No. 1  Department of Special Education  
*U.S. News & World Report* ranking  
(among all public special education graduate programs)

No. 8  School of Education  
(among all public schools and colleges of education)

No. 12  Curriculum and Instruction  
(among all public schools)

Scholarships: **approximately $1.1 million awarded to 440 students**

Education-related research dollar expenditures for 2016-2017: **$41,726,869**

National & international presentations: **213**

Refereed articles (published and in-press): **241**

Book chapters (published and in-press): **161**

Books (published and in-press): **37**
“Tomorrow belongs to those who can hear it coming.” —David Bowie
Preventing for tomorrow

in a such dynamic culture: Sometimes it feels as if the world around us is changing at warp speed. Just think, for example, in the near future our cars will be driving us! That is why we, as educators at a leading research university, are compelled to think about tomorrow and plan for the unknown as best we can.

The cornerstones of our daily work remain the same. Our tripartite work focusing on teaching, research and service drives the daily activities of faculty and staff. Flourishing in these areas is possible only if we embrace the future in ways that can foster success. The School of Education has three key goals that are driving our work forward: technology, diversity and globalization.

While the basis for good teaching will always be good teachers, enhancing teaching with appropriate technology is important, especially as students come to campus with skills and expectations around technology use. Today’s newest students are a Snapchat generation; they behave and think in different ways than students just a few years ahead of them. For us, it means utilizing the best teaching technologies available. For example, we provide a technology summer camp for our faculty where they learn new technologies to enhance their work. Many faculty use hybrid models with some class sessions online and others in the traditional face-to-face mode. We also have moved into online education, with over 600 wholly online students in graduate programs. We are learning together, sharing ideas and embracing new tools.

Diversity is the essence of American culture. It truly always has been. But today, for the first time in U.S. history, a majority of students in public schools come from minority backgrounds. We strive to diversify our faculty, staff and student numbers, but equally important, we look at curriculum in all our programs to make certain we are preparing our teachers, other educators, scholars, exercise experts, health, mental health and sports management professionals for the reality they will confront in their working careers. This is hard but important work, and our faculty and staff are dedicated to making sure we serve all those in our culture.

The world has become our canvas. We have growing numbers of international students and faculty, but more important, our graduates will operate in jobs that require global savvy. We have students in study abroad programs in multiple countries; cohorts of students from countries such as China come to the School of Education to learn about our practices; faculty from KU engage in cultural exchanges all over the world; and international scholars come to Lawrence to work with us. Indeed, we are in the early stages of considering shared programs with institutions from other nations. Many have written about the global community, but we consider preparation in the global space they’ll encounter crucial to helping our students succeed once they get there.

The specifics of tomorrow’s world are always unknown. We strive to prepare ourselves and our students as best we can by adopting strategies that keep us on the front edge of changing practices and expectations. You, our friends and alumni, have the enormous responsibility of keeping us on our toes, and making sure we are doing the right things. Let us hear from you. Our Jayhawk family is key if we are to maintain our past successes in this ever-changing space.

Rick Ginsberg
The Master of Science degree in counseling psychology, offered through the Department of Educational Psychology at the KU School of Education, is now fully accredited under the Masters in Psychology and Counseling Accreditation Council (MPCAC).

“Our counseling psychology program faculty are very proud of this accomplishment,” says Tamara Mikinski, program director. “MPCAC accreditation provides an elevated level of recognition for our students, faculty, staff and the entire university.”

The program at KU is one of 45 master’s degree programs across the United States that have been awarded MPCAC accreditation status. “It’s noteworthy that our program has been accredited for the full 10 years,” says Steven Lee, department chair. “This is a significant acknowledgment of the value of our programs and the work we do for the field of counseling psychology at KU.”

The next accreditation visit for the program is scheduled for spring 2027. More information about the master’s degree in counseling psychology at KU can be found at epsy.ku.edu/counseling.

The mission of MPCAC is to accredit academic programs in psychology and counseling, which promote training in the scientific practice of professional psychology and counseling at the master’s level.
Maggie Beneke, Eric Common and Molly Siuty earned doctoral degrees in August 2017 through the Department of Special Education and began faculty positions this past fall. They recently took time to write a few observations of their new careers and the paths that led them to where they are now.

**Maggie Beneke**
I am currently an assistant professor in the College of Education at the University of Washington-Seattle. I love being in a college committed to advancing equity in education in partnership with communities. I am constantly inspired by the work of my colleagues.

**Eric Common**
I am an assistant professor at the University of Michigan-Flint, teaching primarily in the inclusive education graduate program and early childhood programs. My students and their level of engagement and commitment to supporting all students’ academic, behavior and social development is simply contagious.

**Molly Siuty**
I am currently an assistant professor of inclusive teacher preparation at Portland State University. I feel very fortunate to have a position where I can work in a dual license program that values inclusion and social justice. Every day my students and colleagues challenge me to reconsider my taken-for-granted biases and how to use my position as a scholar and teacher educator to dismantle systems of injustice. Living in the beautiful Pacific Northwest is definitely a huge perk, too!
What are your research interests?

BENEKE
My scholarship focuses on increasing access for children and families from historically marginalized backgrounds to inclusive, equitable education. Through critical analysis of the local processes and consequences of identity construction (e.g., disability, race, gender), I aim to highlight and support inclusive practices, as well as identify and interrupt deficit discourses surrounding young children’s competencies.

COMMON
My scholarship revolves around the active role schools play in child development and prevention efforts through the use of tiered interventions and supports at the earliest indication of need. More specifically, my research examines socio-emotional and behavior supports within comprehensive, integrated three-tiered models of prevention (Ci3T) and empowering educators to monitor intervention effectiveness by examining treatment integrity, social validity and student outcome data in tandem.

SIUTY
My research focuses on critical and intersectional approaches to inclusive teacher preparation. I am passionate about exploring the ways in which inclusive teacher preparation can be a tool for disrupting dominant ideologies that construct “normalcy” in urban school systems.

What are you teaching and what are you trying to get students excited about through the classes?

BENEKE
This year I am teaching EDCI 507: Methods for Teaching Culturally and Linguistically Diverse Exceptional Learners and EDSPE 563: Collaborating with Families and Educational Teams. In both courses, I am excited to talk with pre-service teachers about building relationships and sharing power in their practice with children, families and colleagues.

COMMON
This year I am teaching classes in (a) classroom management and child guidance, (b) introduction to early childhood and special education, (c) social foundations of schools, and (d) social and behavioral strategies for the inclusive classroom.

SIUTY
I am teaching a learning strategies course where we are talking about the ways we can “cross-pollinate” between inclusive/special education practices and culturally sustaining pedagogy. We are also talking about the role of teacher wisdom to facilitate innovation around specific learning strategies to cultivate the strengths of their students and the communities where they work.
Throughout my childhood, my mother taught in the first public, inclusive early childhood program in our small Midwestern town. Watching her partner with families to create classroom communities in which children engaged in meaningful learning animated my commitment to inclusive education.

As I entered the field as a teacher, I became painfully aware of ways my own identities (e.g., able-bodied, White, middle class, English-speaking, cisgender) were often centered in educational spaces. With support from mentors, I began to intentionally reflect on my participation in perpetuating oppressive narratives, actively discuss issues of inequity with young children and families, and continually adjust my practice. These experiences pushed me to rethink notions of inclusion, and spurred my desire to work alongside educators in understanding how to redistribute learning opportunities for historically marginalized children and families in educational settings.

Every year new knowledge is generated out of the humanities and sciences related to student learning and human development. I was interested in understanding the systems by which theory and research inform and shape policy and practices better, and how to empower all agents of change — particularly families, individual students and educators — to improve the developmental outcomes of all students.

Before attending the University of Kansas, I was a special educator for five years in New York City Public Schools. I noticed that when students with disabilities did not demonstrate academic growth over time, administrators directed students with disabilities to outside “specialized” schools that were supposedly better suited for their needs. I often felt caught in the middle of parents who wanted their children to remain at their community school and the agenda of my school administration. Even in an organization seemingly committed to promoting social justice through education, those with power wielded it to segregate the very students and families it was supposed to serve. Moreover, the ways in which a mostly White teaching force making educational decisions about a population of majority families of color caused me to question my original intentions for going into the education field. Even though I did not have the knowledge or language of critical theory at the time to fully recognize the inner workings of systemic oppression and my role within it, I understood that I needed to grapple with these issues in order to fulfill my commitments to social justice.

There are too many people to name... my dissertation chair and advisor (Dr. Greg Cheatham), my amazing committee members (Drs. Subini Annamma, Eva Horn, Tom Skrtic and M’Balia Thomas)... folks in the Early Childhood Unified Specialization and the Disability and Diversity in Education and Society Specialization... all the brilliant doctoral students I got to learn alongside... my partner, Peter, and my son, Oscar.

My advisor Dr. Kathleen Lane and our research team were both a source of support and inspiration to grow as a scholar across my teaching, research and service.

I am forever indebted to my advisors and many mentors throughout my doctoral program. My co-advisors, Drs. Elizabeth Kozleski and Suzanne Robinson, challenged me to constantly articulate, revise and clarify my scholarly identity. Now that I am a faculty member, I feel that this exercise helped me to have a strong sense of my professional commitments which guide all of my work. I was also very fortunate to develop strong bonds with my cohort-mates. Navigating the doctoral program and experiencing important life events together has solidified life-long friendships.
Beneke
Just enjoy the time to think and read and talk and write with colleagues. Remember you are not a machine—even when it’s stressful, try to come up for air and do something kind for yourself. We are all #stilllearning.

Common
When considering a doctoral program, get to know graduate students and faculty alike to get a gauge for what academic life entails. In your first year of your doctoral program make friends with a student at every year of the program so that by the end of your first year you can get a better understanding of every stage of the process and for each milestone. Mentors and friends are invaluable.

SiuTy
The academy does not determine your value! Seek out and cultivate friendship, community, hobbies and interests outside of your doctoral program that bring you joy and nurture your soul.

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Can Give Rise to New Possibilities

Continue your Jayhawk journey by earning a graduate degree 100 percent online—anytime, anywhere.

Our graduate programs in education include:

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- Curriculum & Instruction (Master’s)
- Educational Administration (Master’s)
- High Incidence Disabilities (Master’s and Endorsement)
- Leadership in Special & Inclusive Education (Graduate Certificate)
- Reading Education (Master’s and Graduate Certificate)
- Teaching English to Speakers of Other Languages (TESOL) (Master’s, Certificate and Endorsement)
- Secondary Special Education & Transition (Master’s)

Visit educationonline.ku.edu/jayhawk or call 855-639-7799 to learn more.
KU lands grant to help KCK students reach, succeed in postsecondary education

University of Kansas researchers have secured a grant for more than $18 million that will allow them to provide seven years of support to more than 3,000 middle school students with disadvantaged backgrounds in Kansas City, Kansas. The grant’s goal is to ensure they acquire the skills needed to graduate from high school and pursue higher education.

The Department of Education awarded the grant to the Center for Educational Opportunity Programs within KU’s Achievement and Assessment Institute to implement GEAR UP–Gaining Early Awareness and Readiness for Undergraduate Programs. The program provides academic support, mentoring and guidance to help students from disadvantaged backgrounds, first-generation college students and underserved populations reach a higher education institution that meets their needs.

“This will be a true partnership between KU and Kansas City Kansas Public Schools,” says Ngondi Kamatuka, director of KU’s Center for Educational Opportunity Programs and grant principal investigator. “When you talk about access to educational success, access isn’t enough if you don’t also have support. We’ll provide that support within the schools’ strategic plans and engage our future teachers here in the School of Education as mentors, big brothers and big sisters, and educators.”

Researchers will work with school personnel to implement an early warning system that identifies students at risk of falling behind. Teachers and partners will then assist the students with targeted interventions, including English and math learning stations, after-school, weekend and summer programs, all without waiting until the end of the school year to provide assistance.

Kamatuka, who also serves as the School of Education executive director for diversity and equity, says, “That’s where KU’s expertise and our partnership needs to come to bear, in identifying and addressing those challenges. We can’t rely on what we were doing three or five years ago. Things change, and we need to reach students where they are now.”

Relating curriculum to culture key in educating English language learners with disabilities, researchers argue

Michael Orosco, associate professor of special education, and Naheed Abdulrahim, a doctoral student in special education and Chancellor’s Fellow at KU, recently published a study arguing that culturally responsive teaching — relating new ideas to the cultural and linguistic experiences students are familiar with — is vitally important, especially when working with English language learners with disabilities.

The qualitative case study examines the work of a teacher in a large public school district in the Southwestern United States tasked with teaching reading to a class of English language learners with learning disabilities. “Mrs. Estrella,” an inner-city teacher with 10 years’ experience, who is bilingual and has a master’s degree in education, had received training in culturally responsive teaching. The authors detail several examples of how Mrs. Estrella, in working with her elementary students, was able to link reading curriculum to experiences the students had, such as sewing with family members, attending rodeos or discussing family traditions, all of which were themes in their reading assignments.

When Mrs. Estrella related the reading curriculum to familiar experiences, she engaged her students more thoroughly and annually improved their scores on the Woodcock-Muñoz Language Survey Revised Passage Comprehension Test. Orosco and Abdulrahim focused on a
teacher having success with English language learners with disabilities in third, fourth and fifth grades, as that is the age when students learning English are most often placed in special education classes. “You would begin to see the kids engaged in the activity, their eyes would light up and they would take part in the discussions. That was a sign they were starting to comprehend,” Orosco says. “She connected the contents of the story to their backgrounds, and connected the unknown to the known.”

The demographics of the United States have been steadily changing for years, and nearly every teacher will work with English language learners at some point in their career. Being prepared to develop a lesson in terms the students will understand — especially those who are English language learners with disabilities — is vital in helping students boost their reading scores and reach their full educational potential.

**KU professor developing video game with ed-tech company to prepare students with disabilities for science, technology, engineering and math (STEM) careers**

James Basham, associate professor of special education at KU, is teaming up with The Language Express Inc. to develop Teen Career Pathway, an interactive video game designed to interest young people in STEM careers while preparing them for life after school. The work is supported by a Phase 2 grant from the National Science Foundation’s Small Business Research program. The grant is an extension of a Phase 1 grant The Language Express Inc. received to create digital content designed to help educate young adults about workforce opportunities.

Teen Career Pathway uses the Universal Design for Learning (UDL) framework to teach young people critical life, social and academic skills related to a STEM or facilities management career. Players can explore various careers, learn requirements of those careers and spend a virtual day in the life of an employee in a STEM career work environment. It is personalized to each player and begins with that student’s avatar working through a day starting at home, completing tasks, making decisions, preparing for work and deciding how to get to work. Decisions are based on time taken to complete previous tasks. A virtual career mentor provides the player real-time feedback and advice as he or she proceeds through the game. At the job site, the mentor describes that day’s tasks and events, which relate to the opening scenario. Using industry-standard vocabulary, the mentor explains the tasks the student is expected to complete. The game features tools to monitor student progress toward Individual Education Plan (IEP) goals, which can be exported.

Researchers at KU and Virtual Learning Environments Consulting are testing Teen Career Pathway with middle and high school students across the country as part of the Phase 2 grant. Both Basham and The Language Express Inc. have a history of developing games designed to improve student performance and support positive behavior interventions and social-emotional learning.

**Social media helps students learn scientific argumentation better than peers, study shows**

Social media can be a very effective tool to teach students elements of the scientific process; in fact, those who took part in a program to learn scientific argumentation through social media learned the components of argumentation better than their peers who did not, a University of Kansas study has found.

KU researchers designed a curriculum unit to engage nearly 400 ninth-grade biology students in learning about scientific argumentation through social media use with their teachers and classmates. Argumentation is a key element of both Next Generation Science Standards and Common Core State Standards. The researchers have since authored a chapter for the book “Digital Tools and Solutions for Inquiry-based STEM Learning,” an article in the *Journal of Education in Science, Environment and Health*, and an article in *Educational Media International*, a Taylor and Francis online journal outlining the study, its results and how teachers can implement similar practices in their classrooms.

The project and publications grew out of a National Science Foundation grant to KU’s Center for Research on Learning. Researchers worked with teachers and administrators in several urban and suburban Midwestern schools to teach students about Next Generation Science Standards for scientific argumentation — asking questions; analyzing and interpreting data; engaging an argument from evidence; constructing explanations; and obtaining, evaluating and communicating information — all via Twitter and Skype with their classmates and teachers.

The chapter and articles were collaboratively authored by Amber Rowland (B.S.E., 2001; M.S.E., 2003; Ph.D., 2012) and Jana Craig-Hare (M.S.E., 2002; Ph.D., 2011), assistant research professors at KU’s Center for Research on Learning (CRL); along with Marilyn Ault (M.S.E., 1979; Ph.D., 1981), senior research associate at CRL; James Ellis, associate professor of curriculum and teaching; and Janis Bulgren, research professor at CRL.

When compared with a group of students who did not take part in the project, the treatment group reported significantly higher use of social media to share scientific claims, discuss scientific phenomena, post counter-arguments and/or rebuttals to others’ claims, demonstrate their knowledge of science content, convince others to see their points of view and opinions about science, understand other points of view about science, and follow scientists and researchers on social media.
The treatment group’s students also scored significantly higher than their peers on a post test in areas of sharing scientific claims, discussing scientific phenomena and demonstrating knowledge of scientific phenomena. They also reported a significant increase in confidence regarding scientific argumentation and were more confident than their peers that they had the knowledge and skills to analyze and make strong scientific claims.

Students demonstrated that they learned scientific argumentation better than their peers. Additionally, the book chapter outlines how students uncomfortable with making verbal arguments in class, such as individuals with autism spectrum disorders or those with social skill deficiencies, reported they were more comfortable making arguments via social media. The unit also stressed the importance of digital citizenship and how to appropriately conduct oneself on social media, no matter which forms are most popular in the future — something that is not inherently evident to young people, even though they are given to large amounts of time spent online from an early age.

The researchers at the KU School of Education have developed a scale to determine what it means to be a Jayhawk — or any other school nickname — which can offer insight into the student experience and how students will take part in the alumni experience after graduation. Bruce Frey, professor of educational psychology; Aaron Clopton, associate professor of health, sport, and exercise sciences; and Christopher Niileksela of educational psychology; Steven Lee, professor and chair of educational psychology; and doctoral students Andrea Garcia and Alan Nong created the “I’m a Jayhawk” scale to evaluate the experiences of students taking online-only graduate classes in KU’s School of Education.

The tool has been tested and validated nationally, and researchers found that not only do the students taking the online courses view themselves as Jayhawks just as much as do on-campus students, but they also identify with their school’s mascot more than students taking online-only graduate courses at other universities.

The researchers presented their scale and study at the American Evaluation Association national conference and are submitting an article on the findings and scale for publication. They are making the I’m a Jayhawk scale publicly available and say it can offer a great deal of insight into the campus experience. For example, the scale indicates which students currently identify with their mascot and how likely they are to follow the athletic teams and buy school merchandise. It also can indicate how likely students are, and which among them are most likely, to donate to the school as alumni, buy tickets to athletic events, encourage their children and friends to attend the university, stay at the school through graduation, return for more degrees and more.

**KU-developed Fusion Reading program takes new approach to help struggling readers**

University of Kansas researchers have been developing a program for the last six years that has proven successful in helping adolescent struggling readers not only improve their reading, but also improve their scores on standardized reading assessments by statistically significant margins compared with their peers who did not take part. The Fusion Reading program was designed by KU’s Center for Research on Learning to address the needs of adolescent struggling readers.

“What we sought to do was develop an extensive battery of assessments for ninth-graders. What we found is this group needed help in all areas of reading, not just comprehension.” says Irma Brasseur-Hock (Ph.D., 2001), assistant research professor in the Center for Research on Learning and courtesy professor in the Department of Special Education.

The program has been implemented in school districts in Kansas, Florida, Iowa, Michigan, New York, Minnesota, California, Texas and Virginia. Researchers recently published an article in the *Journal of Learning Disabilities* outlining the program’s success. The article was authored by Michael Hock, director of the Center for Research on Learning; Brasseur-Hock; Alyson Hock of the University of Kentucky; and Brenda Duvel of Eleanor Roosevelt Middle School in Dubuque, Iowa.

Rather than simply trying to catch up struggling readers with their classmates or improve only comprehension, the program provides strategies to empower teachers to help students improve phonics, word recognition and other skills to mastery, then combine all aspects together. The process directly addresses working memory limitations of many students with reading disabilities.

The program also avoids “talking down to” or causing struggling readers to check out by building confidence first. Through each strategy and reading skills area, students and teachers work together in cooperative activities. Peers will practice reading together, taking turns as both reader and coach, while the teacher gives detailed feedback, supplementing peer-supported learning with direct instruction.

Center for Research on Learning personnel are working to expand the program to additional districts as well as fine-tune it by incorporating elements of other successful reading improvement programs. They also hope to make Fusion Reading a flexible, blended program through supplemental online materials and other resources.
University of Kansas researchers receive grant to apply self-determination model in schools

A program developed at KU has proven effective in helping students with disabilities improve their education and futures by taking an active role in setting their own goals and learning how to work to achieve them. KU researchers have just secured a grant to study the best way to implement the program in schools so teachers have the needed skills to use self-determination in their instruction and continue the program in the future.

The Institute of Education Sciences awarded KU a four-year, $3.3 million grant to study how best to implement the Self-Determined Learning Model of Instruction (SDMI) and its effects on teacher and student outcomes. Researchers will work with 15 public high schools in Maryland and a sample of 225 general and special education teachers who work with 1,300 students in ninth, 10th and 11th grades.

Principal investigator Karrie Shogren, professor of special education and director of the Center on Developmental Disabilities within the Life Span Institute, says the project will help develop a better understanding of how the student-directed SDLMI works for all learners.

“It’s a way to enhance motivation and help students understand what and why they’re learning,” she explains. “We’re really excited that with this project we’ll be implementing SDLMI classwide with general education and special education teachers. We’ll see if it has more impact.”

Co-principal investigators for the project are Michael Wehmeyer and Kathleen Lane, professors of special education at KU, and Carol Quirk of the Maryland Coalition for Inclusive Education.

The teachers who take part in the various levels of training will represent a wide range of Maryland schools in both urban and rural settings, and the students will encompass a wide range of ethnic, socioeconomic and other backgrounds.

KU researcher develops low-cost, low-stress method to test proficiency for future foreign language teachers

In order to teach a language to students, one must speak it well. However, research has shown that foreign language teachers sometimes graduate and begin teaching without having the level of proficiency they should. Manuela Gonzalez-Bueno, associate professor of curriculum and teaching at KU, and her colleague, Luisa Pérez of Emporia State University, have developed a system students can use at no cost to assess their proficiency and identify language skills that may need improvement.

The accrediting bodies for schools that prepare foreign language teachers allow the programs to assess their students’ language proficiency with a test known as the Oral Proficiency Interview (OPI). However, not all states and institutions require the test and, when it is required, it can be expensive and a source of stress for future teachers. Gonzalez-Bueno and Pérez developed an alternative: the Self-Evaluation Rubric for Advanced Low Level (SARAL), to help students gauge if they are at the required proficiency level.

The SARAL can be used as a self-test or for teachers to administer to students. It provides a score and helps determine strengths and needs for improvement. Teachers can then make suggestions for how students can improve in certain areas.

The researchers published an article about the rubric for the Northeast Conference on the Teaching of Foreign Languages.

KU-led program gets kids moving in school with physical activity, increased focus

A project led by Leon Greene, associate professor of health, sport, and exercise sciences, has shown success in helping children and teachers get as much as 20 minutes of additional physical activity in the classroom with the aid of web-based exercise videos that get kids moving without disrupting the academic schedule. Funded by the American Council for Exercise, a series of eight 10-minute videos — two each for grades two through five — were produced for use in a Kansas elementary school. The videos featured a physical education teacher leading 10 minutes of continual exercise. Available online for the teachers, they featured age-appropriate physical activity for each class.

“We asked the teachers to do them at different times during the day that were best for their schedule,” Greene says. During in-class observations, he noted that students enjoyed following the physical education teacher leading them in physical activity, and eagerly followed the examples of their teachers, who also took part in the activities. The students were also more focused in class following the bouts of activity and were ready to start the next academic lesson.

Research has shown that physical activity during the day is beneficial to students’ learning outcomes. It is recommended that elementary students have 150 minutes per week of physical activity. That number can be hard to attain with only a few physical education classes per week coupled with recess. Plus, certain units of P.E. may focus more on instruction and skill development than on physical activity, and many kids simply are not physically active during recess. The videos proved to be a convenient and effective way to add minutes of activity during the day.

Several of the teachers have continued to use the activity videos in their classes, Greene says.

Given the success of the program, researchers hope to be able to develop similar, age-appropriate videos for students in kindergarten and first grade, and potentially to provide similar exercise videos for more schools.

—Mike Krings, KU News Service

Read the full stories at soe.ku.edu/news.
A conversation with Jonathan Templin

Jonathan Templin, professor and associate chair of the Department of Educational Psychology, joined the School of Education in 2014. His research and teaching career is devoted to studying, designing and evaluating tests and assessments in education. Templin’s first statistics class, in high school, spurred his interest in the field. Before that, he notes, “I hated math, I hated science in high school. Then I took a statistics class and I was like, ‘wow, there’s something you can do with math.’”

What he particularly wants to do with math in his current position is make sure that students in K-12 schools are taking focused tests and assessments that help them and their educators enhance their education. “I think up to this point most of my work has been what you would call basic research rather than applied. I’ve tried to develop new methods for understanding data that come from testing so we can build shorter and more precise tests — ones that are more focused on information that would lead to help for students or help for teachers and aid in the classroom more than anything else. Recently, I’ve been trying to find ways and avenues to move the research I’ve done into more practical situations and more education-based situations.

“I’ve been interested in seeing if we can find ways of getting more reliable information from the same amounts of tests that we give students. Since testing is all over the place, it would be better if we can cut down on testing or repurpose it to get a more usable set — so that it helps education, rather than seeming to work against everything we try to do in education,” says Templin.

“It would be better if we can cut down on testing or repurpose it to get a more usable set — so that it helps education, rather than seeming to work against everything we try to do in education.”
That’s an advantage of being at the University of Kansas and in the School of Education. KU, says Templin, “is a great university. It’s the right mix of size and ability to have help with research funding but is still concerned about teaching. There’s also an understanding that the best way that we teach, especially the graduate classes, is through our research. That’s where we learn and pass our discoveries on through our students as best we can. There’s every opportunity to do that at KU and that makes me want to stay.”

Working at a school of education means, according to Templin, “You have to face reality because the people here are being trained for education. The testing world doesn’t seem to value the teacher as much as they should. Right now, if you think of the way that students are tested at the end of the school year for the key grades, the tests are so broad. For example, a math test doesn’t tell you the specific components that go into it. My research is really trying to work for a more narrow focus, much more specific tests, understanding perhaps at the standards level what the student might know or might not know.”

Templin is working with some of his previous research to build assessments that students use for monitoring their progress in learning. “They’ll be taking regular pre- and post-unit assessment, much like homework. We have psychometric models that we’re using behind the scenes providing instant feedback with the model directly,” Templin explains. “That provides instantaneous feedback that teachers can use that day or the next day to help understand where students in the classroom are,” he says. It could be expanded beyond that particular time and curriculum and could be mapped for students across their entire K-12 academic career.

Templin believes that online technology can be used to “personalize a learning environment to help children even if they’re off-grade, above or below.” Students would be able to take assessments based on their individual needs, “instead of the way we do it now where everybody in a certain grade gets that grade’s test. It’s better for everyone because the students are appropriately aligned to where they need to be for content, where they need to start learning.”

Teachers could use the feedback that day or the next to help understand what students have learned.
STUDENT AWARDS

BEING A WARRIOR

Corey Leach, a School of Education senior in exercise science, is one of eight students who received KU’s Wounded Warrior Scholarships (WWS) for the 2017-2018 academic year. The scholarships assist injured veterans and affected family members in meeting the financial challenges associated with pursuing a college degree. Leach, an Army veteran who was wounded in Afghanistan, was awarded the KAMO Adventures WWS and the Paul and Donna Peters WWS. Leach plans to become a physical therapist and work with veterans and athletes.

The Office of Graduate Military Programs established the Wounded Warrior Scholarship Fund in 2012 through KU Endowment. “The ability to offer eight scholarships this year clearly demonstrates the dedication the university, its alumni and our local community to our military veterans,” says Randy Masten, assistant director of Graduate Military Programs.

The scholarships honor the unique sacrifices that service members and their families make while securing our freedoms, according to Mike Denning, director of the Office of Graduate Military Programs. “We are grateful to our donors who continue to invest in these extraordinary young men and women,” he says. “And we are proud of a university that continues to distinguish itself by its unparalleled support to our service members, veterans and their families.”

DEVELOPING NEW IDEAS

The American Association of Colleges for Teacher Education (AACTE) will honor Molly Baustien Siuty (Ph.D., 2017) with the 2018 AACTE Outstanding Dissertation Award for her study, (Re)constituting Teacher Identity for Inclusion in Urban Schools: A Process of Reification and Resistance. The award will be presented at the 70th AACTE Annual Meeting in Baltimore, Maryland, in March.

Siuty’s dissertation investigated how teacher candidates’ learning about diversity and inclusion in their preservice preparation programs translates — or struggles to translate — into their practice as new teachers. The study uncovered important insights for bridging gaps between teacher preparation and induction. Siuty found that most participants were deterred by the exclusionary practices that served as the dominant norms of their practice contexts.

Elizabeth Kozleski, professor of special education, was Siuty’s advisor. “Siuty’s work addresses an important gap in the literature,” Kozleski writes in a letter of recommendation for the AACTE award. “Little is known about how graduates of inclusive programs transform their identities through their practice and engagement in urban school systems that are not necessarily conducive or designed for inclusive practice. Indeed, their practice contexts made it nearly impossible for them to use inclusive practices from their preparation... These recommendations have potential for altering the systems through which we prepare educators, induct them into the profession, and also collaborate across preparation and practice contexts.”

See pages 4-7 for more from Molly Siuty.

SPEAKING OF GOING PLACES...

A School of Education master’s degree recipient from Marysville, Kansas, was one of six KU students selected for prestigious Fulbright awards for research, study or English teaching abroad for 2017-2018.

Zachary McCarter received his master’s degree and teacher licensure in foreign language education from the Department of Curriculum and Teaching in August 2017. He writes, “I am a 2015 first-generation graduate from the University of Kansas. I finished with a bachelor’s degree in psychology with a minor in German. I studied abroad in 2014 which sparked my interest and passion in both the German language and German culture. I decided to go back to KU to pursue a master’s degree in education. During this program, I was also in the process of applying for a Fulbright grant. Just around the time I was finishing up my last few weeks of student teaching at Topeka High School and Topeka West High School, I received word that I was going to be accepted for a Fulbright grant to Germany! I couldn’t believe it! I was going to be able to spend a year abroad in Germany and I could refine my knowledge both in the language and of the culture. I was overwhelmed with emotions and could not wait to get started.

McCarter with his wife (and a Brezel) at Oktoberfest in Munich
FINISHING STRONG

Three students from the Department of Health, Sport, and Exercise Sciences were 2017 recipients of awards from the National Strength and Conditioning Association (NSCA) Foundation.

Luke Olsen, master’s student in exercise science from St. Marys, Kansas, is a recipient of the NSCA’s 2017 Graduate Research Grant. Olsen was awarded $4,100 for his research focusing on concurrent training’s role on mechanotransducing properties of muscle fiber.

Michael Trevino, who received his doctoral degree in August 2017 in exercise science, was the recipient of the NSCA’s 2017 Challenge Scholarship. Trevino’s research interests include the noninvasive assessment of muscle function with surface electromyography (sEMG), mechanomyography (MMG), sEMG signal decomposition and ultrasonography. He is currently an instructor of health sciences in the Waters College of Health Professions at Georgia Southern University.

Justin Nicoll, doctoral student in exercise physiology, is a recipient of the NSCA’s 2017 Minority Scholarship for 2017. His research interests include studying the role of endocrine and cell signaling responses to resistance exercise that regulate muscle metabolism, hypertrophy and strength adaptation as it relates to sport performance.

The NSCA Foundation was founded with the aim of supporting the advancement of strength and conditioning practical applications. The NSCA Foundation is a nonprofit organization committed to providing funding to NSCA members taking part in educational and research endeavors.

GOING PLACES

The Office of Study Abroad for Spring 2018 awarded three scholarships to students in the School of Education, for a semester-long experience in Australia. The students are Hannah Lincoln, studying at Macquarie University, and Riley Woolsey, going to University of Wollongong, both elementary education majors, and Brooke Barney, a community health major, who is at Curtin University in Perth.

The University of Kansas remains one of the nation’s top academic institutions in terms of student engagement in study abroad activities, according to the latest Open Doors report released earlier this month by the Institute of International Education, in partnership with the U.S. Department of State’s Bureau of Educational and Cultural Affairs. Among public doctoral institutions, KU now ranks 18th in the percentage of undergraduate students who participate in study abroad prior to graduation, with a 28.5 percent participation rate. Additionally, among all of the 1,412 reporting institutions, KU ranks 45th in the total number of students studying abroad. The rankings are based on participant data from the 2015-2016 academic year, when 1,403 KU undergraduate and graduate students participated in credit-bearing international activities, including overseas study, internship/practicum, research and service programs.

“I was placed in a school in Brakel, Germany, a small town of about 15,000 people. I actually live in a nearby town of about the same size called Bad Driburg. Both cities are in the state of Nordrhein-Westfalen. I have been here since August 22, 2017 working in a rather interesting school. The school, Schulen der Brede, is a private Catholic school that unites a high school, junior high school and vocational college all under one roof. My main purpose in this school is to share and exchange my knowledge and personal experience of the United States and the English language. I spend a lot of time working one-on-one and with groups of students helping them practice their English language skills and helping with group work that the teacher assigns. As the only native English speaker in the building, I am there to be a helping hand.

“It has been a magnificent experience and I have learned so much already. My goal is to become a German teacher in the United States, and as a German teacher I truly want to understand the language and culture on a much more personal level. I have been able to experience many cultural traditions that have deeply expanded my knowledge which will help me teach more contextualized and personalized lessons in my future classroom. I am already planning to apply for a second year! If accepted, I would hope to stay in the school I am currently working in. There is still so much more to see and so much more to learn.”

The Fulbright program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and people of other countries. Recipients of Fulbright grants are selected on the basis of academic or professional achievement as well as demonstrated leadership potential in their fields. The U.S. Student Fulbright program operates in more than 155 countries worldwide. Since the program’s inception in 1946, 465 KU students have been selected for Fulbright awards.
**SERVING KANSAS AND BEYOND**

Jennifer Ng, associate professor of educational leadership and policy studies, and Sean Smith, professor of special education, were recipients of the 2017 Steeples Service to Kansans Award. The Steeples Award honors faculty contributions to the people of Kansas through teaching and research.

Ng engages regularly with school districts across the state on issues of diversity, equity and inclusion. She has served on several committees in the Lawrence Public Schools and provided professional development to teachers throughout the Kansas City metropolitan area. Most recently, Ng moved to Garden City during a five-month sabbatical to study the efforts of rural educators working with culturally and linguistically diverse youths. Garden City is a nationally notable community that has experienced rapid growth and major demographic change as a result of the area’s beef packing industry. Together with her collaborator Donald Stull, professor emeritus in anthropology at KU, Ng has returned to Garden City several times to present the findings of their research to district leaders. The recommendations of a report they submitted will also inform the district’s five-year strategic plan. Ng continues to address education and related matters at the state level through her participation in Leadership Kansas and her membership on the Kansas Advisory Council to the U.S. Commission on Civil Rights.

Smith’s contributions to the state are most notable in his efforts to prepare educators to teach students with learning, emotional and behavioral difference while also seeking to support the parents and family members of these students. He has worked with the Kansas State Department of Education for nearly a decade in various capacities to support educators, represent parents and assist in the implementation of technology for individuals with disabilities. He has served on statewide committees that have worked to revise special education teacher preparation standards. He also works with Families Together, a Kansas organization whose mission is to support families of individuals with disabilities across the life span, and the Down Syndrome Guild of Kansas City, serving parents, family members and individuals with Down syndrome across the state of Kansas. Additionally, for the past five years, Smith has collaborated with partners from the KU Center for Research on Learning in a multi-year technology implementation project in the Fort Leavenworth, Olathe, Wichita and Gardner-Edgerton school districts in Kansas.

Mary Banwart, director of the Institute for Leadership Studies and associate professor of communication studies, also received the 2017 Steeples Award for her work as the founder and director of the Kansas Women’s Leadership Institute.

Don Steeples, professor emeritus of geology, and his wife, Tammy, established this award in 1997 to honor Don Steeples’ parents, Wally and Marie Steeples, and to recognize outstanding service by KU faculty to other Kansans. The award provides recipients with $1,000 and an additional $1,000 base adjustment to their salaries.

**STAYING TRUE TO THE COURSE**

Lisa Wolf-Wendel and Kelly Ward were honored by the Association for the Study of Higher Education (ASHE) with the Distinguished Service Award. The award recognized the two for “exceptional commitment to the Association for the Study of Higher Education and significant contribution to its success.” Wolf-Wendel, associate dean for graduate studies and a professor of educational leadership and policy studies at the University of Kansas, and Ward, vice provost for faculty development and recognition and professor of higher education at Washington State University, received the award at the 42nd annual ASHE conference in Houston in November 2017.

“For the last 12 years, they have served as co-editors for the ASHE Higher Education Report series. During their tenure, the higher education report series has published 75 volumes while also increasing the range and visibility of the series including updating its web presence and proposal submission process,” notes a video citation for the award.

“In addition to their services as editors, Drs. Ward and Wolf-Wendel have been active members of ASHE for 25 years. During that time, they have collectively served on 18 different committees and the advisory board and Dr. Wolf-Wendel served as ASHE president from 2012 to 2013. They serve as mentors to ASHE newcomers and use their scholarship to explore how higher education institutions can create conditions for better teaching and learning outcomes. This is especially evident looking at their ongoing collaborative effort looking at how work and family evolve for faculty. The results of the book have been published in the book, Academic Motherhood: How Faculty Manage Work and Family. The editorial touch of Drs. Ward and Wolf-Wendel has made an incredibly wide range of scholarship accessible to ASHE members and other higher education scholars.”

ASHE is a scholarly society with 2,000 members dedicated to higher education as a field of study. It is committed to diversity in its programs and membership, and has enjoyed extraordinary success in involving graduate students in Association activities.
ALUMNI HONORS

PROMOTING HEALTH AND PHYSICAL ACTIVITY

Two health and physical education alumni were honored by the Missouri Association for Health, PE, Recreation and Dance (MOAHPERD) in November 2017.

Sarah Gietschier-Hartman (B.S.E., 2007) is the 2018 St. Louis Middle School Teacher of the Year, the 2018 Missouri Middle School Teacher of the Year, and also the 2018 Central District Middle School Physical Educator of the Year for the nine-state district.

Ashley (DeSandre) Scarlett (B.S.E., 2012, M.S.E., 2014) is the 2018 Kansas City High School Teacher of the Year.

Gietschier-Hartman received honors for her involvement in developing and implementing health education/promotion and P.E. programs in the school district of Clayton, Missouri, and also for her commitment to supporting health and P.E. teachers across the country and around the world.

Gietschier-Hartman teaches physical education at Wydown Middle School in the Clayton, Missouri, school district.

Ashley (DeSandre) Scarlett (B.S.E., 2012, M.S.E., 2014) is the 2018 Kansas City High School Teacher of the Year.

SHOWING DEDICATION

Paul Howard (B.S.E., 2013) has spent the first five years of his career teaching sixth-, seventh- and eighth-grade social studies for the District of Columbia Public Schools. In that time, he has served as the D.C. representative to the Middle States Council for the Social Studies and has served as its delegate to the National Council for the Social Studies. As a fellow with the Building Literacy and Inquiry in the Social Studies initiative, he has written the seventh-grade history curriculum for DCPS and contributed to the eighth- and ninth-grade history curricula. Additionally, Howard is an alumnus of the Center for Inspired Teaching and has served as a teacher consultant to the iCivics Advisory Board. As a result of his dedication to urban education and the Social Studies, Mr. Howard was named the 2017 D.C. History Teacher of the Year by the Gilder Lehrman Institute and the 2018 D.C. Teacher of the Year by the Council of Chief State School Officers.

In an email to Dean Rick Ginsberg, Howard writes, “In your graduation speech, you asked us to write down our career goals on a card and you read some at the ceremony. I wrote that I wanted to reform urban education and you read it during the ceremony. Well, I wanted follow up on that goal...” with a link to the story of his award. Howard adds, “My time in JRP was essential to my survival and success as a teacher.”

FINDING THE WORDS

Catherine Ousselin (B.A. French, 1996; M.A. French, 2001) completed the Graduate Certificate Program in Foreign Language Education in the Department of Curriculum and Teaching, also in 2001. She has taught French, Spanish and ESL since 2002 in Washington State. She is currently a French teacher and digital literacy coach for Mount Vernon Schools and Mount Vernon High School in Mount Vernon, Washington.

Ousselin was chosen as the Pacific Northwest Council’s Teacher of the Year and a finalist for the American Council on the Teaching of Foreign Language’s National Teacher of the Year for 2017. She writes, “I wanted to thank the School of Education and Dr. Paul Markham for the excellent foundation in teaching... I remain a proud Jayhawk.”
Ever onward

What have you been doing since you left KU? We want to know! Please complete the white sheet included with this issue and mail it back to us. Or, you may e-mail your information to us at pnaught@ku.edu. Many thanks to these graduates for writing.

1940s

Emily Sloan (B.M.E., 1949) moved from Florida when her husband passed away. She now lives at Reflection Ridge Retirement Community in Wichita and has played violin in the Friends University orchestra for four years.

1960s

Gayle Mindes (B.S.E., 1964) is the editor and co-author of a recently published textbook, Teaching Children with Challenging Behaviors. Now a professor in early childhood education in the College of Education at DePaul University, Mindes also earned an M.S. in counseling and behavioral disabilities from the University of Wisconsin and an Ed.D. in curriculum and early childhood from Loyola University of Chicago. The book, published by Routledge Book, “addresses systemic issues such as classroom management techniques; social, emotional, and behavioral support strategies; curriculum, assessment, and utilization of technology; and bridging the existing gap between mental health providers, families, and early childhood professionals.”

1970s

David Hodges (B.M.E., 1972) writes, “I graduated from KU in 1972 with my B.M.E. degree, having been the president of the KU Band, and one of the drum majors in 1970-1971. I started teaching in 1972 in Altamont, Kansas, and taught in Kansas for 33 years in public schools, finishing at Sterling College. We moved to Oregon in 2005, as I had earned my master’s degree in conducting at Southern Oregon University in the American Band Masters College program. I recently finished my 12th year of teaching in Salem, Oregon. My wife Julie, a Kansas native, and I have five children and now 12 grandchildren. Go KU!”

Linda Miller (B.S.E., 1970) received the first-place Outstanding State Pearl Harbor Commemorative Event award from the National Society of the Daughters of the American Revolution. Miller, who lives in Henderson, Nevada, organized and took part in a ceremony honoring Pearl Harbor survivors of the USS Nevada. As part of the ceremony, which took place in Hawaii to honor the 75th anniversary of the attack, Miller and her contingent laid Quilts of Valor on each of the survivors’ shoulders. Miller requested Valor Quilts of Nevada to make these special quilts and provided WWII-era pictures of each of the five honorees for the quilts.

Melanie A. O’Donohue (B.S.E., 1978; M.S.E., 1990) began teaching 35 years ago in Lincoln, Nebraska. As the new computer teacher, she started the computer department at her school. It still exists, although it has had many upgrades. She moved to Lenexa and started teaching elementary school in the Kansas City, Kansas, school district. She developed a computer lab at her school there as well. She moved to the Blue Valley district to teach fifth grade. During that time she earned her master’s degree in curriculum and instruction. "I have been a die-hard Jayhawk ever since!” she writes. Returning to Kansas City, Kansas, O’Donohue taught elementary, middle and high school students before working as an instructional coach. She then started her own company, Midwest College Prep. “I will continue to work with students as long as I can, helping them achieve their academic dreams,” O’Donohue writes. “I plan to pursue my educational doctorate in curriculum and instruction — of course at KU!”

Kathy Lee Collins Reilly (B.S.E., 1972) sends this update: “I taught English to the best and the brightest for three wonderful years, then moved to Chicago. Returned to Iowa three years later and taught for another three years (at different high schools). I was laid off in 1982 when the governor cut funds to education due to the economy. I decided to go to law school.” After receiving her J.D. from Drake University in 1984, Reilly worked for the Iowa Department of Education as the in-house attorney for 10 years. She then became the first director of legal services at the School Administrators of Iowa. “It was my pleasure to serve ADs, principals, superintendents, curriculum directors and sundry other school administrators, being ‘the answer lady’ for their legal questions. I absolutely loved it!” she says. Reilly also taught education law to teachers working on becoming administrators, first at Iowa State and later Drake, in their respective graduate schools of education, and was an adjunct professor at Drake Law School. She is now a licensed private investigator with her own business doing school investigations. “My favorite professor of all my college years was Dr. Edwina Gilbert. I asked her to write a reference for me to get into law school. She agreed and sent me a note saying, ‘Who knows? Maybe you’ll end up practicing school law!’ (What was THAT?) After I graduated and practiced ed law for a few years, I tried to track her down, only to discover that she had recently passed away. That broke my heart. What an incredible teacher she was! I have very, very fond memories of my days in Bailey Hall. Every time I’m in or near Lawrence, I travel down Jayhawk Boulevard and let the wonderful memories wash over me.”

1980s

The Kansas School Superintendents’ Association has selected John Allison (B.S.E., 1987) as the 2018 Kansas Superintendent of the Year. Allison began his service as superintendent of the Olathe School District in July 2017. Allison previously had served as superintendent of the Wichita Public Schools since 2009. During his tenure there, systemic reform strategies were being implemented and enrollment grew. Unlike many urban districts that have struggled with major declines in student enrollment, Wichita’s student population increased by nearly 1,100 students since 2009 (up to 51,133 in 2015). He focused on “empowering all students with the 21st century skills and knowledge necessary for success.” As many urban school districts across the country struggled to maintain or substantially increase graduation rates, the Wichita School District saw an unprecedented graduation rate increase of 19.5%.
Robert Caivit (B.S.E., 1986; M.A., Latin American Studies, 1991) was a foreign service officer for the U.S. Agency for International Development (USAID) for nearly 21 years. She lived and worked in Honduras, Mexico and Washington, D.C. At retirement she received USAID’s highest career honor, The Administrator’s Distinguished Career Service Award. Before joining USAID, she served for three years as a Peace Corps volunteer in Paraguay where she taught bilingual education methodologies to pre-service and in-service teachers. While earning her master’s degree in Latin American Studies at KU, she was the first graduate-level KU exchange student to attend the University of Costa Rica. She taught Spanish and English at Park Hill High School in Kansas City, Missouri (1988-1990), and Spanish at Junction City High School in Kansas (1987-1988). She currently lives in Virginia and is an independent consultant.

Carolyn Cogswell (B.S.E., 1968) earned a Ph.D. in child development and early childhood education in 1996 from another university. She has taught in Kansas, Missouri and Kentucky as well as worked as a journalist. More recently, she has served as a bilingual parenting specialist and substitute teacher. Since 2015, she has been employed as a literacy tutor in Shawnee Heights School District in Tecumseh, Kansas.

Jennifer Heller (SOE: B.S.E., 1996, M.S.E, 1998; CLAS: B.A., 1996, Ph.D., 2000) has been appointed as director of institutional effectiveness at Park University. In this role she will use research and data analysis to guide decision-making and institutional improvement. Heller has worked in a variety of roles in higher education since 2001, including positions at Haskell Indian Nations University in Lawrence, Kansas, Benedictine College in Atchison, Kansas, and Donnelly College in Kansas City, Kansas. She also worked at the University of Kansas as assistant director of the Humanities and Western Civilization program; director of the Multicultural Scholars Program in the Social Sciences; lecturer of religious studies, American studies and humanities and western civilization; and as a graduate teaching assistant.

Jan (Guidry) Lacina (Ph.D., 1999) is professor and associate dean of graduate studies in the College of Education at Texas Christian University in Fort Worth, Texas. She is also co-editor for the journal, The Reading Teacher, through 2021. The journal is published by the International Literacy Association and reaches classroom teachers and university literacy researchers worldwide.

2010s

Sara Griffith (B.S.E., 2016) teaches second grade at Linda Herrington Elementary School in Austin, Texas.

Jesse Newcomb (B.S., 2016) works at Just Play Solutions.

Cynthia Otts (M.S.Ed, 1999, Ed.D., 2010) has been appointed as the registrar at Park University and began her duties on Aug. 1. Otts has worked in higher education for 20 years, most recently as associate registrar at Indiana State University since June 2011. She began her higher education career as a financial aid specialist at Park University from 1996 to 1997 and has since worked in various capacities in both student and academic services. She previously held positions as dean of student services for two years at Grantham University, project/activity director at Kansas City Kansas Community College for four years, academic advisor/scholarship coordinator at the University of Missouri-Kansas City for one year, and assistant director/community outreach coordinator at the University of Kansas TRIO Talent Search for six years. Otts earned her doctoral degree in educational leadership and policy studies from the University of Kansas, where she also earned her master’s degree in higher education administration.

1990s

Jesse Newcomb (B.S., 2016) works at Just Play Solutions.

Robert Caivit (B.S.E., 1986; M.A., Latin American Studies, 1991) was a foreign service officer for the U.S. Agency for International Development (USAID) for nearly 21 years. She lived and worked in Honduras, Mexico and Washington, D.C. At retirement she received USAID’s highest career honor, The Administrator’s Distinguished Career Service Award. Before joining USAID, she served for three years as a Peace Corps volunteer in Paraguay where she taught bilingual education methodologies to pre-service and in-service teachers. While earning her master’s degree in Latin American Studies at KU, she was the first graduate-level KU exchange student to attend the University of Costa Rica. She taught Spanish and English at Park Hill High School in Kansas City, Missouri (1988-1990), and Spanish at Junction City High School in Kansas (1987-1988). She currently lives in Virginia and is an independent consultant.

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IN MEMORIAM

**M. Ann Eversole, 1942-2017**

Eversole received her Ed.D. in educational policy and administration from the University of Kansas in 1989. Her entire professional career was devoted to student affairs. From 1965 to 1973, she served as assistant dean of women at Emporia State University. From 1973 to 1978, she served as assistant dean of women at the University of Kansas. From 1978 to 1997, she served as director of the Organizations and Activities Center at the University of Kansas. From 1997 to 2006, she served as associate dean of students at the University of Kansas, and from 2006 until her retirement in 2009 she served as associate vice provost for student success at the University of Kansas. During this time, she was also twice appointed interim dean of students at KU.

Eversole was inducted into the University of Kansas Women’s Hall of Fame in 1994. She advised Rock Chalk Revue for more than 20 years and the Ann Eversole Rock Chalk Revue Fund was established in her honor when she retired. Anyone wishing to make a memorial contribution may do so through KU Endowment.

**Edward Zamarripa, 1941-2017**

Zamarripa earned his Ed.D. in special education, law and policy from the University of Kansas in 1991. He spent 30 years of his career as the director of finance and administration at the Life Span Institute (LSI), Bureau of Child Research and Kansas Intellectual and Developmental Disabilities Center, and retired from the BCR LSI department at KU as the associate director emeritus, Bureau of Child Research in 2010. In total, he spent 41 years with LSI.

Memorials may be sent to the Edward J. Zamarripa Memorial Fund in care of KU Endowment Association, P.O. Box 928, Lawrence, KS 66044. The fund is intended to assist graduate students dedicated to completing a degree at the Bureau of Child Research or the Department of Special Education.

**Rebecca ‘Becca’ Goldberg Snyder, 1985-2017**

Snyder completed her B.S.E degree in secondary English education in 2006. During her undergraduate time in the School of Education, she worked as a peer advisor to other education students. She also earned a master’s degree from the University of North Texas. After college she pursued her love of education as a teacher at Creekview High School and then as a librarian at McWhirter Elementary in Carrollton, Texas. She took so much pride in seeing her students succeed and loved hearing how well they continued to do in life. Snyder is survived by her beloved and dedicated husband Edmund Snyder and children Eliana Teresa (3) and Adaline Tamar and Noah Thomas (both 21 months), as well as many other family members including her parents Larry and Carol Goldberg. Memorial contributions can be made in support of her children to: The Snyder Children Family Trust, c/o UBS 7250 Dallas Pkwy 12th Fl, Plano, TX 75024.

**Neil Salkind, 1947-2017**

Neil J. Salkind, 70, passed away from complications related to melanoma on November 18, 2017, at his home in Lawrence. He received his Ph.D. in human development from the University of Maryland, and after teaching for 35 years at the University of Kansas became a professor emeritus of the School of Education. After retiring he continued to collaborate with colleagues and mentor students.

Salkind was a prolific writer and editor. He delivered more than 150 professional papers and presentations, wrote more than 100 trade and textbooks, edited several encyclopedias, was editor of Child Development Abstracts and Bibliography for 13 years, and aided many other writers in their search for publishers. He had at least three of his letters to the editor of the New York Times published, an accomplishment of which he was exceedingly proud.

Salkind enjoyed letterpress printing, reading, running with the Mad Dogs and later swimming with the Lawrence River City Sharks, baking brownies, poking around old Volvos, and being with his family and friends. He volunteered with numerous local charitable organizations and served on a number of nonprofit boards.

Steve Lee, chair of the Department of Educational Psychology, says, “The EPSY department mourns the death of Neil Salkind. Neil leaves an extensive legacy of scholarly work. However, his most important legacy is the mark that he made on students and faculty and staff. Neil’s wonderful sense of humor, compassion and interest in many topics made him a sought-after colleague and mentor. Neil always pushed his students in the most gentle and affable way to grow and learn — just like he did with all of his colleagues. We were all lucky to cross and share his path in life.”

“Neil was already a well-respected writer and teacher when I got to KU in 1982,” writes Tom Krieshok, professor of educational psychology. From the very beginning, the things I noticed about Neil were his humor and his good nature. When our departments merged in the mid-‘90s I got to know him better as we served on various committees together and we shared some social networks. He was always supportive of younger faculty, and I could always count on getting from Neil what he thought about an issue. There was never any politicking or gamesmanship, and I very much appreciated that about him. I considered him a friend and an ally of the values inherent in higher education, and I considered him a close partner in both professional and deeply personal matters. The world is a bit less humorous and less good natured with his absence, and I will miss him.”

“I was a doctoral student in the department and had classes with Neil,” writes Bruce Frey, professor of educational psychology. “I also worked as his graduate research assistant for several years on a variety of projects, mostly on the journal he edited, and the many textbooks (on research methods and child development) and trade publications (on computers) he wrote. As a professor and colleague as I began writing my own books, he was literally my agent and shepherded me into that world of proposals and finding publishers and developing textbooks. As a student, I admired the
simple way he would explain research methods and describe theories of human development. As a research assistant, he modeled the successful author and, as a colleague, I essentially copied his style when I wrote my own books on statistics and research methods. He was a very clear writer, very smart, and was an amazingly productive scholar. He is the author of what is likely the best-selling introductory statistics textbook. As a person, Neil cared deeply about his students and their development. He and his wife Leni would frequently invite students into their home and became real-life friends with so many. He was also heavily involved in social causes and lived his life in service to other humans.”

Salkind is survived by his wife, Leni; daughter, Sara, of Alexandria, Virginia; son Micah and son-in-law Ted, of Providence, Rhode Island; among others. His boundless energy and curiosity will be missed. So will his brownies and challah.

The family suggests memorials to Willow Domestic Violence Center, University of Kansas Cancer Center, and the Lawrence Jewish Community Center in care of Rumsey-Yost Funeral Home, P.O. Box 1260, Lawrence, KS 66044.

Rich Simpson, 1945-2017
Richard (Rich) Simpson, 72, passed away unexpectedly November 21, 2017, at his home in Leawood, Kansas. Simpson earned a Ph.D. in special education in 1973 and retired in 2016 as professor emeritus in the Department of Special Education after 42 years at KU. He was a leader in the profession of special education and autism and a prolific writer who authored more than 25 professional books and published more than 180 articles that have guided teachers and other practitioners for the last 40 years. He presented extensively at professional conferences and meetings in the United States and abroad, acted as a consultant for numerous programs related to autism, as well as writing and acting as lead investigator on many federal research grants.

Simpson leaves an important legacy through the research, teaching and service that has made meaningful differences in the lives of teachers, students, parents and family members, and education leaders in the field around the country and the world. He was a valued colleague, mentor and friend, and he will be missed by many. Our hearts are with his loved ones and the many friends who were impacted by his life and his work.

One of his former students, Jeni Ganz (Ph.D., 2002) who is now a professor of special education at Texas A&M University, writes: “Rich was a pioneer in the field of special education and autism. His body of work has helped shape the services provided to children and youth and has greatly advanced the evidence base in autism education research. He dedicated his career to improving the lives of individuals with autism spectrum disorder and their families.

“Rich’s most enduring impact was likely through his mentoring and inspiration of others. He was my first and best academic mentor and offered support, guidance and encouragement throughout my career, offering opportunities to contribute to books and articles, inviting me to present my work, later collaborating with me on my projects, and providing advice regarding academic culture and office politics. Countless former students, colleagues and friends have remarked that he was a pivotal figure in their careers. These individuals include academics, service providers and policy makers who continue to multiply his impact through their service and training of others. First and foremost, Rich was a dear friend and colleague. I miss him terribly. Can I progress in my career without his support? Sure, but I wish I didn’t have to.”

Paul LaCava (Ph.D., 2007), an associate professor of special education at Rhode Island College in Providence, Rhode Island, writes: “Dr. Rich Simpson was the consummate professional — hard working, dedicated, punctual, reliable and always prepared. It was an honor to go to KU and work with him as a master’s student, doctoral candidate and finally as a postdoctoral project coordinator. I’ll always remember the work we collaborated on — federal personal preparation grants, autism research projects, consultation in local school districts, MSLBD conference planning, book chapters and articles, etc. But beyond the scholarship what I’ll miss most about Rich was his kindness, positivity and sense of humor. He cared about his students and it meant so much when he would joke around with you or ask your opinion. I sometimes thought, wow, here is this giant in the field of special education and autism, and he wants to know what I think about some topic or issue! It’s awe inspiring to ponder how much one person has influenced others and his career impacted a multitude of former students, colleagues, educators, and individuals with disabilities and their families; we can all take great comfort in the fact that Rich’s amazing legacy will continue to benefit others for generations to come.”

In his leisure, Simpson was an avid life-long athlete. He leaves his wife of 47 years, Janice DePalma Simpson, and sister-in-law, Pamela DePalma, as well as extended family. He also leaves two feline companions, Bogie and Mica.

Additionally, he leaves countless great friends, colleagues and former students who added immeasurably to his full life. Memorial gifts may be made in honor of Rich to: Dr. Richard L. Simpson Endowed Memorial Scholarship Fund at Baker University, P.O. Box 65, Baldwin City, KS 66006.

Also see page 22.
Remembering the teachers who touched our lives

I WORKED WITH RICH at KU since my arrival in 2014. Accomplishments and accolades aren’t what mattered to Rich; praise from the field was not what motivated his achievement. Rich cared about helping people. He spent his entire adult life in the service of others, and he did so with a measure of character that is exceedingly rare these days. Those of us lucky enough to have worked with Rich recognized that his accomplishments were surpassed only by his character.

I first met Rich at the airport in Kansas City. Rich and the other members of the search committee invited me to campus for an interview. And there I was, excited but nervously standing on the curb waiting for him to pull up. I was nervous in way I hadn’t been before because I could hardly believe I was about to meet the man! This was R. L. Simpson, who authored books I read during my graduate school days studying how to teach kids with autism, the researcher who I had cited in my own work, the scientist who helped initiate the field toward an evidence-based approach to teaching students with autism and disordered behavior. I had known him only by reputation — and to be very clear, he was an academic rock star. A giant. Famous. He was a leader in our field before kids with disabilities were guaranteed their civil right to an education. And as he pulled up, I tried to think of something to say in the event we encountered an awkward silence during the 45-minute drive to Lawrence that evening. I soon learned that my concerns were unnecessary because Rich was a master at asking rather long-winded questions.

I initially thought those questions were about him figuring out what he wanted to ask, but later I became convinced those questions were just his way of figuring out if you could keep up with him. He wanted to know your answer, but he also wanted to see how many parts of the question you could remember. Well, I got into the car and we hit it off immediately. He made me feel so comfortable, like a dear friend I hadn’t seen in a very long time.

Rich often spoke of the challenges his family encountered regarding his sister’s mental health needs and how they motivated him to seek ways to help others affected by similar circumstances. Those experiences shaped him into the ideal mentor for countless teachers, budding researchers, and individuals with disabilities and their families. He had a sincere interest in helping children with autism and their families long before it was the topic of television commercials or national awareness campaigns. Despite his status and reputation, Rich never lost sight of
Despite his status and reputation, Rich never lost sight of that which mattered most.

Rich generated knowledge through scientific discovery and shared it with those who would benefit from his labor, all without any expectation in return. He helped us hone our skills in ways that made self-improvement less daunting and more fulfilling. He was genuinely curious and open-minded. Rich knew that experts were unlikely sources of innovative teaching, and he recognized that advances in educational methods very often came from classroom teachers who used their knowledge and creativity to generate solutions for their own students.

Rich devoted himself to training special educators and truly loved every minute in the classroom. He established a master’s degree program at KU specifically for special educators who wanted to serve students with autism. That program is distinguished in several ways. Hundreds of local teachers were his students and received autism-specific training over the course of Rich’s 42 years in the department of special education at KU. Many of those teachers received graduate training at little or no financial cost, thanks to Rich’s consistent and successful pursuit of grant funding to support their training. Several of those teachers went on to become his doctoral advisees and have pursued careers as leaders in special education, thanks to his mentorship and support. He and Janice often hosted holiday parties at their home to honor and express their gratitude to the dedicated special educators who were seeking professional development. When Rich retired, and I use that term loosely because the man never stopped working, the program was and still is the longest-running autism-specific training program in the country.

Early in his career, Rich recognized that special educators and related professionals needed access to high-quality professional development to serve their students better. He obtained funding and sponsorship from the Kansas State Department of Education to offer a professional conference in 1979. Soon after — and along with colleagues Reece Peterson, Carl Smith and others — the conference became the Midwest Symposium for Leadership in Behavior Disorders. The conference attracts professionals throughout the Midwest; last year more than 900 attended. Along with me and several others associated with MSLBD, Rich spent time this past summer and fall planning a new autism conference for teachers in Kansas and the surrounding states. Last week, MSLBD agreed to name the conference in his honor and memory: The first annual Richard Simpson Memorial Autism Conference will be held in Kansas this October.

Rich’s life and work has had an immeasurable impact on the field, his community, families and individuals, an impact that will be felt for generations. Rich was one of whom it can truly be said that he made the world a better place, both for those of us who were lucky enough to know him, and for the many thousands who never met him but benefited from his work. Like all of you, I am grateful to have had the opportunity for our paths to cross, and for the mentorship and support he gave to so many. I say thank you to our friend and colleague, Richard Simpson, for a brilliant career, for impeccable character and for living a truly brilliant life.

—Jason Travers

Jason Travers is an associate professor and behavior analyst in the Department of Special Education at the University of Kansas where he coordinates the autism programs. A former public school special educator for learners with autism, Travers focuses his research on technology-based interventions for learners with autism, the underrepresentation of minority children with autism, and the importance of comprehensive sexuality education for this population. He is the recipient of the inaugural Tom E. C. Smith Early Career Award from the CEC Division of Autism and Developmental Disabilities and is an editorial board member for several journals.
Tomorrow, today
From a master's student in the educational technology program: I was born and raised on the Navajo Nation reservation where I attended school knowing only my Diné language. I grew up hauling water and living with no electricity in a National Park known as Canyon DeChelly. Today, I still live there with the same conditions. I came to the University of Kansas to get my master's degree in educational technology. I believe that we on the Reservation are behind in technology and that there will be a need for it for our future generations to come. This scholarship means a lot to me and will help me further my education so I may go back to my people and help with our future in educational technology. Getting this scholarship means so much to me because I can focus more on my academics while not having to stress about other expenses.

From a master's student in the unified early childhood program: I grew up in Kansas and hope to be serving the youth of Kansas the rest of my life! This field does not offer a lot of wealth for living, so this scholarship helps tremendously. Thank you so much for this generous donation towards my future and the futures of the children who will someday be in my classroom.

From a undergraduate in the health and physical education program: Words cannot express my sincere gratitude and appreciation to be considered and selected for this scholarship. It is truly an honor and a blessing. Four years ago, I began this journey to follow my dreams... This journey not only gives me an opportunity to follow my passion, but also allows me the ability to impact the lives of others. I extend my deepest appreciation for granting me the opportunity to further my education at such a phenomenal university.

From an undergraduate student in the Ronald E. McNair Postbaccalaureate Achievement program: I aspire to someday teach at a professional development school within the Kansas City, Kansas, school district. I want to help low income or ‘at-risk’ students, just as I have had teachers do the same for me. I am a scholar in the Ronald E. McNair Postbaccalaureate Achievement program, a student staff member for University of Kansas student housing, and an Eagle Scout. These three programs have shaped who I am today. It is impossible for me to put into words just what this scholarship means to me. Therefore, all I can say is thank you and I hope to put your generous donation to great use.

From an undergraduate student in the higher education program: I come from a small town in Nebraska where I was raised by a single mother. I have worked odd jobs as long as I have been able to in order to help out my mother and two younger sisters. I am a first-generation student, and the support I received as an undergrad inspired me to join the student affairs field. I have two main goals: First, I want to work hard so I can support my mother and grandparents. Second, I want to provide guidance and opportunities for students like myself. Your support means so much to me. I appreciate your generosity and I hope one day to be able to pay it forward to another student.

From a doctoral student in the Department of Educational Leadership and Policy Studies social and cultural studies in education program: I am dedicated to understanding the roots of inequity in public education and doing my part to help create more equitable opportunities for all students. As a first-generation college student and proud product of Philadelphia public schools, I understand the importance of having opportunities, resources and supporters to help shape your educational trajectory. This scholarship is a prime example of this. As I approach my second year here at KU, I am beyond thankful for your generous support and helping me to achieve my larger goal of attaining my Ph.D.

From an elementary education student: This scholarship means so much to me. I am one of four children, and my parents are constantly making sacrifices for my siblings and me to enable us to attend college. I am a hard-working individual, and I work throughout the school year and summer to help pay for school.

From an elementary education student: I hope one day to be able to pay it forward.