facilitator in the Cedar Rapids School District and as the Cedar Rapids Education Association president.

“T’m excited to work with all the talented members who make up the ISEA and am humbled by the years of experience and expertise that exists within our ranks,” said Wawro. “With the combined strength of our membership and the knowledge in our profession, we are an integral part of any discussion about education today. The ISEA is the leading voice in education, and I will make sure we are at any table where discussions are taking place.”

1990s

Liz Wall Altemeier (elementary education ’97), Cedar Rapids, received the 2011 Excellence in Education Award for Iowa, sponsored by the Iowa State Education Association and Iowa Farm Bureau.

Evan Amddahl (physical education: coaching ’90), International Falls, Minn., is head coach of the Rainy River Community College women’s hockey team, which won the 2011 ACHA Women’s D2 National Championship. This is Rainy River’s third national championship in the last four years.

Brenda Maiers Becker (elementary education ’95), Manchester, formerly the eighth-grade science teacher at Maquoketa Valley Middle School, was a finalist for 2012 Iowa Teacher of the Year. She became 7 through 12 principal at Maquoketa Valley Schools in 2011.

Jon Buse (history ’91; M.A., college/university student services ’97), Marion, became dean of students at Kirkwood Community College in 2011. A 20-year UNI employee, Buse had been the university’s dean of students since 2007.

Steven Kwikkel (M.A., administration supervision – secondary principalship ’94), Waverly-Shell Rock Junior High School principal, was named 2011 Iowa Middle Level Principal of the Year by the School Administrators of Iowa.

Jason Lau (leisure services: program services ’99; M.A., leisure services: youth/human services administration ’02), Kentfield, Calif., is the director of education, lifelong learning and international education at the College of Marin and was recently named program manager for the World Leisure Organization’s Commission program.

Fred Lowery (M.A., special education ’98) is a community-based instructor at Grand Island Senior High School in Nebraska.

Beth Graff Pattschull (early childhood – special education ’96; M.A., special education ’01), Urbandale, is a consultant in early childhood special education for the Des Moines Public Schools.

Angela Swenson Schnurstein (elementary education ’93) teaches sixth- and seventh-grade math and algebra at Prairie Ridge Middle School in Ankeny.

Carrie Funk Taylor (elementary education ’90), Evansdale, is a K through 8 ELP educator for the Waterloo Community School.

2000s

Ella (Hoff) Bowers (leisure, youth and human services: program services administration and outdoor recreation ’05; M.A., postsecondary student affairs ’07), Fort Collins, Colo., works as a nursing advisor at the University of Nebraska Medical Center.

Tori Martin Bowlton (early childhood education, elementary education ’01), Newton, has been the pre-K through 8 principal at Lynnville-Sully CSD since 2006.

Patrick Carlin (elementary education ’05), Cedar Falls, is the assistant sector coordinator for the Keystone AEA.

Kelly Fenton Coleman (M.A., curriculum and instruction: educational technology), Urbandale, was selected to travel to Germany in summer 2011 by the Transatlantic Outreach Program.

Jordon Diersk (M.A., performance training technology ’10), Denver, is the eLearning director in the Center for Distance Education at Upper Iowa University. He had worked in information technology at UNI since 1997 and most recently was the university’s learning management system administrator.

Rebecca Fuhrman-Petersen (elementary education ’11) taught in Thailand for five years and spent the summer in Denmark with her Danish husband. She now lives in Pokhara, Nepal, and is working on her M.A. via UNI’s online program.

Trista Meier Manternach (elementary education ’00; M.A., educational psychology: professional development for teachers ’05) taught special education for nearly nine years, including two years as an instructional coach in Dubuque. She is now principal at Poyner Elementary School in Waterloo.

Lindsay Rolves Morley (elementary education ’01), McHenry, Ill., earned her M.A. in Reading Education from Concordia University in May 2011.

Daniel Phillips (leisure, youth and human services: youth services ’07), Cedar Falls, earned the Certified Professional Photographer (CPP) designation from the Professional Photographic Certification Commission. Phillips is one of 70 photographers to earn the CPP in Iowa.

Lindie Nelson Truitt (elementary education ’03), Norwalk, is in her eighth year of teaching kindergarten in Urbandale.

Cassie Waldorf (elementary education, early childhood education ’08) teaches 3-year-olds at Community United Child Care Center in Cedar Falls.
Alumnae Offer Words of Wisdom

What’s life like after college? How can I really make a difference at work and in the lives of others? What can I do to make sure I’m considered for leadership positions?

Questions like these are on the mind of every undergraduate. One of the best ways to get them answered is to go to a trusted source: successful alumni. In April, students had the opportunity to meet four dynamic, accomplished alumnae during the college’s inaugural Alumni in Residence program.

The alumnae spent a day on campus talking with students about how to lay the groundwork for a successful career while still in school and how to leverage those experiences into future career success. The alumnae also attended classes and took part in a panel discussion addressing the topic of “Leadership in Time of Change.” Congratulations to this year’s Alumni in Residence.

Melissa Tippet Anderson (health promotion ’02; M.A., physical education ’04) is a senior scientist in the Gatorade Sport Science Institute’s education and scientific liaison group in Fox Lake, Ill. As an exercise scientist, she educates athletes and influencers and manages the internal and field-related athlete testing program, which conducts tests of elite-level athletes from around the world. Between earning her degrees, Anderson completed an internship at the U.S. Olympic Training Center in Chula Vista, Calif., where she was involved in the testing and evaluation of elite-level Olympic athletes in such sports as kayaking and track and field.

Karen Madson Billings (middle/junior high school education ’67) is vice president of the education division at the Software and Information Industry Association in Washington, D.C. In this position, she drives strategic direction, programs and initiatives for the division and its 185 company members focused on the K through 12 and higher education global markets. Billings has more than 35 years of experience in the education technology industry and has held positions in management, product development, marketing, sales and K through 12 and postsecondary teaching.

Nancy Carroll (recreation and interior design ’79) is the director of parks and recreation in Ames where she oversees all of the community’s programs and its parks and rec facilities. Since 1995 she has led the city’s Excellence Through People (ETP) initiative. The emphasis of ETP is to help 110 formal leaders understand their leadership role in creating a culture that is values driven. The initiative’s ultimate goal is to provide residents with exceptional service at the best price. Prior to this position, Carroll was New Hampton’s first community center director and Waverly’s recreation supervisor.

Katie Sullivan Mulholland (art education ’69; M.A., special education ’80; Ed.D., education administration ’89) is superintendent of the Linn-Mar Community School District in Marion after serving as assistant superintendent for pre-K through 12 school districts in Naperville, Ill., Dubuque and Ottumwa. Her career in public education began as a teacher and special education consultant in the Waterloo Community School District. In 2011, she received the Iowa Administrator of the Year, Superintendent Award. In that same year, she was appointed to the Iowa Board of Regents by Gov. Terry Branstad for a six-year term.
Judgment: How Winning Leaders Make Great Calls is not just the title of Noel Tichy’s twelfth bestseller. Judgment is also a quality today’s leaders must develop to be effective and successful.

Tichy, professor of management and organizations and director of the Global Business Partnership at the University of Michigan, was on campus in April to speak on “Judgment: The Essence of Leadership” as part of the College of Education Lecture Series.

As part of this interactive session, the audience of campus and community members explored how they make leadership judgments, discovered the importance of having a teachable point of view and learned how to gain greater control of three domains that have the potential to undermine their success: people, strategies and crisis situations.

As a third-generation educator, Tichy said a leader’s role is to teach and develop others, no matter what area they’re in. (Tichy’s daughter, Michelle, is also an educator and serves as an assistant professor in the college’s Department of Educational Psychology and Foundations.)

“In today’s world, you’re only going to succeed if you make your people smarter every day, and that’s true whether you’re working with kids or CEOs. Are you making good people choices and developing sound strategies? If you get the people right, plan the strategy and commit to it, you can weather any storm.”

Teaching and developing others also means understanding what it means to be a global citizen. “The worst place for students to learn is sitting in a classroom, and the worst way for faculty to teach is for an hour to an hour and a half three times per week,” Tichy said. Students and faculty who go into the field and experience the world in new ways expand their outlook exponentially.

Interacting with people who live in impoverished areas in Mexico, for example, imparts lessons that just can’t be learned from textbooks. Students and faculty can use these experiences to enhance their worldview, challenge current beliefs, develop and refine their leadership skills and determine how to positively impact the world. And Tichy has the guidance to back that up. In 2003, he launched the Global Corporate Citizenship Initiative with General Electric, Procter & Gamble and 3M to create a national model for partnership opportunities. He is currently partnered with two charter schools in Texas – Uplift Education and IDEA – to develop their leadership capacity.

“Twenty-five years from now will you say, ‘That accounting class was really dynamite,’ or will you remember the time you went to Mexico and made a difference in the lives of others? That is my idea of development.”

Learn more about Noel Tichy at www.noeltichy.com.
UNI’s teacher education program was one of four Iowa programs that participated in a national field test of the Teacher Performance Assessment (TPA) during spring 2012. This initiative was led by Nadene Davidson, interim department head and assistant professor, Department of Teaching-Office of Student Field Experiences; and Mary Herring, associate dean, College of Education.

The TPA was designed as a performance-based assessment for preservice teacher candidates. The American Association of Colleges of Teacher Education (AACTE) and Stanford University collaborated in developing the TPA. The field test involved 25 states with more than 175 teacher preparation programs.

The TPA is intended to be a nationally available assessment of novices’ readiness to teach. It is focused on student learning and designed around the principles used by successful teachers:

- Develop knowledge of subject matter and subject-specific pedagogy
- Develop and apply knowledge of students’ varied needs
- Consider research and theory about how students learn
- Reflect and act on the evidence of the effects of their instruction on student learning

As a performance-based assessment, the TPA will create a body of evidence of preservice teaching competence and offer a vehicle for systematically examining the assessment data to improve teacher preparation programs.