



the Spirit

Local Educators and Department of Educational Administration, Leadership and Research Faculty Travel to China

During a 4-week period in July/August of this past summer, a group of 20 educators from KY and VA traveled to mainland China to get a firsthand view of the Chinese culture and educational environment. This experience was made possible by a grant awarded to Dr. Ji-anliang Wang who is a member of the EALR faculty and very familiar with the educational settings and the culture in China. The \$80,000 grant was from the Fulbright Program, sponsored by the U.S. Department of State.

From Kentucky, there were two faculty from higher education (Dr. Wang and Dr. Sharon Spall—both of EALR). Eight other educators from Butler, Marion, Nelson, and Warren Counties were from public schools and were employed as curriculum supervisors or teachers of social studies/related areas. The purpose of the trip was to introduce American educators to the Chinese educational system and to provide them with an interesting cultural experience as well. They also acquired curriculum materi-

als that they could use back in their own professional settings here in the U.S.

The group visited a total of 11 educational sites (which included elementary, middle, and high schools, as well as higher education settings) and were able to talk with individuals from at least four other educational institutions. The group was also able to visit the People's Educational Press, the government sponsored entity that produces the textbooks for the nation's schools. The American educators visited campuses, observed classes, and reviewed educational materials. These visitations provided multiple opportunities to talk with students, teachers, and administrators about the Chinese education system and how it compared with America's. Participants were impressed with how open those with whom they spoke were and how inquisitive they were about our country's system for educating students. The teachers and administrators seemed especially eager to talk about their schools, practice their English, and share ideas about what they do during their school day.

The schools visited were "key schools" with the most advanced students and the greatest resources. The hosts suggested that schools differed

Calling All Teachers: Decorating Contest

Show your WKU spirit in your classroom and receive \$250 for use to purchase supplies, tools, or any other educational necessities. WKU SPIRIT is hosting a photo contest for the most innovative and uniquely decorated WKU themed classroom. Photos will be judged by the WKU Alumni Association staff and published in the winter issue of WKU SPIRIT. Teachers please get permission before photo submission if children are to be included in photos. Pre-school through high school teachers only please. Deadline is Sept. 10. Contact Tracy Morrison at 888-WKU-ALUM or tracy.morrison@wku.edu



FROM THE DEAN

greatly across the country and that rural settings were in the greatest need, not only for teachers but for educational resources as well. They emphasized how parents motivated their children to do their very best, as doing so meant doing well on the national exams, and their performance meant the difference between being able to continue in that school and, more importantly, being able to go on to college following graduation. Education in China is compulsory through the 8th grade. Classes in Chinese schools – these “key schools” – are larger than in the U.S. and students stay in classrooms while teachers move, even at the elementary level. There is a mix of “neighborhood schools” and “boarding schools” where students stay in dormitories during the week, even those as young as six years old. As in the U.S., schools are closed for part of the summer. It is interesting that the Chinese government believes in extremely strict standardization for testing conditions. All students must take the same exam under the same conditions; this means in July and in settings without air conditioning.

The tour in China started in Beijing and then progressed from Xi’an and Chengdu before returning to Beijing. Participants were impressed with how graciously they were treated both in the schools and in the community as well. They seemed eager for a chance to practice their English with real English speaking visitors. China’s emergence as an international economic power has obviously affected education and other government sponsored programs in this country. Students are urged to attend universities or pursue vocational occupations.

Since this grant was a one-time-only grant opportunity, Dr. Wang is pursuing other options for another China experience. Stay in touch with the department for information about future events.

Greetings,

As we continue to focus our work on developing the capacity of our graduates to assume professional positions across a broad spectrum of career opportunities, I am constantly reminded of the opportunities and challenges we face. The world is becoming increasingly flat, and our graduates not only compete for employment opportunities that are local in nature but are global in impact. In an effort to help ensure that our graduates are prepared for present and future opportunities, we are providing numerous opportunities for students to become engaged in the learning process through various experiences both within and outside the classroom setting.

This past spring, a large number of graduate and undergraduate psychology students participated in a WKU-sponsored research conference, and graduate students in the Literacy program participated in a state-sponsored research symposium. Students in our Exceptional Education and IECE programs were involved in a series of service learning opportunities at a national meeting in Louisville, and Student Affairs majors participated in nationally sponsored experiences to enhance employment opportunities. Through these and other types of experiences, students are gaining the necessary knowledge and skills to impact the lives of those with whom they work.

Our Teacher Education candidates continue to perform at a high level on state-mandated tests, with the last 05-06 cohort group having a pass rate of 96%. Within the professional education unit, program

faculty are responding to the ever changing demands of the work place, with graduate program offerings being tailored to the needs of educators in instructional and leadership positions.

Our proposal for a University-wide Ed.D. program in Educational Leadership has been submitted to the Council for Postsecondary Education for approval; and new graduate programs in Adult Education, Instructional Design, and Gifted Education are in various stages of devel-

opment and approval. Along with new and redesigned programs, the College is eagerly awaiting a change in the physical environment in which varied learning experiences for our students occur. The Board of Regents recently endorsed the preferred site for our

new building, across Normal Avenue from our current location.

This is an exciting time to be in higher education, and opportunities continue to abound for students and faculty. I recently returned from a trip to Malaysia where I had the opportunity to visit numerous college/university settings. While we need to enhance learning opportunities in international settings for our students, I was constantly reminded by our host of the immense desire on the part of students from other countries to study in the United States. We have the greatest system of education in the world, and CEBS is proud to play a leading role in educating tomorrow’s professionals. Your continued support for our work is tremendously appreciated.

Best wishes.
Sam Evans
Dean



In 2005, the Carnegie Corporation of New York selected 30 institutions across the United States to join their Learning Network dedicated to excellence and reform in preparing teachers. WKU was selected as one of the 30 because of its national reputation for excellence in teacher education and initiatives in education reform. According to Sam Evans, Dean of the College of Education and Behavioral Sciences, "WKU was recognized by the Learning Network for its work in the area of accountability and invited to join."

The Learning Network (supported by Carnegie, the Annenberg Foundation, and the Ford Foundation) is a group of institutions of higher education dedicated to addressing three fundamental principles of reform that, if fully developed, should cause a significant improvement in the quality of teachers prepared in the United States.

Activities of the Network focus on sharing of ideas and innovations that are cutting-edge developments for preparing teachers nationally and internationally. As members of the Learning Network, WKU has the opportunity to apply for small grants to start up and test new programs. Last year, WKU was one of eight Network institutions to receive a developmental mini grant. With this funding, faculty from the departments of mathematics and science, in collaboration with experienced teachers, are mentoring 20 second-year WKU graduates teaching in elementary schools to increase their ability to produce higher student achievement in mathematics and science.

The Carnegie, Annenberg, and Ford Foundations sponsor a major conference each year that brings together representatives from all Network institutions for face-to-face presentations and

discussion of their most recent developments. Dean Sam Evans, Dean David Lee, and Roger Pankratz represented WKU this past December in Philadelphia and made presentations demonstrating WKU's successes in implementing teacher work samples that require teacher candidates to show evidence they can produce learning with the children they teach. "The major benefit to WKU as a member of the Learning Network," says Dean Evans, "is to be an ongoing part of the nation's leading reform in teacher education and showcase WKU's innovative projects and programs to the teacher education community across the country."

During the year between conferences, WKU and other members of the Learning Network exchange information and ideas via electronic communications (i.e., listserves, emails, special interest e-groups, and national webcasts).

WKU SELECTED FOR CARNEGIE'S LEARNING NETWORK

1. All elements of the teacher education program are grounded on sound evidence, which includes measurements of the achievement of pupils taught by graduates of the program.
2. The program engages the disciplines of the arts and sciences.
3. Teaching is an academically-taught clinical profession to include continuing professional support during the first two full years of teaching.

These principles have guided WKU's recent teacher education reform efforts and most likely were the primary factors for WKU being one of the 30 Learning Network institutions.

Other higher education institutions selected by Carnegie for the Learning Network are:

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|---------------------------------------|--|
| Alverno College | University of California, Los Angeles |
| Arizona State University | University of California, Santa Cruz |
| CUNY Brooklyn College | University of Central Florida |
| East Carolina University | University of Cincinnati |
| Georgia State University | University of Colorado, Denver |
| Indiana State University | University of Dayton |
| Jackson State University | University of Illinois at Chicago |
| Johns Hopkins University | University of North Carolina, Greensboro |
| Montclair State University | University of Northern Iowa |
| New York University | University of Pittsburgh |
| North Carolina A&T University | University of Southern Maine |
| Southeastern Louisiana University | University of Tennessee at Chattanooga |
| Teachers College, Columbia University | Vanderbilt University |
| Texas A&M University | West Virginia University |
| | Western Oregon University |

Intensive Clinic for the Advancement of Knowledge (ICAN)

By Dr. Pam Petty

Just Think!, a partnership initiative between WKU and the Housing Authority of Bowling Green, allowed for the development of nationally significant programs designed to improve the quality of education, assist students in meeting state content standards, and contribute to the achievement of elementary and secondary students. Through the *Just Think!* initiative, WKU faculty, undergraduates, and graduate students provided education, training, and enrichment to youth and caregivers from eight different ethnic groups during after school and summer programs. The Housing Authority of Bowling Green served as a clinical setting providing WKU faculty and students with opportunities to experience maximum diversity among low-income at-risk youth and their families.

Specifically, the goals of the *Just Think!* initiative allowed WKU, in Partnership with the Housing Authority of Bowling Green, to increase critical thinking skills and creativity of youth; increase refusal skills of youth; develop appropriate and necessary literacy, science, and mathematics skills; and increase work-related skills, career awareness, and enrollment in two-year degree programs and four-year college programs. In the process of meeting the outlined goals, many lessons were learned and many young people served. What we learned was that we were serving a population of students who were MOST at-risk of failing in school, MOST at-risk for being over-identified as needing special education services, and MOST at-risk for feeling helpless and hopeless.

To meet the needs of middle school students who were retained for the upcoming school year, a six-week intensive curriculum-based intervention program was established at the Housing Authority of Bowling Green summer program. In June 2005, five students from the Bowling Green Junior High School were referred to ICAN. A team of educators developed a challenging curriculum that focused on Kentucky core content for each grade level represented. Additionally, each student was assessed using the Burns and Roe Informal Reading Inventory to determine independent, instructional, and frustration reading levels. In June 2006, five more students from surrounding middle schools were referred to ICAN for the same type of instructional support.

Compass Learning Systems (Odyssey) was purchased and installed so that students were able to be assessed by Kentucky Core Content Standards for Language Arts and for Math. Results confirmed what initial assessments indicated – all students were working significantly below grade level. Both academic and social implications were identified as contributing to these deficiencies.

Academic deficiencies were not the only barriers these students faced. Many of them had anger issues; attention problems; excessive absences; and poor attitudes toward school, teachers, classmates, and themselves. To address these issues the following were set in place:

- Mentors – Successful people from the community to whom our students could relate, work with on academics, and interact socially
- Parental involvement – All parents were involved in the planning process for ICAN and signed personal commitment letters to ensure that their children were in attendance daily and that proper follow up at home was in place – not only for the summer, but also for the fall when school resumed
- Incentive programs – To provide for regular attendance and to improve general attitudes toward the intensity of the work required in this program
- Personal commitments from students
- Weekly “reviews” of student progress – academically and socially

Five reluctant, ambivalent, life-weary students were given one more chance in the summer of 2005 in a 5-day-a-week, 4-hour-a-day, 6-week learning “boot camp” called ICAN. A special education teacher, a literacy professor from WKU, tutors and educators at the Housing Authority of Bowling Green, and graduate students from WKU developed an aggressive curriculum to erase academic deficiencies and bad attitudes. Pre-and post-reading inventories were administered to all five students, with results indicating that all students progressed at least one year in reading comprehension and with two students gaining three years growth. We did not have a “magic wand,” but we did have their attention, their respect, and the resources to CHANGE LIVES. Six weeks and many lifetimes later, ALL five students passed intensive scrutiny by the teachers and administrators of the school and were ALL PROMOTED to the next grade – without exception – five kids whose lives represented any social ill in the newspapers and across our news channels today – drugs, homelessness, abuse, neglect, poverty, discrimination, violence. Five kids who needed one more chance.

In the summer of 2006, six FAILED students showed up on the *Just Think!* doorsteps, and six more lives were changed – actually the final count on that is not yet in. You see, those six students’ lives were changed when THEY were ALL promoted to the next grade six weeks later, but THEY changed the lives of all who worked with them as well. What will be the final count of how many OTHER children benefit from what the teachers and graduate students from WKU learned from working with these six? Much like ripples that continue to spread in a pool of water, these ripples will continue to reach other people. These are ripples that change lives.

THE ACADEMY OPENS IN AUGUST

The Academy of Mathematics and Science in Kentucky will open in August, providing advanced learning and research opportunities for young people from across the Commonwealth. Kentucky will become the fourteenth state to have a residential school with a focus on mathematics and science that is supported by the state. One hundred and twenty high school students with interests in pursuing careers in science, technology, engineering, and mathematics (STEM) will make up the inaugural classes of high school juniors and seniors.

The Academy of Mathematics and Science has two goals. The first is to provide appropriately challenging learning opportunities for young people who are advanced in the STEM disciplines. The second is to promote economic development in science and mathematics, disciplines central to innovation. Kentucky ranks 47th in the number of scientists and engineers, an unenviable position for the state.

Schneider Hall is currently being retrofitted to be the home of the Academy of Mathematics and Science. This residence hall was built in 1928, and it is located behind Wetherby Administration Building, a prime location. The Kentucky General Assembly included funds and bonding capacity to retrofit this building in the 2005 budget. Additions to the fourth floor have extended the capacity to accommodate 120 young people in addition to the residence life staff mem-

bers who will live in Schneider Hall. Central areas of the hall are planned to offer community space designed specifically for this learning/living community.

Young people have completed applications, the selection process has been completed, and the first classes of Academy students (high school juniors and seniors) are in place. Applications included essay responses, transcripts from seventh grade to the present, recommendations, and SAT or ACT scores. The final step in the application process

tuition, room, and board for Academy students.

Staff for the Academy of Mathematics and Science will provide leadership for this residential school. Mr. Tim Gott was selected as the director of the Academy last November. Currently searches are underway for staff who will be responsible for academic services, counseling services, admissions and public relations, and residential living.

The concept of a residential school with a focus on math and science supported by the state budget is not a new one. The North Carolina

School of Science and Mathematics started 26 years ago. Other states with similar schools are Louisiana, Illinois, South Carolina, Texas, Mississippi, Indiana, Alabama, Oklahoma, Arkansas, Maine, Georgia, and Missouri.

A major reason that the Academy of Mathematics and Science was located at WKU is the 25 year history

of The Center for Gifted Studies. Offices for The Center will be located within Schneider Hall along with the offices for the Academy of Mathematics and Science. Dr. Julia Roberts, director of The Center for Gifted Studies and Mahurin Professor of Gifted Studies, has been a leading advocate for the Academy for nine years.

Please go to www.wku.edu/academy to learn more about the Academy of Mathematics and Science and about ways you can help.



was the interview. The inaugural classes represent counties across the Commonwealth; specifically, applicants represented 73 of Kentucky's 120 counties.

Students will take university classes and engage in research during their years in the Academy. They will earn 60 hours of college credit during their two years (in the first year, the Academy will house seniors only). The budget includes

CEBS STUDENT AWARDS

Paige Birkholz, a graduate student in psychology, won the Jennie Ewald Outstanding Graduate Student Award, making this the 4th year in a row that a WKU student has won.

Keith Stokes, a graduate in student personnel services, was awarded the Kentucky Association for Health, Physical Education, Recreation and Dance 2006-07 Elementary Physical Education Teacher of the Year Award.

Christy Kibodeaux, a senior elementary education major, received a \$4,000 award to study at Kansai Gaidai University in Japan. Christy was one of three WKU students to receive the prestigious Benjamin A. Gilman International Scholarship for the spring 2007 semester.

CEBS FACULTY AWARDS

Terry Wilson, Curriculum and Instruction – Recipient of the Walter E. Jeske Award by the North American Association for Environmental Education (NAAEE) for 36 years of work in environmental education. This award is NAAEE's highest honor and recognizes an individual's service to the organization and their contributions and leadership to the field of environmental education.

Vernon L. Sheeley, Counseling and Student Affairs – Recipient of the College of Education and Behavioral Sciences and the University Advisement Awards. These awards are recognition of excellence in advising as evidenced by extensive and effective support of student development in school and broader life contexts.

Carl Myers, Psychology – Recipient of the College of Education and Behavioral Sciences Teaching Award. This award is given in recognition of excellence as evidenced by effectiveness and ability to motivate and inspire students within and outside the classroom.

Farley Norman, Psychology – Recipient of the College of Education and Behavioral Sciences Research Award. This award is given for outstanding contribu-

tions in a field of specialty. The recipient of the award was selected for significant contributions in the field.

Betsy Shoенfelt, Psychology – Recipient of the College of Education and Behavioral Sciences Public Service Award. This award is given for distinguished activity in public service.



JOSEPH P. CANGEMI AWARD FOR EXCELLENCE IN LEADERSHIP IN PSYCHOLOGY/EDUCATION RECIPIENT

Betsy Shoенfelt was also the recipient of the *Joseph P. Cangemi Award for Excellence in Leadership in Psychology/Education*. This award was established to recognize personnel in the College of Education and Behavioral Sciences who have made broad applied contributions to their professional field. The award is based on successfully working with organizations both within and outside the University, having displayed excellence in writing; having generated creative, applied contributions; and having worked with diverse populations either within the United States or abroad.

Sharon Mutter, Psychology – Recipient of the Distinguished University Professor Award for 06-07. This award recognizes faculty members who have served the University with distinction and have compiled an outstanding record of achievement in teaching, research, and service.

Leroy Metze, Pam Petty, and Marcia Merzaro-O'Brien were inducted into

the Office of Sponsored Program's Million Dollar Club. The Million Dollar Club honors project directors whose externally funded grant awards total \$1,000,000 or more. Each inductee is given a plaque in recognition of this achievement and their name is added to the cumulative plaques that are on display in the Office of Sponsored Programs.

Jill Onedera and **Fred Stickle** received this year's *AADA Journal* award for their article "Depression in Older Adults" that appeared in the *ADULTSPAN Journal*.

CEBS ALUMNI AWARDS

Michelle Antle (2004 school psychology graduate) received the Region 2 Best Practices Award.

Sarah Glasgow (2006 school psychology graduate) and **Mia Sullivan** (2002 school psychology graduate) were among a group of school psychologists who received the Best Practices in Consultation Award.

Patrice McCrary (1997 graduate) was named one of the Top 20 Teachers in the US by *USA Today*. McCrary is a kindergarten teacher at Cumberland Trace Elementary School in Bowling Green.

The National Association of School Psychologists just released "A Blueprint for Training and Practice III," a revision of training standards initially issued in 1984 and last revised in 1997. The latest revision was produced by a task force of eight school psychologists, including **Brenna Kelley**, a May 2006 graduate of WKU's school psychology program.

Brigadier General **Joseph A. Smith** (WKU Class of 1976) and Colonel **Raymond T. Nutter** (WKU Class of 1954) were inducted into the Military Hall of Fame. Colonel Nutter's award was posthumous.

Dr. **Frank Ross** (WKU MAE Student Affairs '97) received the "Service to NASPA" award at the ACPA/NASPA Conference in Orlando, March 31 – April 4, 2007. Dr. Ross is currently the Assistant Vice Chancellor for Student Life and Diversity at Indiana University – Purdue University Indianapolis.

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

NEWS & NOTES

BOYD-LUBKER VISITING SCHOLAR PROGRAM

The 2007 Boyd-Lubker Scholar was Dr. Neal Cutler. Dr. Cutler, the Boettner/Gregg Chair in Financial Gerontology at Widener University in Chester, Pennsylvania (since 1995), holds a joint appointment as Professor, School of Business Administration, and Professor, School of Human Service Professions. His current teaching and research interests focus on the connections among business and gerontology, with a special focus on financial literacy. During 1995-2002, he was also Director of Survey Research for the National Council on the Aging. From 1973 to 1989 he held a joint appointment as Professor of Political Science and Professor of Gerontology at the University of Southern California and was Associate Director of the USC Andrus Gerontology Center's Institute for Advanced Study in Gerontology and Geriatrics. His lecture was entitled "The Boomers at Middle Age: Managing the Costs of the 21st Century Wealth Span."

The Boyd-Lubker Visiting Scholars Program was created through a gift by Dr. Bobbie Boyd Lubker and Dr. John Lynn Lubker in memory of her parents, Dr. George Robert Boyd and Mrs. Lucille King Boyd. The program provides resources for bringing to campus each spring a scholar who will both give a general audience presentation and also meet with various campus groups and the community.



THE MARY E. HENSLEY LECTURE SERIES

Robert Brooks, Ph.D., was the 2007 Mary E. Hensley guest lecturer. Dr. Brooks has lectured nationally and internationally and written extensively about the themes of motivation, classroom climate, the qualities of effective leaders, parenting and family relationships, balancing our personal and professional lives,

and resilience. Among his many books, he is the author of *The Self-Esteem Teacher* and coauthor of *Raising Resilient Children and The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life*. He is the recipient of numerous awards including The Gubernatorial Award for Distinguished Public Service for his work with the Governor's Alliance

Against Drugs; the Hall of Fame Award from both CH.A.D.D. (Children and Adults with Attention Deficit Disorders) and the Connecticut Association of Children with Learning Disabilities; and the Outstanding Educator Award for Mental Health Education from the New England Educational Institute. In addition, Dr. Brooks has served as a consultant to *Sesame Street Parents Magazine*.

Established in 1998 through a gift from Robert and Jan Hensley, this lecture series is in honor of his mother, Mary E. Vass Hensley. Mary E. Vass Hensley, 1906-1966, was an educator, involved citizen, and mainstay of her family.



VISITING PROFESSOR SERIES

Poet Laureate of Tennessee, Margaret Britton Vaughn, was the guest Visiting Professor during the spring 2007 semester. Ms. Vaughn, the only poet to ever receive the Mark Twain Fellowship, has served as Tennessee's Poet Laureate since 1995. As part of her official duties, she wrote the Bicentennial Poem of Tennessee, "Who We Are." As Poet Laureate, Ms. Vaughn wrote "Mr. Tennessee Music Man," the official poem for the Tennessee state quarter, released by U.S. Mint in 2002. She also penned the governor's inaugural poem and a poem celebrating the 75th anniversary of the Air Force.

WKU APPROVES PROPERTY FOR NEW EDUCATION BUILDING

By: Herald Staff Reporter

The Board of Regents approved the purchase of three properties to be the site of a new building for WKU's College of Education and Behavioral Sciences.

WKU is purchasing 1666, 1670, and 1680 Normal Drive for \$707,500 plus closing costs. The money is from state bonds approved by the 2006 Kentucky General Assembly. The 2006 Kentucky General Assembly approved the \$35 million replacement project.

The Board also approved that the area inside Normal Drive, Regents Avenue, and Mimosa Alley is to be the site for the building. Ross-Tarrant Architects and Turner Construction approved the site after looking at four possible areas. WKU's Campus Master Plan Committee approved that decision.

DEPARTMENT NEWS & NOTES

CURRICULUM & INSTRUCTION

Terry Wilson has been appointed to the Executive Board of the Coalition of Organizations for the Professional Preparation of Educators (COPPE).

COUNSELING & STUDENT AFFAIRS

Jill Onedera presented at the Regional and National Conference on "Power plays in supervision: What does gender have to do with it?"; "Ethical issues around end of life decision making"; "Human sexuality: Taboo or not, counselors have to go there with clients!" She also was nominated to serve as Kentucky Contact for ACA on Federal Policy Issues for the Kentucky Counseling Association and co-chaired efforts behind developing the Chi Sigma Iota Professional Counselor Honor Society in the Department of Counseling and Student Affairs. Her research efforts include a grant study entitled "Marital Satisfaction and Coping Strategies of Couples Married over 40 years."

Under the leadership of **Jill Onedera** and **Don Dinkmeyer**, with contributions from **Aaron Kindsvatter**, a local chapter of Chi Sigma Iota, the national counseling honor society, has been established at WKU. The local chapter has been designated Omega Kappa Upsilon. There will be at least six students in the charter group of inductees who will be formally inducted at the annual CSA Advisory Board Meeting on April 11, 2007.

EDUCATIONAL ADMINISTRATION, LEADERSHIP AND RESEARCH

Christopher Wagner was a speaker for the Alberta (Canada) Teacher's Association and presented a paper entitled "Creating a High Performance Learning Culture." He also published "A school leader's tool for assessing and improving school culture" in *Principal*

Leadership. Wagner, along with Cecilia Stephens, Tim Murley, and Gary Phillips, presented "Creating a high performance learning culture" at the Kentucky Association of School Administrators. He and Gary Phillips also presented "Unconventional teaching methods for unconventional learners" at this same conference.

Ric Keaster published "Wayside teaching and civic engagement" in the *National Civic Review* as well as "Distance education and the academic department: The change process in *EDUCAUSE Quarterly*. Keaster, along with Leroy Metze, presented "From practitioner to professor: The scholarly activity of publishing" at the National Council of Professors of Educational Administration in Atlanta, GA. Keaster and Metze also presented "Teaching with technology: Facilitating the process" at the Association for the Advancement of Computing in Education in Honolulu, HI. Keaster also presented "Differences between 'temporary' and 'permanent' department chairs" at the Southern Regional Council on Educational Administration.

Jeanne Fiene and S. Miller published "Female superintendents: Historic barriers and prospects for the future" in the *Journal of Women in Educational Leadership*. At the National Council of Professors of Educational Administration (NCPEA), where she was appointed President-Elect for 2006-2007, Fiene, along with **Ric Keaster**, presented "From practitioner to professor: The scholarly activity of publishing." At this same conference, Fiene also presented "Doctoral program issues."

Vickie Basham presented "A curriculum map for the implementation of the NETS-A Standards" at the National Council of Professors of Educational Administration.

At the National Council of Professors of Educational Administration, **Gayle**

Ecton, Jeanne Fiene, Bill Kelley, Sharon Spall, Jim Stone, and Christopher Wagner presented "Issue of redesigning and implementing a new principal preparation program."

At the Mid-South Educational Research Association, **Bud Schlinker, Bill Kelley, Mary O'Phelan, and Sharon Spall** presented "Survey for past SBDM council members: Item reliability."

THE CENTER FOR GIFTED STUDIES

Julia Link Roberts represented the U.S. as one of three delegates to the 16th Biennial Conference of the World Conference for Gifted and Talented Children.

Julia Link Roberts and **Tracy Inman** have co-authored *Strategies for Differentiating Instruction: Best Practices for the Classroom* (2007) through Prufrock Press. This easy-to-use book offers practical strategies for teachers to use in the classroom – strategies that allow all students to learn at appropriately challenging levels and make continuous progress by focusing on their various levels of knowledge and readiness to learn. Strategies address the interests and learning preferences of students in order to motivate them to produce their best work. Written in a teacher-friendly manner, *Strategies for Differentiating Instruction* presents strategies that can be used in any classroom to ensure that each student's needs are met.

Designed specifically for teachers new to the differentiation adventure, the book offers sound, practical advice for preassessing students, implementing differentiation strategies, managing student learning, and assessing student learning. This book is full of the essentials that any educator needs to know in order to differentiate instruction and address all students' needs, interests, and abilities.

MILITARY SCIENCE

The WKU Army ROTC program Hilltopper Battalion has been recognized for its success in commissioning future Army officers during the 2005-2006 school year. The Hilltopper Battalion exceeded all commissioning requirements and received a Louisville Slugger Bat, Baseball and Holder, and Ball and Glove Pedestal at the annual awards banquet November 29th at the Gaylord Opryland Hotel. The ceremony was part of a weeklong annual U.S. Army Cadet Command Eastern Region Commander's Senior Professor of Military Science Workshop. LTC **Mark Powell** attended the event. In all, 104 of Eastern Region's 132 Army ROTC programs at colleges and universities across the eastern half of the country were honored for their success in commissioning cadets. The awards ceremony takes on a baseball theme. Because Eastern Region's headquarters, based at Fort Knox, Kentucky, is close to Louisville, programs meeting or exceeding their commissioning mission receive a Louisville Slugger bat. Those achieving their mission for commissioning nursing cadets receive a baseball and holder. Those meeting an increased general mission receive a glove. WKU's Hilltopper Battalion was one of four Universities to receive all the awards. Eastern Region is part of U.S. Army Cadet Command based at Fort Monroe, Virginia. The command produces more Army officers than any other commissioning source.

PSYCHOLOGY

Anne Rinn, along with elementary education undergraduate Megan Pond and social studies education major Aaron Marcum, were chosen to present their research at the Posters-at-the-Capitol event in Frankfort.

Carl Myers will represent the college at the Teacher Scholars Institute. Selected scholars from WKU, UT Martin, and Murray participate in a day-long teaching development workshop that allows

them to collaborate on the development of a teaching handbook to be published and distributed to all faculty at each university.

Bill Pfohl has been elected to the leadership of the International Association of School Psychologists (ISPA). This is a 6-year term in which he will complete two years as president-elect, two years as president, and two years as past-president.

SPECIAL INSTRUCTIONAL PROGRAMS

U.S. News and World Report listed WKU's Library Media Education Program as one of the nation's top ten Library Science online programs.

Marty Boman presented at the TED/TAM National Conference in San Diego on November 8-11. The presentation was entitled "The Kelly Autism Program: Providing pre-service teachers opportunities with students with Autism Spectrum Disorders."

Marty Boman and Sarah McMaine (IECE graduate student, EXED undergraduate) from Owensboro presented at the Kentucky Recreation and Parks Society Convention held in Bowling Green on November 13, 2006. The name of the presentation was "The Kelly Autism Program: Independence, productivity and community involvement."

Under the direction of **Marty Boman**, the Kelly Autism Program had seven college students participating in the KAP Circle of Support Program, which brings individuals diagnosed with Aspergers Syndrome to WKU to take part in the college experience. Students came from as far as Turkey and Delaware. Two students in the program were from the Bowling Green area.

Luella Teuton's LME 318 Children's Literature students worked at a local Head Start center by reading aloud to young children. They also spent time completing a variety of learning activities using children's literature with the students. The activity involved 27 LME 318 students and approximately 300 Head Start students.

Pam Petty, Sherry Powers, Janet Applin, & Abraham Williams presented at the February 2007 AACTE Conference in New York City. The presentation was entitled *Culture, language, and comfort zones: University and Housing Authority partnerships*.

Sherry Powers presented at the February 2007 AACTE Conference in New York City. Her presentation was entitled *Teaching in the margins: Promising practices from two diverse elementary classrooms*.

WKU SCEC hosted the 16th Annual Quiz Bowl on February 16th at Downing Center. Ten teams comprised of students with disabilities attending area high schools competed in the Quick Recall Competition. The event was Co-Chaired by Erin Engler and Cara McGehan, senior students majoring in Exceptional Education. The event was covered by the *Daily News* (http://bgdailynews.com/articles/2007/02/17/local_news/news/news3.txt).

WKU SCEC is the featured chapter in the National Student CEC Spring Newsletter (<http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/Communities/Students/StudentNewsletter/v1n2.pdf>).

Janice Ferguson, KYCEC/Student CEC Advisor, was the Co-Chair of the Student CEC strand of the National CEC Convention in Louisville April 18-21. Thirty majors in Exceptional Education attended the convention as part of their professional development.

Sherry Powers, Cassie Zippay (LTCY Visiting Assistant Professor) and **Brittany Butler** (former student in the LTCY program and Library Media Specialist at Bowling Green High School) published "Connecting teacher beliefs and classroom reading intervention practices: Equity pedagogy for diverse learners" in *Reading Horizons*.

Sherry Powers published "How much should young children read? A study of reading development and classroom instruction" in the *Literacy Teaching and Learning: An International Journal of Early Literacy*.

NEW FACULTY

OFFICE OF THE DEAN

Tony Norman returned to WKU in January of 2007 as the Associate Dean for Accountability and Research in the College of Education and Behavioral Sciences.

COUNSELING AND STUDENT AFFAIRS

Aaron Kindsvatter, Ph.D. in Counselor Education, joined the Counseling and Student Affairs Department in 2006. He works both as a counselor educator and as a professional counselor. His research interests include therapeutic alliance in marriage and family counseling, counseling with adolescents, counselor identity, supervisee development pre-treatment change, and counseling with mandated clients.

MILITARY SCIENCE

LTC Mark Powell assumed leadership of the Department of Military Science in July of 2006. LTC Powell was commissioned as a Second Lieutenant, United States Army Signal Corps Officer upon graduation from Francis Marion University (FMU) in 1987 with a Bachelor of Science in Electrical Engineering and is a Distinguished Military Graduate from FMU Army Reserve Officer's Training Corps (ROTC). He also attended the U.S. Army Command and General Staff College (CGSC) at Fort Leavenworth, Kansas, and simultaneously graduated with a Masters Degree in Telecommunications Management from Webster University in 2000. LTC Powell has completed assignments in both the USA and abroad including Bosnia, the United Kingdom, Germany, Saudi Arabia, and Kuwait. He has been awarded the Bronze Star Medal (BSM) for Valor, Meritorious Service Medal (MSM) (four awards), Army Commendation Medal (ARCOM) (two awards), Joint Achievement Medal, Army Achievement Medal

(four awards), Military Outstanding Volunteer Service Medal, Joint Meritorious Unit Award, Navy Unit Commendation Medal, National Defense Service Medal, Southwest Asia Service Medal (three stars), Kuwait Liberation Medal (Saudi Arabia), Kuwait Liberation Medal (Kuwait), Overseas Service Ribbon (two awards), and Global War on Terrorism Medal. LTC Powell is also an Honorary Member of the Order of Mercury.

PSYCHOLOGY

Lance W. Hahn, Ph.D. in Psychology from the University of Texas at Austin, joined the CEBS faculty in 2006. His primary interest is in computational neuroscience with a focus on distributed adaptive systems which can model the semantic processes underlying word recognition. His more general interests include visual perception, computational modeling, and method development.

Lakeisha Meyer earned her Ph.D. in Educational Psychology with a specialization in School Psychology from Indiana University. Lakeisha is a Nationally Certified School Psychologist whose previous experience includes project evaluation, university teaching, and work in schools as a psychologist and behavior consultant. She joined the department in 2006.

SPECIAL INSTRUCTIONAL PROGRAMS

Andrew (Bruce) Battles earned his Ph.D. from Tennessee State University in Curriculum and Instruction with an emphasis in Special Education. He has extensive experience teaching special education in both public and private alternative school settings. He joined the faculty in 2006.

Cassie Zippay received her BA from Centre College in Danville, KY, in 1980. She went on to attend Eastern Kentucky University and received her Masters in English Education. For more than 20 years, Cassie taught Spanish and English at Woodford County High School in central KY. For the past five years, Cassie has worked as an adult educator in the

federal TRIO program Veterans Upward Bound, taken graduate courses in literacy, and taught as an adjunct in the literacy program. She joined the department in 2007.

GRANTS

- Kay Gandy, National Geography, \$50,000
- Kay Gandy, Fulbright Group Projects, \$70,000 (To be used to take 11 middle grades and secondary education students to South Africa for a month)
- Dan Roenker, NIH/UAB, \$151,290
- Lance Hahn, KSEF, \$60,000
- Richard Roberts, KDE, \$10,031
- Carl Myers, Regional Child Development Clinics, \$8,056
- Roger Pankratz, The Academy for Education Development, \$2,000
- Pam Petty, KURF Federal, \$55,038
- Julia Roberts, KDE, \$13,000
- Dan Roenker, NIH/UAB, \$146,543
- Katrina Phelps, U.S. Department of Justice, \$1,727,649

DID YOU KNOW...

That the Kentucky Higher Education Assistance Authority (KHEA) offers programs through The Student Loan People to assist individuals on their loans. The Best in Class program forgives the interest for each year of service for those who are teaching, are counselors, and librarians. Minority teachers as well as those teaching in the areas of math, science, foreign language, and English as a second language can receive forgiveness on their principle for each year of service. For more information and a list of eligibility requirements, visit www.studentloanpeople.com.

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WKU Senior Spends Semester of Student Teaching in Germany



Megan O'Keefe, a WKU senior from Lexington, used her student teaching opportunity this semester as one step toward her goal of teaching overseas. O'Keefe, an

elementary education major in WKU's Department of Curriculum and Instruction, spent four months in a third/fourth grade classroom at the Patrick Henry Elementary School in Heidelberg, Ger-

many. The school serves the 16,000 military, dependents, and civilians stationed at the U.S. military post in Heidelberg. "I have been an exchange student before and loved the experience," she said. "Ever since then I have wanted to travel again, but I want to live in the place and not just be a tourist because I feel by living there you get to know the culture so much better."

Using WKU's agreement with the U.S. Department of Defense, O'Keefe applied online and was accepted. "The experiences have been wonderful," she said. "It's different from being at home

because the community is very tight knit. My teachers have been very helpful at finding things I need for my apartment. I've had a microwave, silverware, bike, helmet, and other things donated. Also, I have traveled to Berlin to see the city and to visit a friend from my 2003 exchange experience whom I had not seen in 3 1/2 years." More information about O'Keefe's experience is available on a website established about the trip (<http://wizard.4teachers.org/builder/worksheet.php3?ID=93193>).

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