

Where **Education**
is always **FIRST**

Annual
2006-07 **REPORT**



Dean's message

innovative ideas and community engagement have always been hallmarks of the College of Education experience

Celebrating
160
years
of education firsts

Celebrating the Tradition

The University of Iowa College of Education traces its roots to the founding of the University itself. In 1847, Iowa's early lawmakers made teacher training a priority and created the new University.

Over the past 160 years, the College of Education has not only excelled in teacher preparation, it has expanded its scope and become a leader in the training of principals, superintendents, counselors, psychologists, psychometricians, and more.

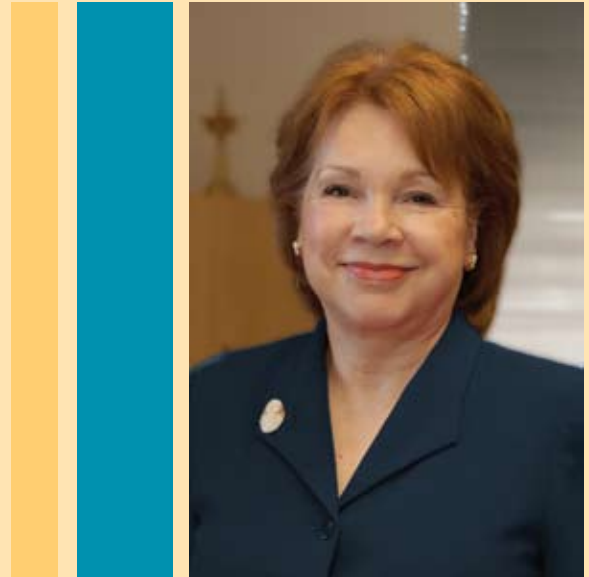
As educational leaders in a variety of fields, evidence of their pioneering enterprises are all around us—our graduates work in almost every Iowa school district, in every state in the nation, and in countries throughout the world.

I am proud of the College's distinguished history and its current role of preparing the next generation of educational leaders through programs that emphasize responsibility and community involvement, not simply training.

The College of Education's 2006-07 Annual Report describes just a few of the ways the College meets its goals. By measuring progress toward our strategic plan, this report captures our commitment to excellence, both past and present, in teaching, producing cutting-edge research, and designing innovative service initiatives.

Sandra Bowman Damico

Sandra Bowman Damico, Dean



Undergraduate education

provide an undergraduate experience that enables students to fulfill their intellectual, social, and career objectives

Celebrating
160 years
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Historical Undergraduate Education Firsts

1858 – Five of the University’s first six degrees conferred are granted to education graduates.

1872 – The University of Iowa creates the nation’s first permanent college-level department of education.

1988 – The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development is established as Iowa’s first center for gifted education. The Center inspires and serves the world-wide gifted community of students, educators, and families through exemplary leadership in advocacy, programming, and research.

1998 – Belin-Blank Center establishes the National Academy of Arts, Sciences, and Engineering (NAASE). It is the first to admit outstanding high school seniors as full-time students at a major state research institution prior to high school graduation.

2004 – The Belin-Blank Center becomes the most comprehensive center of its kind by offering programs, services, and support for academically gifted and talented students and their teachers from pre-K through college, all under one roof in the Blank Honors Center.

The University of Iowa’s College of Education can count itself as the very first area of study to cross University creators’ minds. In fact, teacher training was the only program specifically called for in the 1847 statute creating the “State University of Iowa.”

State lawmakers created the University to address a growing need for teachers in the new state, which had an organized elementary and high school education system since 1838 and officially joined the union in 1846. The teacher training program was popular with students, enrolling more than half the University’s students during its first decade of existence.

The first class of future Iowa teachers was impressive in its eagerness and enthusiasm, but many were children. In response, the teacher training department, then known as the “Normal Department,” offered a Preparatory Department for students who were not yet ready for college-level work.

Recognizing that future teachers needed training in the classroom, the University established a “model school” in 1856. Open to students ages 5 through 16, the school was a forerunner of the Laboratory Schools operated by the College of Education from 1913 to 1972. These concepts of classroom observation and student teaching continue to be vital components of teacher education at the University today.

In addition to being the University’s first program, the Normal Department, or the future College of Education, can also boast being the only continuously operating program. The University met with hard financial times in the spring of 1858 and closed all programs but the Normal Department, which continued to operate alone for two years.



Goal One *Undergraduate education*

provide an undergraduate experience that enables students to fulfill their intellectual, social, and career objectives

Employers Find Best-prepared Teachers at Iowa

Teacher Education students come to The University of Iowa because they want to make a difference in this world. They excel both academically and professionally. Through a rich training in liberal arts, they receive a strong foundation that allows them to contribute to the classroom. They have the skills necessary to communicate clearly, analyze, and problem solve.

The UI College of Education offers Iowa's only teacher education program where students earn a degree in an academic subject. Its exceptional graduates are talented and highly recruited professionals.

"The University of Iowa provides us with excellent teachers," said Jim Spelhaug (MA '83/PhD '90), superintendent of Pleasant Valley Community School District. "They are well prepared in subject content and not only come with a set of experiences that rival veteran teachers, but know how to effectively use technology. What matters is that UI continues to attract and train the best and brightest educators who choose to remain in Iowa."

The College's most recent Placement Reports indicate that 93.3 percent of last year's 343 newly licensed teachers are professionally employed—over half of them in Iowa.

"We know that the best-prepared teachers are trained right here in our state," said Patrick Kermer, associate superintendent of Marshalltown Community School District.

Each year, the College's Educational Placement Office hosts three job fairs for graduates to explore employment options and find a job that is a good fit. Representatives of many Iowa school districts as well as school districts ranging from Unalakleet, Alaska, and Houston, Texas, to Phoenix, Arizona, and Fayetteville, North Carolina, came to campus to seek out UI graduates for their communities.

Rebecca Anthony (MA '75), director of the College's Educational Placement Office says there are currently schools on a waiting list for future job fairs because of the

outstanding caliber of educators produced by the College. Employer feedback indicates that UI graduates are viewed as having excellent academic backgrounds and solid field-based training.





“Our graduates are seen as well-trained professionals who can step into a classroom and make a difference right away,”

Rebecca Anthony, director
Educational Placement Office



Graduate and professional education

cultivate excellent graduate and professional programs
to advance the research and scholarly enterprise

Celebrating
160
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Historical Graduate and Professional Education and Research Firsts

1890 – School of Education establishes the first chair of pedagogy at a U.S. university

1906 – Hugh Straight Buffum earns the UI’s first doctorate in education. Buffum, a Lineville, Iowa, native, earned his bachelor’s degree in 1901, his master’s in 1902, and finally his doctorate in 1906.

1957 – College establishes first rehabilitation counseling program west of the Mississippi.

The College’s Rehabilitation Counseling Program has a proud history of firsts. The University of Iowa’s was the first graduate program in rehabilitation counseling west of the Mississippi River when it was founded 50 years ago.

Its faculty authored the first role and function studies of rehabilitation counselors—program founder John Muthard and early program professor Paul Salomone (MA ’62/PhD ’68) collaborated to begin the line of research that defines the profession.

The program celebrates Marceline Jaques (MA ’46/PhD ’59) as the first woman in the nation to receive a doctoral degree in rehabilitation counselor education. C. Esco Obermann (BA ’27/MA ’31/PhD ’38) chaired the National Rehabilitation Counseling Association’s Ethics Committee, which wrote the profession’s first code of ethics in 1968.

The program continues to be a leader the field. In 2003, it established the first student chapter of the American Rehabilitation Counseling Association, and as one of the American Association of State Counseling Boards founding members, Professor Vilia Tarvydas is the first rehabilitation counselor to be elected president of the organization.

Since its founding, the Rehabilitation Counseling program has produced more than 50 doctoral degrees and hundreds of master’s degree graduates. Its record of providing leadership to the rehabilitation counseling profession is unequalled by other programs. “Our faculty, graduates, and students have been presidents and chairs of the major professional organizations and credentialing bodies over the years in most impressive numbers. As a result, we are seen as a locus of leadership and innovation in the field,” Tarvydas said.

U.S. News & World Report and *The Chronicle of Higher Education* continue to rank the program as one of the nation’s best.



Graduate and professional education

cultivate excellent graduate and professional programs to advance the research and scholarly enterprise

School Counseling Program First to Offer Gifted Education Emphasis

The College's nationally ranked School Counseling graduate program is the first program in the country to offer an emphasis in gifted and talented education.

Associate Professor Tarrell Portman said school counselors are in an ideal position to identify and guide students in need of greater academic challenges. The 12 credit hours of additional training, which lead to an endorsement or certificate, will equip prospective school counselors to help prevent such students from slipping through the cracks of the K-12 education system.

"Counselors have such a wide variety of tasks," said Portman the program's coordinator. "We work with students in the academic, personal, social, and career areas. With the additional training, our counselors will not only be knowledgeable about general and special education, but about gifted education. As a result, they can act as catalysts for increased identification of gifted students, especially in the areas of diversity."

That's certainly the hope of the program's co-developer, the Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development.

"This new program is a national breakthrough," said Belin-Blank Center Director Nicholas Colangelo. "School counselors have not had training in understanding the social/emotional and learning needs of gifted students.

Our College of Education again takes an important lead and our graduating school counselors will have a distinct advantage in the job market. But more importantly, they will be qualified to offer a very important service that parents, administrators, and teachers will welcome."

Portman said it makes perfect sense to offer much of the specialized training for prospective school counselors through the Belin-Blank Center, which brings hundreds of gifted students to campus each summer for a variety of programs.

"The new training will be far more intensive than the single unit of gifted education that Iowa school counseling students are currently required to take," she said. "This will definitely set us apart from all the nation's other programs."





Historical Diversity

promote excellence in education by increasing the diversity of the faculty, staff, and students

Celebrating
160
years
of education firsts

Historical Diversity Firsts

1847 – The University of Iowa is first U.S. public university to admit men and women on an equal basis.

1972 – College’s faculty member, Associate Professor Cecelia H. Foxley, creates the University’s first Office of Affirmative Action and serves as its director.

The University of Iowa and the College of Education celebrate an emphasis on equality and diversity that began with its very first graduating class.

Among the six members of the 1858 graduating class, three were men and three were women, allowing The University of Iowa to boast being the first U.S. public university to admit men and women on an equal basis. Five of the six degrees granted were the Bachelor of Didactics (B.D.) degree, conferred to those who completed the teacher training program. The 1858 teacher education graduates were: Levi P. Aylworth, Silvia M. Baldwin, Sarah E. Bradley, Bellina H. Stephens, and Annis A. Pinney.

Walter Jessup, the College of Education’s first dean, created the University Experimental Elementary School, a school operated by the College where students could observe and gain practical experience as teachers. The successful school quickly attracted attention from administrators and educators and in 1916 opened as University High School. Educators credited the mix of students with creating a vibrant, energetic atmosphere for all students.

One of the things that intrigued the U-High School’s social studies chair, Professor Emeritus John Haefner, was the make up of the school. “Students came from Iowa City

and surrounding rural towns,” Haefner said. “Recognition was given on the basis of ability, not pedigree.”

Jessup, who went on to become the University’s 11th president, hired William Fletcher Russell as his replacement. Under Russell’s leadership, the experimental schools became a hub of children’s programs in conjunction with other University departments. For example, the University’s Perkins School in the Children’s Hospital relied on education students to teach children from across the state that had to stay in the University Hospitals. Because many of the children were physically unable to attend classes, education students taught them at their bedsides.

In 1937, the College took a first step toward creating a diverse faculty as well. Maude H. McBroom became the first woman named to the full-time faculty. Prior to McBroom, the College had a long history of employing women as teachers in its programs dating back to the model school in the late 1850s.

The College’s commitment to fostering a positive, diverse University community continued with Cecelia H. Foxley. The former associate professor of Educational Psychology and Counseling Psychology created the UI’s first Office of Affirmative Action in 1972 and served as its first director. In that role, Foxley wrote an Affirmative Action Plan—the first of its kind among the Big Ten Institutions. Two of her other early publications on recruiting and employing women were also firsts in the country.



Diversity

promote excellence in education by increasing the diversity of the faculty, staff, and students

Yucatan Students Discover New Possibilities

A new Belin and Blank International Center for Gifted Education program drew a diverse group of learners to The University of Iowa campus. The Yucatán Scholars Program brought 14 gifted Mexican students ages 12 to 15 to participate in classroom activities, college visits, cultural events, and to interact with gifted students from Iowa participating in the Blank Summer Institute.

Jan Warren (MA '93), student program administrator at the Belin-Blank Center, said this one-week cultural immersion visit marked the first time the Belin-Blank Center brought an international student group to the UI, but it is certainly not the last. Next year, she hopes to double the program and attract students from all over Latin America.

"This is the beginning of what we hope will be a very robust international program," Warren said.

Jose Arango, a 14-year-old program participant, said he loved his time in Iowa and was interested to learn how American education differs from what he's used to.

"Here everything is more about participation and group activities. You do things in teams and everybody shares an opinion and point of view instead of just having a piece of paper and working on your own," he said.

Alejandra Maytorena, 13, said she liked learning about different professions by visiting colleges around campus.

"You meet many interesting people, learn new things, and start to think about things you've never thought about," she said. "Now I love archaeology and biology, but not dissection."

The Yucatán Scholars Program was born after Nicholas Colangelo, director of the Belin-Blank Center, visited

the region to meet with educators who were interested in starting a gifted education program there.

"Gifted education is essentially nonexistent in Mexico, and this program with Yucatán is the initiative that can get things started," Colangelo said. "They are planning to form a gifted center modeled on the Belin-Blank Center."

Although this was the first international student group to participate in a Belin-Blank program at the UI, the center has a history of influencing gifted education around the globe.

"The Belin-Blank Center has made a major commitment to its international emphasis," Colangelo said. "Over the years, we have had a number of international educators visit the center or take professional development training, and a number of other staff and I have presented in other countries."

Colangelo said he hopes the Yucatán Scholars Program will have a lasting impact with the visiting students.

"They will get exposure to advanced academic and artistic experiences that they would not have seen in Merida, the capital city of Yucatán," Colangelo said.

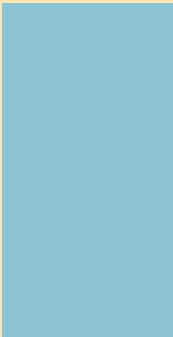
Rosana Carillo Castro, a college student from the Yucatán and assistant to Pedro Sanchez Escobedo (PhD '92), coordinator of the Yucatán Scholars Program in Mexico, said she saw a lot of learning happening in Iowa.

"This program opened their eyes to new options, new possibilities, different kinds of people," she said. "We want them to be motivated to study and reach a high level. We want them to increase their commitment to education and their futures and take that back to their country."



“The hope is that this experience will motivate them to use their abilities in high school and aim high and go to a university either in Mexico or perhaps to The University of Iowa.”

Professor Nicholas Colangelo
Director, Belin-Blank Center



Historical Vitality

strengthen the College of Education through recruiting and maintaining a highly productive faculty and staff

Celebrating
160
years
of education firsts

Historical Vitality Firsts

1929 – E.F. Lindquist, educational leader, scholar, inventor, and teacher, creates the Iowa Academic Meet, the impetus for the development of the world-renown Iowa Testing Programs.

1935 – Iowa Testing Programs authors the first *Iowa Tests of Basic Skills*.

1942 – Iowa Testing Programs authors the first *Iowa Tests of Educational Development*.

1952 – Lindquist revolutionizes test scoring by inventing the first optical scanner, allowing tests to be accurately scored by high-speed equipment rather than by hand—becoming Iowa’s largest technology transfer.

1953 –Iowa Testing Programs spins off its test scoring operation and equipment to what is now Pearson Educational Measurement, the largest test scoring and processing corporation in the world.

1959 – E.F. Linquist co-founds American College Testing, a national college entrance testing program. Now called ACT, Inc., it is the current world-leader in commercial testing and measurement.

1996 – College establishes ePortfolio concept.

2002 – Trademarks granted for ePortfolio™, Digital Backpack™, and Cyber Toolbox™.

Every spring, schoolchildren around the country fill in the bubbles on the score sheets of standardized tests, which were pioneered by Everett F. Lindquist in The University of Iowa’s College of Education. Count-

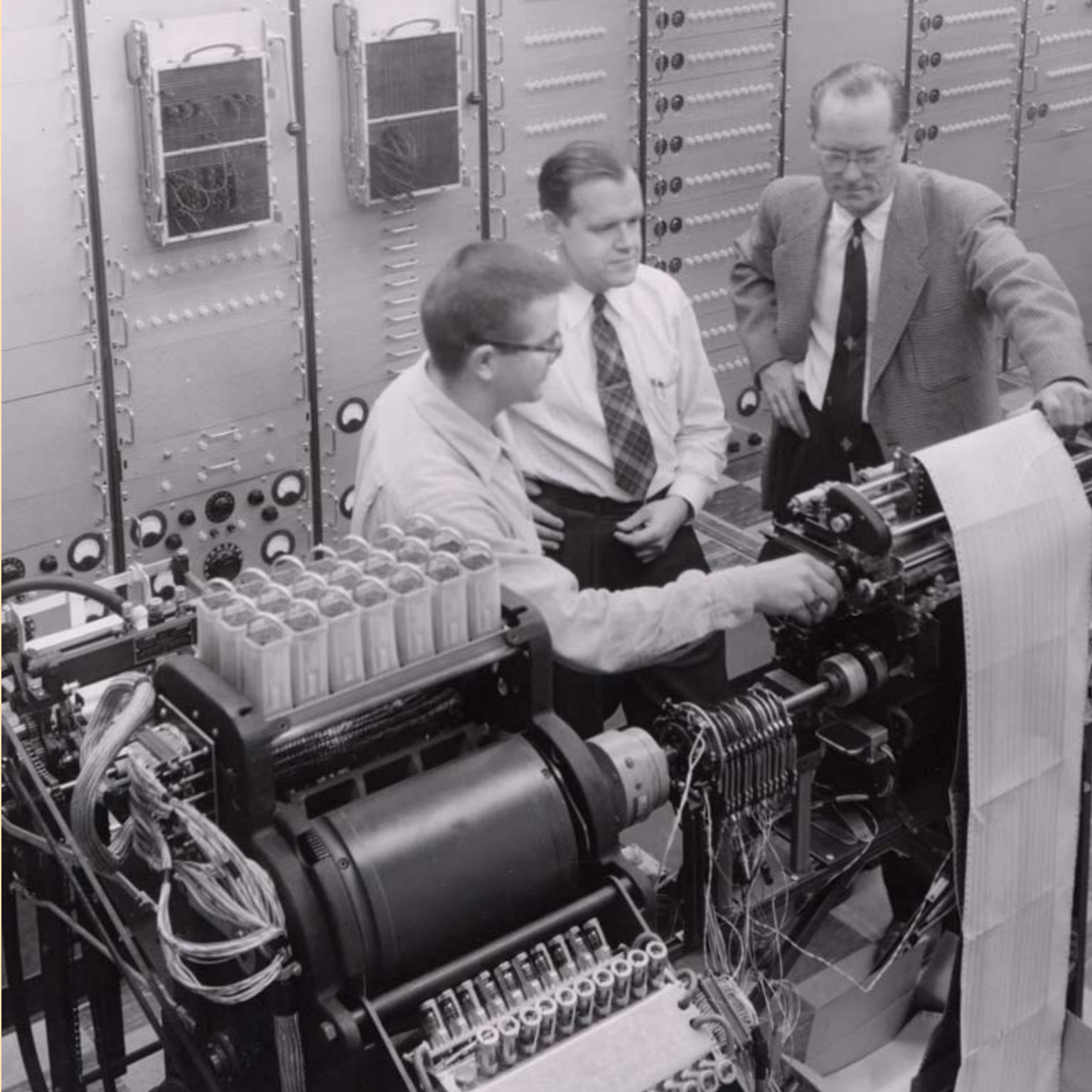
less other high school seniors sweat their way through college entrance exams, also born of Lindquist’s innovations.

Lindquist, who earned his Ph.D. from the College in 1927 and was a member of the Iowa faculty until his retirement in 1969, established the College as a leader in testing and measurement and collaborated to create tests that continue to serve as primary yardsticks of educational quality and standards throughout the state, nation, and beyond.

Lindquist’s leadership of the “Iowa Academic Contest,” created in 1929 to spur friendly competition toward academic excellence, urged the program toward its modern emphasis on a cooperative effort between schools and the University to improve education quality. The tests are now known as the *Iowa Tests of Basic Skills* (ITBS) for elementary students and the *Iowa Tests of Educational Development* (ITED) for high school students. Today, as the only major achievement tests authored by university faculty and staff, versions of the tests are taken by students in all 50 states and in several foreign countries.

In 1952, Lindquist established the Measurement Research Center to research and develop the field of educational testing. The Center revolutionized test taking with the development of optical scanning technology that allowed tests to be scored by computer.

In 1959, Lindquist co-founded the American College Testing (ACT) program, the current world-leader in commercial measurement and testing. The program soon became an independent, not-for-profit organization and is still based in Iowa City. It is known for its college-admissions test based on four parts of the ITED.



strengthen the College of Education through recruiting and maintaining a highly productive faculty and staff

ICATER—First Assistive Technology Center to Offer Education and Research

School presents many challenges for students. Grasping a new mathematics concept, reading a book filled with unfamiliar vocabulary words or writing a paper on a science experiment can test the brain and the will. But for students with physical disabilities, learning is only half the battle. Simply viewing a computer screen, typing on a keyboard, or turning the pages of a book can prove monumental obstacles to getting a good education.

The new Iowa Center for Assistive Technology Education and Research (ICATER) is working to level the playing field so students of all abilities can succeed in school. ICATER helps more than students. Through training, education, and research, ICATER also seeks to assist educators, parents, and education professionals in achieving full access and participation in their communities.

Coordinator James Stachowiak said ICATER is the only program of its kind in a college of education within the Big Ten. ICATER not only provides hands-on assistive technology training to all College of Education students, but also conducts and supports research examining the effectiveness of various devices in education, living, and work.

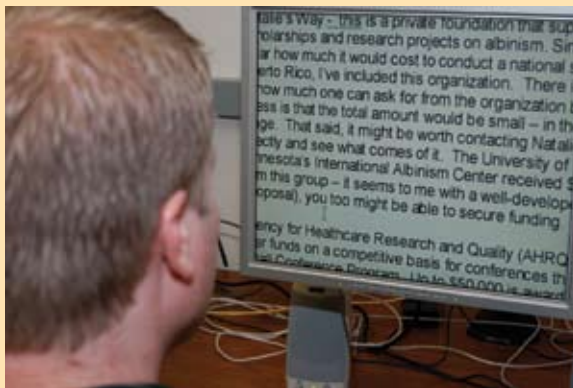
“Many teachers encounter situations in class where assistive technology may be helpful but they don’t know where to begin,” Stachowiak said. “So it’s important that future teachers and counselors know how the technologies work and are able to identify students who may benefit from their use.”

ICATER also serves the wider Iowa community and is prepared to provide training and education to schools across the state through in-service programs, demonstrations, or hands-on learning experiences. While there are some labs across campus equipped with assistive technologies, ICATER is the only lab dedicated to the service, with five specially equipped computers.

In the area of research, ICATER plans collaboration with the Iowa Testing Programs to address issues related to assessment and accessibility. ICATER

also is exploring how assistive technologies developed for students with disabilities may actually have benefits for all students.

For more information on ICATER, visit www.education.uiowa.edu/icater.



“Dylan was a student in my practicum classroom who needed the most guided instruction; yet it was difficult to find ways to reach out to him due to his lack of understandable speech. Aside from being autistic, Dylan had a number of behavioral and intellectual disabilities. When it came time for me to become head teacher, I feared I was not yet qualified enough to provide this particular student with the proper education.

However, upon entry into the middle school’s computer lab, I saw a post-it note attached to a computer labeled “Kurzweil 3000. Do not turn off.” I summoned Dylan over and showed him all that I had learned from Jim Stachowiak in ICATER. After introducing Dylan to reading, writing, and organizational aspects of this device, I asked him to “play” with it for a while. Within just two class periods, Dylan had read, with assistive technology’s help, an entire five page article—much more than I had seen him do all semester.

I am thankful for the opportunity to introduce this student to a device that has proved beneficial to his learning. In a school environment where Dylan felt dejected by the achievements of others and unmotivated due to fear of failure, he is finally able to accomplish tasks independently thanks to this form of assistive technology.”

—Liz Stokes,
Teacher Education Student



Goal Five **Historical Engagement**

broaden the College's service mission through collaboration and partnerships extending well beyond the traditional boundaries

Celebrating
160
years
of education firsts

Historical Engagement Firsts

1900 – Joseph McConnell becomes first director of summer sessions at The University of Iowa

1971 – Mildred Lavin (PhD '71) created the University's first Saturday & Evening Program.

1977 – Professor Duane Anderson establishes the Great Teachers Workshop, pioneered on the idea that the collective expertise of a group of practicing professionals will far surpass that of any outside expert. The workshops are now practiced in over 30 states.

Joseph Jasper McConnell served as the College's second Chair of Pedagogy and a shining example of the College's focus to reach off campus to find mutually beneficial ways of improving education everywhere.

McConnell took his post after the first chair, Frank B. Cooper, resigned in 1891. His experience as a former educator and a University administrator gave McConnell an excellent sense of what schools and teachers around the state needed and wanted from the University, as well as the kind of education schools would have to provide their students to prepare them for college-level work.

McConnell's goal was to improve the University and to improve the educational system for all Iowans. That meant raising standards for a system of educational districts and schools that had been haphazard up to the turn of the century.

McConnell made relations between the University and the public schools a priority. He established a system

of school visits, foreshadowing accreditation programs that would later be established in the state and the country. Representatives from the University visited schools to make notes on areas of curricula, facilities, and teacher qualifications. The result was students who were better prepared for the rigors of a college education and education students who were better trained to meet the needs of Iowa schools.

McConnell also saw a desire among people around the state for education outside the formal bounds of elementary school, high school, and college. He formalized a University Extension service to provide speakers, usually faculty members, to share their expertise with groups and organizations throughout Iowa. The program, which evolved into the Division of Continuing Education in 1913, later would offer courses by correspondence and on Saturdays and evenings.



PUBLIC SCHOOL
ROLAND, IA

Engagement

broaden the College's service mission through collaboration and partnerships extending well beyond the traditional boundaries

Recognizing Leaders, Cultivating Knowledge

Associate Professor Deb Liddell learned about leadership, giving, learning, and teaching on a recent trip to Africa.

Liddell visited Zimbabwe with a group of 12 other North Americans through the Berkana Institute, an organization that Liddell said believes, "all the leaders the world needs are already here and it's our responsibility to recognize them."

The group visited communities throughout the country and helped with projects such as patching fences, cultivating organic gardens, building composting toilets, and helping in a preschool.

In addition, each member of the group was asked to bring something from their lives to contribute to the people they would meet.

Liddell, a professor of Student Affairs and Student Development, brought soccer equipment to help children in the Kufunda village create a team.

"I think sports are an incredible way to empower the bodies and minds of young people," she said.

Liddell's daughter, Gina Liddell-Westefeld, plays with the Iowa City Alliance Soccer Club. With the club's support, Liddell was able to collect 85 pairs of cleats and 35 uniforms. She then collaborated with Passback, an organization that brings surplus soccer equipment to needy communities. Passback shipped four boxes of shoes for Liddell. She brought the uniforms along herself.



The shoes arrived one week before Liddell and her group reached Kufunda. Liddell said that by the time they arrived, the children were already working to clear a cornfield for a space to play.

"It was a joyful day for all of us, in a place that could use a little joy," she said. "They were all in their uniforms, all in their cleats, it was pretty cool."

Liddell said one of the most inspiring parts of the trip was recognizing that she had as much to learn from the Zimbabwean people she met as they had to learn from her.

"I think we tend to have such a provincial way of thinking about underdeveloped countries and the people who live there. We think we will go in and we will 'help those people,' but the premise of our trip was that they are already doing some magical, inspiring things," Liddell said. "We went in with our eyes wide open thinking I'm not here to teach you, I'm here to learn from you."

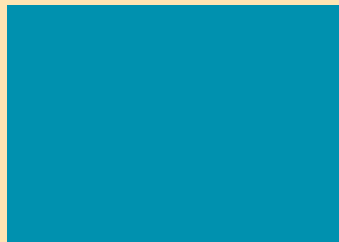
Liddell said she learned a lot about interdependence and working together to build a sustainable life in Zimbabwe and elsewhere.

She will use the lessons and new perspectives on teaching and learning in her College of Education classes, she said.



"I'm committed to finding out who students are and what they bring to our learning community that we can harvest—it's thinking about learners as having something to harvest. I'm going to translate that into the way I teach."

Professor Deb Liddell



Points of Pride

the College of Education prides itself on its programs, outreach, students, faculty, and alumni

College of Education Students *Sharper. Smarter. Better.*

Sharper.

By its very nature as a Research One institution, The University of Iowa College of Education offers a faculty and a mission that places students at the cutting edge of knowledge.



Smarter.

Its students score higher than the national average in GPA, GRE, and on the Praxis I exam.

Better.

The UI College of Education is Iowa's only teacher education program where students earn a degree in an academic subject.



College Consistently Receives Top Rankings

In its 2008 report on the nation's best graduate school programs, *U.S. News & World Report* ranked The University of



Iowa College of Education 19th best among public schools granting doctoral degrees. Among all schools assessed, both public and private, the College ranked 28th.

Specialty programs within the College of Education also continue to rank highly, according to the *2008 America's Best Graduate Schools*. Top ranking programs as compared to other public universities include:

- Rehabilitation Counseling #4
- Higher Ed Administration #12
- Counseling/Personnel Services #12
 - Educational Psychology #15
 - Psychological and Quantitative Foundations #20

"The University of Iowa strives continuously to distinguish itself academically among public universities, and rankings such as these only underscore how successful many of our colleges and programs have been at achieving excellence," UI Interim President Gary Fethke said. "The rankings are really a tribute to all the people in these programs, including the deans, department heads, faculty, staff, and

students. I am grateful to all of them for their efforts to make The University of Iowa distinctive.”

John Keller, dean of the Graduate College, said he’s pleased that a number of the university’s graduate program offerings have again been recognized as among the best in the nation.

“Not only have our traditionally strong programs maintained their top rankings,” Keller said. “This recognition, amongst other indicators, reflects well on the strength and breadth of the graduate program offerings at the University of Iowa and is a tribute to our students and faculty.”

This year, *U.S. News & World Report* surveyed graduate programs at 277 schools based on two types of data: expert opinion about program quality and statistical indicators that measure the quality of a school’s faculty, research, and students.

College by the Numbers

The College of Education enrolls approximately 625 (65% from Iowa) teacher education undergraduate students and 815 (60% from Iowa) graduate students. Eighty-three tenure-track and 11 clinical-track faculty are actively engaged in teaching, research, and service.

Undergraduate teacher certification programs offer a major in elementary education and seven secondary areas, including art education, English education, foreign language education, mathematics education, music education, science education, and social studies education.



Graduate-level programs prepare students for careers as special education and community college teachers, as well as counselors, testing specialists, administrators, psychologists, and other fields at all levels of education.

College Supports Graduate Students

The College awarded approximately \$3.3 million to support 225 graduate assistants.

College Honors Top Students

The College honored 43 of its top students with \$52,440 in scholarships last year based on academic achievement and potential for success in a particular education field, among other criteria.

College Grateful to Generous Donors

Last year, the College received over \$4.3 million in gifts, private grants, pledges, and bequests from over 2,300 alumni and friends.

Grant Applications Climb

Faculty and staff applications for external funding increased 18 percent last year with requests totaling over \$9.2 million.



Excellence Centers

the College of Education is home to nationally and internationally recognized centers and programs

Belin-Blank Center Advances Education

The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development offers services, support, and over 100 different programs for approximately 40,000 academically gifted and talented students and their teachers from pre-K through college level each year. These activities, which touch the lives of gifted children from a wide variety of regions, backgrounds, and abilities, revolutionize gifted education and have helped distinguish the College as one of the top education programs in the country.

To learn more about the extensive range of programming and opportunities available, visit the Belin-Blank Center at www.education.uiowa.edu/belinblank/

Advancing Measurement and Assessment

Building upon the College's long tradition and international reputation in the field of educational measurement and assessment, the **Center for Advanced Studies in Measurement and Assessment (CASMA)** pursues interdisciplinary and international research-based initiatives leading to the advancement in the methods and practice of educational measurement and assessment.



Products produced by CASMA include research reports and computer programs and manuals in areas such as equating, linking, reliability, and generalizability theory. These products are used by students, faculty, test publishers, and others throughout the world. CASMA, along with ACT, also sponsors a biennial conference at which nationally known speakers address some of the current challenges in educational testing.

To learn more about CASMA's research and the resources available, visit www.education.uiowa.edu/casma

Iowa Testing Programs Reaches Out

For over 70 years, the internationally recognized **Iowa Testing Programs (ITP)** have developed the *Iowa Tests of Basic Skills* and the *Iowa Tests of Educational Development*, which are among the most widely respected standardized achievement tests in the world.

Each year, Iowa Testing Programs subsidizes Iowa schools' testing costs by approximately \$5 million through national sales of the Iowa Tests. In addition to supplying testing materials, consultation, and scoring services for 375,000 K-12 Iowa students, 700 Iowa school administrators and teachers received professional development through 15 different on-site programs at locations throughout the state.

This year ITP developed the Iowa Growth Model, an alternative pilot assessment program that tracks individual student growth on the ITBS and ITED and reports this information to schools. The Iowa Growth Model is one of only eight federally approved pilots programs for school accountability based on student growth.

Visit ITP at www.education.uiowa.edu/itp

Expertise in Evaluating Programs

The Center for Evaluation and Assessment (CEA)

conducts a wide variety of program evaluations for colleges, universities, and school systems throughout the United States. Project evaluations conducted range from higher education minority recruitment and retention programs to science, history, engineering, technology, and health care training and curriculum projects.

The CEA serves as an external evaluator for a number of projects that have teacher professional development as a major goal. It also explores Iowa's response to the *No Child Left Behind Act* and evaluates the Teaching American History Program.

Visit CEA at www.education.uiowa.edu/cea



Partnership Assessment Project where partnerships such as living-learning units, faculty-student fellows programs, and service-learning courses are assessed for learning outcomes, to develop assessment tools, and to identify best principles of partnership formation.

Visit CRUE at www.education.uiowa.edu/crue

Leading Assistive Technology Training

Iowa Center for Assistive Technology Education and Research (ICATER) assists students with disabilities as well as their parents, counselors, and teachers by providing hands-on

experience for evaluation and training with assistive technology. As the only program of its kind in a Big Ten college of education, ICATER helps more than just students suc-

ceed. Through training, education, and research, ICATER ensures that all college of education students receives training in assistive technologies. ICATER also serves the wider Iowa community by providing training and education to schools across the state through in-service programs, demonstrations, or hands-on learning experiences.



For more information

about the assistive technology equipment, software, and resources ICATER offers, visit www.education.uiowa.edu/icater

Enhancing Undergraduate Education Research

The Center for Research on Undergraduate Education (CRUE)

is dedicated to the study of undergraduate education in America, from how academic and social experiences affect students to the methods schools use to improve students' chances for success in the classroom and beyond graduation. A number of widely referenced books and articles have been published regarding the Wabash National Study of Liberal Arts Education, where the center analyzes quantitative data collected from the spectrum of institution types—liberal arts, regional, community college, and research. The center is also collaborating on the Student Affairs-Academic Affairs

Honor Roll

the College of Education relies on the generosity of its many donors to continue to offer scholarships, assistantships, and other faculty, staff, and student support

This honor roll gratefully recognizes graduates, faculty, and friends who contributed \$100 or more from July 1, 2006, through June 30, 2007, to the College of Education through The University of Iowa Foundation, the preferred channel for private support of all areas of the University. High-level annual contributors to the college's Education Advancement Fund and other college-wide funds are acknowledged in several recognition clubs.

Contributors to the College of Education who were members of The Presidents Club by June 30, 2007, are listed in **bold type**. The Presidents Club permanently recognizes the most generous contributors to The University of Iowa.

The UI College of Education Dean's Club recognizes alumni and friends who contributed (individually or jointly with their spouses) \$1,000 or more from July 1, 2006, through June 30, 2007, to the Education Advancement Fund or other college-wide funds. The following contributors provided support at the Dean's Club level:

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