Revitalizing Physical Education through Technology
Greetings from the College of Education at the University of Northern Iowa.

Since our last publication we have had a great deal of activity in the college and this activity clearly demonstrates how well we are performing on the state, national and international levels. This magazine is full of some (but surely not all) of the wonderful things we are doing to help improve the education of children everywhere, but especially here in Iowa.

Our Malcolm Price Laboratory School has been working closely with the State Department of Education to provide new and exciting workshops to Iowa teachers specifically designed to improve student performance. The school also has been named the winner of the Association for Supervision and Curriculum Development’s (ASCD) first Vision in Action award.

There have been a number of new hires at the price lab, and a number of new hires at the Price Lab Summer Camps.

As many of you know this is my last year in administration at the university. I have been an administrator for 20 years and I want to spend my final years at UNI as a faculty member and teach, do some research and work to help improve our college. I thank all of you with whom I have had the pleasure of working. I also thank you for the support and collegiality I have received, not just to me but to one another as well. It has been wonderful to have worked with such good people. Our students have kept me focused and they are the main reason we are here. Another reason is the care shown by the faculty and sharing in the work of the academy. It is my sincere desire to see our college achieve great things in the future and I have every confidence that we will.

Bill Callahan
Dean, College of Education

Annie Duncan visits UNI

U.S. Secretary of Education Arne Duncan came to UNI on April 24, 2009, to talk about education, and to see an innovative physical education program at the Grundy Center Schools.

Duncan praised UNI for a strong teaching program that provides students with up to 150 hours in practical training. Then he challenged everyone to get serious about real reform in education.

Among his ideas for reforming education are doing a better job of tracking student progress, especially in a way that can be measured against international benchmarks; improving the teacher/administrator evaluation system; developing a compensation system that rewards excellence in teaching and being more aggressive in turning around low-performing schools.

Part of the key to real reform, said Duncan, will be a willingness to be open to new ideas, such as charter schools, totally turning over the staff and administrators in severely underperforming schools and changing the school calendar. “The school calendar is still based on the agrarian calendar, which no longer makes sense, even in a farm state like Iowa,” he said.

Another innovation at Grundy Center is the use of the POLAR scholars, graduate students who assist in physical education instruction and in the use of technology in those classes. POLAR scholars are a joint venture between UNI and Polar Electro Inc. These unique programs’ results have shown measurable outcomes, such as decreased disciplinary problems, improved fitness scores, increased academic scores and more socially responsible behaviors.

“I love the innovation,” he said. “I loved the engagement, and these students are getting a great background, and a great education. It was just really inspiring to see. These students – because of these types of activities – they are going to take ownership for their own health and for the rest of their lives,” said Duncan in an article in the Grundy Register.

“It was an honor to welcome U.S. Secretary of Education Arne Duncan to UNI this past spring,” said William Callahan, dean of UNI’s College of Education.

“At the beginning of this spring semester, I met with Arne Duncan in Grundy Center to talk about the future of education instruction and the use of technology in those classes. POLAR scholars are a joint venture between UNI and Polar Electro Inc. These unique programs’ results have shown measurable outcomes, such as decreased disciplinary problems, improved fitness scores, increased academic scores and more socially responsible behaviors.

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COE Outreach in Conjunction with Dalai Lama’s Visit

Already known for its outreach efforts, the College of Education carried those efforts prior to and during the Dalai Lama’s visit. Activities included:

- Traveling trunks featuring Tibetan culture. Trunks were made available through the UNI Museum and included activities and lesson plans geared toward elementary students. This work was led by Diane Schupbach, education coordinator, museums and collections.
- UNI students from Tibet spoke about their lives, culture and other issues specific to Tibet. Their talks were targeted for middle, junior high and high school students.
- UNI faculty members knowledgeable about Tibet addressed Tibetan issues, religion and culture for a variety of audiences, but most especially for middle, junior high and high school students.

A CD of activities and lesson plans about Tibet for elementary students up to grade seven was created. This project is led by Audrey Rule, associate professor of curriculum and instruction, and Sarah Montgomery, assistant professor of curriculum and instruction.

- Community service projects for grades four through 12. Based on criteria set forth by the committee, service projects illustrated principles held by the Dalai Lama and were of service to the community as a whole. These projects were nominated by the school counselor and up to 75 participating students and teachers were randomly selected to receive tickets to the Dalai Lama speech. This work was coordinated by Clare Struck and Mary Guenther from Malcolm Price Laboratory School.
- UNI teacher education students who developed lesson plans and teaching activities that met the requirements set forth by the committee were eligible for one of 25 randomly drawn tickets to the Dalai Lama’s address.
- “We wanted something permanent for educational learning from this visit, and I think the committee accomplished this,” according to Melissa Heston, member of the committee, interim director of teacher education and associate professor in educational psychology and foundations.

For more information on the College of Education outreach efforts, contact Heston at 319-273-2236 or e-mail her at: Melissa.Heston@uni.edu.

UNI’s Center for Early Education in Science, Technology, Engineering and Mathematics

Ever watch young children play? They build, destroy, sort, count, invent. Their curiosity makes them natural scientists and mathematicians.

In spite of this natural curiosity, education doesn’t focus on science and math for preschoolers and the K-2 crowd. But Betty Zan plans to change that. She is a huge advocate for getting more science and math into the curriculum for young children.

To do that, Zan, an associate professor and director of the Regents’ Center for Early Developmental Education, has put together the Center for Early Education in Science, Technology, Engineering and Mathematics (CEESTEM).

“Our purpose is to focus on early childhood STEM. There is no other center in the country that focuses on STEM education for this age group: birth through age eight,” according to Zan.

“Young kids are curious and they are constantly experimenting, trying to figure out how the world works. We want to have STEM education available for these early years when their attitudes towards math and science are forming.

“Some people believe you can’t do science and math with pre-readers. But if you watch how children problem solve, you begin to see they are doing physical science and engineering at very young ages,” Zan said. “Our science is very hands-on and interactive. It engages the children.”

Zan views two different areas of work: the preschool group and the kindergarten through second grade group. “Each has different challenges for us. For preschoolers, we will need to work with the preschool teachers to help them overcome any math/science anxieties they might have and to help them see the science in our world.”

As for the older age group, Zan said the “No Child Left Behind” legislation with its emphasis on literacy leaves very little room in the curriculum for science and math.

Besides advocating for more STEM in the younger children’s curriculum, Zan hopes CEESTEM can be a clearinghouse of information on early childhood STEM curriculum. A Web site will soon be running and Zan hopes to have reviews of materials, links to science and technology and other collections of materials available.

Currently the center works with Price Lab’s K-2 teachers and with their preschool teachers to include STEM in the school day. “We’re putting together a model that will be ready adapted to other classrooms,” Zan indicated.

To assist in the efforts of CEESTEM, Zan said the center received a $950,000 grant from NASA (National Aeronautics and Space Administration). CEESTEM is in its first year of operation.

CEESTEM hires two research fellows from South Africa

A national search for two research fellows in the Center for Early Science, Technology, Engineering and Mathematics (CEESTEM) produced two extremely qualified individuals, said Betty Zan, director.

Both come from South Africa and knew each other through their work in the educational system in their country. Nositil Fose-Piyose Ph.D. comes to UNI from the State University of New York-Buffalo where she studied under Douglas Clements Ph.D., one of the leaders in early childhood math education. Bongani Bantwini, Ph.D., a Fulbright scholar, completed his doctorate at the University of Illinois-Champaign-Urbana, where he studied science education.

Fose-Piyose and Bantwini have been working with the pre-K-2 teachers at Price Lab, the Child Development Center at Price Lab and the Freeburg Early Childhood Education program.

“They come into the classrooms and offer support and technical assistance to increase the quality of STEM programs in the classrooms,” according to Zan.

They also will conduct curriculum development research and try out various STEM activities and materials so we can make recommendations.”
Collaborative for Disabilities, Literacy

Even though all children are supposed to benefit from the No Child Left Behind Act and the Individuals with Disabilities Education Act, data shows that children with significant developmental and sensory disabilities continue to face segregation in the classroom and are excluded from literacy and language learning opportunities.

“The consequences for these children can be devastating and have lifelong implications,” said Amy Petersen, assistant professor in the Department of Special Education.

Petersen, along with special education colleagues Amy Staples, associate professor, and Chris Kliewer, professor, have undertaken a joint project with Evette Edmister and Jennifer Walz, both assistant professors in the Department of Communication Sciences and Disorders. The team has put together a Collaborative on Disability Studies in Literacy, Language and Learning to address the educational needs of children with disabilities.

This initiative is a collaborative effort across various colleges. We have been working with the College of Humanities and Fine Arts, the College of Education, and the College of Business Administration to draw upon expertise of various individuals so that we might best serve students with disabilities and their parents,” said Petersen.

Iowa’s Department of Education has also been a leader in making sure this segment of the population is served. “I don’t know of any other state that has had this kind of vision,” Petersen said. “The state of Iowa has been a huge partner in our efforts.”

This collaborative effort will focus on four areas:

1. Professional development at the pre-service and postgraduate levels with model demonstration learning sites, curricular materials, courses and resources promoting highly qualified teachers and therapists
2. Family support with resources to promote literacy and language development at home
3. Policy with the development of white papers, multimedia and research reports to inform policy makers who can direct resources to promote all children’s full citizenship
4. Scholarship and research. To engage in cutting edge research in the areas of literacy development, language therapies and effective methods of instruction using technologies that bring together children with and without disabilities under the guidance of highly qualified educators and therapists. Plus, dissemination of national efforts that explore and document effective education-based methods and therapies.

“In conjunction with its national implications, the collaborative is extremely important to local educational efforts,” noted Kliewer. He stated that in 2006, the Iowa Department of Education, implemented a six-year plan (since revised in February 2008) to improve the delivery of special education services and support to Iowa’s children and families. The plan is a direct response to Federal concerns regarding access to general education settings and curricula for Iowa children with developmental disabilities. The collaborative initiative will play an integral role in promoting the State of Iowa’s determined effort to increase thoughtful inclusive educational opportunities for all children. Central to full and valued citizenship for individuals with disabilities is the optimal development of literacy, language and communication skills beginning in the child’s earliest years.

For more information, contact Petersen, Staples or Kliewer at the Special Education Department at 319-273-6061 or Edmister and Walz at the Communication and Science Disorders Department at 319-273-2496.

Global Forum for PE

Grundy Center, Iowa, is the home of an exceptionally innovative physical education program, which has gained national and international attention this last year.

This made Grundy Center the logical site as UNI and the Grundy Center Community Schools hosted the Global Forum for Physical Education Pedagogy 2010 on May 13 and 14, 2010. The Forum’s theme was “Revitalizing Physical Education Through Technology.”

Internationally recognized experts and representatives from more than 30 countries and regions were involved in planning the reshaping and redesigning of the future of physical education.

“We want to stimulate thinking about the future direction of physical education teacher preparation programs,” said Christopher Edginton Ph.D., director of the School of Health, Physical Education and Leisure Services at UNI and one of the forum’s speakers. “By using technology and encouraging links to the community, partnerships can be built that are beneficial to all ages. Grundy Center’s physical education program demonstrates this.”

Consensus grows internationally that physical education teacher preparation programs need to be reformed. This forum hoped to unveil a new model for these programs.

Participants visited the Grundy Center Schools’ physical education classes and the community to see the results of cooperative efforts between the school and the community. Physical education in schools in Hong Kong and Singapore also were featured.

For more information, contact the School of Health, Physical Education and Leisure Services at 319-273-2849 or visit www.uni.edu/coe/hpesl.
HPELS Hall of Excellence 2009 Inductees

In 1978, the School of Health, Physical Education and Leisure Services was established, combining men’s and women’s health, physical education and recreation programs. The purpose of Iowa’s Teacher Quality Partnership is to reform traditional university teacher preparation and improve learning and achievement in high-need schools. Distinct components of the work of the grant include the use of innovation and technology in Iowa’s classrooms and UNI’s educator preparation program. UNI teacher preparation students will be able to gain even more hands-on learning experiences by joining various classrooms in high-need schools in rural Iowa through online technology such as video conferencing.

Student Profile—Pema Yangchen

The College of Education recently interviewed Pema Yangchen via e-mail. She’s an English lecturer at the Dalai Lama Institute for Higher Education in Bangalore, Karnataka, India. She is obtaining her doctorate in curriculum and instruction at UNI.

COE: How has being at UNI benefited you?

Yangchen: My education at UNI has provided me with a wide range of knowledge and skills that an educator needs today and challenged me to do my best. The quality of professors, the camaraderie of fellow classmates, and the safe and cooperative environment at UNI have made my UNI education experience a very fulfilling one.

COE: How was being at UNI beneficial to you?

Yangchen: My education here at UNI has been the most wonderful thing that could possibly happen to a Tibetan refugee woman. I consider myself very fortunate to be able to study under very kind, caring, understanding, and dedicated professors at UNI. I will remain ever indebted to them, and in particular to my adviser, Linda May Fitzgerald, and my dissertation committee for their guidance, encouragement, support and wisdom. I have learned not only from the graduate courses these outstanding professors taught but also from their dedication and commitment to education.

COE: How do you think your UNI education will help you in your career?

Yangchen: I want to give back something to UNI. Hence, I proposed the construction of a Tibetan sand mandala, which was a wonderful event at the Gallagher-Bluedorn Performing Arts Center. The community was introduced to the ancient art of Tibetan Buddhism and witnessed all the stages of a sand mandala construction. This event helped promote religious understanding and harmony across all communities.

COE: Why is education so important to you?

Yangchen: Education has enriched my life. I believe that by sharing my fellow teachers the knowledge and skills that I have gained, I can help them to be better and caring teachers. With few Tibetan women at my education level, I want to be a role model and a source of encouragement for the young teachers and students. I want them to know that education is worth struggling for and women and young girls have an equal right to an education.

COE: What is your ultimate dream?

Yangchen: I want to serve the Tibetan community by promoting professional development for teachers. My own vision is to establish a community of Tibetan teachers from all disciplines to provide a platform for teachers to engage in cross-school collaboration, build confidence in themselves as autonomous professionals, and share and discuss reflections on teaching and learning with others, thus enhancing professional growth.

COE: What is your best memory at UNI?

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COE: What is your ultimate dream?
COE Awards Celebration

At the annual spring 2009 and spring 2010 College of Education Awards Celebrations, several outstanding faculty were recognized for their achievements. Those awarded in 2009 were:

- COE Award for Outstanding Scholarship/Research: Frank Kohler, interim department head and professor, Special Education
- COE Award for Outstanding Service: Becky Wilson Hawbaken, instructor, Price Lab School; director, Professional Development School
- COE Award for Outstanding Teaching: Windee Weiss, associate professor, Health, Physical Education & Leisure Services
- Dean’s Award for Multicultural Initiatives in Teaching: Janet McClain, instructor, curriculum and instruction; director, Multicultural Initiatives in Teaching Program
- University Book & Supply Award for Outstanding Teaching: Amy Petersen, assistant professor, special education

Those awarded in 2010 were:

- COE Award for Outstanding Service: Leigh Zeitz, associate professor, Curriculum and Instruction
- COE Award for Outstanding Teaching: Deborah Tidwell, associate professor, Curriculum and Instruction
- COE Award for Outstanding Scholarship/Research: Audrey Rule, associate professor, Curriculum and Instruction
- Dean’s Award for Multicultural Initiatives in Teaching: Kimberly Knesting, associate professor, Educational Psychology and Foundations
- University Book & Supply Award for Outstanding Teaching: Amy Petersen, assistant professor, special education

Faculty Award Winners

Jan Bartlett, associate professor of counselor education, was presented with the Outstanding Professional Teaching Award from the North Central Association for Counselor Education and Supervision (NCACES) at the National Conference for the Association for Counselor Education and Supervision on Oct. 16 in San Diego.

“This prestigious award is indicative of the quality that Professor Bartlett brings to UNI’s outstanding mental health and school counseling programs,” said Mary Herring, interim associate dean of the College of Education.

Deborah Gallagher, professor of special education, was inducted into the Iowa Academy of Education in a ceremony held at UNI on Oct. 16. The Iowa Academy of Education is composed of Iowa scholars whose work has made a significant contribution to the field of education. It is a state organization of 20 active members whose function is to inform educational policies and practices in the state through the consideration and analysis of educational issues.

Ripley Marston, professor of health, physical education and leisure services, was presented the Steve France Outstanding Service Award and the 2009 Honor Award by the IAHPERD at its annual state meeting in Ames this past November.

COE New Hires 2009-10

Department of Curriculum & Instruction
Jean Donham Ph.D., assistant professor, school library media services
Magdalena Galloway, instructor, educational technology and design
Sarah Montgomery Ph.D., assistant professor, elementary curriculum

Department of Special Education
Tammy Ryan, instructor, special education

Department of Teaching
Office of Student Field Experience
Caroline Elser, instructor, student teaching coordinator
Kristi J. Powers, instructor, coordinator of Cedar Falls Student Teaching Center

COE Retirees 2009-10

Department of Curriculum & Instruction
Rheta DelVih Ph.D., professor, early childhood
Ana Donaldson Ed. D., associate professor, education technology and design
Judy Finkelstein Ph.D., professor, early childhood

Department of Educational Psychology and Foundations
John Smith, professor, educational measurement and research

Department of Teaching, Price Laboratory School
Dennis Kettner, instructor, mathematics
Evelyn Ledtje, account clerk

In Memory

Jerry Duea
Jerry Duea, 73, passed away Oct. 24, 2009, in Cedar Falls after a long battle with pancreatic cancer. Originally from Dunkerton, Duea graduated with both his B.A. and M.A. from UNI and received his Ph.D. from Iowa State University. He began his career as a teacher and a coach in Geneva and Albumet Schools.

He later joined the UNI faculty, spending 31 years here before retiring in 1997. Duea held a variety of positions at UNI.

For nearly 20 years he held various administrative roles, from school psychologist, high school and elementary principal and associate director, at Price Laboratory School. He initiated NU High’s boys’ golf and girls’ basketball programs and served as coach for each. The remainder of his career was spent teaching measurement and evaluation in the Educational Psychology and Foundations Department.

Duea enjoyed golf, spectator sports, coaching and teaching computer programming, reading, word games, writing, traveling, fast cars and boats and spending time with his wife Joan and his extended family at their lake cottage in Minnesota.

Memorials can be directed to the Duea Endowed Scholarship at the UNI Foundation.

Edward Rutkowski
Edward Rutkowski, 83, passed away Jan. 1, 2009, in Cedar Falls. He is survived by his wife Helen. Rutkowski earned a bachelor’s degree from Marquette University and his M.A. and Ph.D. in education at Michigan State.

He then taught junior and senior high school in Illinois.

He joined UNI in 1963, and retired in 1990 as a professor of history and philosophy of education in the Educational Psychology Department. He had been past president of the Midwest Society of the History of Education and was founder and editor of their journal.

Rutkowski also wrote a history of UNI and land grant schools.

“Dr. Rutkowski loved the classroom and truly enjoyed the students,” said former UNI faculty member Len Froyen. Froyen said Rutkowski could illustrate many of his philosophical teachings to football, which he also enjoyed, especially the Green Bay Packers.

The Dr. Edward Rutkowski Memorial Fund has been set up at the UNI Foundation for those who wish to contribute in his memory.

Pat Silltignon
Not only was she active in her profession, she was equally busy outside the classroom. Friends and colleagues will miss her enthusiasm. Patricia Louise Silltignon, 62, died Feb. 13, 2009, at her home in Cedar Falls. She had been a professor in the Department of Special Education at UNI.

“Pat exemplified several qualities that were important and meaningful to her colleagues at UNI,” said Frank Kohler, interim head and professor of the Special Education Department. “First, she found time for fun and enjoyment in her life. Second, Pat had strong principles and convictions that guided her work, interactions with her colleagues, and personal life. And finally, Pat had a great deal of passion for her work. She had a national reputation for making significant contributions in the area of high school transitions and vocational training. She pushed all of us to write more grants, publish more articles, and provide services that would make a difference for children and families across the state,” according to Kohler.

Pat earned her B.A. in mathematics from St. Mary’s College, Notre Dame, Ind., a M.Ed. in special education/educational psychology from the University of Hawaii and a Ph.D. from the University of Kansas in vocational/career planning.

She started her academic career at UNI, left for a position at Indiana University-Bloomington, then returned to UNI in 1986 as a professor in the Department of Special Education.

A scholarship fund has been established at the UNI Foundation. Memorials can be directed to the Dr. Gary Clark and Dr. Patricia Silltignon Endowed Scholarship.
Kindergym

“I like to move in Kindergym ... and I’ll see you next Saturday!”

For 25 years area preschoolers and their parents have sung the Kindergym songs while the program has provided an outlet for movement and play. What started in the East Gym in 1984 with Director Ripley Marston and a few kids is now housed in the Wellness and Recreation Center with Director Katie Farwell and nearly 100 kids. “Kindergym gives kids opportunities to move and we hope it keeps them active throughout their lives, which may decrease obesity,” said Marston, professor in Health, Physical Education and Leisure Services. “In addition, college students benefit from working with preschoolers AND their parents. These experiences prove useful when the college students enter the teaching profession.”

“Now, our college students also develop activities that can be used in other preschools, so we’ve come full circle with our research, service and teaching model,” said Marston.

Professional Development Schools

What if college professors taught their college students in an elementary classroom?

What if their students then took this information and immediately applied it in the classroom, getting to see what works and what doesn’t work in the classroom?

What if the college professors saw how their teaching impacts the classroom?

What if the classroom teacher and elementary students benefited from the best practices being introduced into their classroom?

It’s innovative and it works.

That’s the idea behind the Professional Development Schools (PDS) - to form innovative partnerships between the university and the schools so that it:

1. Promotes exemplary teaching in both schools and the university
2. Expands professional development opportunities
3. Creates new leadership roles for teachers and university faculty
4. Improves pre-K-12 student achievement

What began as a pilot program two years ago now has become a working model in several Waterloo and Cedar Falls schools, according to Becky Wilson Hawbaker, director of the Professional Development School and coordinator of field experiences and teacher education initiatives at Malcolm Price Laboratory School.

“Prior to the PDS, most of our Level 1 students sat in classrooms and observed what was happening. Our graduates told us they needed more experience with diverse learners, classroom management and assessment.

Now, Level 1 students get involved in the classroom, working directly with the students and teachers,” said Hawbaker.

“The university supervisors help Level 1 students participate in the classroom and explain what the students are seeing in a classroom and talk about the strategies the teacher is using. In addition, many of the teachers are enhancing their mentoring practices through a series of low-cost graduate courses we’ve begun to offer.”

Taking this concept a step further, Hawbaker said several UNI professors have taken some of their methods courses into the schools. One professor said this has transformed his teaching and he’s offered teachers a professional development opportunity based on what he and his students were teaching in the classroom.

In Waterloo, Lincoln Elementary School has a PDS focused on literacy and Carver Academy (formerly Logan Middle School) has a math PDS. UNI students spend up to a year at these sites taking coursework, completing field experiences and doing some tutoring, according to Hawbaker.

“The opportunities for collaboration, partnerships and professional development are endless,” noted Hawbaker. “I believe this is the core mission of UNI, and that when we engage meaningfully in schools, everybody benefits.”

Currently the majority of schools in the Waterloo-Cedar Falls area are exploring the PDS concept and have teachers or administrators serving as site coordinators for UNI field experience students.

More information on the PDS can be found at www.uni.edu/coe/pds or contact Hawbaker at 319-273-7664.

MPLS Honored as Recipient of First ASCD Vision in Action Award

In March ASCD named Malcolm Price Laboratory School (MPLS) the winner of the association’s first-ever Vision in Action: The ASCD Whole Child Award. The award recognizes schools that move beyond a narrow focus on academic achievement to take action for the whole child, creating learners who are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling. For more information about the award visit the Web at www.wholechildeducation.org/

MPLS Students Excel in Academics and Sports

It was a banner year for Malcolm Price Laboratory School/ Northern University High students in just about every area. Notable achievements include:

Cyber Defense Teams took first and second places in the state competition and second place in community service.

Jazz Band placed first at the Tall Corn Jazz Festival at UNI and first place at the Northeast Iowa Band Association’s District competition. Jazz Band also placed fourth in Iowa against all classes of schools, with several individuals receiving Outstanding Performer honors.

The concert band received its second consecutive Division 1 rating at large group contest. Several individual students received solo honors and attended honor band festivals throughout the year.

Two orchestra students made the All State Orchestra and one made the Honors Orchestra.

Several individual students received solo honors at various contests throughout the year.

Chorus students also placed highly at various contests throughout the year in both solos and groups.

Large Group Speech: Three teams went to the state speech contest; Boys Improv, Girls Improv and the Choral Reading Group. The Girls Improv was invited to the Allstate Speech contest.

French: Twelve NU students placed in the top 10 in Iowa on the National French Exam for French 1 and 2. Then, two of these students placed seventh and eighth nationally. For the oral French exam, NU took first and second place in French 2 and third place in French 1.

In sports, one boy and one girl went to the State Cross Country meet. The boys’ basketball team took second place in the state basketball tournament. In track, four boys and four girls participated in the state track meet, with the two girls’ relay teams taking third and fifth in the state meet. One of the boys placed fifth. The golf team won the conference championship and made it to the second round of the state tournament. One golfer placed 10th during the state individual title. The baseball team won the conference title and made it to the state tournament.

NU won the Bank Iowa Traveling Cup for Athletic Performance in all sports and for its academic status. Thirteen of the 14 varsity team sports had a 3.0 GPA or higher.
The State’s R & D School

The work is just beginning for Malcolm Price Laboratory School as it transforms itself into Iowa’s first statewide Research and Development School. The governor signed the bill in spring 2009 authorizing the new R&D School, which is a collaborative effort between UNI, the Iowa Department of Education, Iowa State University and the University of Iowa.

“We are in the first year of a three-year transition,” according to Bridgette Wagner, director and instructor at Price Lab, “and we have a transition team in place.”

Goals for the R&D School this year include:
1. Establish student enrollment procedures to reflect what Iowa schools are seeing. “That means our student body should include different cultures, races, English language learners, different socio-economic status, gifted students and students with Individualized Education Plans,” said Wagner.
2. Define the roles and responsibilities of the faculty, and have a management model in place. “We need to look at what our faculty are doing and align that with the university and Department of Education priorities,” according to Wagner.
3. Develop a strategic plan for implementing the Iowa Core Curriculum.
4. Collaborate with Area Education Agencies, community colleges and other Iowa schools.
5. Establish reciprocal relationships with surrounding school districts.
6. Conduct a facilities study to evaluate the condition of Price Lab and the costs for rebuilding or remodeling. “We ultimately want to acquire a LEED (Leadership in Energy and Environmental Design) certification,” Wagner said.

Part of the mission of the R&D School is to assist school districts with specific needs. Wagner feels that the Professional Development Schools (PDS) fill this need and fit wonderfully into the vision for the R&D School.

To learn more about the R&D School, visit www.uni.edu/rdschool.

Malcolm Price Lab School Summer Camps

They think in every direction. They explore. They try. They retry. Who knew math and science could be so much fun? That’s the goal of the Summer Investigations camps housed at Price Lab Schools.

For the past four years, UNI and Price Lab have offered week-long summer math and science enrichment camps for kindergarten through fifth grade students throughout the Cedar Valley. Each year, around 150 children explore theme-related activities.

“We choose a theme each year, and the 2010 theme is The Art of Physics,” said Mary Stichter, founder of these summer camps and an elementary teacher at Price Lab. Prior years’ camps worked on energy, earth science and ecology and water quality.

Not only do the children learn science and math concepts by doing hands-on activities related to the theme, but Stichter pointed out others benefit from the camp as well.

For example, UNI’s science and math methods classes have a summer field experience opportunity, area educators are provided professional development in inquiry-based science, and partnerships are formed with the community.

“Kids need to experience science in fun and creative ways,” Stichter said. “It stimulates their natural curiosity and engages them in math and writing too.”

Stichter said the university, College of Education and Price Lab administrations have been very supportive of these summer camps. The 2010 summer camp will be held the fourth week of June. For more information, contact Stichter at 319-273-2428 or e-mail her at mary.stichter@uni.edu.

University of Northern Iowa College of Education

UNI Strength and Conditioning

University of Northern Iowa student-athletes will be able to take advantage of one of the premier strength and conditioning venues in the Midwest with the completion of the Panthers’ new weight room. This new area was dedicated last fall during Family Weekend activities and is one of the main elements of the Richard O. Jacobson Human Performance Complex.

“This is top-notch in every facet of the design,” UNI strength coach Jed Smith said. “We will be using items that will put us on the cutting-edge of strength and conditioning. This is truly an exciting time to be a student-athlete at UNI.”

And the benefits extend to academics, as well.

“We want UNI School of HIPPEL (Health, Physical Education and Leisure Services) to be the Midwest’s premier program for students entering the field of strength and conditioning,” Smith said.

“This facility will be a state-of-the-art educational tool for our students and will bring in first-class scholars from around the world to study at UNI.”

The new weight room gives UNI student-athletes nearly 10,000 square feet of workout space, almost doubling the size of the previous facility.

“There are flat screen monitors placed throughout the weight room and they are hooked up to digital recorders which will show the athletes how they are performing and give instantaneous feedback,” Smith said.

“This type of technology will allow us to frame our athletes as they are working out with world-class athletes. This would be especially helpful on the track and field side of things as our sprinters can work on their form and then be placed digitally over someone like Michael Johnson or Usain Bolt.”

Not only will student-athletes benefit from their new environment, coaches and fans alike can watch the action live on the Internet as each station will stream the activities, which Smith said is unlike anything he’s ever worked with before.

“Each of the athletes will be hooked up so we can monitor their breathing and heart rates and all of that info will also go out on the Web,” Smith said. “There is just so much space for our athletes to work with and then adding in all the technology—no doubt the word that comes to mind is ‘impressive.’”

Program Highlights

University of Northern Iowa’s College of Education is excited to present a series of programs aimed at helping educators learn about new trends and issues in their field.

Summer 2010

Excellence in Education
When you want more ... more education to move to that higher-level position in the education field, you come to the Department of Educational Leadership, Counseling and Post Secondary Education. Primarily a masters and doctoral degrees department, it houses the programs for future principals, superintendents, school counselors, clinical mental health counselors and student affairs professionals. Interim Department Head Victoria Robinson said, “Even though our department encompasses three different areas, the 12 faculty members support everyone’s efforts. The synergy with each other is amazing. As a department head, I appreciate the ‘can do’ and ‘you bet’ attitudes plus the willingness to serve.”

In educational leadership, Robinson noted the faculty have all been practicing principals or superintendents. “That is pretty rare to have, and a distinct advantage for us. I believe it gives our faculty credibility and an extensive network from which to draw.”

“Ed leadership is definitely a field-based program so Iowa becomes our campus. We utilize the ICN (Iowa Communications Network) extensively, assignments are handled via e-learning, and faculty complete internship site visits. More than 200 students take advantage of these programs,” according to Robinson, “and our MILE program is producing great results.” (See separate story on MILE).

The post secondary education program has a student emphasis. Again, it is a very hands-on program for its participants. “Students in this program do several practicums or internships in various student affairs areas on campus. It helps them learn about their areas of interest,” Robinson noted.

The counseling area of the department is very active, according to Jan Bartlett, coordinator and associate professor. “We’ve a new Website, have updated the majority of our documents, and have revised assignments that require creative thinking and participation. We’ve seen an increase in the number of students selecting this major.”

Bartlett also indicated they are focusing more on experiential learning. “This is the second year we’ve been involved with tornado recovery groups in Aplington-Parkersburg and crisis response. This semester we had two Tibetan teachers join our school counselor preparation program. They have visited community classrooms sharing their culture and experiences. In addition, our students’ final research papers are novelties of our Counselor Education Scholars Symposium, which is a visual and verbal presentation of that material.”

Bartlett is most excited about the recent scores from Counselor Preparation Comprehensive Exam (CPCE). Once again, UNI’s counseling students have a 100 percent pass rate, with more than 81 percent of UNI students posting scores significantly above the national mean. This exam is administered in more than 265 universities.

One UNI student has a top national score. UNI students also have similar statistics for the National Counselor Exam.

“We’ve been nationally accredited since 1990. Our mental health counseling program was the first accredited program in the nation. UNI was also one of the first programs nationally to prepare k-12 and elementary school counselors,” said Bartlett. “We have a rich history in the counseling area.”

For more information, check out the departmental Web site at www.uni.edu/coe/elcpe/ or call 319-273-2605.

What the MILE Program has Done for Me

I grew up in a neighborhood in which it was rare for African American students to graduate from high school. No one talked of going to college or unlocking the doors to learning. Against the odds I determined that I would graduate from high school, go on to college and continue to quench my thirst for learning. I so experienced the academic arena in college that when I was presented with the opportunity to pursue a graduate level degree I eagerly seized the moment. The more I learned in my graduate classes the more I wanted to learn. For me, the Minorities in the Leadership of Education Program is more than just funding. It provides me with the opportunity to ask questions, to think critically and to challenge the status quo.

I love learning, but the rising cost of education had made me tenuous about whether I would be able to continue to pursue my degree. When I learned that this program could help me achieve the goal of pursuing my degree, I had to stop at work and wipe the tears. Receiving my doctoral degree makes the hours my grandmother worked with only an eighth grade education worth it. The Minorities in the Leadership of Education Program helps to ensure the fulfillment of the dream my mother nurtured as she worked for four dollars an hour, believing that one day her daughter would be able to receive an education. It is the realization of the hope that so many of my teachers had for me in my inner city high school classes.

It has been my goal since I entered the educational arena to ensure that all students have a right to learn in a setting in which every student is valued. I have worked hard to ensure that I cultivate a school culture and climate where it is obvious that school is not simply for the easy to teach. I want to give back to a system that helped me overcome the sting of poverty and the adverse effects of limited vision in a community. The Minorities in the Leadership of Education Program will allow me to connect with other educational leaders throughout the state of Iowa who believe that all children can achieve high levels of success, and help me continue to pursue my passion.

Each day as I enter my school building I ask myself what child will I inspire? Who will fulfill their dream as a result of coming into contact with me? As a result of these questions, I am always seeking to learn, make connections with other professionals and striving to positively impact the field of education. Just when I was busy making a difference in the lives of others a program came along to inspire me; to encourage me to continue to pursue learning, and answer the rising outcry for minority educational leaders who will lead schools with passion and vision.

Support from the startup monies in the Leadership of Education Program will aide in

MILE Program Fulfills Dreams

Like the rest of the country, Iowa’s demographics are changing. That’s being reflected in our schools. However, school leadership has not kept pace with these changing demographics. The educational leadership program asked “how can we change that?”

“Out of 200 students in our program, we only had two students of color,” said Nick Pace, co-coordinator of MILE and associate professor of educational leadership. “We asked what could we do to diversify the folks around the table, and we found out we needed to build relationships and assist financially. We listened, and did just that.”

Pace and Assistant Professor Tim Gilson put together the MILE program (Minorities in the Leadership of Education). Now the program has 11 students of color who are working toward being a principal, a superintendent or getting their doctorate degree.

“It is great to have the diversity in our program. These students have done excellent things and the quality of their experiences has raised our program exponentially,” according to Pace.

The start up monies initially came from the College of Education, two private donors, and the Graduate College. Just recently, the federal government gave the program a $48,000 boost, allowing Pace and Gilson to recruit and give scholarship monies to more minorities.

“Tashona’s statement is a great example of what we can accomplish with this program,” Pace said, (Tashona’s statement is a separate story). For more information or to make a donation to this program, contact Nick Pace at 319-273-3564 or nick.pace@uni.edu.

Department of Educational Leadership, Counseling and Post Secondary Education: Student Affairs

### Department Highlights

**Department of Educational Leadership, Counseling and Post Secondary Education: Student Affairs**

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The Iowa Core Curriculum

Where could you take 158 Area Education Agency professionals to a school that’s in session and no one would think anything of it? That’s the beauty of Price Lab School: providing real-world, best-practice training for education professionals while school is in session.

Price Lab hosted a two-day training program in September for the Department of Education and 158 Area Education Agency professionals on the Iowa Core Curriculum in Classrooms.

“My school and every single student in the state will benefit from this training,” said Bridgette Wagoner, director of Price Laboratory School. “This also fits into our mission as the statewide R&D school.”

Continuing with outreach efforts, Wagoner said Price Lab hosted the North Iowa Cedar League (NICL) schools in October for professional development training. Price Lab is a member of the conference.

“We had 17 schools and more than 1,000 teachers on campus,” according to Wagoner. “We spent time collaborating on plans that would address specific needs of NICL member schools. However, the outcomes would also be beneficial to other schools.”

Alumni Profile Susan Christopherson

little did Susan Christopherson realize that when she did her student teaching at Omaha North, that she would stay in Omaha.

“I was from a small town in Iowa, Oakland, with a population of 1,400. My teachers in Oakland instilled in me the importance of community, fostered a learning environment that was student-centered and caring while providing effective instruction. My family and teachers always encouraged me. When I had the opportunity to choose an area for student teaching, I chose Omaha, because I wanted an urban experience, and I enjoyed it so much that I stayed. My new school community in OPS was just as nurturing as my hometown experience.”

Since then, Christopherson has held several positions with various middle schools around the Omaha area. Currently, she is principal at King Science and Technology Magnet Center in Omaha. “We have grades five through eight and focus on technology and science areas. We also have a planetarium.”

While in some education shy away from the middle school years, Christopherson embraces these students. “Middle school is a challenging age group, but it is critical to ensure these children have a good foundation that allows them to be successful in high school and beyond.”

“Everysingle student that leaves here has the skill set be successful in high school. If the child does not have this skill set by the sixth grade, then we’ve waited too long and the child can have problems later on,” according to Christopherson.

“Middle school is a challenging age group, but it is critical to ensure these children have a good foundation that allows them to be successful in high school and beyond.”

Christopherson exudes passion for her students, which perhaps she learned from her UNI studies. “I remember being taught the importance of engaging students in learning,” Christopherson said, “and having the passion for your area of expertise. This was promoted all the way from the English program through to the teacher education program.”

“It was very clear to us that as student teachers we were expected to do the best we can and to go out and be successful. UNI did a great job preparing the whole teacher so that we could build relationships with different kinds of learners.”

Nine other UNI graduates are at Christopherson’s school. She likes to get UNI alumni if it’s possible.

“Most of the staff know who the Panthers are in this school. We’re all very proud of our UNI experience.”
Meet Tomorrow’s Promising Educators

Andrew Jedlicka
Athletic Training Major
Tipton, Iowa

Why did you choose UNI’s Teacher Education program?
I chose UNI’s Athletic Training Program for their outstanding national recognition as well as the many different and great hands-on opportunities they offer outside of the classroom.

What academic experiences have had a major impact on you?
Being able to work with the Waterloo Blackhawks and experience an amateur sports team setting with so many professional type values and also bring able to work with the variety of faculty and staff within the Athletic Training Department at UNI.

What is your philosophy on teaching?
I believe that each student is unique and has different strengths and weaknesses. It is the teacher's role to find each student's strengths and weaknesses and help them overcome their weaknesses.

What are your future plans?
I plan on working in the field of athletic training. I would like to work for a professional sports team.

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The University of Northern Iowa College of Education expresses its gratitude to the alumni, friends and organizations who are key contributors to the college and its mission. This support enables the college to build better futures for all through its academic, research and outreach initiatives. This list recognizes those who have made contributions between July 1, 2008 and June 30, 2009.

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Sherryl & Tim Kluender  
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Jeri & Rick Levi  
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Donna J. Schlappig  
Marlene Strathe  
Richard & Elizabeth Vanderwall

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Dara & Gary McLeod  
Pauline McNutt  
Robert & Barbara Mittman  
Clark & Earl Moore  
Jennifer Murphy  
Lois J. Mussett  
Gloria J. Myers  
Dorothy & Elvis Nahans  
Lillian Nichols  
Roger & Glendine Nichols  
Phyllis Norby  
William & Gail Orucitc  
Darcy & Francis Pacheco  
Julie & Robert Pommel  
Eleanor Perry  
Susan & Jack Powers  
Linda & Denis Prior  
James & Bonnie Raasch  
Richard & Susan Rasmussen  
Joyce & Richard Rath  
Kimberly & Matthew Reynbons  
Marcie Reidy  
Michelle & Richard Rhoades  
Holly Marie Riemenschneider  
Constance Middle Ridggs  
Carl Ridggs  
Karen Roessler  
Judith & Roger Roland  
Victoria Rover  
Ronald & Clarice Rubeck  
Karen & William Rykhus  
Cynthia & Mark Schmidt  
Martha Schmidt  
Barbara & Patrick Schawman  
Holly & Craig Schwedtkege  
Michelle Seamen  
Richard & Susan Shaw  
Gloria Shirley  
Cheryl & Wendy Smith  
Frances & Fred Smith  
Charles & Elionor Sorenson  
Wanda Sparer  
Charles & Eleanor Stapleton  
State Farm Companies Foundation  
Richard & Jean Stemb erg  
Patricia & Loren Stuaffer  
Marilynn E. Strike  
Bruce & Marilyn Strutenberg  
Dorothy & Donald Thomas  
Mrs. Joann Hubertus  
Thompson  
Lee & Kari Thomsen  
Patricia & Jay Tomson  
Jane & Henrik Tonner  
Diane & Robert Turnbull  
Catherine & Leonard Upham  
Peggy & Commodus Bauskirk  
Sue & Dave Verhille  
Pamela & Alan Vincent  
Kathryn Weide  
Sharon K. Wetherell  
Laura Wilkinson-Flicker &  
Jeffery Flicker  
Sue Witte  
Warren & Patricia Woepeking  
Frances L. & Scott Woodward  
Heidi Wymore  
Carolyn, & Lynn Yates  
Bernard & Jane Zalaznik
Greetings from the University of Northern Iowa! My name is Andrea Elliott and I have recently transitioned into the role of director of development for the College of Education. I am approaching my second year with the UNI Foundation and have enjoyed meeting and talking with many of you.

For those of you I have not met, I am a Cedar Valley native and UNI marketing graduate. While attending UNI, I met my husband, Mark, who is also an Iowa native. We have one daughter, Kennedy, who is in seventh grade.

I am anxious to connect with all of you. Whether it’s catching up or meeting for the first time, I am excited to share many great accomplishments that are happening in the College of Education. Also, I feel it’s important to provide an update on the unprecedented budget challenges we are facing at UNI.

I look forward to talking soon and sharing the enthusiasm we all feel for the University of Northern Iowa!

With Purple Pride,
Andrea Elliott