

**Targeting
Excellence**



**Targeting
Education**

2005-2006
annual report

MESSAGE FROM THE DEAN


Targeting Excellence, Targeting Education

Aiming to create mutually beneficial learning opportunities outside of the classroom is just one of the College's most important objectives.

By engaging with diverse groups and creating lasting partnerships in the community, the College hits its mark.

Programs, faculty, and students bring their own individual strengths when working collaboratively with the community, creating a positive impact in our own backyard and beyond. Examples of these positive interactions abound. I'm proud that the desire to serve and improve our community through knowledge, creativity, and innovative ideas extends beyond time spent on campus and becomes a lifelong commitment.

The University of Iowa College of Education's 2005-06 Annual Report describes just a few of the ways the College meets its goals. By measuring our progress toward the University's strategic plan, this report captures our commitment to targeting educational excellence.



Dean





Create an experience
that enriches the lives of undergraduates



Internationalizing the Educational Experience

During her student teaching in Kenya, Kristi Winegarden (MAT '05) woke to the sound of roosters outside of the mud hut she shared with two other teachers, showered only after pulling a bucket of water up from the well, and then walked 15 minutes to school through sugar cane fields.

Winegarden, who was in Kenya for nine weeks, taught ninth grade biology and chemistry at a boarding school. She was among the nearly two dozen teacher education students to take advantage of internationalizing the educational experience each year.

Nancy Langguth, coordinator for special site student field experiences, says the opportunity to fulfill student teaching requirements at an international placement site isn't for everyone, but for those who accept the challenge, it is not just career enhancing, it is life changing.

"These students come back with a new sense of competence and capabilities," Langguth said. "It is both humbling and affirming when they take what they've learned here and successfully transplant it in another country."

After her art student teaching in Melbourne, Australia, Sarah Brazee (BFA '05) said, "If I can succeed in an environment where I am out of my element, I can succeed anywhere."

For over three decades, the College of Education has offered international student teaching experiences. What sets The University of Iowa's program apart from others, Langguth says, is the College's preference for placing UI students in state-based schools, as opposed to placement in international schools using a U.S. curriculum.

"In state-based schools, our students have the opportunity to work alongside teachers who have been trained in the host country, teaching children of that country," she said. "This experience allows them to gain a true understanding of the culture and the different approaches countries take to educate their children."

Rachel Howard (BA '06), who taught her elementary students how to kayak in Auckland, New Zealand, summed up her experience as bittersweet.

"I am so sad to leave this unique community. Everyone has taught me so much about myself as a teacher, learner, and traveler," she said. "I was forced to leave my comfort zone, which has prepared me to adapt to new and unique situations in the future. I am taking home a deep appreciation for the beauty in people, places, and the paths each of us travel."



Cultivate excellence
and advance research and scholarly enterprise

GRADUATE AND PROFESSIONAL EDUCATION AND RESEARCH



Putting Theory into Practice

Students in Professor Vilia Tarvydas' spring 2006 seminar on Ethics in Counselor Education benefited from a unique learning experience.

Instead of just reading about codes of ethics, the seven doctoral students got a behind-the-scenes view by writing their own ethics code for the Evert Conner Rights and Resources Center for Independent Living in Iowa City. The center not only plans to use the code, but will also present it at a national conference as a way of starting a larger dialogue about codes of ethics in the independent living field.

Sara Johnston, a doctoral student in the Rehabilitation Counselor Education program, said the class project was unlike any other she'd participated in because of the hands-on approach to learning and the amount of teamwork the project required.

"As a class, we were all aware that our final product would most likely be a working document that would 'live' beyond the semester," Johnston said.

Chris O'Hanlon, executive director of the center, said the project required a lot of intellectual stretching by the students because codes of ethics simply don't exist for independent living centers, and centers like his operate differently from other organizations.

"We almost work against a professional model, where professionals serve as experts. We turn that around, make the system listen to the real experts—the people with disabilities," O'Hanlon said.

Jim Whalen, "social imagineer" or program development manager at the center, said the process of working with the students was invaluable.

"The students and our staff got a chance to take a look at theoretical perspectives as well as how things work in the real world," Whalen said. "It developed a great relationship between the two—invading each other's world really created opportunities for learning on both sides."

Tarvydas, director of the UI's Institute on Ethics in Disability Policy and Rehabilitation Practice, said she was proud of her students' efforts in writing the 17-page document.

"I was impressed with their eagerness to take on an enormous challenge, to see it as professionals, and their willingness to be learners," she said. "It takes a great deal of professional maturity to step into that role."



Promote excellence
in education by increasing diversity



Partnering with Iowa's Diverse Communities

Some 20 Latino students from West Liberty High School got a close look at their future lives as college students, thanks to special attention from The University of Iowa College of Education's Diversity Committee.

The committee set a goal of creating partnerships with diverse communities surrounding Iowa City. In West Liberty, the population is more than 40 percent Hispanic.

"This furthers our thinking as committee members, and it might encourage students to visit campus, learn more about The University of Iowa, and consider enrolling in the College of Education," said Associate Professor Carolyn Colvin.

Members of the committee, including Colvin, Judy Brewer, HollyAnn Lopez, Marc Haack, Susan Lagos-Lavenz and Rachel Williams, traveled to West Liberty in December to talk with students about college life.

"They wanted to know everything from what life in the dorm was like to what majors they might consider," Colvin said.

In April, the students visited The University of Iowa campus and the Lindquist Center. They met Dean Sandra Damico and visited a few education classes.

"This may have been the most successful element of the day's visit because they had a chance to get to know other

university students, hear them discuss course assignments, and actually participate in the work of the class," Colvin said.

HollyAnn Lopez, an undergraduate teacher education student, took the students on a tour of campus and had lunch with them in the Burge dining hall. Lopez said she thinks the Diversity Committee's outreach helped make attending The University of Iowa seem more appealing to West Liberty students.

"It feels good to take action in helping The University of Iowa and the College of Education become more diverse," Lopez said.

Associate Professor Rachel Williams said she and others on the Diversity Committee continue to be in contact with the students. "The result has been a series of friendships between members of the Diversity Committee and students at West Liberty," she said.

Colvin reports that the committee will next partner with a Cedar Rapids junior high school and promote the College to a diverse group of students who have expressed interest in teaching as a profession.

"We hope to inform our own work as a committee by listening to these students and, in turn, open a new world of possibilities for diverse students in the surrounding areas," Colvin said.



Strengthen intellectual and community vitality



Volunteering Vital Part of Educational Experience

Forging mutually beneficial partnerships and broadening philanthropic support is an important lesson students learn in the College of Education.

Requiring 10 hours of service before applying to the Teacher Education Program emphasizes the College's dedication to volunteerism and ensures that students begin their studies understanding that making a difference in the lives of others is at the core of a well-rounded education.

Students find so much value and reward in their volunteer activities that many of them continue providing service throughout their college years and beyond. From tutoring in math and reading to assisting with before- and after-school programs, College of Education students make time for those in need.

Student groups, such as the Iowa State Education Association University of Iowa student chapter, organized a holiday gift drive collecting toys, games, and books for the Neighborhood Centers of Johnson County.

The College's Honors Opportunity Program also requires its students to participate in community service as a fundamental part of the advanced educational process. Honors students participate in an enormous range of activities.

Erica Geers (BA '02/MA '06) organized a committee of honors students to orchestrate community service and outreach activities.

The group's first project was a book drive where over 350 books were collected for the New Orleans Public Library.

Stephanie Beeler (BA '06) volunteers with Special Olympics, tutors at Penn Elementary School, and takes on extra projects such as teaching English to students with behavioral disorders.

"My goal," Beeler said, "was to use researched-instructional procedures discussed in class and apply them to a real-life setting. I enjoy volunteering with these students, finding it both challenging and worthwhile."

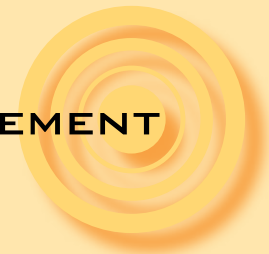
Kim Meller (BA '06) served as the assistant site coordinator at The Wickham Elementary Before and After School Program, the on-site director at a YMCA camp, tutored at the University of Iowa Hospitals and Clinics, and was a Tiny Tot soccer coach. Of these volunteer activities, Meller said, "Teachers must look critically at situations and determine what we can do to make a positive impact."

Megan Healy (BA '06) volunteered with the Johnson County Crisis Center/Food Bank. "Participating in this organization gave me the opportunity to contemplate important social issues," Healy said, "and allowed me to become active in community service."

Kristen Maycan (BS '06) volunteered with the Ronald McDonald House, Dance Marathon, and RiverRun. "These positions not only helped me to develop my leadership skills," Maycan said, "but allowed me to help people who really need it."



Broaden the service mission to include
stronger partnerships with public constituencies



Making Beautiful Music Together

For over a decade, the New Horizons Band has been a valuable outreach connection between the UI College of Education and the community.

Created by Professor Don Coffman in 1995, the band consists of veteran and novice senior citizen musicians who enjoy playing music with others. The band has become a model for a number of communities in Iowa and throughout the country.

“Our band differs from other amateur community bands because we don’t simply rehearse music for an impending performance,” Coffman said. “We are dedicated to teaching participants how to play better.”

The band is also one of the nation’s few who receive instruction from college music students who receive critiques on their teaching skills while teaching and rehearsing the band. Both the musicians and the students benefit.

“Teaching adults differs from teaching children,” Coffman said. “With these experiences, our students have the opportunity to work with a community band as well as teach K-12 students.”

And when the seniors occasionally join with elementary school groups in one glorious unified band, the sound is electrifying.

“You can’t believe how the music comes alive when the older and younger players rub shoulders,” Coffman said. “Youngsters learn that music making is a lifelong activity and the seniors enjoy

the energy and musicianship of the younger performers.”

“Music is timeless,” New Horizons French horn player Glenn Jablonski (MA ’66) said, “We don’t think about age, we just make good music together.”

Linn-Mar band directors Steve King (BM ’85) and Amy Metcalf (BM ’00) bring their sixth-grade bands to campus, allowing undergraduate Music Education students to rehearse them and to play with the New Horizons Band.

“It is a win-win situation,” King said. “The elementary students get to see that music is something they can do their whole life and the undergraduates get beneficial teaching experience with ‘real’ kids and adults.”

University of Iowa President David Skorton recognized Coffman with a UI President’s Faculty Award for State Outreach and Public Engagement. “Don Coffman is representative of the remarkable spirit of caring and giving that permeates our entire campus and community,” Skorton said.

Coffman, who has more than 25 years teaching experience spanning all age levels, is an active researcher in life-long learning in music. He has volunteered more than 6,000 hours over the last 11 years. For his efforts, Coffman also received a community service award from the Johnson County AARP and a 2006 Governor’s Volunteer Award from Gov. Tom Vilsack.

POINTS OF PRIDE

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 University of Iowa 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 2007 report on the nations' best graduate school programs, *U.S. News & World Report* ranked The University of Iowa College of Education 18th best among public schools granting doctoral degrees. Among all schools assessed, both public and private, the College ranked 27th.

Specialty programs within the College of Education also continue to rank highly, according to the 2007 America's Best Graduate Schools. Top ranking programs as compared to other public universities include:

- Rehabilitation Counseling #3
- Higher Education Administration #9
- Counseling/Personnel Services #11
- Secondary Education #13
- Curriculum and Instruction #17

"These numbers are great indicators of our dedicated faculty and staff, and a reason why so many students choose to come to Iowa for their education," President David Skorton said.

John Keller, dean of the Graduate College, agreed, "It's gratifying to realize that a large number of our programs are putting The University of Iowa on the map as an institution of superior graduate education."



College by the Numbers

The College of Education enrolls approximately 720 (67% from Iowa) teacher education undergraduate students and 630 (56% from Iowa) graduate students. Seventy-one tenure-track and nine 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 Graduates Successfully Employed

The College's 25,117 alumni go on to live and work in all of Iowa's 99 counties, as well as throughout the United States and around the world.

The College's 2005 Placement Reports indicate:

- 85% of new teacher education graduates are professionally employed—50% in Iowa. New teachers accepted positions in 20 states and four other countries.
- 81% of new master's degree graduates are professionally employed—68% in Iowa. New master's professionals accepted positions in 16 states and four other countries.
- 93% of the new Ph.D. graduates are professionally employed—44% in Iowa. New Ph.D. professionals accepted positions in 16 states and two other countries.



“My education in the Teacher Education Program at Iowa fully and completely prepared me for the real world.”

NATHAN FULCHER B.A. '03

Iowa Testing Programs Reach Out

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

Each year, Iowa Testing Programs subsidize 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



Committee. Faculty also work with the Iowa Department of Education on issues related to the state's *No Child Left Behind* accountability plan and on curriculum and evaluation issues.

programs at locations throughout the state.

Presentations and consultation services were provided to the Iowa Association of School Boards, Iowa Board of Education, Iowa House of Representatives Education Committee, and Iowa Model Core Curriculum

Belin-Blank Center Advances Education

The Connie Belin and Jacqueline N. Blank International Center for Gifted Education and Talent Development offers services, support, and some 30 different programs for approximately 40,000 academically gifted and talented students and their teachers from pre-K through college level each year.

These programs have revolutionized gifted education and have helped distinguish the College as one of the top education programs in the country.

The Center is recognized as Iowa's only provider for Advanced Placement (AP) teacher training. This summer, courses were held in Des Moines making attendance more convenient for educators in central and western Iowa.

"I am fascinated and encouraged by the stories of those who have used the University as a stepping stone to contributing to the world around them."

RICH BAILIE M.A. '69



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.

"With 12 credit hours of additional training, our school counselors will not only be knowledgeable about general and special education, but also about gifted education," said Associate Professor Tarrell Portman, the program's coordinator.

College Honors Top Students

The College honored its top students with \$100,750 in scholarships in 2005-06, which were based on academic achievement and potential for success in a particular education field, among other criteria.

College Supports Graduate Students

The College awarded approximately \$3 million to assist 220 graduate assistants.

Grant Funding Climbs

Faculty and staff applications for external funding nearly doubled in the last year with requests totaling \$11.2 million. In 2005-06, the College received over \$3,220,000 in external funding.

College Grateful to Generous Donors

The College exceeded its goal by 125%, receiving over \$21.4 million in gifts as part of the successful Good. Better. Best. Iowa: The Campaign to Advance Our Great University.



Included in this total is more than:

- \$1.6 million for student aid
- \$6.8 million for facilities
- \$2.7 million for faculty
- \$7.3 million for research and programs

Last year, the College received over \$4.25 million in gifts, private

grants, pledges, and bequests from over 1,600 alumni and friends.

EDUCATION FIRSTS

The University of Iowa College of Education has a long history of firsts in education. From its earliest beginnings Iowa's state leaders highly valued education, making teacher training a first priority. The University was founded on February 25, 1847; just 59 days after Iowa became a state.

Always a leader in education, the University was the first in the nation to create a college-level department of education.

The College continues this tradition of placing education first—exemplified through its innovative teaching methods, cutting-edge research, and wide-reaching community service.



1872

The University creates the nation's first permanent college-level department of education.

1907

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

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

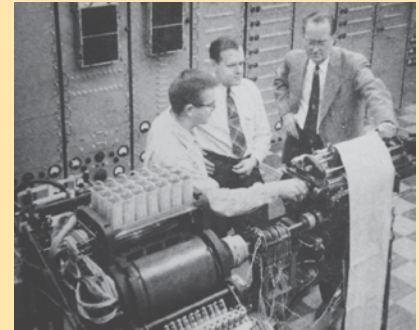
Iowa Testing Programs authors the first *Iowa Tests of Educational Development*.

1952-1955

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.

1968

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.



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 worldwide gifted community of students, educators, and families through exemplary leadership in advocacy, programming, and research.



1998

The Belin-Blank Center establishes the National Academy of Arts, Sciences and Engineering—the first program of its kind at a major state research institution to admit outstanding high school seniors as full-time students prior to high school graduation.

2004

The Belin-Blank Center for Gifted Education and Talent Development 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.

2006

The Educational Administration program becomes the University's first to offer its entire program "live" online through real-time, web-based technology. Students have the option of completing coursework on campus or "live" on their own desktop computers.



1996

ePortfolio™ concept established as a meaningful way to teach relevant instructional technology, for use as an electronic assessment and job-seeking tool, and as a mechanism for building a functional, flexible toolbox of professional skills that easily transfers from the campus setting to the world of work.





THE UNIVERSITY OF IOWA COLLEGE OF EDUCATION

ACADEMIC DEPARTMENTS

Counseling, Rehabilitation, and Student Development

Dennis R. Maki, Chair

www.education.uiowa.edu/crsd

Educational Policy and Leadership Studies

Larry D. Bartlett, Chair

www.education.uiowa.edu/epls

Psychological and Quantitative Foundations

Timothy N. Ansley, Chair

www.education.uiowa.edu/pandq

Teaching and Learning

Gary M. Sasso, Chair

www.education.uiowa.edu/teach

ADMINISTRATION

Dean

Sandra Bowman Damico

Associate Dean

Academic Affairs and Graduate Programs

David Bills

Associate Dean

Teacher Education and Student Services

Linda G. Fielding

CENTERS

Leading the field of gifted education and talent development, the **Connie Belin & Jacqueline N. Blank International Center for Gifted Education and Talent Development** offers services, support, and programs for academically gifted students and their parents and teachers from pre-K through college level. Visit the Belin-Blank Center online at www.education.uiowa.edu/belinblank

The College of Education is home to the internationally recognized **Iowa Testing Programs**, developers of the *Iowa Test of Basic Skills* and *Iowa Test of Educational Development*. Visit the Iowa Testing Programs online at www.education.uiowa.edu/itp

The **Center for Evaluation and Assessment** conducts a wide variety of program evaluations for colleges, universities, and school systems throughout the United States. Visit the center online at www.education.uiowa.edu/cea

The **Center for Advanced Studies in Measurement and Assessment** pursues interdisciplinary and international research-based initiatives leading to the advancement in the methods and practice of educational measurement and assessment. Visit the center online at www.education.uiowa.edu/casma

The **Center for Research on Undergraduate Education** 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. Visit the center online at www.education.uiowa.edu/crue

The **Iowa Center for Assistive Technology Education and Research** assists students with disabilities as well as their parents, counselors, and teachers by providing hands-on experience for evaluation and training with assistive technology. Visit ICATER online at www.education.uiowa.edu/icater

RESOURCES

The **Curriculum Resources Laboratory** provides the most current preK-12 instructional material to students and area educators. It offers 31,000 children's books, 8,000 textbooks, 2,500 non-print materials, and 4,500 curriculum guides and activity books. Visit the Curriculum Resources Lab online at www.education.uiowa.edu/crl

The **Education Technology Center** provides assistance in the preparation, production, and presentation of instructional materials. Its staff emphasize integration of the latest computer technologies, such as digital presentations and web development. Visit the Education Technology Center online at www.education.uiowa.edu/edtech

The **Educational Placement Office** provides valuable resources and assistance to students, alumni, and employers, such as coordinating job fairs, resume workshops, and seminars in recruitment. Visit the Educational Placement Office online at www.education.uiowa.edu/edplace

The **Office of Teacher Education and Student Services** assists students, faculty, and staff with undergraduate and graduate admissions, student field experiences, and teacher licensure/certification. Visit the office online at www.education.uiowa.edu/tess

The **College of Education Annual Report** is produced annually by The University of Iowa College of Education Office of External Relations, Jill Fishbaugh, director. Address: The University of Iowa/ College of Education/459 Lindquist Center North/ Iowa City, IA 52242-1529; E-mail: educationatiowa@uiowa.edu

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