Peter Wetzel, elementary education major, serves in South Africa

Lydia Peele, secondary education mathematics major and K-State student body vice president
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kansas state university
college of education
coe.k-state.edu

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Increasingly the public is becoming aware of growing shortages of teachers for America’s schools. Kansas is far from immune to these trends. The profession is bracing for accelerating retirement rates and experiencing difficulty attracting and retaining teachers, especially in mathematics, science, foreign languages, special education and second language instruction. These challenges are most extreme in our more urban and rural districts.

While teacher shortages result from many circumstances far beyond the College’s direct influence, clearly we have an obligation to identify and respond to those issues which are, in fact, at least partly under our control.

We intend to adopt far more aggressive approaches to recruiting prospective teacher education candidates, asking our high school and university colleagues to help us identify and encourage students who should consider teaching as a career. We will significantly increase both expendable and endowed scholarships to attract and assist talented prospective students. We are joining the other Regents’ education programs to lobby for state and federal initiatives to provide more financial aid and forgivable student loans for our graduates who teach in the highest need disciplines and locations.

The active support of our alumni and friends will be important to the success of these initiatives. Not surprisingly, we will be intensifying our efforts to encourage you to contribute to our scholarship campaign. As importantly, we hope you will encourage young people to become teachers. Teaching is difficult and sometimes discouraging; sharing stories of its joys and triumphs provides important counterpoints.

We are carefully examining our curriculum and requirements to identify and remove impediments to students becoming eligible to receive a teaching license. For example, our Department of Secondary Education is seeking approval of a graduate certificate program to markedly decrease the number of credits required for a teaching license for graduates with a degree in a high-need discipline. Our elementary education program now provides an area of emphasis allowing a student simultaneously to be licensed as an elementary school teacher and provisionally certified in second language instruction.

The one solution to teacher shortages we will continue to resist is the lowering of standards, an easy fix too often recommended by people seeking simplistic answers. Addressing one problem by creating a worse one is nonsensical. The children of our state and nation deserve the highest quality teachers the profession can provide. Your college is committed to ensuring every child experiences the best teacher we know how to prepare.
What’s the first step on the road to changing the world? If you ask Peter Wetzel, it’s going out and actually seeing the world. Wetzel, senior in elementary education with an emphasis in English as a second language (ESL) and a minor in non-profit leadership studies, returned in January 2008 from a semester-long study abroad program at the University of Stellenbosch in South Africa, just thirty minutes outside of Cape Town.

For Wetzel, the shift in perspective was profound.

“I’ve realized just how naïve Americans can be to the daily struggles faced by people in countries in and outside the African continent,” he said. “When we don’t live the life day in and day out, it’s easy to turn a blind eye. Bottom line is, this country has changed me in ways I can’t describe in words.”

Offered through K-State’s Office of International Programs, Wetzel’s trip included some traditional study — he took courses at the university and studied the native language, isiXhosa (“X” is pronounced with a click). His main responsibility was a service learning experience, working with townspeople and an educational psychologist to structure a new afterschool program in the black township of Kayamandi. Each school day, the program provides 128 HIV/AIDS orphans with one meal and a few hours of mentoring and educational support.

“The goal of service learning is to provide sustainable support which will have a lasting impact on a community, rather than just volunteering,” Wetzel explained.

“There are four classrooms facilitated by mothers from the...
community. These mothers have no educational background, so I used my K-State education class skills to empower these teachers to maximize student involvement, attention and positive behavior.”

The township is made up of small tin shacks that usually house ten people or more. In spite of the many struggles they face, the townspeople are adamant about the world understanding that they are happy.

“The kids are definitely full of life, and most always have smiles on their faces. As an older student told me, ‘We may be poor, but we’re happy.’”

It’s this resiliency and positive attitude that first drew Wetzel to working with kids. Originally from Westwood, Kan. — part of the Kansas City metro area — he is one of six siblings and has always felt at ease around children, making his career path a natural choice.

“They never cease to impress me with their creativity, imagination and humor. I came to college knowing I wanted to work with kids,” he said.

“There are few professions that provide a better opportunity to change the world than teaching,” he added.

Ever aware of his part in the larger picture, Wetzel thinks on a global scale. However, he knows that sometimes the best way to contribute is on a local basis.

“Changing the world really does happen on an individual level. We make choices every day. If those choices are making our communities a better place, then we are, in fact, making a global difference.”

Wetzel, who will graduate in May 2008, has enthusiastically put this credo into practice. He has been active in leadership studies, worked with an afterschool program in Manhattan for four years, and served as a multicultural assistant in the Strong Complex residence halls for three years.

As service chair for Mortar Board, the national college senior honor society, he arranged for K-State senior leaders to read to children in preschool programs in Manhattan.

In addition to his trip to South Africa, Wetzel has traveled to Chihuahua, Mexico, for an ESL teaching experience offered through the College of Education, and he helped organize three trips to New Orleans in the wake of Hurricane Katrina.

“I had been to New Orleans twice prior to Katrina. I’ve made many close friends there and had really fallen in love with the city. When Katrina happened, I felt impelled to drop out of school and head into the city. However, the city was requesting that people not flood into the city just yet to assist in the process. I decided to wait it out until a safe time,” he said.

“What we found was nothing short of atrocious. We were all taken back by the people and places we encountered during our stay.”

While Wetzel plans to teach in Kansas City for a couple of years, eventually he would like to go back to New Orleans...and beyond.

“I’d love the chance to become connected with youth and families in that area, get to know their stories, and stay active in the rebuilding process. I have considered the Peace Corps, AmeriCorps, or City Year programs as well and I know that I will become involved with them at some stage of my life.”

Wetzel also plans to earn his master’s in educational policy someday, with the ultimate aim of establishing a nonprofit youth program.

“I can’t imagine being better prepared. K-State has put me in a position to study under the top faculty in the country in my area of study. It has also offered me great practical experiences that no textbook can offer.”

Wherever his plans take him, Wetzel says one thing is clear.

“No matter what I end up doing, I will start in the classroom.”
October 25 was a beautiful, sunny fall day, perfect for cutting class and hanging out on Bosco Student Plaza, outside the K-State Student Union. However, nobody mentioned that to the horde of professionally attired education students inside who were attending the 2007 Education Symposium: Beyond the Classroom.

Five hundred education majors attended this student-run, student-led annual professional development event. Chelsey Skoch, junior in elementary education, and Adam Hamor, senior in secondary modern languages, co-chaired the event, with the assistance of chair-elect Emily Schmidt, sophomore in secondary math education.

“You get to meet teachers and get perspectives from people already out in the field. It’s also a great leadership opportunity and it’s exciting to get all these education students together for one day,” Skoch said.

Planning for the event always begins in December the preceding year when the leadership enlists other students to serve on the committee. Later, the College student body is surveyed about which education issues they want to know more about. Then the most challenging part of the process begins: finding the ideal presenter for each topic, a quest that takes many months.

The day began in K-State Student Union Forum Hall, packed with students, faculty members and special guests. Dean Michael Holen presented the Dan and Cheryl Yunk Award for Excellence in Education Administration to Mary Devin, former superintendent of USD 475, Geary County Schools, and College of Education faculty member. Former Kansas commissioner of education Andy Tompkins was the first recipient of the award at the Spring 2007 Commencement.

The Hause Creativity Lecture Series (an annual highlight of the Symposium, named for the late professor Rich Hause) featured the 2007 Kansas Teacher of the Year (KTOY) winners, who shared their most stimulating professional ideas with the entire group. The KTOYs focused on

INSPIRING INSIGHTS

Students benefit from interaction with outstanding educators
inventive strategies to meet educational benchmarks (often integrating standards from various curricular areas) while also accommodating different student learning styles.

Breakout sessions throughout the day ran the gamut of topics: how to become an administrator, what teachers need to know about the No Child Left Behind Act, diversity in schools, effective job interviewing techniques, working with ESL students and even what it’s like to teach overseas, among others.

“IT doesn’t look like it does in the movies,” Luhrs said. “I have yet to have any experience that’s anything like ‘Dangerous Minds’ or ‘Freedom Writers.’ But I’ve had some really awesome experiences working with a population that’s very diverse, right here in Kansas.”

She showed the group photos of her tall-ceilinged classroom and praised the "excellent technology" in her school, comparing it to the best available in more affluent suburban districts. Luhrs said that during college, she had planned on eventually working in the field of educational policy, perhaps in a think-tank. However, this stint with "her kids" has caused her to put off that goal, at least for now, and stay in the classroom.

Other presenters focused on student-teacher relationships and how they impact student outcomes and the classroom atmosphere. Ray Boese of Rose Hill High School gave a lively and anecdote-filled presentation about "unseen kids," those students who aren't particularly outstanding in any way — either good or bad — in school.

Boese acknowledged that his categories of kids didn’t match any standard set of labels, but his descriptions of the groups he sees in school rang true. “Unseen kids” tend not to get much attention from adults in a school and just bide their time until they can get out. Boese urged aspiring teachers to get to know these kids, recognize their hidden potential and make school something more than an endurance test for them.

Cleion Morton, principal of USD 239 Mill Creek Valley Middle School and Junior High, entered the room for her presentation “Classroom Management: Where’s That Fairy Godmother When You Need Her?” as the fairy godmother herself. However, she quickly shed her costume as she told the students that there is no fairy godmother. Teachers have to make the magic of classroom management happen for themselves.

Morton focused on establishing strong relationships and creating an inviting classroom climate with flexible structure. She stressed the importance of maintaining an atmosphere where excellence is expected and risk-taking is encouraged. She urged the aspiring teachers not to discount the learning opportunities that present themselves when the classroom is simply a fun place to be.

Morton also urged the teachers-to-be to make every moment a teachable moment, to develop routines (not ruts), and to continuously reflect on their practice: What worked? Am I constantly getting better? Would I want myself for a teacher?

“Learning should be enjoyable. That will be different for every teacher, and you’ve got to discover for yourself what works best for you,” Morton said.
When you head off to college, it seems that everyone tells you something along the lines of, “A lot of what you learn won’t be in the classroom.” However, who’s watching out for students engaged in all that “extra” learning? Who’s making sure all those extracurricular opportunities — the clubs, the Greek organizations, the campus activities — are well-managed, productive and worthwhile pursuits?

Odds are, it’s somebody with a penchant for college students and a good head on his or her shoulders. That’s where Steve Benton and the Department of Special Education, Counseling and Student Affairs (SECSA) come in.

At K-State — and across the country — scores of specialists in student life, financial aid, student government, advising, and student affairs owe their academic expertise in this field to K-State. The department is relishing recent accolades for its productivity and service to adult learners.

K-State is the only university in the country to offer a master’s degree in academic advising. K-State is rapidly becoming “advising central,” and that’s exactly how Benton, professor and chair of SECSA, likes it.

“There’s been a move for a while now to get academic advising off the shoulders of faculty,” Benton said. “For centuries, academic advising was done by professors. If you had questions about what course to take next semester, or you were confused about your career, what did you do? Traditionally, you were assigned a professor who served as your advisor.

“However, if a faculty member gives a student incorrect information about which course to take, that can cost a student a semester. Today we’re talking about real money, with today’s high costs for a college education. Now most colleges have at least a few professional academic advisors on staff, as we do in the College of Education.”

All the degrees offered by the SECSA are at the graduate level. While the Department has long served the continuing education needs of inservice teachers and administrators, the student affairs area attracts another constituency altogether — people from many different walks of life who decide they want to work on a college campus.

Student affairs translates into most non-academic aspects of post-secondary life: student development, the student life office, financial aid, union programming or housing and dining.

Until recently, most academic advisors have had only a bachelor’s degree in their subject-area discipline, for instance, English or biology. However, that’s changing fast.

“It’s become clear that in the past, some advisors didn’t know a lot about career advisement,” Benton said. “They may not have had any knowledge about what college students are like. However, most job listings today call for an advanced degree in advising. You can’t just walk into the profession anymore.”

Starting in 2003, the College of Education, the National Academic Advising Association (NACADA), housed at K-State, and the K-State Division of Continuing Education partnered to address the need for an advanced degree.

NACADA’s former director Roberta “Bobbie” Flaherty approached Benton about developing an online graduate certificate program. Approximately 350 students from the United States and several other countries have enrolled in the 15-credit-hour program, with more than 80 graduates so far. In 2006, this program won the Exceptional Credit Program Award for Region VIII from the Association for Continuing Higher Education.

However, NACADA’s 9,200 members continued to clamor for the full master’s degree, so, with Dean Michael Holen’s enthusiastic support, the newest program to arise from the partnership is a master’s in academic advising.

The 30-credit-hour online program is designed for advisors and administrators who need more formal...
education in academic advising, discipline-area faculty who want to learn more about advising students, graduate students who want an academic advising career in higher education, and people interested in working directly with student athletes.

“This program attracts highly qualified students. It’s amazing,” Benton said. “We get fantastic students from all over the country. The people who go into this program are highly responsible students who have been very successful in school.”

The department’s efforts in teaching, research and outreach are paying off, earning high-profile recognition for several aspects of their work.

In 2006, K-State’s program in counselor education was ranked number 10 in the nation in the Faculty Scholarly Productivity Index, which is published in The Chronicle of Higher Education.

The index is a compilation of institutional rankings of 166 large research universities. Faculty productivity is measured by three factors: number of publications and how often they’re cited, federal-grant dollars awarded, and honors and awards. Counseling education was the only program at K-State to garner a top-ten ranking.

“Our department is blessed with a unique combination of talented, hard-working faculty members and bright, motivated students. What else could you ask for?” Benton said.

If you would like more information about the distance master’s degree in academic advising, please visit the K-State Division of Continuing Education at www.distance.k-state.edu, or contact Steve Benton at 785-532-5784, or leroy@k-state.edu.
Among the possible undertakings of K-State’s 18-month-old chapter of the National Art Education Association (NAEA) is to enliven the hallways of Bluemont with original artwork. However, its 14 members, who will be certified to teach K-12, have a more ambitious agenda, which is to return art to the halls and the classrooms of the state’s schools.

Art for art’s sake has become a luxury in U.S. classrooms, so teachers have turned to “discipline-based art education” as a way of proving its vital contribution to proficiency in the math and verbal skills on which the No Child Left Behind Act focuses relentlessly.

“Art isn’t just created out of a void,” said Jennifer Berg, a Great Bend senior who is president of the fledgling group. “Yes, we can make pretty pictures, but we have to understand where it’s coming from.”

To that end, art educators emphasize not just studio work, but also the context of creativity via art history, aesthetic judgment and criticism, Berg said. It extends well beyond construction-paper Christmas trees and spray-painted pasta.

“Art education is about teaching higher-level skills that go into life as a whole,” said Sue Atchison, instructor in secondary art education, who advises the K-State chapter.

Meetings of the NAEA’s state associations, like the 300-strong conference last year in Emporia, give students and their advisors the chance to exchange personal stories and professional tactics with those already in the field.

“The state group was really thrilled to have K-State participation,” Atchison said. So thrilled, in fact, that all the Wildcats attended the Emporia conference on scholarships. The group joins existing student chapters at Emporia State and KU.

“It’s important for art educators to advocate on local and state levels,” Atchison said.
KANSAS STATE DEPARTMENT OF EDUCATION TEACHERS OF PROMISE

Fall 2006 K-State Teachers of Promise recognized at the Kansas Teacher of the Year Banquet in Wichita, Kan.
Lindsey DeNoon, elementary education
Audra Ricke, secondary education/art

Spring 2007 K-State Teachers of Promise recognized at the Kansas Exemplary Educators Network (KEEN) Banquet in Topeka, Kan.
Erin Bodlak, elementary education
Lacie Kepley Fair, secondary education/science

STUDENT COMMENCEMENT SPEAKERS

Fall 2006 — Amanda York, secondary education
Spring 2007 — Chandra Frost, elementary education

OUTSTANDING STUDENTS IN EDUCATION AWARDS

The following undergraduate and graduate students were recognized by the College of Education at Fall 2006 and Spring 2007 Commencement exercises.

FALL 2006
Outstanding Undergraduate Student Awards
Sharon Wilson, elementary education
Amanda York, secondary education/modern languages
Lindsey DeNoon, elementary education
Jenna Beahm, secondary education/English
Rhiannon Becker, secondary education/English
Morgan Lovullo, elementary education
Kelli Pitman, secondary education/journalism

Outstanding Future Teacher Awards
Rhiannon Becker, secondary education/English
Morgan Lovullo, elementary education

Outstanding Graduate Students in Education Awards
Brad Burenheide, curriculum and instruction
Loni Jensen, counseling and student development

SPRING 2007
Outstanding Undergraduate Student Awards
Jennifer Funk, secondary education/English & journalism
Katie Hammersmith, elementary education
Janeal Schmidt, secondary education/social studies
Hannah Mueldener, elementary education
Erin Bodlak, elementary education

Outstanding Future Teacher Awards
Kara Fritz, elementary education
Justin Raybern, secondary education/chemistry

Outstanding Graduate Students in Education Awards
Jessica Lane, counseling and student development
Sherri Martinie, curriculum and instruction
Cassie Morrow, sophomore in secondary mathematics education and College of Education Telefund coach, stands with her parents, John and Charlotte Morrow of Overland Park, Kan., and Willie the Wildcat. Cassie had just learned that her parents had established a scholarship for education majors.

During five nights of calling by more than 150 volunteer students, Telefund 2007 raised $108,499 for College of Education scholarships. Jan Wissman, associate dean and Telefund coordinator for the College, reports this was the fifth year in a row in which Telefund contributions exceeded $100,000. Student callers report that highlights of the event for them included conversations with College alumni and friends throughout the country. Telefund 2008 is scheduled for Feb. 10-14.
David Allen, assistant professor, elementary education, received the Commerce Bank Outstanding Undergraduate Teaching Award for the College of Education at the Spring 2007 Commencement exercises. Allen teaches mathematics education courses and works extensively with school districts to implement standards-based mathematics curricula.

Sue Atchison, instructor, secondary education, was recognized as a Fall 2006 Honored Faculty Member by K-State’s Chapter of Mortar Board National Senior Honor Society. Judy Hughey, associate professor, special education, counseling and student affairs received the award in Fall 2007. They were chosen on the basis of commitment to students and demonstration of the honor society’s ideals of scholarship, leadership and service.

Gilbert Davila, MS ’84, PhD ’05, assistant professor, leadership studies and programs, was selected as Phi Beta Phi Teacher of the Semester by the Sigma Lambda Beta K-State fraternity.

Lou Ann Getz, BS ’78, MS ’81, clinical instructor, was selected as a 2007 Kansas Geography Teacher of the Year.

Socorro Herrera, professor, elementary education, was appointed to the board of directors of the Holmes Partnership following her election as president of the group.

Trudy Salsberry, professor, educational leadership, was selected as a member of the Board of Examiners for the National Council for Accreditation of Teacher Education (NCATE). She was nominated by AdvancED, a unified organization of regional accreditation, school improvement, and school evaluation organizations.

Robert Shoop, professor, educational administration, was named director of the Cargill Center for Ethical Leadership. The center was created as the result of a $1 million dollar gift from Cargill in honor of Warren Staley, retiring CEO of Cargill.

Gail Shroyer, MS ’84, PhD ’87, professor, elementary education, received the College of Education Faculty Excellence in Research and Creative Activities Award at Spring 2007 Commencement.

Kay Ann Taylor, assistant professor, secondary education, received an exemplary teaching award from Sigma Lambda Beta K-State fraternity.

Mary Tolar, associate director, leadership studies and programs, is the recipient of the Truman Foundation’s 2007 Staats Award. This annual award is presented to a Truman scholar who has made significant contributions to the public and extraordinary service to the Foundation. Tolar was named a Truman scholar in 1988.

Janice Wissman, BS ’63, MS ’68, associate dean for teacher education, was presented the Outstanding Faculty Member Award by the Kansas State University Panhellenic Council at the Greek 2007 Awards on April 29, 2007.

Public Announcement

The College of Education at Kansas State University is scheduled for a Spring 2009 accreditation review by the National Council for Accreditation of Teacher Education (NCATE). Federal regulations require that accrediting agencies allow for public comment on the qualifications of institutions or programs under consideration for initial or continuing accreditations.

Both NCATE and Kansas State University recognize graduates, parents, schools and community organizations have valuable perspectives on the quality of the programs that prepare teachers and other school personnel. We invite interested parties to submit written testimony on the College of Education to:

Board of Examiners
NCATE
2010 Massachusetts Ave. NW
Washington, DC 20036-1023

Comments must address substantive matters related to the quality of professional education programs offered at Kansas State University, and should specify the respondent’s relationship, if any, to the institution (i.e., graduate, present or former faculty member, employer of graduates). Copies of all correspondence received will be sent to Kansas State University for comment prior to the review. No anonymous or oral testimony will be considered.

Letters of comment should be received by December 1, 2008.
### COLLEGE OF EDUCATION FUNDED PROJECTS — 2007

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<th>Faculty</th>
<th>Funding Source</th>
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<td>Advancing Content Understanding in Mathematics through Effective Networks (ACUMEN) Project</td>
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<td>J. Spears and B. Montelone</td>
<td>Kansas EPSCoR</td>
<td>A Systematic Approach to Infusing Science Research into K-12 Classrooms</td>
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<td>J. Spears, B. Montelone, K. Douglas, R. Dyer, and L. Freeman</td>
<td>KSU-Targeted Excellence</td>
<td>Collaborative for Outreach, Recruitment, and Engagement in STEM (CORES): GROWing Diversity in STEM at a Student Centered Land Grant University</td>
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<td>K. Staples</td>
<td>Kansas State Department of Education</td>
<td>Connections that Create Science Conceptual Change: A Professional Development Project for Middle Level Science Teachers</td>
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<td>K. Staples</td>
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<td>Integrating Multicultural Competencies into the Elementary Science Methods Curriculum</td>
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<td>K. Taylor and J. Kim</td>
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<td>Did “it” Work? Alternative School Students Return to the Mainstream Classroom</td>
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<td>Behavioral Disorders and Accuracy Errors in the Interpretation of Nonverbal Communication</td>
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<td>L. Thurston, D. Canter, C. Maderazo, J. Marshall, and K. Taylor</td>
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<td>Food and Culture: Using the study of foodways to promote multicultural understanding and competencies</td>
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<td>A.J. &amp; S. Scribante</td>
<td>Leadership Studies Program (LSP) Evaluation</td>
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<td>Infusing and Assessing the Tilford Multicultural Competencies in the Academic Curricula at K-State</td>
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<td>J. Zacharakis</td>
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<td>Adult Basic Education Leadership Academy</td>
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Lydia Peele, senior in secondary math education, Mortar Board member and vice president of the student body, has taken 11 math courses in her time at K-State. From advanced calculus to proof-writing, differential equations to matrix theory, everything for Peele adds up to a strong grounding in her discipline and solid preparation to take up a new position in the classroom.

A friendly environment and a sense of welcome attracted her to K-State in the first place.

“I came here in high school on a Future Teachers visit,” she said. “I loved the atmosphere. The people seemed to really love being here. And they liked that I was here too!”

Peele’s involvement in campus government grew out of student council work she did at Olathe North High.
“I enjoyed being a part of the decision-making at school and being a representative of my peers,” she said. “Of course, I soon found out that K-State Student Government Association (SGA) was much different: We don’t plan any dances or pep rallies here!”

She’s learned a lot about analyzing tuition options and representing the concerns of students at the state level, she said, and she’s continued to push the platform she constructed with Matt Wagner, student body president.

Already accomplished are a waiver of study-abroad application fees and a successful referendum to expand the Peters Recreation Complex. Long-range goals include a financial-planning center.

“Aside from our platform goals, I hope students feel more connected to SGA,” she said. Students now receive a monthly newsletter via e-mail, and SGA sponsors a string of public forums.

“We strive to make K-State a better place than it was when we arrived,” she said, “and I think that we will be able to say we have done just that by the end of this term.”

As a student preparing to take up residence on the other side of the desk, Peele remembers the inspirational teachers who guided her early on.

“A lot of my friends say, ‘Oh, I hate math; why would you want to teach that?’” But Peele has had the opposite experience: teachers “who made math engaging and fun, and easy to learn.”

As a high-school senior, she remembers a calculus final that consisted of determining the effort required to draw a milkshake up through a straw. The first step in the equation: making the milkshake.

That same teacher shared with students his work on a GPS mapping service for developing countries that had no up-to-date printed maps.

“That’s really what made me see the ways math can be applied in the real world,” Peele said.

She hopes she can make a similar impression on high school students so they will be more willing to take advanced math classes. National statistics show that the math skills of 17-year-olds haven’t improved significantly in years.

“Obviously there’s a need for math teachers, and specifically women,” she said. “I’d like to be a role model, for boys as well as girls. They both start losing interest in math early on.”

Though she has the math down cold, Peele feels less certain about taking her knowledge into the classroom.

“I would feel more confident about teaching math if we had more than just one math methods course,” which she’s taking this semester. The many required general-education courses leave less room for specialization, she said.

“We all have a wish list, though, and if we got all of it we’d be here for six years.”

She’ll gain more experience and confidence during her student teaching in 2008. To complete that requirement and coursework for minors in women’s studies and in leadership studies, Peele plans to graduate in December.

“One reason I chose a minor in leadership studies is because I knew it would help prepare me to work as a team, specifically with people who may be very different from me,” she said. “The classes have been great, and I’ve also been able to connect with some amazing faculty members.”

For her senior honors project, Peele is working with David Allen, assistant professor of elementary education, to survey the state’s math teachers, who have the lowest retention rate of any discipline.

“We hope to find out what math teachers need to feel successful and not leave the profession,” Peele said. “The intention is to survey a really broad range of teachers in the elementary and middle-school classrooms,” Peele said. “It will be my role to analyze the data, both quantitative and qualitative.”

“Lydia is a phenomenal person,” Allen said. “She is bright and inquisitive and continually demonstrates a passion for learning. She’s representative of the type of individuals we need to replenish our teaching pool.”
STRENGTH IN NUMBERS

An alarming scarcity of math teachers has become a crisis across the United States. However, K-State is doing its part to help, with the largest teacher preparation program in the state. The secondary math program is a particularly bright spot.

“In fact, among all the secondary education disciplines, mathematics is one of our larger fields,” associate dean Jan Wissman said, noting a steady increase since 2001, up to 31 students who are expected to graduate in Spring 2008.

Lori Martini, instructor in secondary mathematics education, is thrilled with the caliber of the students in the program today.

“We’re getting some very, very bright students, and it’s so exciting that they’re going into education,” she said. “I think many of them wanted a chance to work with kids, and have a career that was more people-oriented. They can’t see themselves sitting behind a desk.”

Tyler Stubenhofer, a senior from Marion, Kan., echoed this sentiment, saying he has seen 35-year-olds returning to K-State for an education degree because their first career was perhaps “boring” or simply didn’t offer enough satisfaction.

“I’ve always liked math and I like people, so this was a chance to combine the two,” he said. “I’ve had a lot of experiences working with kids and tutoring since I’ve been at K-State.”

Stubenhofer, whose mother was also a math teacher, added that media attention to the shortage of math teachers was probably an influence on the decision of some students to pursue math education. Strong friendships among his classmates may have sealed the decision.

“We started taking a lot of the same classes together, even our math classes, not just the education classes. It was really beneficial to work with the group,” he said. “We are all pretty good friends and we get together a lot. I think nobody has dropped out because you wouldn’t get to see your math buddies anymore!”

Jessi Linder, a senior in math education from Abilene who went to school in Chapman, Kan., says she came to K-State because of the exposure she received during field trips to campus while she was in elementary school.

“K-State became a very familiar place, a very friendly place, and I was drawn to it,” she said. “Originally I started in engineering, but I wanted to work with people, not things. I love math and I love explaining it so other people can understand.”

Linder also credits the close-knit nature of the math education students as a reason why so many of them enjoy the curriculum.

“We’re just a bunch of nerds who love math and hanging out with each other, making jokes about math. But also, we know that education is very dynamic and we see how interesting our careers will be.”

Linder will student teach in Wamego, Kan., in the spring 2008 semester. She’s not as nervous as she might be.

“I’ve talked to people about other programs and I think they’ve really prepared us here. Going into student teaching, I feel fine about it. I know I’m in a place that takes care of its student teachers.”

No matter what the reason, the future looks terrific for these students.

“All the students who want a job as a math teacher will have one by the time they graduate,” Martini said. “In fact, last year some students had job offers before they did their student teaching. Schools may not find enough math teachers, but all of our students will have a job.”
1950s
Ken Burgoon, BS '55, Junction City, Kan., in 2006 was inducted into the K-State ROTC Wall of Fame and was awarded the Fort Riley Distinguished Trooper Award. Ken and his wife Jackie also celebrated 50 years of marriage.

1960s
Gary Bitter, BS '62, Scottsdale, Ariz., is a professor of educational technology at Arizona State University. He was awarded the prestigious Lifetime Achievement Medal by the Mathematics Education Trust (MET) in April 2006 in St. Louis, Mo. He was the 1994 College of Education Alumni Fellow.

Susan Golder Bommersbach, BS '64, Fargo, N.D., retired after 17 years as editor and desktop publisher for the North Dakota Division of Independent Study.

Luann Kay Nelson Boyer, BS '68, MS '70, Ft. Morgan, Colo., received the 2006 Leader Award from the American Association of Family and Consumer Sciences. She is employed by Colorado State University as a family and consumer extension agent.

1970s
Paula Kay Sandy Gilliland, MS '70, Brentwood, Tenn., is the owner of Gilliland Rentals and district manager with Arbonne International, a health and wellness company.

Nancy Kerr Manley, BS '72, MS '76, Manhattan, Kan., retired after 29 years of teaching in USD 346, Marysville, Kan. She taught special education classes for more than 20 years.

Barbara West Carpenter, PhD '78, is dean of international and continuing education at Southern University and A&M College in Baton Rouge, La.

1980s
Mitzi Kapfer Eyestone, BS '80, MS '89, Manhattan, Kan., was inducted into the Kansas Teachers Hall of Fame in Dodge City, Kan., in June 2007.

Pamela Haymond, MS '81, Los Angeles, Calif., is a tutor for the Los Angeles Unified School District and co-director for a documentary about an American family.

Susan Killian Myers, MS '81, PhD '86, was recently hired as superintendent for USD 409, Atchison, Kan. For the past eight years, she was superintendent for West Franklin USD 287 in Pomona, Kan.

Elizabeth Kalmar Dobler, MS '88, PhD '92, Topeka, Kan., has published a book, “Reading the Web: Strategies for Internet Inquiry,” through Guilford Publications.

Carla Bouska Lee, PhD '88, Wichita, Kan., is an adjunct professor at Newman University in science, nursing, and nurse anesthesia. She was elected to serve a four-year term on the Congress of Practice and Economics of the American Nurses Association.

1990s
Debra Stevens, BS '91, Chapman, Kan., was recently named assistant principal at Fort Riley Middle School with Geary County USD 475.

Kurtis J. Carrico, BS '92, MS '94, Auburn, Kan., received a baccalaureate nursing degree from Washburn University.

Angela Herrs Staggenborg, BS '95, lives in Marysville, Kan., with her husband and three children.

2000s
John Nguyen, BS '05, is teaching eighth-grade language arts at Piper Middle School in USD 203 in Kansas City, Kan.

Loni Marietta Jensen, MS '06, Newton, Kan., is employed at Hutchinson Community College as the Newton outreach coordinator.

Shelbie Miller Witte, MS '06, is a 2008 Kansas Teacher of the Year finalist. She teaches English/language arts at Fort Riley Middle School, Geary County USD 475.

Erin Bodlak, BS '07, is teaching kindergarten at Spring Valley Elementary School in Junction City, Kan. Geary County USD 475.

Rachel Brandt, BS '07, is a fourth-grade teacher at Bryant Elementary School in the Independene, Mo., school district. She participates in the University of Missouri Teaching Fellowship program, an induction program offered by the College of Education and the MU Partnership for Educational Renewal (MPER). Teaching Fellows are first-year teachers who work with full-time mentors while completing master's degrees.
The education of children is never a small task, even if it begins with a small start. However, when Rose Duhon-Sells, vice-chancellor of Academic Affairs, Southern University at New Orleans, began her career in education as a Head Start teacher in 1969, she could have never imagined just how far into the world of education that small start would take her, including becoming the 2007 K-State College of Education Alumni Fellow.

“When I went to school and witnessed the amazing ways teachers could change lives, I realized that’s what I wanted to do,” Duhon-Sells said.

After earning both her bachelor’s and master’s degrees in education at universities in Louisiana (University of Southwestern Louisiana and Southern University at Baton Rouge, respectively), Duhon-Sells came to Kansas State University in order to pursue her Ph.D. in curriculum and instruction with an emphasis in curriculum development, child psychology, and multicultural education.

Since earning her Ph.D., Duhon-Sells has conducted an impressive amount of research, studying youth violence and racism in schools, and has published extensively on the topic of multicultural education. She also helped found many organizations intended to familiarize schools and communities with those same issues, such as the National Association for Multicultural Education and the National Association for Peace Education. In 1996, she became the national president for the Association of Teacher Educators, the first African-American president in the association’s 75-year history.

Her commitment to education has always been a priority, but her devotion became even more apparent after Hurricane Katrina struck the Gulf Coast in August 2005. Even after she was driven from her home in New Orleans, her focus remained steadfast while she planned an event for the Reading First Teacher Education Network, an organization that prepares teachers in reading instruction at the K-3 level.

“The people at K-State are the greatest support system in the world. Even after I left the university for my first job, there were still people there supporting me. I’ve made some lifelong friends at K-State.”

Please visit us on the Web! coe.k-state.edu.