



WICHITA STATE
UNIVERSITY
COLLEGE OF EDUCATION

BIENNIAL REPORT

academic years 2009-2010 and 2010-2011

Academic Innovation in Living and Learning





Dean's message



Dean Sharon Iorio

Mission and Conceptual Framework

The Mission of the College of Education is to “prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines.”

The Professional Education Unit’s Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

The academic years 2009-10 and 2010-11 covered in this biennial report brought many new developments in the college. The first year, 2009-10, was devoted largely to preparation for the WSU Education Unit’s National Council for Accreditation of Teacher Education (NCATE) on-site review which occurs every seven years. The review team spent several days on campus and we were notified later that our unit was awarded the highest rating possible. The NCATE team found no areas for improvement are needed in any of the 34 WSU programs. This stellar review validates all the hard work undertaken by faculty and our partners in the Colleges of Fine Arts and Liberal Arts and Sciences.

The 2010-11 year is marked by continued program development in the college. Among the many articles in the pages to follow you’ll read how (far from resting on our laurels) faculty with the help of our school and community partners are transforming teacher education field experiences and curriculum to meet the contemporary needs of 21st century students. You’ll see new recruitment efforts in Sport Management programs, a reimagining of the Center for Physical Activity and Aging, and the launching of a new Engineering-Education Certificate and a new Play Therapy Center.

All of this activity is going on amidst further state and national economic challenges. To date our enrollment is steady in some programs and growing in others. We expect enrollment to continue to grow alongside the current business development in the areas of athletic training, exercise science and sport management. We are unsure how recent teacher layoffs may impact enrollment in departments that prepare preK-12 educators. We are continuing to encourage individuals who want to work with children and young adults to pursue their career goals and to remember that preparation for teachers requires four years of study and the economic outlook may be very different from now when the time comes for their graduation.

Our college is moving toward becoming a regional hub for outstanding university preparation. In the pages that follow, you’ll discover why.

–Sharon Iorio, Dean of the WSU College of Education

The WSU College of Education comprises five departments whose synergy provides powerful understanding of life span development and academic innovation in living and learning. It prepares teachers, school professionals, school counselors, educational psychologists, and exercise and sport professionals for 21st century careers.

College Advisory Board

The WSU College of Education Advisory Board provides valuable input regarding the leadership of the college. Serving on the board are: John Allison, USD 259 Superintendent; Karen Godfrey, KS National Education Association Vice President; Ron Holt, Sedgwick County Assistant Manager; Jo Ann Skillett, retired classroom teacher; Cindy Schwan, Wichita Community Leader; Rhonda Turner, Licensed Clinical Marriage and Family Therapist; Linda Weir-Enegren, LS Industries President and Dean Sharon Iorio.



Cindy Schwan, Ron Holt and Rhonda Turner.

Sport Management draws students from around the world

As professional and amateur sports gain in popularity worldwide, careers in sport management are following suit. Increasingly, students from other countries are exploring sport management careers and are looking for education and training. The Department of Sport Management prepares undergraduate and graduate students for careers in the management of sport entertainment, sport participation and sporting goods organizations and is a charter member of the Commission on Sport Management Accreditation (COSMA), a national accrediting organization. Seeing this growth in popularity as an opportunity to expand the program, Department of Sport Management chair, Dr. Clay Stoldt said, "We've had a number of international students who have enhanced our programs and are now working with high-profile sport organizations. We see the potential for additional growth."

The Department of Sport Management has developed a threefold plan to recruit international students. First, an electronic and print brochure is distributed to those who express interest through the website and through WSU's office in China. Second, a short survey on its website sends information right to Stoldt's inbox, letting him know that someone is interested in learning more about the sport management program at WSU. Third, the department utilizes the program's international alumni as ambassadors in their

home countries to recruit students interested in pursuing sport management careers.

"We have had students from Japan, China, Israel, France, England, Russia, Netherlands, Romania, Brazil, Indonesia, and Poland," said Stoldt. "Our international students have encouraged us to recruit more aggressively, and we think it's a great idea."



After conducting a cooperative education assignment and internship with the Wichita Open golf tournament, Michael Axline now works as a full-time employee for the event.

Sport management students visit OKC

The WSU Sport Management Student Association made its third annual trip to Oklahoma City in April 2011. In addition to the usual meeting with alumni and other staff members of the NBA Thunder franchise, the students met with sport managers from the RedHawks and Barons organizations.

More than 40 students and staff made the trip. Their first stop was RedHawks Field, home of the triple-A affiliate of the Houston Astros, where they toured the stadium and met with staff members. The group met alums, Megan Morgan and Becca Cook, and other Thunder staff. After a tour of the Oklahoma City Arena, the group met with staff members from the Barons, the American Hockey League affiliate of the Edmonton Oilers. The trip concluded with the group attending a Thunder game against the Denver Nuggets.



More than 40 sport management students and faculty visited Oklahoma City sport organizations in April 2011.

A Sample of the Employers of WSU Sport Management Alumni Includes:

- New Orleans Saints (NFL)
- Seattle Seahawks (NFL)
- Houston Texans (NFL)
- Kansas City Chiefs (NFL)
- San Francisco 49ers (NFL)
- St. Louis Rams (NFL)
- Carolina Panthers (NFL)
- Denver Broncos (NFL)
- Oklahoma City Thunder (NBA)
- Dallas Mavericks (NBA)

- Sacramento Kings (NBA)
- Kansas City Royals (MLB)
- Houston Astros (MLB)
- Milwaukee Brewers (MLB)
- Wichita State University Athletics
- Duke University Athletics
- Florida State University Athletics
- Kansas State University Athletics
- Oklahoma State University Athletics
- Texas Christian University Athletics

- Ohio State University Athletics
- University of Kansas Athletics
- University of Michigan Athletics
- U.S. Air Force Academy Athletics
- Mountain West Conference
- ESPN Wide World of Sports
- Intrust Bank Arena, Wichita
- Sprint Center, Kansas City
- Tokyo Giants (Japan Baseball League)
- French Federation of Athletics

Fulbright Scholar offers insights into student learning



Dr. Veronica O'Toole of University of Canterbury in Christchurch, New Zealand speaks to faculty at Corbin Education Center in May 2011.

Visiting Fulbright-Cognition Scholar, Veronica O'Toole, made a series of presentations and lectures at WSU during spring semester 2011, based on her research regarding the relationship between the emotional life of students and their ability to learn. The Fulbright program offers opportunities to study, teach and conduct research in the form of grants for U.S. citizens to go abroad and non-U.S. citizens to come to the United States.

Dr. O'Toole received the 2011 Fulbright-Cognition Scholar Award in Education Research to research the development of an emotional literacy program for New Zealand educators and students at Wichita State University and Yale University. Dr. O'Toole is a lecturer in educational studies and human development in the college of education at the University of Canterbury in Christchurch, New Zealand.

Dr. O'Toole is a colleague of Dr. Jo Bennett, assistant professor in the WSU Department of Educational Leadership. The two met at an international networking meeting sponsored by the American Educational Research Association in 2009. "We are joining our research efforts to study the importance of emotions in education and learning, especially with implications for teacher preparation and leadership development," said Dr. Bennett.

Play Therapy Center

Play therapy allows children with limited ability to express themselves verbally to be able to communicate with adults about their concerns. Play therapy also is effective to use with children developing at an average pace to express their emotions and work through everyday problems.

Play therapy training was largely unavailable at the university level in Kansas until 1994, when Dr. Ruth Hitchcock, counseling program chair in the Department of Counseling, Educational and School Psychology (CESP), approached Dr. Rick Gaskill, a registered play therapist supervisor, about teaching a class at WSU.

Former students were asking for more specific training in therapy modalities for children with serious emotional problems. Dr. Gaskill accepted the invitation, teaching the first class in the fall of 1994.

The program has grown from a single play therapy class to five classes, each a 3-credit-hour class, including a clinically oriented practicum. In September 2009, WSU became the tenth university in the U.S. to become an approved Play Therapy Center by the Association for Play Therapy. The center offers both

a university-approved certificate in play therapy as well as course work and supervision leading to registration as a play therapist or play therapist supervisor through the Association for Play Therapy. In 2010, the Department of CESP opened its first play therapy center complete with audio and video recording equipment.

"It has been gratifying to see our students receive positive accolades when they have interviewed for jobs both as school counselors and at community counseling agencies regarding their training in children's therapy models," said Dr. Gaskill. "The future for our program appears very bright."

"As a former kindergarten teacher, I often observed children at play and took notice of behaviors that concerned or seemed important to me at the time, but I had little insight as to how to address any potential need. The Play Therapy courses offered by WSU have given me important skills that I will use as a counselor to not only respond to these observations during play but to also provide interventions to facilitate children's growth through play," said Kelly Singer, now a school counselor at Benton Grade School.



Play therapy allows children and adults to effectively communicate with each other.



Transforming the Teacher Education Program Wichita Teacher Quality Partnership

The Wichita Teacher Quality Partnership, funded by a five-year, \$6.5 million grant from the U.S. Department of Education, has transformed the field experience component of the College of Education's teacher education program. The WTQP utilizes a Professional Development School model (see article below), a partnership that includes the Wichita Public Schools, Head Start and The Opportunity Project. Begun in 2009, the WTQP is growing and will be in 25 schools in fall 2011. Sixteen elementary schools and nine secondary schools will be welcoming WSU's College of Education students to give them real world experience in the classroom.

More than 160 WSU students worked in schools in Cooperative Education and Work-based Learning, gaining experience to become teachers and there were 262 elementary teacher education candidates/ student teachers and 256 secondary teacher education candidates/ student teacher placements. WSU liaisons work with the school staff and faculty as well as WSU students to assure that College of Education students have quality teaching experiences.

In addition to the field experience component, the grant is funding recruitment of potential teacher education students. In spring 2011, 40 high school students in eight Wichita high schools took Introduction to Education, receiving both high school and college credit for the course. Over 100 high school students in the Wichita Public schools took a high school course to start exploring teaching as a career. WSU committed to providing Rising Star scholarships to cover the cost of the course for any students with a 3.00 grade point average who have been identified to receive free or reduced lunch at their schools. During summer break, additional high school students are invited to WSU to explore careers in education and to participate in a three day Shock U workshop to learn what it will take to become an educator.

The Early Childhood Unified Residency Program started its first cohort of 19 candidates in January, 2011. These students work with young children during the day and take masters level classes at night as part of the first Kansas ECU Resident program. This newly approved program should provide more highly qualified teachers to serve young children and prepare them for kindergarten.

Professional Development School Model

The teacher education program at Wichita State University's College of Education uses a Professional Development School model. The PDS model combines the resources and expertise of area public school district teachers, administrators and support staff with those of the WSU College of Education to immerse teacher education students into the learning community. As a longtime partner with the Wichita School district – a large and diverse urban district – WSU College of Education students are mentored by exemplary teachers and develop a strong, supportive network that follows them into their professional life as a licensed teacher.

All teacher education students must complete a program comprising of a three-fold focus of disciplinary knowledge, field experience and professional courses:

- **Disciplinary knowledge** – A deep understanding and appreciation of the discipline a student has chosen is required. In addition to the general education courses, which provide a strong academic foundation,

and in addition to the professional courses, middle level and secondary education candidates are required to successfully complete 30 credit hours of liberal arts and science courses within their disciplines. The courses specific to the discipline provide the content knowledge upon which the professional education courses build.

- **Field experience** – Every student, from freshman to senior year, is provided with opportunities to be actively engaged in area PreK-12 classrooms. Students learn firsthand about classroom management, use of technology in the classroom and evaluation of student learning from exemplary teachers, who are selected to mentor our students. During the teaching internship semester, our teacher education students spend 15 weeks, fulltime in the classroom as they gradually assume greater teaching responsibilities. Particular effort is made to provide our students with opportunities to work with a diversity of PreK-12 students and settings over the course



of their education, including students from poverty, of various ethnicities and abilities, in rural, urban and suburban settings.

- **Professional/Pedagogy Courses** – All teacher education students are required to successfully complete 40 credit hours of professional education coursework that utilizes the latest in education research and practices. Among others, these include:
 - Instructional strategies including classroom and behavior management,
 - research-based reading/literacy strategies,
 - diversity and cultural issues with a focus on teaching high poverty students and English language learners,
 - methods courses that connect theory to practice with focus on the use of technology,
 - statistics and evaluation/ assessment courses that ensure our students understand and can apply quantitative analysis and its implications for student learning in the classroom, and
 - courses on education history, philosophies and ethics.

Continued on page 6



Practicum students lead participants in exercise during the 6:30 a.m. class at the Center for Activity and Aging.

Center for Physical Activity and Aging

For more than 15 years, the Center for Physical Activity and Aging (CPAA), located in the Heskett Center, has offered daily fitness classes, including yoga and water fitness, for older adults. In 2010, a CPAA committee, including members from the CPAA classes, was formed. Its focus is the improvement and growth of the program.

Based on input from this committee and support from the College of Education and the Department of Human Performance Studies, the CPAA has expanded its offerings to include additional innovative programming. For example, now members can utilize the circuit training room in the Heskett Center to participate in a program consisting of both strength and aerobic activities proven to significantly increase fitness in older adults. In addition, a fitness class is offered at noon for those who are unable to participate in the early morning classes.

The CPAA also plans to start a Nordic walking program in fall 2011. Nordic walking utilizes ski pole-like devices to provide cardiovascular exercise options and also improve balance and bone density, all of which are vital to successful aging.

All HPS students are required, in a practicum, to work with the CPAA classes as part of their professional preparation. Undergraduate exercise science student involvement has become a fundamental component of the CPAA. With this experience the students gain group exercise instruction and personal training skills, abilities to administer activities to a variety of adult populations, and the capacity to work effectively with older adults who will represent a very large portion of the population throughout their careers.

The CPAA continues to conduct research involving exercise and aging and integrates these findings into practical forms of physical activity for our members and the community. During the past year, faculty members and students who work with the CPAA have presented their research on activity and aging locally to a variety of organizations, nationally at the American College of Sports Medicine conference and internationally in Greece, Spain, Hong Kong, and Japan.

Engineering Education Certificate

The Certificate of Engineering Education was established as a joint effort by the College of Engineering and College of Education to better equip graduate students with the skills necessary to teach engineering courses at the collegiate level. The certificate requires 12 credits, with courses offered in both the spring and fall terms, and is complimentary to graduate study in engineering.

One student in the program, Trevor Hardy says, "I appreciate the education and engineering schools getting together to form this program and find a way to give those that aspire to teach at the university level some formal training in how to be more effective in the classroom. I have high hopes that when I have completed the program I will have a

better understanding of how to organize instruction, evaluate my students and provide a meaningful education for them."

The first cohort began in spring semester, 2010. Courses will be taught by faculty from the Departments of Curriculum and Instruction and Counseling, Educational and School Psychology. Besides the coursework, the students will be required to complete an internship in which they receive experience teaching in the College of Engineering. During the internship the students will have two mentors, one from the College of Education for pedagogy and one from the College of Engineering to guide disciplinary learning of the content of the instruction.



Professional Development, *cont'd from page 5*

Recent developments through the PDS model include curriculum changes:

- A technology course is specifically designed for teacher education candidates to receive hands-on experience with classroom technology,
- Elementary education courses reflect the focus on literacy and reading in the early grades,
- Stronger focus on instruction in English as a Second Language,
- Sheltered Instruction Observation Protocol (SIOP) training in spring 2011 for Departments of Curriculum and Instruction and Counseling, Educational and School Psychology faculty.
- A course on evaluation and assessment for teachers was expanded to include a section on analyzing data from No Child Left Behind exams and applying results in the classroom,
- A seminar for student teachers was expanded to include behavior management to help teacher education candidates address the challenges of the wide range of students found in a 21st century classroom.

Four bachelor's degrees are offered by the College:

*Athletic Training
Exercise Science*

*Sport Management
Education*

Programs Offered for Teacher Licensure:

*Art Education PreK-12
Early Childhood Unified
Elementary Education
English Language Arts 5-8
English Language Arts 6-12
Foreign Language PreK-12
History Comprehensive 5-8
History & Government 6-12
Mathematics 5-8
Mathematics 6-12*

*Music Education PreK-12
Physical Education PreK-12
Science 5-8
Secondary Biology
Secondary Chemistry
Secondary Earth & Space
Science
Secondary Journalism
Secondary Physics
Secondary Speech/Theatre*

Master's Degrees:

*Counseling
Curriculum & Instruction
Educational Leadership
Educational Psychology
Exercise Science
Sport Management*

*Special Education – four tracks
Early Childhood
Adaptive
Functional
Gifted
Teaching – two tracks
Alternative Certification
Early Childhood Residency*

Specialist Degree:

School Psychology

Doctoral Degree:

Educational Leadership

Graduate Licensure Programs:

*Alternative Licensure
Building Leadership (principal)
District Leadership (superintendent)*

Graduate Certificates:

*Functional Aging
Technology
Literacy
National Board of Teaching Standards
Play Therapy
Engineering Education*

Endorsements:

*Early Childhood
Reading Specialist
TESOL*

WSU College of Education facts at a glance:

5 Academic units

*Counseling, Educational and School
Psychology
Curriculum and Instruction
Educational Leadership
Human Performance Studies
Sport Management*

Average Student Credit Hours by Department Fall 2009 - Spring 2011

<i>CESP.....</i>	<i>3,635</i>
<i>CI.....</i>	<i>14,496</i>
<i>EL.....</i>	<i>1,128</i>
<i>HPS.....</i>	<i>7,989</i>
<i>SM.....</i>	<i>3,599</i>
<i>College Total.....</i>	<i>30,847</i>

2 Research Centers

*Center for Physical Activity and Aging
Center for Research and Evaluation Services*

By The Numbers:

- 1** *Human Performance Lab*
- 1** *Technology Center*
- 3** *WSU College Program Partners*
Engineering, Fine Arts, Liberal Arts & Sciences
- 4** *Student Organizations*
- 12** *Full Time Instructors*
- 13** *Student Teaching Supervisors*
- 31** *Tenure Track Faculty*
- 350** *Cooperating Teachers*
- 653** *Graduate Students*
- 1244** *Undergraduate Students*
- 425,000** ... *Dollars in Scholarships*



Excellence in math and

The WSU College of Education is fast becoming a center of excellence for mathematics and science education through a complement of initiatives including: revitalization of math and science baccalaureate programs with the Professional Development School model, recruitment and retention of high-achieving math and science education students, participation in STEM-focused organizations, partnerships with area school districts and offerings of professional development workshops for current teachers. Already we have made great strides in reaching our goal to produce a greater number of math and science teachers with strong content and pedagogical skills who will teach the next generation of middle and secondary students.



Science and Mathematics Teacher Imperative

The Science and Mathematics Teacher Imperative (SMTI) is a commitment from national university leaders as members of the Association of Public and Land-grant Universities (A-P-L-U) to produce quality science and mathematics teachers in K-12 schools.

Joining in the initiative are WSU Colleges of Education and Engineering. The COEd's SMTI Goal is to produce 55 total mathematics or science teachers for the 2014 school year. This will be an increase of 112% in five years. To reach the goal of higher quality and quantity in science and math teaching, WSU has taken action in three interlinking endeavors—Recruitment, Education, Retention. WSU science and math education faculty are currently pursuing multiple avenues for supporting and retaining new and veteran math and science teachers. These efforts combine with other university outreach activities to include:

Recruitment

- Personal presentations to freshman/ sophomore courses in the departments of mathematics and sciences in the College of Liberal Arts and Sciences.
- Presentations in the College of Education introductory teaching courses.
- Visits to high school science, engineering, math, technology, and education clubs.
- Signs and digital displays around campus and in area schools inviting students to STEM education careers.
- Increased scholarship opportunities through The WSU Foundation efforts and U.S. Dept. of Education TEACH Grant funding.
- Recruitment through WSU's Cooperative Education program, in which undergraduate college students work in area schools as math/science tutors.
- Helping to host events on WSU campus: Shocker MINDSTORMS Robotics Challenge and Camp, and Engineering, Science, Mathematics, and Technology-based Camps.

Education

- Development of teacher course designs in the seven traditional high schools in Wichita.
- Partner with area schools to provide strong preparation of pre-service teachers for 21st century urban classrooms.
- Promotion of a Research-Based Framework (RBF) for teaching, emphasizing classroom planning and decisions based on the most recent research and well-founded literature supporting effective instruction.

Retention

- Two graduate-level courses that incorporate the concepts, tools, and skills connecting science and technology in the classroom.
- A new summer on-line class inviting classroom teachers to review their lessons and examine ways to enhance them to more accurately represent concepts and increase student engagement.

Cont'd on page 9

science education

Symbiotic relationship with the kansas aerospace industry

Wichita relies on its airplane manufacturing industry as a major driver in the local economy. In turn, the airplane industry relies on WSU to provide a trained and educated workforce. In order to do that, Wichita Public Schools must have teachers with strong foundations in math and science preparing young students to pursue degrees in science, technology, engineering and math (STEM) disciplines.

The Boeing Company, the leading manufacturer of commercial jetliners and military aircraft, and Spirit AeroSystems, the world's largest supplier of airplane components and assemblies, have a vested interest in the development of a workforce well versed in STEM subjects. A

key component in cultivating this workforce is the preparation of those studying to be classroom teachers with strong content knowledge of math and science and a solid understanding of the best methods for teaching these concepts.

Boeing provides funding for students in the Transition to Teaching program in the form of fellowships that pay a substantial portion of tuition for students who will teach secondary math and science.

Students in this alternative licensure program must already have a degree in a high-need content area. Some have been in the workforce as engineers, meteorologists, bankers or business executives, but are now pursuing their passion for teaching. Spirit AeroSystems funds scholarships for high-achieving undergraduate teacher education students during their student teaching semester.

21st Century Technology to Prepare 21st Century STEM Teachers

A grant from The Boeing Company allowed the College of Education science faculty to purchase equipment and supplies to be used in a new course – Physical Science for Elementary Teachers. Science faculty purchased resources that are similar to those found in an elementary school's science classroom – balances, beakers and pipettes – so that elementary education teacher candidates at WSU receive hands-on experience demonstrating scientific concepts in the classroom. Some new equipment is an upgrade to digital technology, while some represent basic tried-and-true classic tools, still vital to teaching basic scientific principles.

The recipients of Spirit AeroSystems scholarships must have high potential for success as a teacher of the next generation of students pursuing STEM careers.

The College of Education thanks these community partners for supporting our students as they pursue their passion for teaching math and science.

(SMTI)

Cont'd from page 9

- Dr. Daniel Bergman, chair of WSU's Middle and Secondary Science Education Program, serves as communication chair and representative on the board of the Kansas Association of Teachers of Science (KATS), and contributes annually to KATS conference presentations and regularly in the KATS NEWS publication.
- Workshops funded by The Boeing Company for elementary and middle-level science teachers that explore ways to enhance the science curriculum, utilize teacher resources, and modify science curriculum to meet students' needs.





NASA *connection*

The Endeavor Science Teaching Certificate, funded by the National Aeronautics and Space Administration (NASA) awards one-year fellowships to over 40 current and prospective teachers across the nation. College of Education graduate student, Jennifer Cole was chosen for this program in 2010.

NASA invites education majors from around the U.S. to Johnson Space Center for summer study. Among the 27 selected in 2010 to attend the Pre-Service Teacher Institute were two WSU education students and four were selected to attend the 2011 session. Mary Robillard, COEd clinical educator, is involved with the program as well.

Students in the teacher education program participate in astronomy activities and are introduced to NASA resources for use in classroom lessons. The students who have attended NASA's Pre-Service Teachers Institute present their experiences to WSU classes and teach a lesson using NASA materials during their school internship experience.



WSU College of Education students Jennifer Cole (left) and Diana Meister (right) were selected to attend the 2010 NASA Pre-Service Teacher Institute in 2010.

Klose Scholarship for Math and Science Education

A gift of almost \$7.5 million from the estate of Doris and Ralph Klose to fund scholarships for COEd students preparing to teach math and science was announced in May 2010. This is the third single largest gift to the university and the largest gift ever to the College of Education, according to WSU Foundation President and CEO Elizabeth King. It is the largest known private gift in the nation to fund scholarships with this emphasis.

"This endowment will make science and math teacher preparation a priority at WSU," said Dean Iorio. "The demand for secondary teachers of science and mathematics is great and is continuing to grow, in spite of cuts in school budgets across Kansas and the nation."

The fund establishes scholarships to pay for high-achieving math and science education majors' full tuition, fees and books during their junior and senior years. Starting in fall 2011, 20 COEd students will receive this prodigious support for their academic achievement – a minimum GPA of 3.25 and a demonstrated passion for classroom teaching.

In an effort to attract the brightest math and science students who want to be teachers, the College of Education will hold a Klose Scholarship Competition each fall. The first competition was held in November 2010 among top-performing high school seniors. Three Klose Scholars were selected after a rigorous day of group and individual activities, demonstration of skills and interviews. The winners of the competition will receive a package of scholarships to fund their first two years in the College of Education and the Klose Scholarship will fund their final two years.



Klose Scholarship Committee: (back row) Amy Strong, Greg Novacek, Daniel Bergman, and Janice Ewing. Klose Scholars (front row): Julia Emberson, CleoAnne Worthan, Claudia Trevino and COEd student Nathan Riley.

Performance Agreements support Math and Science Education majors

Under Kansas law, the Kansas Board of Regents (KBOR) established performance-based funding for colleges and universities in the state higher education system. The performance agreement, according to KBOR "is designed to improve career preparation, job placement, and lifelong learning activities to better reflect the current and emerging needs of the state."

In an effort to increase the numbers of math and science education majors, the

College of Education entered a performance agreement in 2010 that provides funding in the form of \$1,000 scholarships for students of junior or senior standing, majoring in middle level science or mathematics, or secondary biology, chemistry, earth and space science or physics. This scholarship support, combined with other initiatives has already increased the number of math and science education students in the college.

Project DREAM

In the fall 2010, USD 259 received a \$2 million grant from the U.S. Department of Education to fund three years of implementing Project DREAM (DiscoverY, Engineering and Aerospace Magnet) which focuses on increasing student achievement through the integration of science, technology, engineering and mathematics.

Mueller Aerospace and Engineering Discovery Magnet School is partnering with the WSU College of Engineering and

College of Education. Mary Robillard, clinical educator, will lead the COEd grant activities. The Project DREAM grant will allow Mueller to enhance its science and engineering curriculum, purchase more computers, and install a flight simulator, broadcast studio and weather lab over the course of the grant. Students will learn through project-based learning and teachers will receive training to more effectively teach science, technology, engineering and math.

In fall 2010, students presented Discovery Centers at Exploration Place in conjunction with Mueller Elementary's live downlink with International Space Station. Elementary students were invited to ask questions of the astronauts in the space station.

Stacey Painchaud, USD 259 project coordinator of the Project DREAM Grant said, "We look forward to continuing to strengthen our partnership with WSU. The students from the College of Education bring a great amount of energy and enthusiasm with them which inspires our students to reach high expectations."

Boeing Math/Science Workshops

In partnership with the Wichita public school district, the WSU College of Education offered a science inquiry-based workshops in 2010 and 2011 for elementary and middle school teachers. The AIMS model of learning, based on research in best practices and inquiry-based learning has been implemented in grades 1-8 throughout the Wichita school district.

In AIMS to Inquiry workshops, funded by The Boeing Company and offered by the WSU College of Education, COEd faculty members train current teachers to use the AIMS resources to integrate math and science more effectively and expand their STEM pedagogy skills.

Research and Activities Supported by Grant Awards

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For the past two years, the WSU College of Education has successfully secured grant awards worth approximately \$8 million. These awards have helped faculty and staff to conduct research and implement exciting new initiatives to positively impact our students and the community both in Pre K-12 education and in exercise science.

A sample of research efforts underway in the College of Education:

- Evaluate pre-school curricula based on their effects on the development of school readiness skills, including skills in the domains of language, early literacy, early math and socio-emotional development, for children who are Spanish-speaking English language learners (ELL).
- Develop and validate both a comprehensive assessment instrument and a screening measure for Spanish-speaking ELL preschool children's early literacy skills, and to conduct initial development work for a set of measures that can be used by early childhood educators to monitor the progress of Spanish-speaking ELL preschool children's early literacy skills.
- Research the level of physical activity in women after cancer diagnosis to focus on helping individuals achieve their full potential during rehabilitation.
- Collaborate with national partners to evaluate three strategic strands of support for alternative certification programs: (1) Online Learning Community; (2) Mentoring; and (3) Quality Indicators.
- Provide evaluation services of the Kansas Children's Cabinet and Trust Fund Project for the Wichita Birth to K Alliance. Collaborators include organizations from Butler, Harvey, Sedgwick and Sumner Counties in Kansas. The Wichita Birth to K Alliance identifies three common themes which this grant addresses: (a) quality child care, (b) the need for on-going and specific professional development training for child care providers, and (c) parenting education and support.
- Evaluate the effect of Biofreeze on the acute pain/discomfort experienced during high-intensity anaerobic performance and its possible ergogenic effect.

A sample of educational training grants in the College of Education:

- The Wichita Teacher Quality Partnership award from the Department of Education is funded from October 1, 2009 through September 30, 2014. This TQP federal grant enables WSU, Wichita Public schools and other community partners to provide high quality, integrative, comprehensive teacher preparation for urban education.
- The National Writing Project is a professional development network that serves teachers of writing at all grade levels, primary through university, and in all subjects. The mission of the South Central Kansas Writing Project is to boost student achievement by improving the teaching of writing and learning in all schools within its 12-county service area in south central Kansas. The model that all 200 local sites of the National Writing Project use in all professional development activities is, "teachers teaching teachers".
- The Human Performance Studies department received a three-year grant from the Robert Wood Johnson Foundation to develop Project HEAL (Health Education and Leadership). HEAL aims to empower individuals who have serious mental illness to take charge of their well-being through physical activity and healthy nutrition skills.
- The WSU Transition to Teaching program has received support from two federal grants 1) Recruit, Retrain, Retain (R3) Teacher Expansion through Alternative Certification for High Need



Schools and 2) KNOTtT: Strengthening Systems Capacity Collaboratively with Kansas, Nevada, Ohio, and Texas to address secondary teacher education shortages. Candidates in this alternative licensure program have undergraduate degrees and spend two years developing their teaching skills while teaching in an area district to gain full licensure. Many transition teachers go on to finish their masters of arts in teaching degree, and continue to teach in local schools.

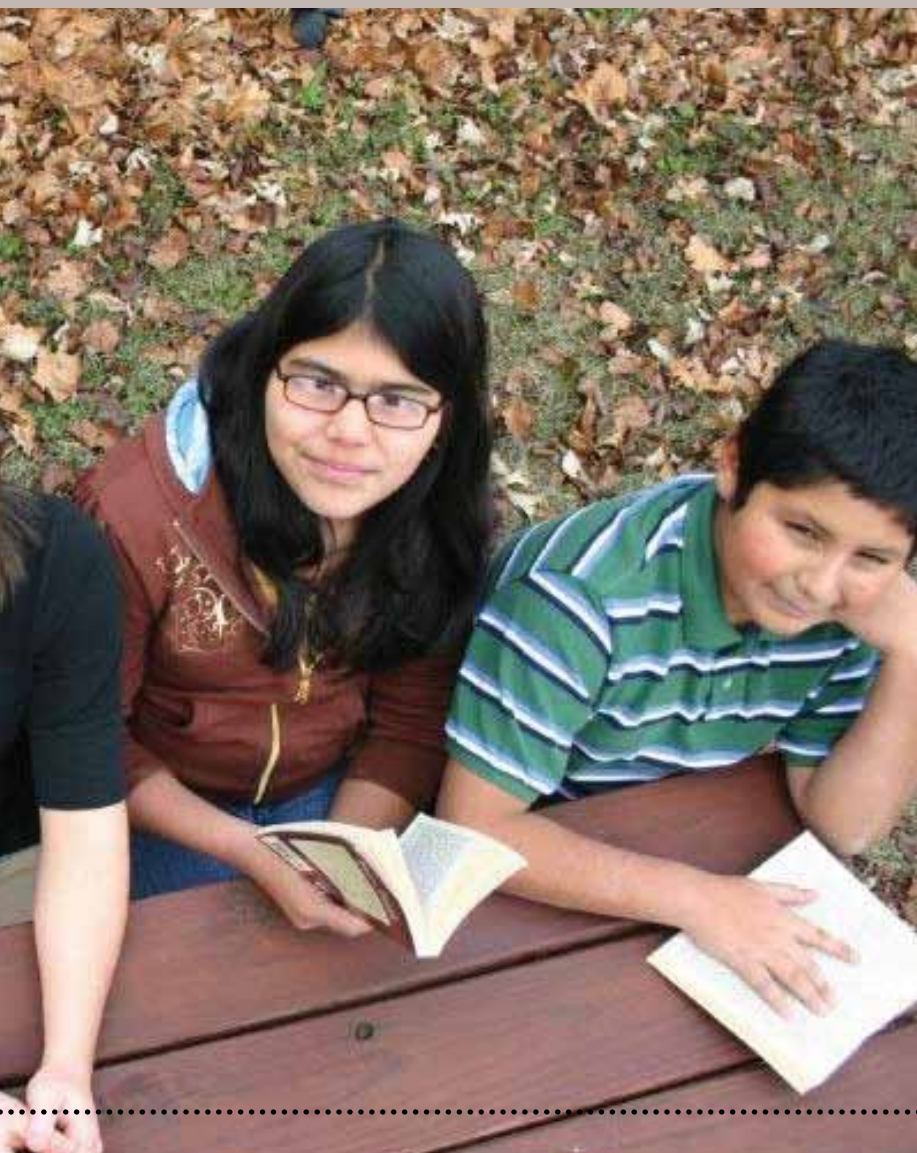
- Kansas Parent Information Resource Center grants have supported collaboration and teaming between teachers, families and community members. COE students learn about the importance of parent involvement and welcoming all families into the school community.
- The Boeing Company is funding activities in which science teachers at the elementary and middle school level are learning relevant information and practical methods to effectively incorporate curriculum resources into science instruction, especially through inquiry-based strategies during concentrated summer academies.
- Project ALIVE has helped to bridge the gap in qualifying more teachers to serve students with disabilities in Kansas. WSU in partnership with KU is offering functional endorsement for teacher licensure to serve special education students.
- Tilford incentive grants are supporting additional classroom experiences by faculty to help teacher education candidates

to value diversity and more effectively teach diverse populations. Math and Science Partnership initiatives have involved faculty working with teachers of local elementary schools to develop mathematics understanding and improve math delivery to elementary students.

- These are only a few of the highlighted grants. To see more details about grants and research efforts in the College of Education go to: www.wichita.edu/education and click on Research/Grants in the navigation list on the left.



Graduate students in Transition to Teaching conduct research projects as part of their Master's in Teaching program.



The Wichita Teacher Quality Partnership award enables WSU and its partners to provide high quality teacher preparation for urban education.

Research in the College of Education supports the development of literacy skills for children who are Spanish-speaking English language learners.

Retirements and Resignations

During the past two years the following individuals retired from their work in the college: **Dr. Dennis Kear**, professor; **Dr. Peggy Anderson**, associate professor; **Dr. Fran Clark**, associate professor; **Dr. Candace Wells**, assistant professor, and **Ms. Judy Ruder**, clinical supervisor. All served in the department of Curriculum and Instruction.

Those who resigned their positions during the past two years include: **Sheril Logan**, assistant dean of the College of Education, **Dr. Lori Miller**, professor, Department of Sport Management; **Dr. Judith Hayes**, associate professor in Curriculum and Instruction; **Dr. Nikki Currie**, assistant professor, Department of Counseling, Education and School Psychology; and **Ruth Bohlkin**, instructor, Department of Human Performance Studies.

New Faculty

Eric Freeman (Ph.D. North Carolina State University) is an assistant professor in the Department of Educational Leadership. Dr. Freeman joins us in fall 2011 and will be teaching in the masters and doctoral programs, advising doctoral students and serving on dissertation committees. He has experience with urban schools and is interested in studying the conditions of poverty many urban students confront. Dr. Freeman comes to WSU from Central Michigan University.

Jim Granada (Ph.D., Northern Arizona University) is an assistant professor in the Department of Curriculum and Instruction. Dr. Granada joins us in fall 2011 and will be teaching undergraduate social studies courses in elementary education, among other teacher education courses. Dr. Granada comes to us from the Austin Independent School District in Austin, Texas, where he was director of the Department of Advanced Academic Services.

Gayla Lohfink (Ph.D. Kansas State University) is an assistant professor in the Department of Curriculum and Instruction. Dr. Lohfink teaches the undergraduate elementary education language arts methods class and supervises elementary student interns. She is involved in the Wichita Teacher Quality Partnership, the Dept. of C&I elementary education committee and serves on the Ablah Library Appeals Board.

Katherine Mason (Ph.D., Arizona State University) is an assistant professor in the Department of Curriculum and Instruction. Dr. Mason is program chair for English Education and teaches Instructional Strategies, Assessment and Management (English) and Student Teaching seminar (English). She supervises secondary and middle level English student teachers, pre-student teachers and literacy practicum candidates. Dr. Mason comes to us from Kennesaw State University in Georgia.

Donna Sayman (Ph.D., Oklahoma State University) is an assistant professor in the Department of Curriculum and Instruction. Dr. Sayman is the program chair for the Special Education Adaptive program and teaches special education classes. Dr. Sayman was an instructor at Oklahoma State University.

Susan Unruh (Ph.D., University of Kansas) is an assistant professor in the School Psychology program of the Department of Counseling, Educational and School Psychology. Dr. Unruh teaches undergraduate teacher education classes and graduate classes in individual intelligence assessment, consultation techniques and characteristics of exceptional children; she also supervises school psychology interns and practicum students. Dr. Unruh comes to us from the Wichita Public Schools where she was a school psychologist.

Sharon Goodvin (Ed.D., Wichita State University) is a senior fellow in the Department of Curriculum and Instruction, alternative licensure program. Dr. Goodvin has been teaching research courses in the Department for Educational leadership and sits on two dissertation committees for the doctoral program. She will be the administrator for the Transition to Teaching program for the Department of C&I starting in fall 2011. She retired in 2009 from the Maize School District where she was director of secondary education/technology at Maize School District.

Rick Pappas (M.Ed., Wichita State University) is a clinical educator in the Department of Human Performance Studies. Pappas teaches basic skills and strategies of team sports in Introduction to Physical Activity and practical applications of theoretical models in Health Education for PreK-12. He comes to us from the Wichita Public Schools and is currently president of the Kansas Association of Health, Physical Education, Recreation and Dance.

Mike Ross (M.Ed., Wichita State University) is a sport management educator in the Department of Sport management. Ross teaches undergraduate and graduate classes in sport public relations, sport marketing and sport law. He is advisor to students in the sport management graduate program and serves as faculty advisor to the Sport Management Student Association.

Nick Walton (M.Ed., Wichita State University) is a human performance educator in the Department of Human Performance Studies. Walton directs the Center for Physical Activity and Aging program and teaches undergraduate courses in physical fitness and exercise. He also serves on the College of Education technology committee and the exercise science program committee.

Academic Year 2010-2011

FACULTY

Bender of Twigs, an award made to those who have given 25 years of service to Wichita State University:

- **Dr. Nancy McKellar**, associate professor in the Counseling, Educational and School Psychology Department
- **Jane Eshelman**, Administrative Specialist in the Education Support Services office

ALUMNI

Distinguished Teachers:

- **Megan Vicin**, kindergarten teacher at Kensler Elementary – New Teacher, Elementary category
- **Theresa Blunt**, 7th grade math teacher at Truesdell Middle School – New Teacher, Secondary category
- **Cindy Siemens**, Language Arts teacher at Robinson Middle School – Middle School category
- **Kim Morrissey**, P.E. teacher at Dodge Literacy Magnet – Support teacher category

STUDENTS

Fall 2009 Teachers of Promise recognized at the Kansas Teacher of the Year Banquet:

- **Chelsea Eck**, an elementary education major
- **Hai Le**, a middle school mathematics major

2010 COLLEGE OF EDUCATION AWARDS

- Technology Award: **Dr. Alan Aagaard**, Curriculum and Instruction
- Research Award: **Dr. Catherine Bohn-Gettler**, Counseling, Educational and School Psychology
- Service Award: **Dr. Jeri Carroll**, Curriculum and Instruction
- Teaching Award: **Dr. Jeff Noble**, Sport Management
- Outstanding Non-Instructional Staff Award: **Jill Wolf**, Curriculum and Instruction and Educational Leadership

Academic Year 2010 – 2011

FACULTY

Dr. Daniel J. Bergman, assistant professor and chair, secondary science education, received Award V: Implications of Research for Education Practice for his paper “Synergistic Teaching of Science to English Language Learners: Comparative Analysis of the STRATEGIES” from the Association for Science Teacher Education (ASTE) at its Annual ASTE International Conference in Minneapolis, Minn.

Dr. Gwen Mukes was recognized as the Outstanding Local Advisor of the Kansas National Education Association – Student Program.

Dr. Jeremy Patterson was named a Fellow of the American College of Sports Medicine (FACSM), which recognizes professional achievement and competence, published works, professional service, and contributions to the goals of the organization and profession.

Dr. Marlene Schommer-Aikins was selected as the recipient of a 2011 Distinguished Alumni Award from the College of Education at the University of Illinois at Urbana-Champaign. Dr. Schommer-Aikins received her PhD in Educational Psychology from U of I.

Frank Rokosz, instructor in Human Performance Studies received the University Excellence in Teaching Award for academic year 2010-2011. This award is WSU's highest honor for teaching and is especially notable due to its award by a committee of faculty peers.

Bender of Twigs, an award made to those who have given 25 years of service to WSU:
Doris Burgert, Instructor in Counseling and Educational School Psychology

On October 29, 2010 Price-Harris Communications Magnet School named their gym in honor of **Rick Pappas**, Clinical Educator in the Department of Human Performance Studies.

STAFF

Mary Myers, administrative specialist in the Department of Sport Management, was the recipient of the 2010-2011 President's Distinguished Service Award for 2011.

STUDENTS

Susan Grommesh, graduate of the WSU Transition to Teaching Program, received honorable mention in the NAAC Scholarship for Outstanding Alternative Certification Intern Award from the National Association for Alternative Certification.

Teachers of Promise: **Melissa Engelbert**, elementary education major and **Brianna Reyes**, secondary English language arts major are the spring 2011 Kansas Teachers of Promise. **Tracy Blunt**, WSU graduate and math teacher at Truesdell Middle School, received the Horizon Award, a recognition of exemplary first-year teachers.

Kansas National Education Association-Student Program members **Maranda McArthur**, **Penny Blattner**, **Susie Kelly** and **Kara Yoder** took top prize for a banner they made that will go on to the national KNEA-SP meeting, where it will compete with banners from all 50 states.

2011 COLLEGE OF EDUCATION AWARDS

Service Award: **Dr. Ruth Hitchcock**, Counseling, Educational and School Psychology
Research Award: **Dr. Ahn Tran**, Curriculum and Instruction
Teaching Award: **Doris Burgert**, Counseling, Educational and School Psychology
Technology Award: **Mike Ross**, Sport Management
Outstanding Non-Instructional Staff Award: **Lynda Cushman**, Curriculum and Instruction

We believe in the **POWER** of education to change the world.

We are pleased to have the generous support of these WSU alumni in underwriting this publication:



Ron Holt earned a master's degree in business administration from WSU in 1977. He is the Sedgwick County assistant manager and a member of the College of Education advisory council. Holt is a lifetime member of the WSU Alumni Association, and is extremely active in the Wichita community. He has served on the boards of many community and civic organizations and was named one of the Top Ten Wichitans of the Year in 2008 by Wichita magazine.



David Nygaard earned a bachelor's (1973) and a master's degree (1974) in education from WSU. He is a retired banker and Navy reservist and a longtime active member of the Rotary Club of Newton. In 1986, he and his wife Bernie established the Nygaard Family College of Education Endowed Scholarship which provides tuition support to teacher education students in the College of Education.

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