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160
years
of education firsts

EducationFirst

The University of Iowa College of Education Newsletter

November 2007

Remarkable Grant Support



Saba Ali

Helping Rural Students Determine Careers

Counseling Psychology Assistant Professor **Saba Ali** received a \$5,000 Iowa Promise Momentum Plus Award from the UI offices of the provost and vice president for research, \$94,975 from the Roy J. Carver Charitable Trust, and a \$1,000 grant from the American Psychological Foundation for her research program. The program, "A Future in Iowa: A Career Education Program for Rural High School Students," helps students increase confidence and link career goals to school.

Helping Juvenile Offenders Heal Through Art

Art Education Associate Professor **Rachel Williams** received a two-year, \$63,324 grant from the Roy J. Carver Charitable Trust, and a \$5,000 Iowa Promise Momentum Plus Award from the UI offices of the provost and vice president for research to create an arts program at state-operated juvenile detention facilities—and eventually nationwide.

Through the project, Williams plans to create two high-quality visual arts programs at the Iowa Juvenile Home, a facility operated by the Iowa Department of Human Services based in Eldora, and the Iowa Juvenile Home in Toledo.



Rachel Williams

Helping Certify ESL Teachers



Leslie Schrier and Michael Everson

To better equip Iowa educators to help English language learners in school, the U.S. Dept. of Education awarded a \$1.8 million dollar grant to Foreign Language Education associate professors **Leslie Schrier** and **Michael Everson**. The grant funds an innovative program called Project RELEVANCE (Reaching English Language Educators Via Advanced Networked Collegiate Education.)

"This state-of-the-art program reaches beyond geographic boundaries to deliver high-quality professional development opportunities leading

to ESL certification," said Schrier, the grant's principal investigator.

Everson, the project's director, said RELEVANCE fills a great need in the state. "Iowa's enrollment of students whose first language is not English has increased dramatically over the last decade," Everson said. "Young learners come to Iowa schools with backgrounds in 77 languages other than English. Most disturbing is the dropout rate that is associated with these minority English language learners."

One of the project's goals is to reverse that trend by empowering Iowa educators with the knowledge and skills they need to help these students succeed. The grant provides funding over the next five years to certify 33 Iowa in-service teachers in ESL education through a distance education program.

Currently, more than 50 percent of Iowa educators who are working with "English language learner" students are not endorsed or educated in how to meet the needs of this growing population. The RELEVANCE program will make obtaining this certification affordable and accessible, Schrier said.

One of RELEVANCE's hallmarks is that all future UI College of Education teacher education students will have the distinction that no matter what their content area—whether math, science or another area—they will have the skill set to work with English language learners.

"The College will integrate well-organized ESL modules as part of teacher education courses so all teachers graduating from The University of Iowa will be highly qualified to teach this population and meet the requirements of No Child Left Behind," Schrier said. "This will ensure that the program can be sustained beyond the federal financial assistance and greatly impact the future of education in the state of Iowa and the entire nation."

For more information, visit www.education.uiowa.edu/relevance/.

Remarkable Firsts

Hieronymus, Testing Pioneer

During his nearly 40 years as director of the Iowa Basic Skills Testing Program, Professor Emeritus **Al Hieronymus** (MA '46/PhD '48) developed numerous materials that encouraged the sound use of educational tests.

While serving in this capacity, Hieronymus broke new ground by initiating a number of testing firsts. He was the first to provide teachers with group item analysis in conjunction with class score reports, the first to routinely combine ability and achievement reporting, and the first to establish computer-generated narrative test score reports for parents and teachers.

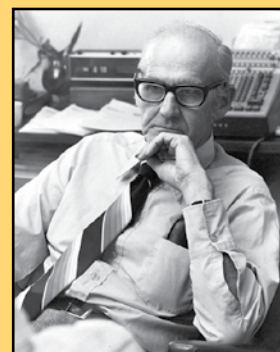
Hieronymus was more than a testing pioneer; he was also an inventor. "As equal intellectual partners, Al Hieronymus and E.F. Lindquist collaborated to develop the first optical test-scoring machine. The computer that was an integral part of the scoring machine subsequently became The University of Iowa's first computer center," said Professor Emeritus **H.D. Hoover**, director of the *ITBS* from 1987-2004.

A leading authority on tests and measurement, Hieronymus created the first multilevel booklet for the Iowa Tests, which allowed all 11 tests across grades 3 through 8 to be combined in one spiral-bound booklet. This multilevel booklet enabled students at small schools to use the same booklet—the brightest students in a class could take a more advanced level of the *ITBS*, while weaker students could take a test more suited to their abilities. It was an idea that had never been implemented in standardized achievement tests, and it was the beginning of individualized testing.

Published by the Houghton Mifflin Company, by the 1960s more copies of that *ITBS* document had been sold than any other Houghton product to that time, Hoover said.

"This innovation may seem minor, but the idea was brilliant," Hoover said. "It enabled the *ITBS* to kick our competitors' butts."

Hieronymus' work in the Iowa Testing Programs and his numerous publications in the field of testing have resulted in national and international program recognition.



Al Hieronymus (1917-2007)

Remarkable Partnerships

Education Students Make Connections

A group of Japanese students from Joetsu University of Education participated in an exchange of cultures on campus and in three eastern Iowa schools. The educational experience, providing a short immersion into international education, engaged American students in Japanese language and culture through presentations and classroom observations by 17 teachers-in-training.

The visit, part of a 10-year global collaboration between the UI College of Education and Joetsu University, included schools in the Iowa City and West Branch communities.

"The Japanese students take the responsibility of cultural ambassador seriously," said Buffy Quintero, UI International Programs outreach coordinator. "They prepared lessons on traditional stories, kimono culture, and sumo wrestling for months."

"One of the most successful aspects of this relationship has been the regular visits of Joetsu education students to Iowa," said Diana Davies, UI International Programs director. "These students have had an opportunity to learn, first-hand, about Iowa's primary and secondary education system, and K-12 students have been able to learn about Japan directly from Japanese people. Real connections are made through this program—

not just between our two institutions, but between the Joetsu students and Iowa children, teachers, school principals, and community members."

"It's always great to have students from other parts of the world who are teacher educators," said **Gregory Hamot**, coordinator of international students and programs in the UI College of Education. "The long-standing agreement involves an exchange of research-based ideas, an exchange of scholars, and an exchange of students."



A Joetsu University of Education teacher and master student teaches a Weber Elementary student how to make kazaguruma, a pinwheel.

PHOTO BY KELLI ANDRESEN

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Scholar's Visit Broadens Perspectives

Noriko Tokie, a visiting scholar from Joetsu University of Japan, recently visited Iowa City to learn about music education programs. She spent time at The University of Iowa College of Education and School of Music, as well as local elementary schools.

Tokie said her goal was to learn progressive examples of music education, especially ways of teaching that integrate music into other subjects, introduce students to diverse music, and encourage students to interact with each other.

During her visit, Tokie was impressed with what she observed in the local schools. "I saw elementary students doing Japanese drumming. We don't even do that in the schools in Japan, but here in Iowa there is a teacher singing a Japanese lullaby song," she said. "I was impressed how your music teachers try to teach their students music from all over the world."

Tokie also had opportunities to meet with faculty, students, and administrators at the College.

"These opportunities broaden our perspectives and enlighten our awareness of music education practices and other cultural traditions," said

Mary Cohen, an assistant professor of music education who helped organize Tokie's visit.

"This type of visit motivates us to improve various aspects of our work and examine other creative ways of teaching and learning."



Tokie shares a video of sixth-grade Japanese music students performing the kabuki.



Music teacher Vicki Arnold (L), Tokie, Joetsu Univ. music education students, and UI Prof. Mary Cohen at Iowa City's Weber Elementary School.

