

ED U NEWS

COLLEGE OF EDUCATION NEWSLETTER

Spring 2018



- William Smith on Racial Activism
- Erin Castro Launches New U of U Prison Education Program
- Lauren Barth-Cohen Receives National Science Foundation Grant
- Matt Jameson Directs Special Education's Distance Learning Program
- Meet Glenda Palomino
- University to Welcome President Ruth V. Watkins
- Faculty Awards and Recognitions, Upcoming Events, and more



I hope you will find the time to peruse this newsletter to learn about upcoming events and some of the extraordinary accomplishments of our students and faculty. The College of Education is distinguished for its cutting-edge research, state of the art instructional technology, and our service to diverse communities.

We are fortunate to have strong support from our university administration, community partners, and donors. Contributions from donors are critical to support instruction and research that involves students, and many of the support service that our students and faculty provide in the schools and throughout the community. Donor support enables us to help students accomplish their dream of an education — a springboard which provides them careers where they can pay it forward and help others. Teacher Recruitment Scholars is one of many initiatives made possible by the generosity of others. This scholarship helps ensure that we prepare teacher education majors from diverse ethnic backgrounds who, upon graduation, return to work in the communities where they grew up.

The diversity of our students and faculty is one of our college's greatest strengths. We strive to hire faculty who share the vision of our college and our dedication to diversity and practices that are equitable and research-based. Our college recruits top scholars in their respective fields, as you will see in the three faculty hired this year, and we expect several more to join us next year. Visit www.education.utah.edu for updates and information about these individuals, as well as details on the remodeling happening on the first floor. We are working to provide a comfortable space for students to study and work together on projects, and for faculty/student collaborations on interdisciplinary work.

We continue to strive to make the College of Education “the place” for learning and to foster a strong sense of community. Join with us as we build the future of education.

Elaine Clark , PhD
Dean and Professor, Educational Psychology

Welcome Dr. Ruth V. Watkins, 16th President of the University of Utah

Dr. Watkins is the first woman to lead the University of Utah — the state's oldest, largest and only Research 1 higher education institution — in its 168-year history. She succeeds David W. Pershing, who has served as president since 2012, and will assume the position on April 2, 2018 when Dr. Pershing rejoins the U as a faculty member.



“Dr. Watkins brings both an outside perspective based on years of leadership experience at the University of Illinois as well as significant familiarity with the University of Utah where she has served as senior vice president and provost since 2013,” said Daniel W. Campbell, chair of the Board of Regents. “She is a collaborative leader who is committed to ensuring exceptional educational and research opportunities for students and faculty. She also is widely respected by our community partners. Dr. Watkins’ vision and dedication will ensure the U excels in the years ahead.”

“In all measures, Dr. Watkins rose to the top in our national search for the next president to lead the U,” said David L. Buhler, commissioner of higher education. “She is a superb and energetic administrator and a proven fundraiser who understands our community and will be able to continue the momentum of our flagship university.”



L to R: Cynthia Benally, Julia Fleming, and José Francisco Gutiérrez

NEW HIRES

Cynthia Benally

Cynthia Benally (Diné/Navajo) is an Assistant Professor in the Department of Education, Culture and Society. She earned a MA degree in Multicultural/Bilingual Education and EdD in Educational Leadership and Supervision. Dr. Benally is a National Board Certified teacher with a Middle Childhood Generalist. With over 20 years of experience in public education in urban and Indigenous areas, she has worked with students from kindergarten through collegiate levels. Her program of research on the integration of Native American content into mainstream education focuses on the intent and praxis of Native American instruction mandates and the inclusion of Native perspectives and voices.

Julia Fleming

Julia Fleming is a Career Line Instructor in the Department of Special Education. She received her BA in Sociology from the University of Virginia and her MEd in Mild/Moderate Disabilities from the University of Utah. Since completing her degrees Ms. Fleming has served as a mentor of pre-service teachers in the Canyons, Granite, Murray, and Salt Lake City school districts. Most recently she has been teaching Math Instruction, Assessment and Data-Based Decision Making, and Service Delivery. She also supervises the Student Teaching and Field Experience courses for Special Education students.

José Francisco Gutiérrez

José Gutiérrez is an Assistant Professor in the Department of Education, Culture and Society. He earned a PhD in Cognition and Development from the University of California at Berkeley and completed a postdoctoral fellowship in the Mathematical Thinking, Learning, and Instruction program at the University of Wisconsin, Madison. Dr. Gutiérrez publishes about theory of learning and instructional design in science, technology, engineering, and mathematics (STEM), with a focus on issues related to equity and inclusion. Dr. Gutiérrez teaches a theory class called STEM Education and Society and a methods class called Introduction to Qualitative Interviewing in STEM.

Zac Imel receives Presidential Scholar Recognition



Zachary Imel, Associate Professor in the Department of Educational Psychology, has been selected as a University of Utah Presidential Scholar. This award recognizes extraordinary scholarship of associate professors. Dr. Imel was selected as a Presidential Scholar for the work he is doing to revolutionize the quality of mental health treatment. His specific programs of research include methods for identifying and understanding the behaviors of effective (and less effective) therapists, the utilization of mental health services, developing computational techniques for assessing the quality of patient-provider interactions in psychotherapy and primary care, and meta-analysis of treatment outcome studies.

William Smith and Paula Smith Honored



Education Culture and Society Associate Professor William A. Smith and Paula Smith, an Associate Professor in the Department of Educational Leadership & Policy, received the Black Student Union's Annual Legacy Award on Jan. 12 in recognition of their continuous and outstanding service to the African American students at the U and in the community.

ECS Alum Isael Torres Gives TEDx Talk



Isael Torres, (ECS '15), recently gave a TEDx talk on the importance of culturally relevant pedagogy in our schools. Torres advocates for educational programs that incorporate diverse perspectives. He studied race politics and identity, community-engaged learning, and community outreach for his Master's degree at the U and continued this work during an internship for the Obama White House and in his current position as advisor in the Executive Branch of the Associated Student of the University of Utah (ASUU). Torres founded the Utah Latinx Youth Symposium, a state-side event for incoming high school seniors. For more information on Mr. Torres TEDx talk or to view details of the 2018 Symposium, please visit: **TEDx:** <https://education.utah.edu/about/news/isael-torres.php> and **Latinx Youth Symposium:** <https://www.facebook.com/UtahLYS/>

For more information about the programs featured in this publication, or to make a contribution in support of our students, please contact Development Director Jill Lamping at jill.lamping@utah.edu or (801) 587-8324, or visit us at www.education.utah.edu.

Awards and Recognitions



John Kircher, Professor, Educational Psychology, received the University of Utah Distinguished Innovation and Impact Award. Dr. Kircher is being honored for his internationally recognized and ground breaking work in psychophysiology and the detection of deception.



Lauren Liang, Associate Professor, Educational Psychology was given the prestigious honor of being named one of the 15 members of the 2017 Caldecott Medal Committee and received a University Professorship.



Gerardo Lopez, Professor and Chair, Educational Leadership & Policy, has been selected as the lead editor of the journal *Educational Administration Quarterly*. EAQ is considered the most prominent journal in the field of educational leadership. Dr. López will act as lead editor Feb. 2018 through Jan. 2023..



Maria Franquiz, Professor, Education, Culture & Society, received the 2017 AERA Division G. Henry T. Trueba Award for Research Leading to the Transformation of the Social Context of Education. This award is given to honor excellence in research that makes material differences in the lives of people.



Peggy McCandless, Clinical Instructor, Urban Institute for Teacher Education received the 2017 Career Services Faculty Recognition Award. Career Services annually recognizes outstanding faculty who have made significant contributions to their students' professional development.



Maria Ledesma, Associate Professor, Educational Leadership & Policy, received 2017 AERA Scholars of Color Early Career Contribution Award. The Committee on Scholars of Color in Education Awards recognize scholars in various stages in their careers who have contributed significantly to the understanding of issues that disproportionately affect minority populations, and minority scholars who have made a significant contribution to education research and development.

Special Education's Distance Education Program

Matthew Jameson | Associate Professor, Special Education

Matthew Jameson has directed the Department of Special Education's Distance Learning Program for nearly 20 years. With support from Ryan Walker, M.Ed. and participation from the entire faculty in the U's Special Education Department, this program has successfully supported 100+ teachers to licensure in low incidence disabilities and sensory impairments. These teachers work in 13 of Utah's 15 southern counties, including Diné scholars teaching in rural and remote areas and tribal lands.



The department faculty have a long history of supporting distance education, a process which has evolved with technology. In its early models, professors drove up to 300 miles (one way) to make in-person presentations. The department then moved to an on-site facilitator and VHS recorded lectures to cohorts in rural and remote areas. Now, the Department of Special Education offers live web-based synchronized video conferencing and collaborative on-site supervision for greater connectivity and involvement for both the instructor and the students. The outstanding student preparation recently the Distance Education Program the 15th best online teacher preparation program in U.S News and World Report. Ongoing and new distance programs now offer licensure/degree opportunities in Severe Disabilities, Sensory Impairment Programs, and Early Childhood Special Education.

College of Education Faculty Awards

Faculty in the College are nominated by their peers and students for annual Faculty Awards. The Faculty Awards Committee utilizes criteria like effective instruction (as shown by student evaluations and recommendations), motivation and stimulation of students, demonstrated concern for students in and out of the instructional setting, development of innovative teaching methods, courses, or instructional materials, expertise, command, and effective communication of subject matter through teaching, involvement with students through advising and mentoring, and contributions to the College of Education or the University at large through activities that advance instructional effectiveness and/or enrich the learning experiences of students and faculty. Awards are presented at the Annual Spring College Gathering meeting.

Research

Anne Cook

Professor & Chair, EdPsych



Teaching

AJ Metz

Associate Professor, EdPsych

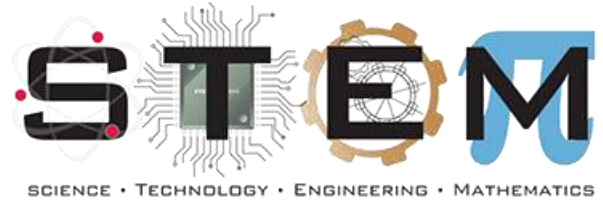


Service

Jan Dole

Professor, EdPsych





Partners in K-12 Science Education

Mary D. Burbank | Assistant Dean for Education and UITE Director

In an effort to advance teacher preparation and professional development for K-12 science teaching, the Urban Institute for Teacher Education (UITE) has partnered with the Center for Science Education (CSME). Working in tandem, UITE and CSME efforts provide educators with in-depth examinations of science curricula and their applications to classroom teaching.

Collaboration at the preservice level includes the identification of specific University of Utah science courses that are part of degree and licensure requirements. Through intensive study, beginning teachers are provided with a knowledge base that informs applications of science principles into daily work with children in K-12 settings. Inservice professional development takes place through standalone courses, summer professional development workshops, and initiatives that advance science teaching in diverse, urban classrooms and schools. Central to our efforts is attention to enhanced curricular study, pedagogical content knowledge, and the facilitation of student-focused STEM experiences.

STEM Learning Opportunities for Elementary Education Teachers

Lauren Barth-Cohen | Assistant Professor, Educational Psychology

Lauren Barth-Cohen is the principal investigator for a 3-year National Science Foundation (NSF) grant that began in August 2017. The focus of the grant is fostering a more cohesive understanding of STEM content for preservice elementary teachers, with an emphasis on interdisciplinary connections and teaching methodology. As part of the grant, faculty from the College of Education and the College of Science have collaborated to redesign eight courses in science, mathematics, and technology content and methods to include both content and pedagogy, and underscore connections between course content and other STEM subjects. Dr. Barth-Cohen's Elementary Science Methods class (pictured) is one of these newly redesigned courses. The class provides an introduction to teaching inquiry-based elementary science content. Each week, the class covers specific science content as well as methods for effectively delivering the content to students. In addition to covering content, students discuss the intellectual challenges to teaching and learning the information covered. Later, preservice teachers from this class teach the material covered in class to students in an after-school program and collect data on student learning. The preservice teachers are then able to process their teaching experiences when they return to class, and brainstorm methods to further improve their content delivery.





Education Outreach in Botswana

Kathleen Brown | Director, University of Utah Reading Clinic

University of Utah Reading Clinic (UURC) Director Dr. Kathleen Brown, and UURC Research Associate Megan Bryant received a U of U Global Learning Across Disciplines grant for their work supporting literacy in Botswana. Brown and Bryant have worked with educators in Botswana since 2013, providing professional development in the Botswana Ministry of Education's "Out of School" program. This program serves individuals who have had limited or no formal education, many of whom cannot read above a primary level. The UURC provides Botswana educators with training to teach individuals of all ages how to read. Brown and Bryant work closely

with Botswana government officials and faculty from teachers' colleges who are moving to adopt the UURC's practicum method for Botswana teacher education.

As part of this initiative, the UURC has partnered with Stepping Stones International and the U of U's Hinckley Institute of Politics in offering a unique internship opportunity for educators and students. Interns work in Botswana teaching children and adolescents to read. Interns may also have the opportunity to support local teachers with the implementation of the Tier I Text or Word Study instructional models in their classrooms. This experience is open to individuals who have successfully completed a Next Steps™ Higher Steps™ Tier I Text, or Word Study Practicum. Internships require a minimum of four weeks in country and are flexible in start and end dates.



For more information about this internship opportunity visit: <http://www.uurc.utah.edu/Botswana/BotswanaInternship.pdf> or <http://www.hinckley.utah.edu/botswana-gaborone-steppingstonesinternational/>



Student Spotlight: Glenda Palomino, UITE

I am a first-generation college student and identify as a Peruvian indigenous woman. I grew up in Peru until my family decided to immigrate to the United States when I was 9 years old. Being born in Peru during the 1990s meant holding onto the memories that echoed from the turmoil of the political and economic struggles of the country.

Starting a life in the U.S. was difficult for our family since our undocumented status filled our lives with uncertainty. My mother had already been suffering from rheumatic arthritis for more than 15 years when she was faced with the challenge of raising two daughters on her own without knowing how to drive, how to speak English and without having the adequate education to defend herself economically. It was a hard transition for us, but we dedicated ourselves to endure our situation with the aspiration that our sacrifice would give us the opportunity to pursue a better education.

The first time I met others who had undocumented status and were experiencing hardships due to their status was when I enrolled at the University of Utah. The university provided me with an instant student community who was also first-generation and from underrepresented backgrounds. During my first year at the U, I became involved with student organizations which encouraged my desire to live socially conscious by striving for equity and social justice, particularly for historically marginalized groups in the country, and to promote education through a critical lens. My involvement also empowered me to pursue a career as a professional educator in the state of Utah.

Being a first-generation immigrant, a former undocumented student and a woman of color have given me unique insights into how schools can be improved for students who face similar struggles. Given my experiences throughout school, I have devoted myself to do all I can to learn different strategies to support disenfranchised students and create supportive yet challenging learning environments for my future students."

— Glenda Palomino, Education student



How to Talk to Kids About Race

Karen Tao | Assistant Professor, Educational Psychology

Karen Tao studies how children talk about and understand race and their other social identities. She has collaborated with elementary school teachers, students and parents in the Salt Lake School District to implement a classroom-based program focused on topics such as race and gender. She also conducts research on how parents and kids discuss these issues. Dr. Tao stresses the importance of starting conversations about diversity early, as children as young as 2-years old are beginning to articulate their ideas about difference and developing judgments on what these differences might mean.

Although children don't come with instruction manuals there are, thankfully, an unlimited number of books and online resources to help parents navigate the ins-and-outs of raising children. Many popular resources are focused on topics such as sleep training, nap lengths, feeding, discipline and how to distinguish a blazing 2-year-old's tantrum. But what about instructions for raising socially conscious children? How do you talk to a 5-year old about skin color, diversity or equity?

Dr. Tao has some tips to help - to read them, and a full list of great resources she recommends, please visit @theU: <https://attheu.utah.edu>

Adapted from a story by Jana Cunningham, communications specialist, University Marketing & Communications in @theU

2018 Pathways for American Indians Through Higher Education (PATHs) Lecture Series presents

K. Tsianina Lomawaima, PhD

”Competing Claims: Indigenous Nation Building and U.S. Empire in Federal Indian Boarding Schools ”

Dr. K. Tsianina Lomawaima (Mvskoke / Creek Nation, not enrolled) has been a faculty member at Arizona State University since 2014. She served on the faculty of American Indian Studies at the University of Arizona from 2005-2009. From 1988-1994, she was a member of the Anthropology & American Indian Studies faculty at the University of Washington.

Dr. Lomawaima is the recipient of numerous teaching honors, including the University of Washington's Distinguished Teaching Award. Her teaching interests include U.S. history, American Indian policy history, Indigenous knowledge systems, and research issues in American Indian education.

In the area of service, Dr. Lomawaima served as 2012-2013 President of the Native American and Indigenous Studies Association/NAISA, where she served as a co-founder, in 2007. In 2005 she served as President of the American Society for Ethnohistory. In 2010 she was awarded the Western History Association Lifetime Achievement Award for American Indian History and was selected as a 2016 Fellow of the American Educational Research Association.

Interdisciplinary scholarship for Dr. Lomawaima straddles Indigenous Studies, anthropology, education, ethnohistory, history, legal analysis, and political science. For focus on the early 20th century she examines the “footprint” of federal Indian policy and practice in Indian country, including debates over the status of Native individuals and nations and the ways U.S. citizenship has been constructed to hierarchically privilege and/or dispossess different classes of subjects.

For more information about Dr. Lomawaima, please visit <https://isearch.asu.edu/profile/2251345>. She will be at the College of Education April 9, 2:30-4:00pm. Check our events column for more information.



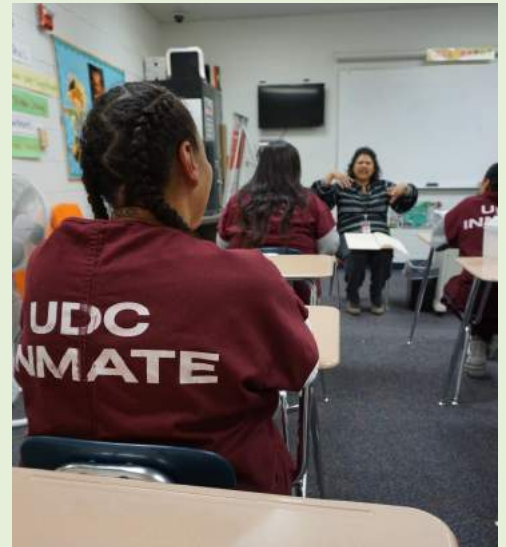


U of U Program Brings College Courses to Utah Inmates

Erin L. Castro | Assistant Professor, Educational Leadership & Policy

Erin Castro is the driving force behind a new project that seeks to bring equity and access to a college education to a critical yet challenging space:

Utah's prisons. The University of Utah Prison Education Project (UPEP), which gained momentum last year in an Honors College Praxis lab, is now offering two non-credit classes at the Utah State Correctional Facility in Draper. Six women are taking Intro to Gender and Culture, while 10 men are in Philosophical and Historical Perspectives on Education. The project also provides tutoring help and a lecture series. U School of Computing Professor Suresh Venkatasubramanian recently presented a lecture titled "How to do Math (and Computer Science!) while Cutting a Cake." It's a modest start to what Castro hopes will grow into a program that offers incarcerated individuals the opportunity to earn credits toward or complete a bachelor's degree in University Studies. "Access to higher education can change lives", said Castro, director and co-founder of UPEP. "If we care about issues of equity and access, we have to ask ourselves why we wouldn't consider incarcerated people as college students. It aligns with our mission as a public institution which is to serve our community, and incarcerated persons are part of our community.," she said. "It is important for me that this become an academic program and that students are enrolled as U students, earning college credit, so they have those transcripts."



The UPEP has enthusiastic support from the administration, faculty, students and staff, Castro said. The biggest obstacle at this point is funding. "We are applying for grants to cover costs of tuition, supplies and textbooks. There is tremendous interest but in terms of sustainability, we will definitely need to find funds."

The project's needs are unique. Most inmates don't have financial resources or the means to earn enough while incarcerated to pay tuition. They don't currently have access to computers or a closed-circuit server, which means students can't access the online Marriott Library database and their research is limited to materials provided through the program or available in the prison library. Students must write research papers by hand; mistakes are corrected using whiteout tape.

"We go through a lot of paper and a lot of pencils," Castro said. "We want to work with people who are committed to participating in meaningful higher education and that's not contingent on their ability to pay for it," she added. "We want to say 'What is it you need to be successful?' and then provide it."

Adapted from a story by Brooke Adams, communications specialist, University Marketing & Communications in @theU

**Coming Soon:
the opening of our new café!!**



Conceptual Rendering



Helping People with Autism Transition into the Workforce

John Davis | Assistant Professor, Educational Psychology

John Davis has partnered with the Columbus Community Center to investigate community engaged employment opportunities for individuals with autism spectrum disorder (ASD) in Utah. This initiative seeks to understand community employer perspectives on hiring and retaining individuals with ASD in an effort to create opportunities for individuals with ASD and build new connections between

employers in the state.

The State of Utah is currently experiencing historically low unemployment rates. While the Utah job market is positive in general, young adults with ASD currently experience an estimated 80% unemployment rate. This group of willing employees, many of whom are highly skilled, have the potential to make valuable contributions in a variety of positions in the community. Dr. Davis and the Columbus Community Center seek to understand community employer perspectives on employing individuals with ASD and the degree to which employers are willing to support individual needs commonly associated with ASD. Involvement of community employers is critical at this time in order to build the capacity to support members of the community with ASD.

This initiative intends to provide a framework to support individuals and businesses across the State. By connecting individuals with ASD to positions within the community, Dr. Davis and Columbus Community Center can support individuals' pursuit of gainful employment and provide access to a pool of qualified employees that have traditionally been underutilized to community businesses.

Dr. Davis is participating in **The Bottom Line of Disabilities Symposium** on March 22-23, 2018. For more information please visit: bit.ly/BottomLine2018.



2018 J. George Jones, Jr. and Velma Rife Jones Endowed Lecture

Dr. Julie Lounds Taylor: *The Transition to Adulthood for Youth on the Autism Spectrum*

This year's lecturer for the George and Velma Rife Jones Memorial Fellowship is Dr. Julie Lounds Taylor. Dr. Lounds Taylor is an investigator at the Vanderbilt Kennedy Center for Research on Human Development and Assistant Professor of Pediatrics and Special Education at Vanderbilt University. Her research primarily focuses on factors that help ensure a positive transition from high school into adulthood for individuals with developmental disabilities, in particular, those with an Autism Spectrum Disorder (ASD), and ways that transitions impact a family. Dr. Lounds Taylor has written over 50 scholarly articles and book chapters that are published in top tier journals such as the Journal of Autism and Developmental Disabilities and the American Journal on Intellectual and Developmental Disabilities. In 2014 she received the Early Career Award from the American Association on Intellectual and Developmental Disabilities and has been funded by the National Institute on Mental Health.

For more information about Dr. Lounds Taylor, please visit <http://vkc.mc.vanderbilt.edu/people/taylor-julie-lounds>

The Jones lecture will take place at 5:30 on March 29th in the Art Works for Kids Auditorium (room 1151) in the Beverley Taylor Sorenson Arts & Education Complex College of Education.

J. George Jones, Jr. and Velma Rife Jones Endowment was established in the College of Education to "do something good for the kids". This fund supports the development and enhancements of instruction and research, scholarships, and lectures.

When Racial Activism Hits Home

William A. Smith | Associate Professor and Chair, Education, Culture and Society

For Dr. Smith the civil rights movement isn't just history. It's an event that ties together his family, his education, his scholarship, his passion.

Smith said his father and others who served the civil rights leaders willingly took on an "enormous" burden to make positive changes in society. They lost a lot in terms of personal relationships, economic opportunities, stability.



economic opportunities, stability.

"I don't think people realize how intense it was because of how violent and overtly racist the times were," Smith

said. "I don't know if people understand how each moment Dr. King or Rev. Jackson were at risk to be assassinated."

Though she wasn't on the front lines like his father, Smith credits his mother Gwendolyn with molding and guiding him to a career that allows him to be at the forefront of today's black intellectual and human rights movement through education. Smith's mother was a teacher and also served as an interim principal at George Washington Carver Jr. High School in Chicago.

"My mother is the one who made me aware of black struggle, black history, black pride and so she is the one who shaped what I was doing and who I would become," said Smith. His research focuses on racial battle fatigue experienced by people of color and student diversity on university and college campuses, among other topics.

"All those people inspired me that they were out trying to do some good. That is why I try to do as much as I can, being highly active in community-based organizations. I am about the strength of the black family and trying to do as much for young kids as possible. All those messages you hear from Jesse Jackson, recordings of Dr. King, Dr. John Henrik Clarke, Gwendolyn Brooks, Maya Angelou and the Dr. Phillip J. Bowman's of the world about having pride in your background, trying to be a better human being and offering service to your community wasn't lost on me."

"They all inspired me and made me want to do better," Smith said.

Adapted from a story by Brooke Adams, communications specialist, University Marketing & Communications in @theU

Upcoming Events

J. George Jones, Jr. and Velma Rife Jones Endowed Lecture

March 29
5:00 to 7:30 pm

Transition to Adulthood for Youth on the Autism Spectrum



Julie Lounds Taylor, PhD, an Assistant Professor of Pediatrics and Special Education at Vanderbilt University, will present this year's Jones Lecture. More about Julie can be found in this newsletter.

Please join us at the Sorenson Arts & Education Complex, Room 1151. Parking available in the garage south of SAEC.

Light refreshments at 5:00
Lecture at 5:30 followed by Q & A



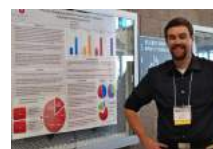
College of Education with Pathways for American Indians through Higher Education (PATHs) presents:

April 9
2:30 to 4:00 pm

Sorenson Art & Education Complex Room 1151

"Competing Claims: Indigenous Nation Building and U.S. Empire in Federal Indian Boarding Schools"

K. Tsianina Lomawaima, PhD (Mvskoke/Creek) is a Professor at Arizona State University. Her research interests include US History, American Indian policy history, Indigenous knowledge systems, and research issues in American Indian Education.



College of Education Student Research Fair

April 25
3:00—5:00 pm

Please join us in the Sorenson Arts & Education Complex (SAEC) Art Works For Kids Auditorium. Students from the College will present a poster session on the findings of their research. This promises to be an educational and enlightening event, as always.

College of Education Convocation

May 4 3:00 to 4:30 pm
Kingsbury Hall

With Keynote Address by Utah State Superintendent Dr. Sydnee Dickson



Interdisciplinary Collaborations for Teaching Methods & Practicum

Kristen Paul | Clinical Instructor, Special Education

Kristen Paul and her College of Fine Arts colleague Associate Professor Pam Geber Handman have been teaching *Interdisciplinary Teaching Methods & Practicum: Dance and Special Ed* for 3 years. The course provides a context for dance and special education students to share their expertise to develop and implement lessons using creative dance as a context for teaching skills to students with disabilities in inclusive and self-contained classrooms. During the first term of the semester, the course meets on campus in a workshop format. Then, for the second term of the semester, the teams of special educators and dance students teach creative dance lessons in their practicum sites.



To date, the students have taught in a total of 18 practicum sites in school districts across the Wasatch Front, including Utah County and Utah Schools for the Deaf and Blind. In hopes that the classroom teacher will continue to use creative dance in their classroom, the special ed students coach the teachers on ways to continue to use creative dance, help teachers identify their preferences, and make recommendations to the teacher for using creative dance to target learning objectives. Overall, the classroom teachers have reported using more creative dance in their classrooms.



Lie Detector Technology

John Kircher | Professor, Educational Psychology

John Kircher has become a leading expert in the detection of deception. Kircher's research led him to create groundbreaking technology that uses eye tracking behavior to detect lies. It's faster, less invasive and cheaper than a polygraph and since it's automated, it's unbiased and fair. He's commercialized the technology through Converus, a startup company that has provided the test to businesses and government organizations in North, Central and South America.

In 2004, my colleague and fellow EdPsych Professor Doug Hacker and I were on a road trip to climb Mt. Rainier. We had a 14-hour drive and got to talking about using an eye tracker to detect deception. Doug and I came up with the idea to develop a reading test for deception that relies on an eye tracker to record eye movements and changes in pupil size while people read and answer test questions. When we returned from Rainier, we called a meeting with our grad students and colleagues Anne Cook and Dan Woltz. The U's vice president for research gave us the funding to conduct a study. We also used an eye tracker and computer to record response time, eye movements, error rates, and eye blink rates during reading. I figured we might not be able to detect deception with an eye tracker (I gave it one chance in five of working). But it has been extremely successful, and has developed into the Ocular-motor Deception Test (ODT). The ODT is faster than the polygraph (30-40 minutes rather than two to four hours). Because it is completely automated, its ability to distinguish between truthful and deceptive people doesn't depend on the qualifications and skills of a polygraph examiner. It is unbiased and fair – its decision is not affected by a person's race, gender, ethnicity or age, whereas a polygraph examiner can be influenced by those factors. With the ODT, the examinee receives all of the instructions from a computer and then simply answers a series of true/false statements.

The ODT is meant to complement the polygraph, they have different advantages (for say, employment screening and criminal investigation) and the outcomes of the two types of tests are probably largely independent of each other. In other words, they provide different sources of information about a person's deceptive status.

Adapted from a story by Jana Cunningham, communications specialist, University Marketing & Communications in @theU

Why Do Teachers Choose Teaching and Remain Teaching?

Andrea K. Rorrer | Associate Dean for Research, ELP Professor, and Director of Utah Education Policy Center

A study by the Utah Education Policy Center (UEPC) found that choosing to make a difference isn't just a reason for becoming a teacher. As it turns out, teachers report that making a difference in the lives of children and young adults, and contributing to the greater social good are among the top factors in their decisions to remain a teacher. The convenience of the work schedule doesn't hurt either. Today, the UEPC released its initial findings on the Educator Career and Pathway Survey (ECAPS) for Teachers.



Diana Suddreth, the USBE Director of Teaching and Learning, explained “It thrilled us to learn that the desire to make a difference for children and contribute to the greater societal good were top reasons for entering and remaining in teaching. This gives us concrete evidence of the commitment of our teachers to children and to our society.”

Dr. Andrea Rorrer, UEPC Director, and Dr. Yongmei Ni, an Assistant Director at the UEPC, were the lead investigators for this study. They report that the initial analyses suggest that there is much to learn about the “reality behind the rhetoric” of teacher mobility and retention. As Rorrer explained, “There are many reasons that teachers decide to stay, move, or even leave teaching. The Survey by the UEPC offered a unique opportunity to collect data directly from teachers about their experiences in schools.”

The ECAPS was available to all Utah public school teachers in the Fall 2017. Over 2,000 completed responses were received from teachers who stayed, moved, and left Utah's public school classrooms. The findings thus far indicate that there are many aspects of the work experience of teachers that can be enhanced to nurture their already high sense of personal and professional commitment, increase their job satisfaction, and better ensure retention.

As Diana Suddreth noted, the findings have immediate applicability. “The data we now have on why teachers decide to remain in teaching will give us direction as we plan initiatives focused on teacher retention.” In part, this refers to the factors that teachers indicated were tipping points for their decisions to stay or go.

Welcome new Advancement Board Members



Fulvia Franco Tim McConnell



Peggy Paterson Michelle Love-Day

The College of Education is excited to welcome four new members to our Advancement Board: Fulvia Franco, PhD (EdPsych '88), Michelle Love-Day (ELP '08), Tim McConnell (ELP '07), and Peggy Paterson (EDU '83). We would also like to extend heartfelt appreciation to those who recently transitioned from our board: Kim Carson (HUM '82), Cecilia Foxley, PhD (ELP '68), Barbara Grover, Keith Martin, PhD (ELP '75), Trisa Martin (EDU '72), and Betsey VanDenBerghe (HUM '83).

The College Advancement Board is comprised of highly passionate alumni of the College and University, community leaders and friends with a deep dedication to undergraduate, graduate, and educational professionals. These volunteer leaders further the mission of the College by providing advice and counsel to the Dean and department chairs, seeking ways to improve student and alumni success, actively supporting advancement, and enhancing College partnerships with the community, region and beyond.

Thank you for your hard work on our behalf.

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"Without scholarship support, I would not be able to spend sufficient time on my educational and academic interests, especially those outside of the classroom curriculum. It has given me the financial stability to pursue my education without putting excessive financial strain on my wife and children. It has allowed me the opportunity of an education that

will not only help me obtain my professional goals, but also set an example for my children of pursuing higher education. This scholarship has been worth far more to me than its monetary value. It is a gift that, for me, has been priceless" - Cameron Martz, 2017-18 Dee Assistantship recipient

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2016-17 recipient of the Ted and Kay Packard Endowed
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Left to Right: Kay Packard, Derek Caperton, Ralph E. "Ted" Packard



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