

Drake University

SCHOOL OF EDUCATION
ALUMNI NEWSLETTER

the **EDUCATOR**

CONNECTING WITH OUR ALUMNI & FRIENDS AROUND THE WORLD



URBAN EDUCATION

PAGE 6



A Note

from Dean Salina Shrofel



Welcome to the first edition of *The Educator*,

a biannual newsletter published to inform our alumni, friends and partners about the School of Education. As you read, I hope you will see our dedication to excellence and the leadership we provide locally, regionally and nationally. In each edition, we will highlight a program, a faculty member, a student, the news of the past six months and an educational issue that is being addressed by the school.

These are challenging times for educators. Often, calls for reform are contradictory and legislative reform mandates aren't grounded in the reality of schools and schooling and/or don't come with a level of funding that make them possible. The result is low morale of teachers and administrators, which leads to cynicism. This assertion does not deny that there are problems in education: low success/achievement rates for low-income and racial/ethnic minorities, high teacher attrition, a shortage of teachers educated for and willing to work in the inner city or high-poverty rural areas, shortages of highly qualified math and science teachers, too many disorganized and dysfunctional schools and high dropout rates, especially among minority male adolescents. At Drake, we give serious attention to these issues and want to be part of the solutions.

This means that we will need to change our traditional focus on teachers and teaching to a focus on students and learning. Such focus will require that our programs become more school-based so our preparatory teachers and administrators and faculty become involved with the work of schools and school districts.

The establishment of an urban education program (see page 6) and the new professional development school are the first and most obvious changes we have made, and have the potential to transform how teachers and administrators in Iowa are educated.

We are also revising all of our program curricula and creating new and exciting field experiences for our students. For example, we have created a new master's degree program for school administrators. Because we are convinced that principals need community experience as well as school experience, we are building in a field component that would allow prospective principals to gain experience in a variety of situations, including government, non-profit, community, international and legal sectors.

All our efforts are aimed at continuing the Drake reputation for graduating well-prepared professionals who have a solid grounding in content and liberal education, in pedagogy and the knowledge of how to educate every child, in technology and its utility in enhancing learning, and in communication and the methods necessary to build communities of learners and teachers.

Our alumni, friends and partners are important in helping us achieve our goals and fulfill our mission. I urge you to read about us and then find a way to provide support to our exciting programs, excellent students and faculty, or our new initiatives.

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The Educator is published
for alumni and friends of the Drake University
School of Education

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Five-year grant brings positive behavior support to Iowa schools

Thanks to a \$2.3 million contract awarded by the Iowa Department of Education, the Drake School of Education, with the help of several partners, will introduce positive behavior support to schools, families and communities across the state in the coming years.

Positive behavior support emphasizes a holistic approach to lifestyle changes, systems change and the value of consumers as collaborators. Awarded late last year, the five-year contract calls for implementing and evaluating school-wide positive behavior supports, new venues of access to mental/behavioral services for school-age youth and drop-out prevention programs.

The first phase of the grant began in January 2003 and involves the Iowa Positive Behavior Support Alliance, which is based at Drake's Resource Center for Issues in Special Education and has a presence through its partners across the state. Researchers, clinicians, advocates and teachers from the University of Iowa, Iowa State University, the Iowa Federation of Families for Children's Mental Health, the National Regional Research and Training

Center based at the University of Oregon and many local agencies assist in the work of the alliance.

The school-wide positive behavior support component began in January with 14 schools and eventually will be replicated statewide. The other components will be implemented later in the project.

Marion Panyan, the Mary Collier Baker distinguished professor of education, and Carl Smith, director of the Resource Center and associate professor of education, co-direct the program, working closely with a coordinating council.

"The current work in early childhood, and K-12 schools involves an appreciation for the role of context in a student's challenging behavior and to a teacher's understanding of that behavior," Panyan says. "Traditionally we have focused on the behavior, such as fighting. Now we focus not on the behavior, but rather on the context, for clues as to why the fighting is happening (such as to get attention from the teacher, to mask the fact the student cannot complete the assigned work, etc.). Once we identify the reason for the fighting we can change the context to change the behavior;



for example, provide work that is more suited to the student's strengths."

In order to accomplish the breadth and depth of the project, the co-directors work closely with a coordinating council. "The expertise in the program is found in the collaboration among the members of the council," explains Panyan. "Many of the human service and educational groups represented on the council have complementary goals so hopefully their participation will be reciprocally beneficial.

"In Iowa we have specific ideas about what's good for children," Panyan adds, "and some of the grandiose goals — that all children be healthy and all children come to school ready to learn — there's no way that can be done by any individual agency. That's why we have wide representation on the coordinating council. It's about recognizing this huge task and working together to make inroads." **E**

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Program Profile

Masters of Science in Education — Educational Leadership with principal endorsement

Program Overview: As a new administrator, the Drake graduate in educational leadership will demonstrate readiness for leadership, intellectual curiosity and scholarship, as well as commitment to students and their learning, the professional development of adults in the schools and ongoing learning. The program is designed as a two-

year cohort, with classes taught on the weekend. It is also available at the Cedar Rapids and Bettendorf Area Education Agency facilities.

Course Highlights: Courses include practice-based learning assignments and case studies integrating theory and practice throughout the curriculum. The program is Web-assisted so that optimal communication is provided between students and faculty.

Career Options: This program has been designed for students aspiring to be principals, associate/assistant principals, curriculum coordinators, deans of students, teacher leaders, athletic administrators, area education agency consultants or Department of Education consultants.

IN BRIEF

SOE STUDENTS MENTOR YOUNG WRITERS

Young Des Moines-area writers recently had a chance to workshop their writing among peers, thanks to SOE students.

During the spring semester, several graduate students under the direction of Assistant Professor Sally Beisser facilitated four workshops for gifted fifth grade authors in a partnership with the Des Moines Public Schools called “Give Your Writing Wings.” Each session included education majors assisting a lively group of 15-18 writers in shaping their writing skills. The students’ parents also attended each meeting to learn about the needs and characteristics of their high-ability learners.

“It’s a collaborative opportunity for the Drake students involved and helps them to be better prepared as classroom teachers in understanding a population whose needs are often overlooked in the regular classroom,” says Beisser. “The myth is that if they’re doing well, you can leave well enough alone. Students have a right to be challenged appropriately and my students are going to be better prepared to do so.”

DRAKE HONORS TWO EDUCATORS AT ALUMNI DINNER

Two Iowa educators were honored at the 12th annual Drake University School of Education Alumni Dinner on April 4.

Sharon Hart, a teacher in the West Des Moines Community Schools, and Mick Starceвич, superintendent of the College Community School District in Cedar Rapids, both received the Distinguished Alumni Award. They were selected because of their extraordinary service to students and their tireless efforts as educational advocates.

Hart, who teaches second grade at Clive Elementary School, received her bachelor’s degree from Drake in 1975 and her master’s degree in education from Drake in 1991. Starceвич, who earned his doctorate in education from Drake in 1990, will start a new position as executive vice president of instruction at Kirkwood Community College on July 1.

The School of Education Alumni Dinner featured a keynote address titled “The Community Teacher: Improving Teacher Quality” by Peter C. Murrell, associate professor and director of the Center for Innovation in Urban Education at Northeastern University.

STUDENTS BUILD BRIDGES OUT OF TOOTHPICKS AT PHYSICS OLYMPICS

Hundreds of Iowa high school students used toothpicks, mousetraps and soda straws to test the laws of physics at the 25th Annual Physics Olympics this spring.

The event, sponsored by Drake’s School of Education and the Heartland Area Education Agency, drew 140 students from 14 school districts to Drake’s campus for the regional competition in March. More than 150 students representing about 20 teams competed in the state competition in April.

Using only household items and their creative minds, students competed in six events, including toy racecar mousetraps, toothpick bridges, ping-pong catapult and student-powered water heater.

SOE REMEMBERS DEDICATED ALUMNA

In February, longtime Drake supporter Annamae Heaps, FA’33, GR’47 passed away at the age of 92 from ulcer complications.

Heaps, who lived in Des Moines all her life, was a retired vice principal at the now-closed Franklin Junior High and a former teacher in Albia. She was a strong supporter of Drake University and the School of Education, and received the Drake University Alumni Loyalty Award and the School of Education Distinguished Fellow Award.

Her contributions to the university made scholarships possible, and she was an avid follower of the women’s basketball team.

In her eulogy for Heaps, School of Education Dean Salina Shrofel said, “Annamae exhibited all the characteristics that make teachers special enough to be remembered years later by their students.

“On behalf of the School of Education, indeed on behalf of all educators, I’m here

to say ‘thank you’ to her for being who she was and, most importantly, for having changed so many lives by being a teacher!”

QUILT DEPICTING 50 STATES DISPLAYED IN SCHOOL OF EDUCATION

It took three years of work, a keen eye and a mile of thread to complete Myrtle Hohl Staley’s counted cross stitch quilt, which now hangs in the foyer of the School of Education.

A retired school teacher, Staley, ED’43, GR’60, donated the quilt to the SOE during a ceremony on Parents and Family Weekend last fall. The quilt, which Staley designed, contains 50 colorful blocks that show the highlights of each state. Staley said she hopes Drake students will use the information on the quilt as an enjoyable learning tool.

“Not only does the quilt beautify the School of Education’s entryway,” says Dean Salina Shrofel, “but it helps connect the generations of teachers who have graduated from Drake.”

Staley also has endowed a scholarship fund for students majoring in education.

GLASSER LEADS SEMINAR ON STUDENT SUCCESS

More than 200 educators from across the Midwest converged on Drake’s Olmsted Center in October to spend the day with Dr. William Glasser, renowned psychiatrist, lecturer and developer of reality therapy, choice theory and The Quality School philosophies.

A diverse audience of classroom teachers, administrators, school nurses and social workers witnessed Glasser working directly with a panel of local high school students in an effort to help students discover how school can be a joyful, connecting place in which they will learn and gain competence.

In his presentation “Every Child Can Succeed: Strategies for Successful Schools,” Glasser explained how teachers can build competence and eliminate both failure and discipline problems in their classrooms.

He also discussed how students can be taught to see how what they learn will add value to their lives.

The event was sponsored by the SOE in cooperation with Green Valley Area Education Agency and the Mid-American Region of the William Glasser Institute.

CANADIAN PARTNERSHIP CONTINUES TO GROW

Enrollment in Drake's professional development partnership with the Elementary Teachers' Federation of Ontario more than doubled in just over six years to more than 3,600.

In the spring of 1996, the SOE and ETFO partnered to contribute to ETFO's professional development program. ETFO promotes a high standard of professional ethics and competence for the elementary teachers of Ontario. The group's professional development program currently offers 11 credit courses toward meeting these standards. Each course may be taken for three credit hours from Drake University.

All professional development instructors have either instructor or adjunct professor status with Drake.

Under the direction of Dr. Janet McMahon, associate dean and director of extension education, the partnership has developed over the years to benefit both Drake and the elementary teachers of Ontario. It is managed by Annette Colby, manager of distance learning programs.

EARLY CHILDHOOD EXPERT VISITS CAMPUS

Diane Trister Dodge, an author and expert on early childhood education, visited campus in April and presented "Making the Case for Developmentally Appropriate Curriculum and Assessment." Dodge is author of *The Creative Curriculum* and founder of Teaching Strategies Inc., a company that produces educational resources for early childhood programs.

The event was sponsored by Drake University Head Start and Drake's School of Education.

PARTNERSHIP PRODUCES TWO NEW READING COURSES

Drake University and Performance Learning Systems, Inc. have partnered to offer two new reading courses — "Learning to Read: Beginning Reading Instruction K-3" and "Reading to Learn: Comprehension Instruction K-12." National training for 12 instructors was held on campus from January 25-March 16.

Both courses include an interactive CD-ROM that provides curriculum resources, teaching strategies and research studies. "This "coach in a pocket" CD-ROM will be updated as research evolves and offers 24-hour access to online resources and classroom tools.

"Learning to Read: Beginning Reading Instruction" will be offered beginning this summer throughout Iowa. "Reading to Learn: Comprehension Instruction" will be available in 2004. For additional information, please contact Terry Thorpe at 515-271-3976, 800-443-DRAKE x3976, or e-mail Terry.Thorpe@drake.edu.

Alumni are everywhere

Salina Shrofel
dean of the School of Education

WHENEVER the opportunity arises, I like to say to students and faculty, "Look around you! What do you see?"

Before they can answer, I jump in with, "I see alumni everywhere I look. Most of the students you see are here because alumni donated scholarship funds. The SOE building was made possible by an alumnus. Indeed, most of the programs and a large part of faculty development receive support from alumni donors. Just as alumni provide benefit to you as a current student or faculty, you will someday be able to provide for the students and faculty who follow you."

This is the cycle of giving that is so much a part of the university experience, especially at institutions like Drake,

which are so dependent upon tuition for base funding.

Private support makes a critical difference for the SOE — it allows us to advance research, create new programs, support talented students and provide professional development for faculty. In fact, the gifts support those activities that ensure the school a leadership position regionally and nationally.

I hope you choose to become a critical part of the SOE by making a donation. You may restrict your gift to a particular program, faculty development or scholarship. We appreciate contributions in any amount. Small and large gifts combine to create the funding to allow the SOE to continue its good work. To donate, contact Drake Associate Director of Development Diane Caldbeck at 515-271-3152.

Campaign Drake

The School of Education benefited from Drake's recent \$190 million capital campaign in many ways. The Center for Urban Education received foundational funding, enough to begin implementation (see page 6). The James Morrison Collier School of Education Faculty Development Fund provides resources each year to create learning opportunities for faculty. The James Morrison Collier Endowed Scholarship Fund will provide scholarship funds for English majors who are pursuing secondary school licensure. And the Mary Collier Baker Endowed Faculty Chair provides research and travel funding for a distinguished faculty member (see the faculty profile on page 8). **E**

PARTNERING FOR SOLUTIONS

By Michelle Rubin

URBAN CHALLENGES PRESENT NEW OPPORTUNITIES FOR THE SCHOOL OF EDUCATION



These days, urban school districts must confront a plethora of challenges. The issues facing at-risk students — poverty, ethnic and cultural differences, language barriers, limited educational support in the home, learning disabilities and lack of success models — are further compounded by budget constraints.

But in Central Iowa, these challenges actually present a unique partnership opportunity for Drake University and the Des Moines Public Schools. These two learning institutions are teaming up this fall to improve the education of at-risk children with the launch of Drake's new urban education program.

In addition to preparing future teachers for the unique challenges faced in urban school districts, the School of Education urban education program will establish cooperative teacher education practicum experiences in the Des Moines Public Schools, provide tutoring and support services for at-risk children and adolescents, conduct evaluation and research studies, and develop model teacher education services.

EMPHASIZING INTERACTION

For SOE students, the new program will mean a different approach to their education, beginning with involvement with schools earlier in the program.

According to Dean Salina Shrofel, the traditional approach involved little interaction between schools and the SOE. "In the old model, the only time School of Education and the public schools intersected was when we sent our students to schools for field experiences. There really wasn't a lot of interaction between the schools and teacher education institutions. It created a situation where the field experiences were often artificial and didn't really serve the school districts.

"They will not just be observing but also working with young children," Shrofel says of students in the new program, "so there's more intentional field experience and contact with more and different teachers. They will be working within a school and so they will get a whole school experience in a way that has not been the norm. I think in total Drake education students are going to get a better education."

PART OF THE SOLUTION

In the Des Moines Public Schools, racial and minority enrollment is 31 percent, with nearly 45 language groups represented in the student body. Nearly half of the district's students is eligible for free or reduced-price lunch. "There is something special about working hand-in-hand with those issues," says Judith Cunningham, assistant superintendent of Des Moines Public Schools.

"As Drake students work in our schools, they will see the high level of teaching practices that our staff uses," Cunningham says. "Drake students will see many literacy strategies that we have and are learning from our own professional development model in use. The Drake students who enter the urban education program will be ready for the challenges of a large urban school system."

"The urban education program also makes us more responsive to the needs of the schools," says Shrofel. "And we need to be part of the solution. It's what I call partnering for solutions."

As part of the solution, the SOE will provide additional expertise to the school district. "Our teachers go out and become part of the school rather than just going out to do field experiences."

"At the school site, it might mean that new research, methods, coaching and modeling will be used," Cunningham says. "This would enable our teachers to learn the latest practices and to see them being modeled right in their own school or classroom."



LEADING WITH PARTNERSHIPS

The program eventually will consist of several partnerships with individual schools. The first partnership will begin next fall, when a new School of Education faculty member will begin working in the partner school two days a week. The faculty member will work with Drake students in the school and help the school district faculty and staff develop strategies for improving the students' learning.

"The good news is, we're not the first to do this," Shrofel says. "Other people have worked out all kinds of interesting models that appear to be working."

How the program is implemented in the individual schools will depend on each school's

needs. The school administrators with whom Shrofel has talked have been very receptive. "They have been delighted and excited. It's the first time anyone had come to them to request a partnership and given them a role in designing it."

Cunningham predicts the program will benefit both the School of Education and the school district. "Both groups will learn more than expected and maybe different things than they expected to learn. From our schools' viewpoint, we want to put the best qualified teacher into each of our classrooms each day. If Drake students are aware and know of strengths it takes to work in an urban school system, then we have those great teachers. The better prepared all of us can be as we work with the youth of today, the more our students will learn." **E**

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Student Profile

Amber Clapp

Major/year: Senior secondary education and history major with a political science minor.

Hometown: Fargo, ND.

Work experience: Student teacher and assistant girls soccer coach at North High School in Des Moines, past volunteer at the Youth Emergency Services and Shelter.

Notable Achievements: Rhodes Scholarship finalist, published in 2002 *Drake Undergraduate Social Science Journal*, Drake University Outstanding Sophomore award, Carpenter Scholarship recipient, Oreon E. Scott Outstanding Senior of the Year award.

Campus Activities: SOE student senator, women's soccer, vice president of Kappa Kappa Gamma, Homecoming Executive Council, Peer Advisory Board, Phi Beta

Kappa, Mortar Board, Kappa Delta Phi and Phi Alpha Theta.

Career Aspirations: Teaching high school in an urban area (such as Des Moines or with Chicago Public Schools), then returning to school for a Ph.D. program.

"The Drake faculty changed my outlook on education. They have encouraged me to develop as a professional, to understand and appreciate ethnic diversity and to develop a methodology-, curriculum- and student-centered atmosphere in my future classroom."

OF NOTE

Faculty Focus

Sally Beisser, assistant professor, serves on the Standards Committee of the National Association for Gifted Children and is a board member of the Iowa Talented and Gifted Association and the Iowa Coalition for the Integration of Curriculum in Service-Learning. She recently published a paper with Catherine Gillespie titled "Kindergarteners Can Do It — So Can You: A Case Study of Constructionist Technology-Rich First-Year Seminar for Undergraduate College Students" in the *Information Technology in Childhood Education Annual*.

David Darnell, visiting professor of educational leadership, will become associate professor in the fall. He is president of the National Leadership Development Community and serves on the Board of Directors of Learning Technology Systems and the Center for Education Effectiveness.

Linda Espey, GR'90, GR'96, GR'99, assistant professor in the teaching and learning program, recently served on the board of directors of the Iowa Technology Education Connection, including work on the Executive Conference Planning Committee, ASCD-ITEC. She recently presented "Improving Mathematics in K-6 Classrooms" at the ASCD-ITEC Joint Conference.

Kathy Fejes, professor, received the Courageous Advocacy Award from the Gender Equity Task Force of the Iowa Commission on the Status of

Women, serves on the board of the Iowa Juvenile Home Foundation and is currently chair of the board of directors of Easter Seals Iowa. Her most recent publication is "Assessing Gender-Specific Programming for Juvenile Female Offenders: Creating Ownership, Voice and Growth," which was published in the *Journal of Correctional Education*.

Jack Gerlovich, GR'71, GR'77, professor, is a fellow of the American Association for the Advancement of Science and of the Iowa Academy of Science, and state director of Iowa Physics Olympics. His science textbook, *Teaching Science for All Children: Methods for Constructing Understanding*, is the best-selling textbook in its category nationally. Recent publications include "Alabama Science Safety: A 2001 Status Report" in the *Alabama Science Teachers Journal*,

"Science Safety Status in Iowa Schools" in the *Journal of the Iowa Academy of Science* and "Surveying Science Safety: NSTA Analyzes Safety in the Classroom" in *The Science Teacher*.

Catherine Gillespie, associate professor and chair of the teaching, learning and leadership department, is a participant in the Iowa Early Childhood Paper Partnership and a member of the Child Development Advisory Board. She recently published a paper with Sally Beisser titled "Kindergarteners Can Do It — So Can You: A Case Study of Constructionist Technology-Rich First-Year Seminar for Undergraduate College Students in the *Information Technology in Childhood Education Annual*."

Sally Hinders, assistant professor in the leadership program, is a member of the Iowa Council of Professors in

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Faculty Profile

Dr. Marion V. Panyan

Mary Collier Baker distinguished professor of education

Educational and Professional

Background: Ph.D. from the University of Kansas, M.A. from Southern Illinois University and B.A. from Webster College. Before coming to Drake, Panyan taught at Johns Hopkins University, Winthrop College and University of North Carolina, Chapel Hill.

Classes Taught: Special education and early childhood courses.

Favorite Class to Teach: Applied Behavior Analysis.

Professional Associations/Notable

Achievements: Council for Exceptional Children, American Association on Mental Retardation and Association of Supervision and Curriculum Development. Co-authored a text, *Positive Behavior Support in the Classroom: Principles and Practices* (2002). Serves as a mediator for the State of Iowa in helping parties to resolve parent/school district differences or disputes. Member of a team designated to receive a five-year, \$2.3 million contract to improve access to mental health services, drop-out prevention programs and positive behavior

supports in Iowa schools and communities (see page 3).

Research Interests: Positive behavior support, character education programs and teacher training.

Off-the-Job Interests: Tennis, nature walks and poetry.

"I am often very proud of the students' accomplishments at the end of their program when they are teaching in the public schools. Their mastery of the subject matter, their commitment to their students and the students' families, and their teaching excellence is testimony to the work and influence of many teachers and mentors. I am happy to be counted among them."

Educational Administration. She presented on leadership and personality styles at the Adams Leadership Academy.

Lisa Martin-Hansen, assistant professor, directs the secondary student teaching experience and serves on the boards of the Iowa Association of Elementary Educators and the NCREL Science and Math Consortium. Last year she presented “Inquiry and the National Science Education Standards” to the Iowa Science Teachers Section and “Preliminary Findings Regarding the Impact of Participating in a Freshman Nature and History of Science Course Specifically Focusing Upon Evolution” to the NCREL Association for the Education of Teachers of Science.

Jan McMahill, FA’71, GR’76, directs the Extension Education Division within the SOE. She has recently served as the president of the United States Distance Learning Association and at the biennial meeting, she was inducted into the Distance Learning Hall of Fame. She is recognized for establishing Iowa as the first state chapter of USDLA and is directly responsible for initiating distance learning organizations in 14 other states.

Eunice Merideth, professor and associate dean, has been a Drake Academic Computer Fellow and coordinator of the Teachers as Partners Programs for the past three years. She serves on the editorial review board for the *Journal of Technology and Teacher Education* and is the national secretary/treasurer for the Association of New American Colleges of Teacher Education. Recent publications include “An Outward Design

Support System to Increase Self-Efficacy in Online Teaching and Learning,” published in *Campus-Wide Information Systems: The Journal of Technology on Campus*, and “Teacher-Leaders and Professional Growth and Development” in *Intensifying the Mentoring Experience*.

Marion Panyan, Mary Collier Baker distinguished professor of education, is a mediator for the Iowa Department of Education and serves on the Iowa Program for Assistive Technology Task Force, the design team of the Urban Teacher Academy and is a board member of the Institute for Character Development and for the Adult Literacy Center. She is associate editor of the *Journal of Special Education Technology* and most recently co-wrote *Positive Behavioral Support in the Classroom: Principles and Practices*.

James Romig, professor, is the Albee Distinguished Professor of Education. He directs the doctoral program and serves as a board member of the National Leadership Development Community.

Richard Sheehy, assistant professor in the counseling program, is currently working on a study with the Drake Legal Clinic and the Drake Law School examining the impact of training lawyers in therapeutic jurisprudence and interpersonal skills on client satisfaction. His article “Do you have the skills to be an effective helper?” in the *Florida Bar News* has been reprinted by the Illinois Bar Association’s *Corporate Counsel Newsletter* and *Elder Law Practice Newsletter*.

DeDe Small is a part-time assistant professor who directs the elementary

student teaching experience. She serves as faculty advisor for the I Have a Dream summer college camp and is the Drake coordinator of Book Week.

Carl Smith is director of the Resource Center for Issues in Special Education. In 2003, he received the “Clone” award from the Iowa Federation of Families for Children’s Mental Health for his outstanding service on behalf of children with mental health needs and their families. Recent publications include *Advocating for Children with Behavioral and Cognitive Disabilities in the Juvenile Justice System* and “Wraparound and Positive Behavioral Interventions and Supports in the Schools,” published in the *Journal of Emotional and Behavioral Disorders*.

Robert Stensrud, GR’87, associate professor, is nationally recognized as a leading scholar in the area of rehabilitation counseling and serves on the editorial board of the *Rehabilitation Counseling Bulletin*. He recently co-wrote “Identification of the Characteristics of Employers Who Are Open to Hiring and Accommodating People with Disabilities,” published in *Rehabilitation Counseling Bulletin*, and “Professional Practice: Placement” which was published in a textbook titled *The Profession and Practice of Rehabilitation Counseling*. Last year he co-wrote “Employment Strategies” in a book titled *Work and Disability* and published *Chronic Kidney Disease and Vocational Rehabilitation Services*.

Tom Westbrook is professor and chair of the adult learning, leader-

ship and counseling programs. He is a member of the Iowa Supreme Court Commission on Continuing Judicial Education and is chair of the Annual Conference of the Iowa chapter of the American Society for Training and Development.

Current Students

SOE President’s List

Fall 2002

Debra Arganbright
Melissa Bartecki
Tara Bassett
Emily Bollinger
Jenna Carder
Amber Clapp
Jessica Cron
Sally Davis
Kara DeShaw
Lara Eberlein
Christian Ezell
Audrey Frey
Monica Gray
Carrie Kandris
Lisa Kopacek
Brian Mason
Deann Pair
Jacqueline Patrick
Suzanne Paulson
Shannon Raisch
Elizabeth Rancine
Stefanie Rosenberg
Heidi Schindlbeck
Lindsay Shanks
Amy Stubblefield
Traci Sturtz
Tia Tilbury
Alison Vermie
Andrea Ware
Anne Weinberg
Adam Werley

(CONTINUED ON PAGE 10)

OF NOTE

2003 School of Education Doctoral Graduates and Dissertation Titles

Celeste Bremer, "Impact of a Mentoring Program on Occupational Stress, Personal Strain and Coping Resources of Newly Appointed U.S. Magistrate Judges"

Kristen Crabtree-Jones, "Examining the Relationship Between Personal Characteristics and Effective Practices of Middle Level Teachers"

Suzanne Crandall, "High School Hazing: A Study of the Autobiographical Memories of Entering First-Year College Students"

Jennifer Lindaman, "Implementing Iowa Accountability Policy in Reform-Minded High Schools"

Leslie Moore, "Implementing State Education Policy in Iowa: Voices from the Field"

Vicky Poole, "Student Perceptions of Faculty-Student Advisory Programs at Three Secondary Schools"

Jody Ratigan, "Large Secondary Schools Respond to State Policy"

Carole Richardson, "Legislating Learning: What Happened in the Process?"

Nancy Sebring, "Professional Development Schools: Yesterday's Theories, Today's Reform?"

Susan White, "Interaction in Online Nursing Education"

Dennis Wulf, "The Prospects of Successful State-Directed Reform in Education"

2003 Kappa Delat Pi inductees

Emily J. Bollinger
Colleen Buchannan
Tracy L. Christian
Sally M. Davis
Joann E. Dobson
Rachel A. Fausnaugh
Shari A. Rolling
Amy L. Rosenberger-Babikian
Marcia M. Roth
Derek D. Scroggins
Jessica L. Seeley
Amy D. Stubblefield
Maya C. Sutton
Sofia S. Turnbull
LeAnn W. Williamsen
Jeremy R. Yenger

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Alumni Profile

Phyllis M. Staplin

Occupation: Director of Curriculum, West Des Moines Community School District, West Des Moines, IA.

Background: B.S. from the State University of New York in Buffalo, NY; M.A.T. from Washington University, St. Louis, MO; the ED Specialist from Drake University, 1978, and Ed.D. Drake, 1984. An employee of the West Des Moines Community School District since 1979, Staplin was a reading resource teacher at Rex Mathes and Fairmeadows schools and began the reading resource concept at

Valley High School before moving into district administration in 1989. She also is an adjunct professor in the School of Education at Drake University in the area of Effective Teaching, Learning and Leadership.

Research Interests: How students learn, become literate and achieve.

Notable Achievements: Writing and working with staff to achieve the first Grammy award from the National Academy of Recording Artists for Outstanding Music Programming at Valley High School, 1999. Designing, implementing and supporting the elementary Spanish program for K-6 students, which received an Iowa Department of Education award through the FINE Foundation. Past president of the Civic Music Association and presently on its board of directors; member of the Greater Des Moines Leadership Institute Class of 2001; board member, West Des Moines Friends of the Library, the Bennett School and the Des

Moines Choral Society; and chair, National Advisory Board, School of Education, Drake University.

Off-the-Job Interests: Reading, attending student concerts and professional performances. Walking, playing the piano and organ, and listening to her husband, Dr. Carl Staplin, play weekly at the First Christian Church and in organ recitals.

"Drake is known for personalizing the learning culture. Professors were always accessible and attentive to their students. Expectations were high; the research that the professors were conducting became lively topics in the classroom. In my leadership in the West Des Moines Community School District, I have taken this blend of excellence in scholarly pursuits with excellence in human relationships and attempt to emulate these qualities when I work with others."

Alumni News

Heinz Bulmahn ED'66, Sylvania, OH, was named vice provost for research and dean of the graduate college at Bowling Green State University. Bulmahn spent 12 years at the University of Toledo before going to BGSU in 2000 as associate dean of academic affairs in the graduate college and a professor of German.

Roger Hansen ED'67, Panora, IA, serves as medical director for ambulance services in Jamaica, Yale, Bagley and Panora and is affiliated with Bayard Medical Clinic.

Donna Nims ED'74, ED'81, Urbandale, IA, a resource teacher at PCM High School in Monroe, IA, was named Wal-Mart 2002 Teacher of the Year.

Rhonda Simpson ED'77, GR'87, GR'01, Albia, IA, was named principal of Moravia Elementary School. She was previously a professor in the education department at William Penn University.

Pauline Sampson ED'83, Ames, IA, was named superintendent of the United Community School District. Previously, she was principal of Ames' Wilson-Beardshear School and director of the school district's special education program.

Michele "Mitch" Kirsh ED'86, State College, PA, became director of admissions in Penn State University's MBA program. Previously, she was the director of admissions and financial aid in the graduate school of business at Indiana University and served as assistant director of the school's MBA program.

James Simmelink GR'86, Adair, IA, is the new superintendent of the Adair-Casey schools. Previously, he was curriculum director and principal at Adair-Casey High School.

Barbara Kruthoff GR'88, Lake View, IA, became superintendent of Wall Lake View Auburn School District. Kruthoff previously was a principal in the Manning School District.

Gary Richardson GR'88, Orange City, IA, became superintendent of MOC-Floyd Valley School District. Richardson had been with Harris-Lake Park Schools for 21 years.

William A. Large ED'89, Melbourne, IA, has been named principal of Russell elementary and high schools.

Dick Profit GR'90, GR'95, Shenandoah, IA, was named superintendent of the Shenandoah School system. Previously, Profit was superintendent at Odebolt-Arthur school district.

Debra Johnson ED'93, GR'01, Woodbine, IA, was named superintendent of Boyer Valley and East Monona School Districts. Previously, Johnson served as a principal and as educational consultant to Iowa Western Community College as a facilitator and instructor.

Steven McDermott GR'93, GR'00, Newton, IA, was named superintendent of the Newton Community School District. Previously, he was superintendent at Greenfield and Bridgewater-Fontanelle schools.

John Dayton GR'94, GR'96, Greenfield, IA, has been named superintendent of the Nodaway Valley School District.

Tammy Conrad GR'97, West Point, IA, joined the Marquette school system as elementary principal. Conrad was previously the head women's basketball coach and an instructor with Iowa Wesleyan College.

Brennan Gisselquist ED'98, Chandler, AZ, was hired as program manager for Rodel Community Scholars Program.

Linda Macrae GR'98, Bancroft, IA, became principal of North Kossuth Middle School.

Scott Parry GR'99, Akron, IA, became principal of Kluckhohn and Kissinger elementary schools. He previously was a principal in the Akron-Westfield Community School District.

Keep up your network connection!

Have you changed your address or career? Do you have family news? Tell us so we can stay connected with you! Fill out this form and mail it to the Drake University Office of Alumni and Parent Programs, 2507 University Avenue, Des Moines, IA 50311-4505. Or you can submit information online at www.drakealumni.net.

Name _____ Class year _____

1st Major _____ 2nd Major _____

Mailing address _____

City _____ State _____ Zip _____

E-mail address _____

Home phone _____ Work _____

Employer _____ Title _____

What's new? _____

Log on to www.drakealumni.net to find out what's happening at Drake with your Drake classmates, faculty and friends.

Programs at a Glance

The School of Education serves as a community resource through a variety of programs. Look in this space in future issues of *The Educator* for news from these programs.

Head Start

Drake University is the largest Head Start grantee in Iowa and one of only a few university-based Head Start programs in the nation. It serves pregnant women and children from birth to age 3 through the Early Head Start program and children ages three and four through the 3- and 4-year-old preschool program.

The programs are child-focused and seek to increase the school readiness of young children in families with lower incomes.

Drake University Head Start encourages parent involvement; because research shows kids

grow up physically and emotionally healthier when both of their parents are involved in their lives, particular attention is paid to increasing fathers' involvement.

Drake University Head Start works with the Polk County Fathers and Families Coalition to help children grow up in strong, healthy relationships with their parents. The coalition asserts that paternal involvement in the lives of children enhances academic performance and overall child well being, as well as reduces juvenile delinquency.

Resource Center

The Resource Center at Drake University offers educational resources and support services to systems that serve individuals with disabilities. It offers technical assistance in the areas of staff development, youth behavioral needs, parents and families, the transition from student to adult life, and legal- and policy-related activities.

The Resource Center also provides leadership to several statewide efforts in such areas as transition of youth, serving Iowans with autism, support for

families of infants and toddlers with disabilities, preservice issues in special education, and paraprofessional inservice and preservice issues.

Adult Literacy Center

The Adult Literacy Center serves adults and their children who want to improve their reading, writing and/or speaking skills. Volunteers meet twice a week for hour-long, one-to-one sessions with those seeking to improve literacy skills. The center is a needed resource in the greater Des Moines area, where 38 percent of its residents perform at the lowest literacy levels.

National Rehabilitation Institute

The National Rehabilitation Institute was established in 1975, when the first program offered was the job placement program. Today the institute is nationally recognized as the leader in training of placement professionals, offering an undergraduate degree in rehabilitation services and graduate degrees in rehabilitation counseling, placement and administration.



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