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CONNECTIONS



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| Master of Arts in Teaching (leads to K-6 licensure) | | | | | |
| Curriculum and Instruction | | | | | |
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| Middle Level/Secondary | | | | | |
| Reading/Language Arts | | | | | |
| Reading Specialist | | | | | |
| Educational Technology | | | | | |
| English as a Second Language | | | | | |
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| High Incidence Special Education | | | | | |
| Low Incidence Special Education | | | | | |
| Teaching Students with Autism Spectrum Disorders | | | | | |

Note: This chart is for information purposes only. Please check the graduate catalog, contact the department, or visit coe.k-state.edu/academics/graduate for details.

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EdCats..... back cover

About the cover:
 Teachers, like these on campus for a professional development day, are the heart of EdCats.



- College of Education Administration**
- Debbie Mercer, dean**
 - F. Todd Goodson, professor, assistant dean and chair of the curriculum and instruction department**
 - Ken Hughey, professor and chair of the special education, counseling and student affairs department**
 - David Thompson, professor and chair of the educational leadership department**
 - Roger Schieferecke, assistant dean and director of the Center for Student Success and Professional Services**

Left:
 The College of Education is announcing the production of “Refuge in the Heartland,” a documentary about how educators in one Kansas school district have welcomed refugees into their schools and community. Please follow the college on Facebook and Twitter for video clips and the official release date.

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Patrice Scott is editor of Connections Magazine, which is published annually. Share story ideas with her at **785-532-2521** or **patrices@k-state.edu**. Photography was contributed in part by Rusty Earl and Mary Hammel. This magazine was produced in cooperation with the Division of Communications and Marketing.



Greetings from Dean Debbie Mercer

Hello!

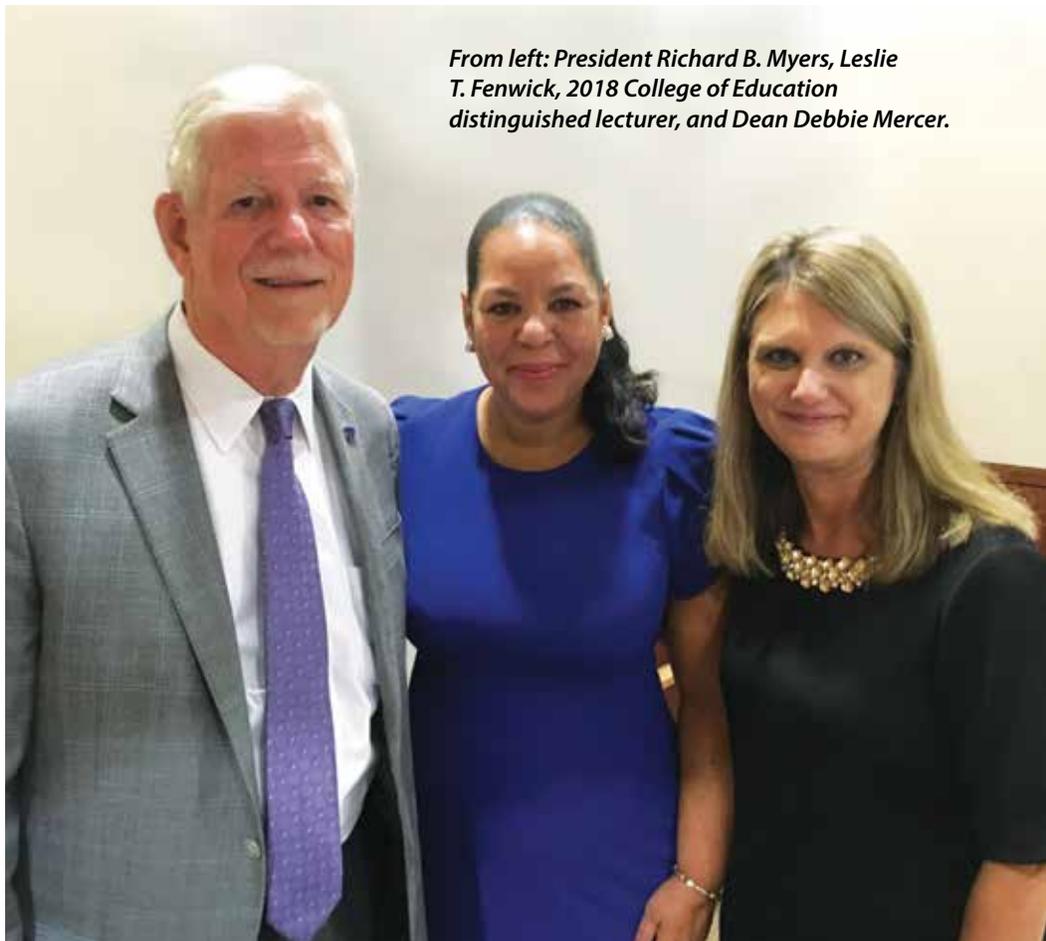
The College of Education is evolving, innovating, responding and leading changes in education throughout Kansas.

This edition of Connections is devoted to these four concepts, and I hope it illustrates the overarching vision guiding our collective path forward. We are striking an important balance — preserving high standards while removing traditional obstacles to higher education — because people's lives, societal changes, cost and technology are all drivers for reaching new audiences. Some examples may help illustrate this point. The college has addressed the time it takes to complete master's degrees with the Master of Arts in teaching, which can be completed in 12 months. Obstacle removed. Many undergraduate students, particularly from rural areas, may be uncomfortable moving to Manhattan or find it cost prohibitive, so the college's award-winning bachelor's degree in elementary education is available online through K-State Global Campus. Obstacle removed. There are many other examples supporting these points throughout the magazine.

While I've just detailed many positive changes occurring in the college, some changes are bittersweet, such as saying goodbye to trusted colleagues whose impact will never be forgotten in Bluemont Hall. At the end of the school year, four impeccable educators — Paul Burden, David Griffin, Charles Rankin and Sally Yahnke — retired and each crafted a lasting legacy.

Paul Burden — Beneath Paul's affable demeanor and quick wit was a determined researcher and conscientious author whose work has and will continue to stand the test of time. I will never forget Paul's Herculean effort spearheading the college's accreditation effort and working up until his final moments in the office. Thank you, Paul.

David Griffin — David is a leader whose ethics, intelligence and heart both inspired and challenged everyone lucky enough to hear his presentation with the 10 words of power: If it is to be, it is up to me. Thank you, David, for your wise counsel, for modeling servant leadership and for being true north for so many of your colleagues, including me.



From left: President Richard B. Myers, Leslie T. Fenwick, 2018 College of Education distinguished lecturer, and Dean Debbie Mercer.

Charles Rankin — From desegregating the pool in his hometown of Winfield, Kansas, to making history as the only director of the Midwest Equity Assistance Center, Charles is leaving behind a footprint that took 42 years to build. I will miss his countless sayings packed with wisdom that often began with "my mama used to say" and "my daddy used to say." Thank you, Charles.

Sally Yahnke — Sally's enthusiasm for students was nothing short of infectious. Her impact strengthened our career and technical education programming, which she coordinated for the college, and her influence on state and national family and consumer sciences programming will be missed. Sally's career was built on student advocacy. Thank you, Sally.

If you are reading this, it is most likely online, which is a new step for us. Our goal is to

stay in contact with our alumni because we need you! We need you to promote the profession, to tell promising students they would make great teachers and to refer colleagues to us for graduate degrees. Once again, we are striking a balance between staying in contact and doing so in a cost-effective way. If you'd like a copy of the magazine, please email Connections editor Patrice Scott, patrices@k-state.edu.

Thank you for all you do for students and the profession.

With purple pride,

Debbie Mercer

College of Education — leading the way

The K-State College of Education impacts the pipelines for future teachers and school leaders through innovative and meaningful programming. The department of educational leadership's reach — academies and partnerships that include several Kansas K-12 school districts, the Osage Nation and the Kansas Educational Leadership Institute, or KELI — are identifying and equipping education leaders with the necessary skills to navigate the complexities that exist in schools. Whether it's curriculum decisions, boosting student achievement or navigating a school board, the college's expertise provides customized experiences designed to build leadership capacity at all levels within K-12 schools.

Leadership academies celebrate anniversary

Hundreds of educators and thousands of students have been positively impacted by a visionary leadership program conceived by three superintendents and delivered through a partnership with the College of Education.

K-State is the only university in Kansas to offer customized master's degree partnerships between its College of Education and local school districts that identify and develop leadership capacity in teachers. Nearly 400 educators from nine school districts have been empowered with customized graduate programs for their districts that merge theory and practice in an effort to build leadership capacity and, ultimately, improve the education students receive.

"What makes the academy so good is its relevancy," said Mary Devin, professor of educational leadership. "The assignments they (teachers) complete and the resources they have to use, pertain to their schools so they can go back after class the next day and put it to work in their own environment. It's not about tomorrow way

down the road; it's about in the morning. That's the real power of the academies. It changes the way participants think about themselves, it changes the way they think about issues, and it changes the topics they bring up in the teacher's lounge."

Donna Augustine-Shaw, associate professor of educational leadership, agrees.

"What's valued the most is the near-automatic application of teacher leadership in terms of knowledge, skills and thought processes offered by academy experiences," Augustine-Shaw said. "Teachers also appreciate the collaboration and opportunity to work with educators across different grade levels and buildings."

The concept of partnerships with school districts dates back about 30 years, according to David C. Thompson, professor and chair of the department of educational leadership. It began in 1987 when a nearby school system and K-State provided in-service professional development classes for academic credit for assistant principals and principals. The program continued on for three additional two-year cohorts until the district had grown an internal candidate pool so large that it risked being too large.

Meanwhile, the first inklings of a new form of academy were taking shape in the late '90s when three regional superintendents — Devin, who was leading USD 475 Geary County Public Schools, Gary Norris with USD 305 Salina Public Schools and Dan Yunk with USD 383 Manhattan-Ogden Public Schools — identified the need for building leadership capacity in their districts. Devin said the College of Education's leadership and faculty were completely on board with the concept. In addition to Thompson, leaders in the college at that time were Mike Holen, dean, and professors Jerry Bailey, Al Wilson and Kent Stewart. Ongoing leadership academies



From left: Dana Daylight, Mary Wildcat, Coley Streater, Boyna Bear, Lauren Long, Cameron Pratt, Manon Taylor, Joni Hall and Mandy McKinley.

are in Salina, Dodge City/Garden City, Geary County, Manhattan/Wamego, Topeka, Shawnee Mission and the Osage Nation in Pawhuska, Oklahoma.

As a founding member of the leadership academies, Devin provides a historical perspective on the program design. The challenge was envisioning exactly what a good program preparing building leaders looked like — a confounding question for most, but not for this exceptional group of education leaders.

“When we were embarking upon this, there were no universal standards,” Devin said. “Education was changing and so were expectations. Leaders weren’t just people with titles. What we had was almost a total emphasis on theory. What we were looking for was a way to give people more experience with theory and practice, merging those two, so as graduates assumed a new position as a building leader, they weren’t just full of theory, they knew a little about surviving the day.”

About the same time, the National Policy Board for Educational Administration and the Kansas State Department of Education both announced leadership licensure standards, which closely mirrored the standards the group had devised. Armed with clear standards and a partnership dedicated to joint planning and delivery, the university would customize programs based on the district partner’s need to prepare leaders for teacher leadership in the context of the district where they worked.

The first cohort included eight teachers from each school district — 24 in total. They completed the two-year program in 2001 and it was expected that many of the participants would go into administration. Then something interesting happened.

“The surprising and relatively unexpected outcome was that people across all three districts said, ‘I want to be a principal someday, but not today. I don’t want to leave the classroom yet, and even if I don’t, I’m a better teacher because of this program,’” Devin said. “So that shifted our thinking that everyone wanted to be a principal and moved the emphasis to preparing teacher leaders who had the option of taking two extra courses to become a principal or serving as teacher leaders.”

Devin said the shift was a huge benefit for the schools and districts.

“If I’m a superintendent with eight teachers who want to be principals but I don’t have eight principal positions open, that’s a problem,” she said. “But I have many leadership options and needs for experienced teachers willing to take on new assignments.”

That changed the focus of the program.

“Think about Garden City, Dodge City, Shawnee Mission and the districts that are our partners and how different they are,” Devin said. “It’s not just about the leadership skills. It’s about the way you apply the skills, the vocabulary you might use, the resources you might need. The culture bridging and the branding would look very different in those districts. The reason this model works is every academy is different. We’ve had eight academies in Geary County and each has been different. Does the world stand still? That’s why it is imperative to determine what the needs are in the community and school district.”

Academy leaders/faculty members in addition to Devin and Augustine-Shaw are Rick Doll, associate professor of educational leadership; Bob Hachiya, associate professor of educational leadership; and Alex Red Corn, assistant professor of educational leadership.

Osage Nation

Nine scholars in the College of Education’s inaugural cohort with the Osage Nation Educational Leadership Academy, or ONELA, graduated in July in a special ceremony in Skiatook, Oklahoma. This is the first partnership between a major university and a tribal nation to preserve its culture and advance the education of its members who live on the reservation.

Members of the inaugural cohort are Boyna Bear, Dana Daylight, Joni Hall, Lauren Long, Mandy McKinley, Cameron Pratt, Coley Morrell Streater, Lisa Manon Taylor and Mary Wildcat.

“This academy was such an amazing experience,” said Wildcat, the Osage Nation’s education director. “Alex did an outstanding job as a mentor, advisor and instructor. Each of us grew together, and we will forever have a close bond and networking circle as we each strive to strengthen the education capacities within each of the programs of the Osage Nation.”

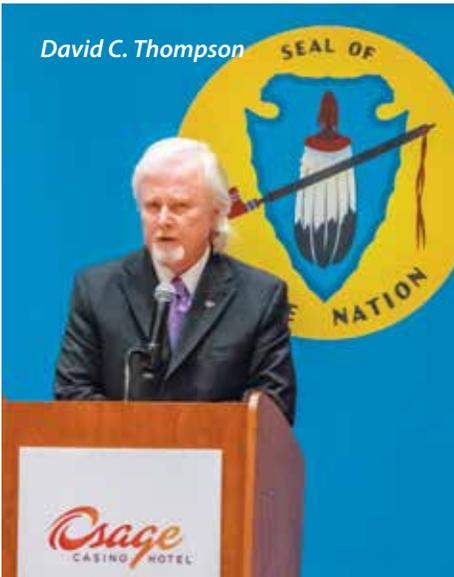
ONELA began in fall 2016 as a partnership between the College of Education’s department of educational leadership and the Osage Nation. The purpose of the graduate program was to develop leadership skills for every aspect of Osage education, including



From left: Mary Devin, Lauren Williams and Rick Doll.



Donna Augustine-Shaw, center, with members of Salina's third teacher leadership academy.



leadership in P-12 institutions, language preservation and immersion, family outreach, community development, adult education and more. The hybrid program offered classes through K-State Global Campus with occasional face-to-face meetings on the Osage reservation in Oklahoma, and occasional student trips to the

Osage Nation, outlined the complexities of educational needs for Indigenous people and how the college's partnership model could be reimagined for Native Americans. The fall 2016 issue of *Educational Considerations*, published Red Corn's article "Stitching a New Pattern in Educational Leadership: Reinterpreting a University Partnership Academy Model for Native Nations."

"The K-State College of Education has demonstrated an ongoing commitment to making American Indian perspectives in educational systems more visible, and they have done so in meaningful, substantive ways with ONELA among other important initiatives," Red Corn said. "The effects of reinterpreting this model to include indigenous populations has the potential to open up pathways to educational leadership in new and unique ways across Indian Country."

Among those in attendance were K-State faculty members Thompson, Hachiya, Augustine-Shaw and Red Corn. Melvina Prather, Osage Nation liaison, was recognized as the liaison for the program.

"As an educator of 40-plus years, this was a learning experience for me," Prather said. "I feel much more empowered as an Osage education leader. Students in the Osage Nation Educational Leadership Academy built a strong network, which will be priceless as they pursue their careers. They also had the freedom to explore their individual needs and interests. Dr. Red Corn, along with the other K-State leaders and indigenous speakers, set a standard for each student to strive to meet as they move forward."

Plans are underway for the next cohort to begin in spring 2019.

Manhattan campus.

"The ONELA partnership between the Osage Nation and the College of Education at Kansas State University is of historic meaning and impact," Thompson said. "Based in tremendous respect for learning and culture, this first Osage/K-State partnership has built a permanent bond between the partners, each of whom brought invaluable gifts to the table. K-State was privileged and honored to be invited to the Osage Nation and commits itself wholeheartedly to future collaborations. The college is deeply indebted to Dr. Alex Red Corn and to the Osage Nation government."



From left: Rick Doll, Mary Devin and Dan Yunk.

Need for KELI growing

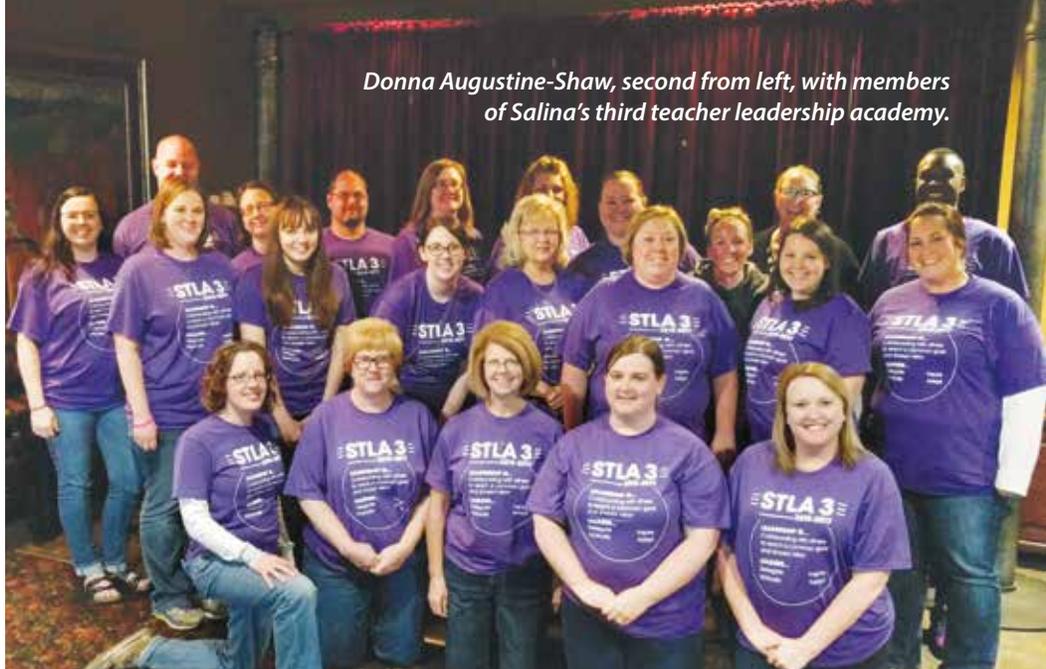
As a continuum of leadership preparation, in 2011 the College of Education became a founding partner of KELI, which has a quest to offer exceptional coaching and mentoring services for the state's newest principals, superintendents and special education directors. Current trends indicate the need.

Doll, KELI executive director and former Kansas Superintendent of the Year, noted two particularly noteworthy shifts in school leadership: educators are ascending into leadership positions with less experience than in the past; and many school leaders are performing dual roles, especially in rural areas.

"There are superintendents in the state who have never been building administrators," Doll said. "They've gone directly from teaching into the superintendency. What we're finding is that as these leaders with limited experience take over the superintendency, they can be overwhelmed by the part of the job they've never done before, like interacting with the public and interacting with the school board."

To address these shifts, Doll said KELI placed an increased emphasis on interacting with the public and turned to one of its sponsor organizations to address the issue regionally.

"KELI, in collaboration with United School Administrators, will organize and conduct regional cohort meetings next year so not only will mentees have the benefit of a mentor, but there will be area school leaders in these regional cohorts who will attend meetings and talk about issues important to the profession," Doll said. "This will foster interaction between new leaders and veteran leaders on a regional basis and will really help build a network of support."



Donna Augustine-Shaw, second from left, with members of Salina's third teacher leadership academy.

From 2011-2018, KELI has mentored 364 new leaders: 180 superintendents, 164 principals and 20 special education directors. The program has had 191 mentors.

KELI participants have inspired innovative research projects as College of Education colleagues Augustine-Shaw and Jia Grace Liang, assistant professor of educational leadership, began gauging perceptions associated with goal setting aligned with the six state leadership standards.

"Using perpetual data derived from annual program surveys, we take the research a step further by interviewing program mentees and mentors," Augustine-Shaw said. "We have unearthed rich data and have gained a deeper understanding of the impact of KELI's mentoring and induction on new state leaders."

KELI: The gold standard

The field of education is filled with standards and in 2017, KELI became the gold standard for mentorship when the program

received gold accreditation — the highest possible — from the International Mentoring Association. The association is a nonprofit, diverse and global organization of mentoring professionals in the education, business and government sectors. It seeks to advance best practices and unite professionals who share an interest in both the theory and practice of effective mentoring.

Augustine-Shaw, credited as the driving force behind the accreditation, said the International Mentoring Association designation recognizes the quality of the program in that it is aligned with outcomes that are truly making a difference in the field.

"The gold accreditation placed KELI in the heart of national and international discussions about mentorship," Augustine-Shaw said. "This acknowledgment of excellence has energized and propelled us to take the program to new heights."



Members of the Topeka leadership academy.

College highly responsive to needs of profession, educators



As Kansas addresses K-12 school redesign, the same level of introspection and innovation is occurring in higher education. The K-State College of Education is responding to these changing needs by developing new programs and offering innovative degrees online that provide access to people from vastly different walks of life, cultures, geographic areas, and socio-economic backgrounds.

Bachelor of Science in education studies

Recently approved by the Kansas Board of Regents, the Bachelor of Science in education studies offers students interested in education — but not planning to be a classroom teacher — an in-depth understanding of the field.

Todd Goodson, professor and chair of the department of curriculum and instruction, said the degree is geared toward students who: 1. Seek a career in education but do not have the desire to lead a classroom; 2. Decide late in the program that teaching in a K-12 classroom is not their passion; or 3. Live in other countries and want a degree from an American institution but don't need state licensure.

"The Bachelor of Science in education studies is ideal for students who aspire to work on Capitol Hill and shape education policy, or those who work in education, such as accountants, architects and engineers," Goodson said. "We think it will be a great dual major and can attach to about any major on campus, thereby opening up the entire industry of public education in this country to whatever skill set comes with the first major."

Be Stoney, associate professor of curriculum and instruction and NCAA faculty athletics representative, said the program is attractive to variety of students, including student-athletes.

"This degree adds a new dimension to many students' professional aspirations," Stoney said. "It is an interdisciplinary program where

students learn the theoretical, historical, political, economic and social context of American education. Additionally, it will position them to become advocates and experts in various fields with an in-depth understanding of education pedagogy."

Kelly Briggs, academic advisor in the Center for Student Success, said the ed studies degree can align with the career goals of many students, such as those interested in working in the mental or physical health fields.

"One student working on a master's degree in applied behavioral analysis wanted to learn more about schools and special needs students because she would be working in schools," Briggs said. "This degree is also an excellent option for students considering occupational therapy or other closely related fields."

Elementary education bachelor's degree online

Do you know someone who would be a great teacher but because of any number of reasons can't take classes on campus? Access to K-State's award-winning elementary education program is no longer an issue thanks to the creation of the online elementary education bachelor's degree.

Lori Levin, assistant professor of curriculum and instruction, said interest in the online program continues to grow and that they have participants enrolled from western Kansas to Germany.

"This program is truly filling a need," Levin said. "We have enrolled

military spouses, new parents and people in mid-life who want to become teachers but can't be on campus. It is exactly the same as the on-campus program with identical expectations and rigor, with the only difference being it offers a layer of flexibility for people in different phases of life."

In addition, Levin noted, the online program also offers opportunities for students to participate in hands-on field experiences in elementary schools in their home communities, giving them the chance to apply the principles and strategies they are learning through online courses.

Classes begin each May. For more information, please contact Levin at llevin@k-state.edu or visit global.k-state.edu/education/elementary-education. Students enrolled in this program are also paired with an academic advisor.

Master's degree in 15 months

Designed for working teachers, the learning skills/school improvement Master of Science in curriculum and instruction is quickly becoming the degree of choice for teachers looking to advance their careers.

Vicki Sherbert, assistant professor of curriculum and instruction, said the inaugural cohort began in May, with participants choosing from three areas of concentration: general learning strategies; educational technology certificate; and reading specialist licensure.

"This program is ideal for any practicing teacher, but it's particularly responsive to teachers in rural areas," she said. "Our program is truly unique in the way it was packaged."

For more information about this master's degree, please contact Sherbert at sherbev@k-state.edu or visit global.k-state.edu/education/curriculum-and-instruction/learning-skills.

Educational doctorate in curriculum and instruction

This terminal degree was thoroughly reimagined to meet licensed teachers' professional needs and designed to be completed in three years while working full-time. The first cohort began in May with educators enrolled from six cities across Kansas — Dodge City, Lawrence, Liberal, Overland Park, Topeka and Wichita — and three states — Maryland, West Virginia and Nevada.

Spencer Clark, associate professor of curriculum and instruction, said removing traditional barriers was key to making this degree more accessible. The GRE — Graduate Record Examination — is waived for teachers with three years of classroom experience; it's available completely online; and the dissertation is imbedded into the coursework. Research topics must be related to the educators' classroom, school or district.

"I have been impressed with the diversity of experience and expertise in this cohort," Clark said. "Some teachers have taught for three years, others for 15, and they are from such different backgrounds — urban and rural — different grade levels — elementary, middle and high school — and different socio-economic areas of the state and country. This diversity has led to rich discussions and some really great professional networks and friendships are being formed along the way too."

The next cohort begins in May 2019 and limited assistantships are available. For more information about this degree program, please contact Clark at jspencerclark@k-state.edu or visit global.k-state.edu/education/curriculum-and-instruction/doctorate.

Retention Summit 2.0

Education leaders from across Kansas will convene on the K-State campus for the second annual Retention Summit Nov. 19. The event was open to teachers, administrators, school counselors, elected officials and legislators.

This year's event featured keynotes from Barnett Berry, founder and chief executive officer of the Center for Teaching Quality, and Randy Watson, Kansas commissioner of education.

Berry is a former high school teacher, think tank analyst, university professor, senior state education agency leader and current visiting professor at the University of Kansas School of Education. He has authored more than 100 peer-reviewed articles and published two books, "Teaching 2030: What We Must Do for Our Students and Our Public Schools" and "Teacherpreneurs: Innovative Teachers Who Lead But Don't Leave." You can also follow his blog "Advancing the Teaching Profession." For more information about Berry, please visit teachingquality.org.

Sponsored by the Kansas State Department of Education and its Professional Standards Board, the 2017 Retention Summit brought together educators from every corner of the state and



Richard Ingersoll addresses attendees at the 2017 Retention Summit.

strategized efforts to recruit and retain teachers once hired. Members of the Kansas Board of Regents, Kansas Board of Education, Kansas Association of School Boards, deans from the Regents institutions, elected officials, school administrators and teachers attended. The event was hosted by the K-State College of Education.

Debbie Mercer, dean of the K-State College of Education and chair of the Professional Standards Board, said teachers are needed statewide, so providing a forum for all stakeholders — rural, urban and suburban — only seemed logical.

“We have the ability to address core issues such as retention and the respect we demonstrate for the profession,” Mercer said. “By focusing on what we can do, I firmly believe we can develop strategies that will allow us to attract and retain the

people who have a true calling to teach. At the end of the day, we all want highly trained professionals who love what they do teaching our students.”

School Counseling Camp 5.0

Hundreds of school counselors from across Kansas and neighboring states descended on Manhattan for three days for the fifth annual School Counseling Camp, which featured Rich Feller, a distinguished professor at the University of Colorado, and Erin Merryn, a sexual abuse survivor who championed the self-titled “Erin’s Law.”

The event attracted nearly 350 educators, including 65 graduate students, and attendees received ALICE training, an acronym for alert, lockdown, inform, counter and evacuate.



Keynote speaker Merryn is responsible for the nation's first child sexual abuse prevention education law requiring children be educated about the subject in school. It has been adopted in 36 states as of July 2017, and she is hopeful the law will pass in Kansas soon.

"I was only being educated by perpetrators," Merryn said during her presentation, recalling some of her abusers' chilling statements: "No one will believe you. You'll rip our family apart. This is a secret."

Merryn provided a list of warning signs of sexual abuse and suggested several books, especially "The Swimsuit Lesson," which helps children understand what touching is appropriate. For more information and resources, please visit erinslaw.org.

Judy Hughey, associate professor of special education, counseling and student affairs and conference organizer, said this event strikes an important balance between education and advocacy.

"Erin is a dynamic and incredibly brave activist who has made it her personal and professional crusade to protect and save children from trauma, specifically sexual abuse," Hughey said. "She clearly understands the role teachers and counselors can play in protecting children."

Feller shared information about the job market currents students will face and the role counselors can play in their overall success. He developed Youscience, an hour-and-a-half program that through brain games reveals a person's strengths, or "hidden aces" as Feller refers to them, noting they are the key to matching a student's potential.

For more information about using the program in your school, please visit youscience.com.

College affordability

College costs come in many shapes and forms. K-State is addressing the issue on many fronts by awarding more scholarships, creating an alternative textbook initiative and educating future teachers about incentive packages in schools across Kansas.

Faculty in the College of Education have completed a thorough review of the undergraduate programs and both elementary and secondary degrees granted by the college. The degrees are now each 120 credit hours, ensuring students have the skills needed to be successful in the classroom and meet state requirements.



Other cost-conscious initiatives include developing an electronic textbooks program that has saved students more than \$600,000 since its inception, along with a concerted effort to attract more scholarships. The college has awarded more than \$2 million in scholarships in the last five years.

"One of the most rewarding aspects of my tenure as dean is the growth in gifts to the college, especially those that support future teachers," Mercer said. "They have provided an important added value to our teacher preparation program, and I believe the increase is tied to the inherent value of effective teachers to our children, communities and state."

In addition to scholarships, academic advisors in the Center for Student Success educate future teachers about federal and state loan forgiveness programs as well as university-level scholarship opportunities.

Di Murphy, assistant director of the Center for Student Success, said thanks to K-State's close relationships with school districts throughout the state, academic advisors are often able to share information about district-level incentive programs that can provide relief during the student teaching semester and lucrative employment incentives as well.



Erin Merryn

thinking

BIG acting BOLDLY

College embraces changes to better serve students, profession





Successful organizations and businesses share an important trait: they evolve. With the goal of positioning the College of Education as the premier choice for Kansas educators and expanding its

reach nationally and globally, Dean Debbie Mercer has fostered a culture that has empowered administrators, department heads and faculty to think big and act boldly. Here are just a few examples of how the college is evolving in strategic ways, such as launching a new research center, rebranding the college and redesigning student recruitment.

Advising association grows from fledgling organization to global leader at K-State



NACADA: The Global Community for Academic Advising will celebrate its 40th anniversary in 2019 and its impressive growth is a testament to its leadership and proven value to institutions of higher education concerned with student success and retention.

The association grew from a volunteer staff in 1979 to 21 full-time staff members, a cadre of student workers and 14,000 members whose dues have only increased from \$40 a year to \$75 in four decades, a particular point of pride for Charlie Nutt, NACADA executive director and College of Education assistant professor of special education, counseling and student affairs.

Nutt said Kansas State University's College of Education became the association's host institution in 1990 via a request for proposal when the volunteer model was no longer optimal.

A strategic decision was made to establish the official headquarters at K-State versus Washington, D.C., the typical choice for a national organization but one that came with a steep price tag.

The goal was to maximize programming and minimize dues. By all measures, the strategy worked. In 2016, the association formally changed its name from the National Academic Advising Association, or NACADA, to NACADA: The Global Community for Academic Advising to more accurately reflect its position as a global leader in the field.

NACADA established the field of professional academic advising and it has become a game-changer for higher education institutions — in the U.S. and abroad — that are committed to student success. The association germinated from faculty members gathering at national academic conferences to discuss advising and became a self-contained organization offering national and international conferences with 42 special interest groups.



EdCats unite for the first Welcome Picnic.



"Advising used to be viewed as a clerical duty, scheduling classes," Nutt said. "Today, advising is seen very much as a teaching and learning experience. There's still that need for the transaction of scheduling courses, and more and more of that responsibility is becoming the responsibility of the student. Advising is more of a transformational experience and it is at the center of conversations across campuses heavily invested in student success and student retention. Quite often it's the relationship built between the student and advisor that builds the relationship between the student and the institution."



Nutt presented at Beijing University of Technology's first advising conference in 2017 and was invited back this summer with other international advisors to discuss how academic advising is being addressed in their respective countries. In June, Nutt returned to China with four NACADA colleagues from the U.S., U.K., Canada and Netherlands, and the group presented to about 400 participants from across China who were interested in integrating pertinent concepts into their model.

"It was an exciting way of expanding our global initiatives even more as well as making them more aware of NACADA," Nutt said. "And, we were able to hear about advising initiatives from advisors at five different universities in China. It was a wonderful beginning to what we believe could be an important and beneficial relationship for all involved."

Schieferecke joins college as assistant dean



Roger Schieferecke — pronounced she-fur-ek — joined the College of Education July 1 as assistant dean for student success. He will spearhead recruitment activities and serve as director of the Center for Student Success and Professional Services.

Schieferecke earned his bachelor's degree in communication in 1995 and his master's degree in communication in 1998 from Fort Hays State University. He earned an educational doctorate in adult and higher education in 2009 from the University of South Dakota.

Schieferecke served as the director of enrollment services at the University of Louisiana at Lafayette before serving in several capacities at the universities where he earned his degrees, including director of admissions, associate director for student services/academic advisor, director of the Kansas Academy of Mathematics and Science, executive director of early college programs and assistant in the Center for Academic Engagement. In addition, Schieferecke served as a Title IX investigator.

"My 20 years in higher education have been defined by strategic planning, creative marketing, targeted recruitment, developmental advising and personal attention," Schieferecke said. "I look forward to serving the College of Education with the energy and purple passion K-State is known for."

Schieferecke and his wife, Stephanie, who is a special education teacher, have two children, Noah, 7, and Isabella, 2.

GPU not just for grandparents anymore

College of Education Dean Debbie Mercer launched Grandparents University, or GPU, in 2013 as a way to connect grandparents with two things they love: their grandchildren and K-State. Five years later, GPU offers activities across campus and for the first time this year, it grew to include all alumni, not

Nutt was named executive director in 2002 and the seeds were sown for global impact. Early in its existence, Nutt said K-State invested in NACADA, and he's proud of the doors the association has opened for the university.

"For many years, K-State did more for NACADA than NACADA did for K-State," Nutt said. "Today, one of K-State's most successful online degrees is the master's degree in academic advising, and plans are underway to offer the first doctorate in academic advising in the world. There's tremendous value in K-State being known as the go-to institution for academic advising."

In 2016, the association opened the NACADA Center for Research at K-State to unite theorists, scholars and practitioners seeking to advance scholarly practice and applied research related to academic advising. Wendy Troxel was named center director and she quickly began partnering with relevant entities and organizations to promote research-based practices in academic advising and secure funding and professional development opportunities related to academic advising research.

"The research center and doctoral program will be connected even though the program will be online," Nutt said. "Scholars will be required to come to Manhattan and spend four days here each summer they are in the program."



Dean Debbie Mercer autographs a copy of her book "K-State: An Alphabet Journey Across Campus" at the final event at Grandparents University.

just grandparents, and a tween they love full well.

“What a win-win this program has been for K-State and families,” Mercer said. “Wanting kids between 8-12 to think about college, it made perfect sense to encourage people to return to campus and share their memories and, of course, make new ones with a child they love. These memories will last a lifetime, and I’m pretty certain many of the kids will become Wildcats when the time comes.”

Ana Mendonca, graduate student and GPU event coordinator, learned a great deal about what it means to be a Wildcat through Grandparents University.

“This was my first year coordinating the event, and I had heard stories about what it meant to the alumni and the kids, but to see it firsthand was amazing,” Mendonca said. “The alumni were excited to share their college experiences with the kids, and the kids loved being on campus picturing themselves as college students.”

The semi-structured adventure provided many activities to choose from such as topography, Newtonian fluids, tap dancing, robotics, engineering, the insect zoo, Beach museum and a STEM activity in Bluemont Hall. Group activities included the splash park at City Park, touring the Veterinary Health Center and K-State Athletics, bowling and meeting Willie the Wildcat.

“It brought so much joy to watch the kids explode with enthusiasm when they were greeted by Willie. It truly was a special moment for us all,” Mercer said.

Angela Johnson, senior in elementary education from Hutchinson, worked at GPU for two summers and it made an impression on what kind of teacher she hopes to be.

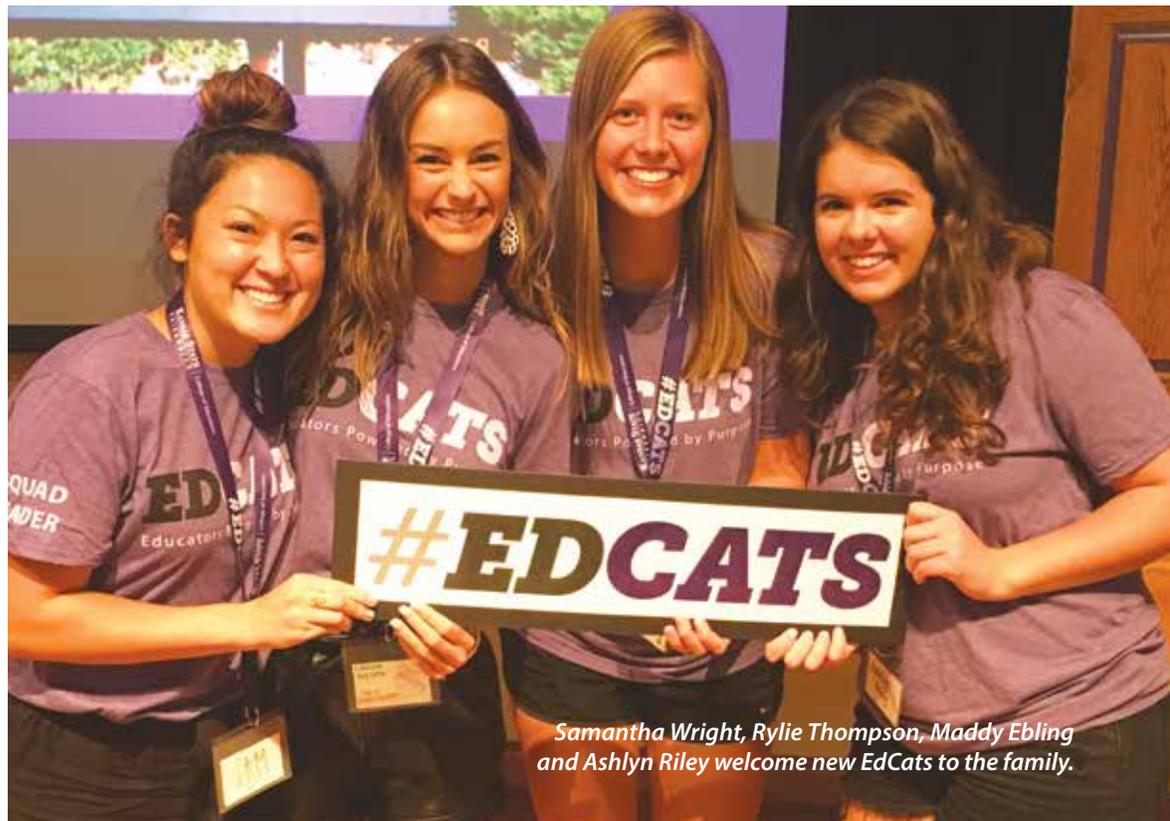
“It’s really fun to watch the grandparents interact with their grandkids on a campus they are so passionate about,” Johnson said. “I’ve learned so much from the grandparents, like what campus was like when they were in college and how it and some of our traditions have changed over the years.”

She says her experiences with GPU will also guide her when she transitions from future teacher to teacher.

“Family is so important,” Johnson said. “Working with GPU solidified my belief in the connection between family support and student success. Seeing this interaction has already inspired me to find ways to include parents and extended families in my classroom.”

Student recruitment is top priority

Because of the need for teachers across Kansas and the country, recruitment and retention are a top priority for the college.



Samantha Wright, Rylie Thompson, Maddy Ebling and Ashlyn Riley welcome new EdCats to the family.

Dean Mercer tells the story of when she graduated with a degree in elementary education and was advised to take the first position she was offered because there were so few openings. The reverse is true today.

Mercer convened a recruitment and retention task force in 2017 to evaluate the college’s current activities and charged members with creating new messaging and supporting materials that tell the college’s story in a way that resonates with high school students. Joining Mercer on the task force are Asma Ahlamadi, Danae Dallenbach, Rusty Earl, Tonnie Martinez, Lindsey Morford, Roger Schieferecke, Patrice Scott and Laura Tietjen.

Members expanded the definition of EdCats to include undergraduates and organized events to actively engage students with the college before beginning their professional program. The first event was the Welcome Picnic on the Sunday after the first week of class.

The messaging for the campaign grew from the college’s daylong retreat where faculty identified the college’s key strengths. From that came the acronym for EdCats:

Exceptional Experience
Dedicated Faculty & Staff
Conected Community
Advocates for All
Technology & Innovation
Student-Centered

The new campaign is titled “EdCats: Educators Powered by Purpose,” inspiring students to “Make Your Mark — Make A Difference.” The first group of alumni to receive EdCats’ T-shirts and posters were the nearly 40 teachers who attended EdFest, a free professional development day for alumni and teachers in the college’s Professional Development Schools program.



Gilbert "Gil" R. Still, Jr. presents at an Educator's Rising event on campus.

"The teachers were so excited about the posters," Martinez said after she and Mercer presented them. "They just kept commenting how cool they were and were excited to have something new from K-State to hang in their classrooms."

EdCat Squads are also new to the college this fall as education majors have new opportunities to meet one another through the Educators Rising chapter while providing leadership opportunities for upperclassmen. Tietjen said the EdCat Squads will be identified by an array of interests or connection points.

"Through a series of challenging and engaging activities throughout the year, these squads will help students better connect with their fellow colleagues while enhancing their ability and skills needed to excel in college as a future educator," Tietjen said. "Learning how to form and foster these vibrant communities will be a valuable experience for our students, and we are very excited about this because an important part of teaching is building a sense of community within your classroom and school so your students can thrive socially, emotionally and academically. The college has consistently modeled this practice but now we are taking it a step further with the EdCat Squads."

"While everyone on the task force contributed to this campaign in a unique way, I'd like to personally thank Dr. Tietjen for her vision and drive to see this new campaign through to completion," Mercer said. "She was passionate and unyielding — in the best possible ways — about reaching more students and sharing what is so great about teaching and the K-State College of Education."



Another major shift was the addition of a welcome event for students where alums Keith Westervelt, Dave Martinez and Jim Adams grilled hotdogs and the faculty served the students. Incoming students met upperclassmen and the faculty who would teach their education courses.

Educators Rising lifts students, profession

"Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession."

— ***Educatorsrising.org***

The College of Education adopted the Educators Rising program in 2016 because it provided a key entry for the college in high schools where students had already identified an interest in the profession. K-State improved upon the model by adding an important peer mentorship component while building a bridge between the high school chapters and K-State's, and creating leadership opportunities for upperclassmen.

The goal of the program is to ensure success both as a college student and as a professional when they become classroom teachers. Future teachers are paired with fellow student leaders in Education Ambassadors, Education Council, Kansas National Education Association-Student Program, Kappa Delta Pi International Honorary and Phi Delta Kappa International.

James Alberto, instructor and EdRising faculty advisor, explained the program creates a bridge within the profession where there has typically been a divide due to high school graduation and the beginning of college.

"As EdRising gains popularity in high schools nationally, we believe it's of paramount importance to provide an anchor point for our future College of Education students who hail from high schools with EdRising chapters," Alberto said. "In doing this, we have the distinct opportunity to acquaint future teachers with K-State and create a sense of belonging — well before they make a decision on which university to attend."

Alberto said the second goal of the EdRising chapter is to engage future teachers in the college's newly formed EdCat Squads in lively and educational competitions throughout the school year designed



to build skills and friendships.

“We want future teachers to feel like they are part of the K-State family from the day they step on campus for their first day of class as freshmen until the day they walk across the stage in

Bramlage Coliseum at graduation and into their teaching career,” Alberto said.

As home to an EdRising chapter, the college can host one-day events for high school students, such as conferences, that not only expose future teachers to K-State but also help prepare them for competition at the annual national EdRising conference.

Call Me MiSTER

What started in the College of Education as a fledgling chapter of a national program has grown into an organization officially recognized by K-State and whose members have established an important presence on campus in two short years.

The scholars in Call Me MiSTER, or Mentors Instructing Students Toward Effective Role Models, hosted a diversity brown bag and presented at schools and on campus to encourage young men of color to consider teaching. They took every opportunity to advance the profession, such as serving as surrogate dads for Woodrow Wilson Elementary School’s Doughnuts with Dad event. Their hard work and exceptional talent has caught the attention of leaders and even brought private audiences with Richard Myers, K-State president; Randy Watson, Kansas commissioner of education; and Lyle Butler, president of the Manhattan Area Chamber of Commerce.

Reggie Moore, Call Me MiSTER vice president and senior in K-12 physical education, said he believes the program is making a difference in many ways.

“As I reflect back on my experience as one of the original K-State MiSTERS, I am grateful to have had the opportunity to interact with other mentors and work collectively to turn potentially negative situations into positive ones,” Moore said. “As MiSTERS, we are creating an atmosphere of collaboration and demonstrating that men of color are needed in classrooms and as highly effective educators.”



From left back row: Byron Lewis IV, Reginald Moore, Ivan Perla, Sam Thederahn, Ricky Gutierrez, Cristian Silvestre and Marcellus Brown.

Dean Mercer is impressed with the Call Me MiSTERS’ willingness to be in the spotlight.

“This is a dynamic group of scholars who will make outstanding educators,” Mercer said. “They shared powerful stories during the diversity brown bag about teachers who made a difference in their lives — and not all of the stories were positive. I applaud them for their honesty and for turning those experiences into an emotional and intellectual quest to become the best teachers possible. They have the ability to change students’ lives, and I have no doubt they will.”



From left: Premiere Jones, Cristian Silvestre, Sam Thederahn and Byron Lewis IV.



Innovation is driving force behind college initiatives

Creative thinking and education go hand in hand. The K-State College of Education is developing innovative programs and partnerships that encourage high school students to explore the profession, offer a practical and convenient pathway to teaching for career changers, and prepare teachers for leadership opportunities. Here are just a few examples of the ways the college is transforming lives and careers.

College creates teacher academy for high schoolers

Months after participants in the inaugural cohort of the Kansas Advanced Teacher Academy, or KATA, left Bluemont Hall, their energy and enthusiasm continued to spark the faculty's imagination as they plan next year's camps.

The weeklong camp designed for high school students interested in exploring the profession was June 10-15.

"I was thrilled with the quality of students interested in becoming teachers," said James Alberto, instructor and event organizer. "They were curious, confident, mature and super-focused. We had several long back-to-back days and they were fully engaged through it all."

The concept behind the camp was to offer high school students the opportunity to explore the profession at a deeper level. It also proved to be an asset to local school districts interested in "grow your own" programs as eight of the 14 students were sponsored by their districts.

Alberto said the plan was to limit registration to 10 for the first year but was stretched to 14 due to demand. Because of the continued interest well beyond the registration deadline and overwhelming success of the camp, organizers have decided to have two camps next summer, tentatively scheduled for June 9-14 and June 16-21. Registration will be capped at 20 participants for each camp.

One of the most memorable exercises was working with the middle school students on campus for the Summer STEM Institute.

"An absolute highlight was getting the chance to work with Dr. Burenheide's STEM class," Alberto said. "That was where



From left: James Alberto, Zach Cooper, Kasse Swisher, Laney Clark, Ang Horak, Brandon Widener, Celianna Shobe, Jazmine Brinkley, Dom Wied, Raquel Martinez, Evelyn Garcia, Eileen Wertzberger, Chandler Smith, Ke Welch, Talia Dao and Byron Lewis.

you could clearly see these students have made the right choice of being an educator. From the minute we put kids in front of them, there was a skill level that's not typical for someone not in the profession yet. It was impressive — astounding, really."

More than skill level, Alberto noted what kind of teachers they will be.

"They were very open to differences across populations and were eager to get to know about the differences between them," Alberto said. "Because of this high, high level of acceptance, they are going to be teachers who will bond with every student in their classroom. This will be a special group of teachers for the students lucky enough to get them as teachers in six or seven years down the road."

The inaugural members of KATA are Angela Arwine, Basehor; Laney Clark, Glen Elder; Fabianajenandra "Fabi" Corchado, Khianta Garvey, Chandler Smith and Myranda Welch, all from Junction City; Brandon Widener, Liberal; Lauren Ahumada, Jazmine Brinkley, Raquel Martinez and Talio Dao, all from Kansas City, Kansas; Celianna Shobe, Oberlin; Mazzy Horak, Topeka; and Evelyn Garcia, Wichita.

For more information about KATA or if your school or district would like to reserve slots, please visit coe.k-state.edu/future/kata for details or contact Alberto at jalberto@k-state.edu.

MAT degree triples enrollment in three years

If you build it, they will come.

And it appears the K-State College of Education hit a home run with its Master of Arts in teaching degree, the online elementary education program for career changers. Enrollment has tripled since the program's inception in 2016.

Enrollment is up 200 percent — from 46 to 138 — and the 2018 cohort boasts graduate students in 17 states and two countries, China and Pakistan.

Todd Goodson, professor and chair of the department of curriculum and instruction, attributes the MAT's success to college faculty being remarkably in tune with career changers who have a bachelor's degree but want to transition to teaching.

"People have complicated lives and not everyone has the time or support or the inclination to spend four years in a residential study on a college campus," Goodson said. "The MAT has clearly taught us that there are people excited to be teachers when you take a product that meets a market and touches a nerve. This helps us advance our mission and



Dean Debbie Mercer visits with the KATA campers.

institution by extending our expertise to people who can't necessarily come to us."

Thomas Vontz, professor and chief architect of the MAT degree, said K-State is not the first university to offer a MAT-like degree but is certainly one of a few universities offering such a program. The goal has remained the same from the beginning: build a practical, convenient and affordable pathway to teacher certification for career changers.

"We've reduced several of the most common obstacles facing people coming back to school: Time — the MAT is a 12-month program; geography — the MAT goes to the student; and cost — The MAT's total cost is \$17,500, and most of our students receive scholarship and/or fellowship funding," Vontz said.

Vontz and other faculty initially worried how the potential rapid growth in enrollment might impact the personal attention K-State College of Education students expect and deserve.

"As the idea of attracting more than 100 students in the MAT program became more realistic, we worried about losing the personalized feedback, tailored mentoring and consistent accessibility that are markers of our programs," Vontz said. "That's when our department chair, Dr. Goodson, designed the MAT teaching assistant model to proactively address these concerns."

Goodson said the teaching assistants grade papers, provide clear, specific and tailored feedback, and serve as the MAT students' clinical supervisor during field experiences.

"After conducting a national search, we hired 15 master teachers who serve as teaching assistants for small groups of no more than 10 MAT students," Goodson said. "Our 15 teaching assistants have a combined 292 years of public school teaching experience. It is an impressive group of experienced educators."

Vontz believes the model was the ideal solution.

"This model has been extraordinarily successful. It provides the students what they need and allows our faculty to focus on clearly, creatively and effectively developing the ideas and skills that will transform our students into high-quality teachers."



Angela Arwine, Mazzy Horak, Fabianajenandra Corchado, Khianta Garvey, Myranda Welch

College partners with SMSD

The college's newest partnership began in 2015 with the Shawnee Mission School District, or SMSD, the state's third-largest school district with approximately 28,000 students. All of the college's academic departments are involved in some way, whether it be through the doctoral cohort, master's academy, professional development sessions, research studies or clinical training opportunities for future teachers.

iPDS

Todd Goodson, professor and chair of the department of curriculum and instruction, said the innovative professional development school, or iPDS, model is unique to the SMSD and utilizes some of the district's best teachers as clinical supervisors.

"The Shawnee Mission School District has some of the best and finest instructional coaches in the world and we are delighted our candidates can learn from their expertise," Goodson said. "If I'm a future teacher who wants to work in that district, the best thing that can happen is for me to be shaped and molded by the best teachers in that district. It just makes sense."

Tonnie Martinez, assistant professor and coordinator of the Office of Innovation and Collaboration, said the concept must be working as 19 iPDS future teachers were hired this year by the district. Martinez, along with SMSD's Pam Lewis, director of elementary services, and Abby Morgan, Apache Innovative School instructional coach, presented on the success of iPDS at the National Association of Professional Development Schools Conference in March.

"Our SMSD interns can feel confident that administrators know that are well-versed in 'the Shawnee Mission way' of building student and family relationships, solid teaching practices and classroom

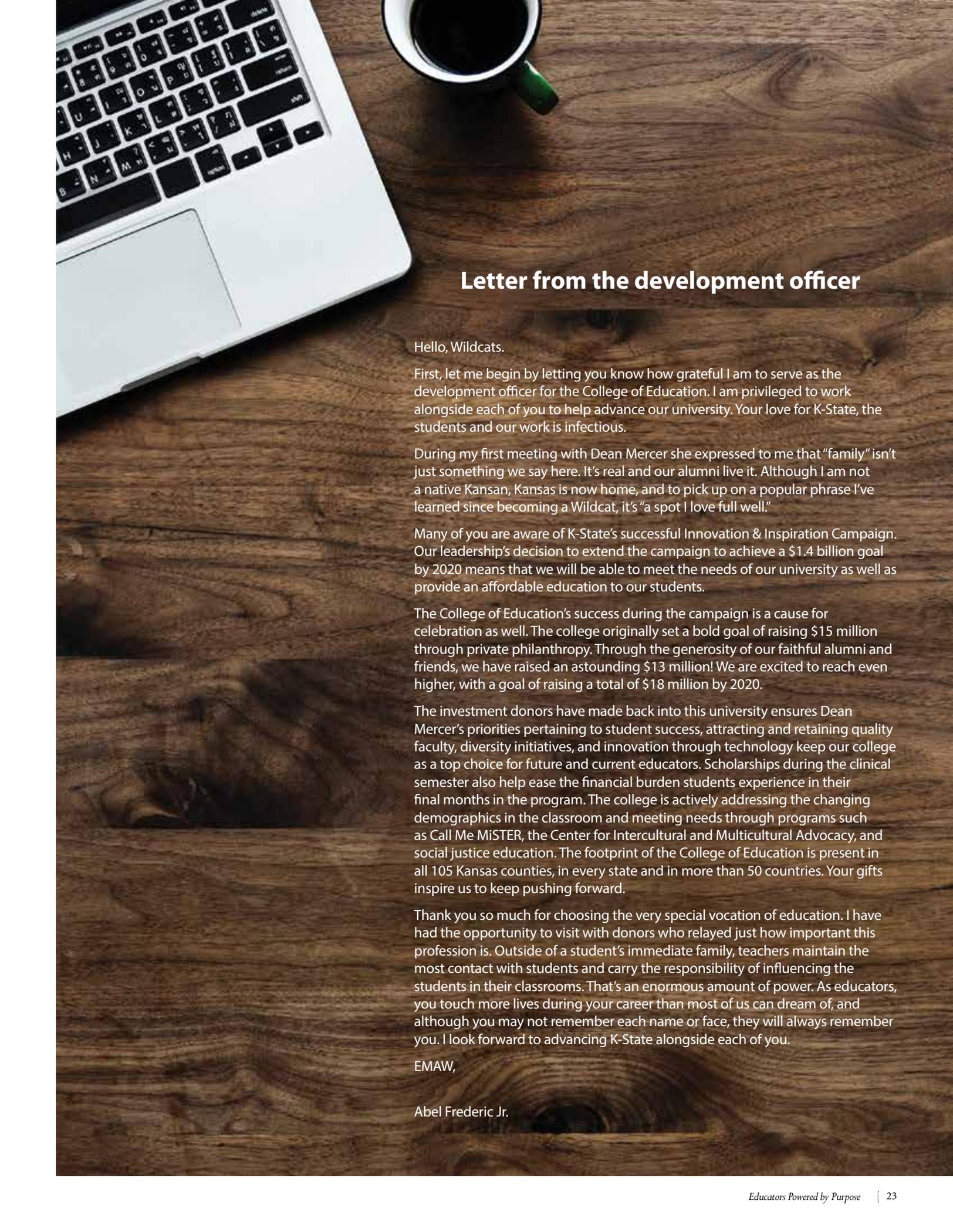
leadership," Martinez said. "If a future teacher wants to be highly qualified for SMSD, iPDS is the perfect way to achieve that."

Also through the department of curriculum and instruction, Socorro Herrera, professor and executive director of the Center for Intercultural and Multilingual Advocacy, and Shabina Kavimandan, instructor, delivered professional development sessions on culturally responsive pedagogy and biography-driven instruction. Cyndi Danner Kuhn, instructor and an Apple certified trainer, provided workshops on technology at the Center for Academic Achievement for administrators, teachers and staff support.

"Learning has turned to confidence in action and the effect on academic achievement is already evident," Herrera said. "What we're doing affects all learners because it creates a classroom where we value all learners."

The department of educational leadership is leading both a doctoral cohort and a master's academy for teacher leadership. Mickey Losinski, associate professor in the department of special education, counseling and student affairs, collaborated with staff at Arrowhead Day School to develop a cognitive behavioral therapy research pilot program called Stopping Stress at School.



A top-down view of a wooden desk. On the left, a portion of a silver laptop is visible, showing the keyboard and trackpad. In the upper center, a white mug with a green handle is filled with dark coffee. The rest of the desk is a natural wood grain surface.

Letter from the development officer

Hello, Wildcats.

First, let me begin by letting you know how grateful I am to serve as the development officer for the College of Education. I am privileged to work alongside each of you to help advance our university. Your love for K-State, the students and our work is infectious.

During my first meeting with Dean Mercer she expressed to me that “family” isn’t just something we say here. It’s real and our alumni live it. Although I am not a native Kansan, Kansas is now home, and to pick up on a popular phrase I’ve learned since becoming a Wildcat, it’s “a spot I love full well.”

Many of you are aware of K-State’s successful Innovation & Inspiration Campaign. Our leadership’s decision to extend the campaign to achieve a \$1.4 billion goal by 2020 means that we will be able to meet the needs of our university as well as provide an affordable education to our students.

The College of Education’s success during the campaign is a cause for celebration as well. The college originally set a bold goal of raising \$15 million through private philanthropy. Through the generosity of our faithful alumni and friends, we have raised an astounding \$13 million! We are excited to reach even higher, with a goal of raising a total of \$18 million by 2020.

The investment donors have made back into this university ensures Dean Mercer’s priorities pertaining to student success, attracting and retaining quality faculty, diversity initiatives, and innovation through technology keep our college as a top choice for future and current educators. Scholarships during the clinical semester also help ease the financial burden students experience in their first months in the program. The college is actively addressing the changing demographics in the classroom and meeting needs through programs such as Call Me MiSTER, the Center for Intercultural and Multicultural Advocacy, and social justice education. The footprint of the College of Education is present in all 105 Kansas counties, in every state and in more than 50 countries. Your gifts inspire us to keep pushing forward.

Thank you so much for choosing the very special vocation of education. I have had the opportunity to visit with donors who relayed just how important this profession is. Outside of a student’s immediate family, teachers maintain the most contact with students and carry the responsibility of influencing the students in their classrooms. That’s an enormous amount of power. As educators, you touch more lives during your career than most of us can dream of, and although you may not remember each name or face, they will always remember you. I look forward to advancing K-State alongside each of you.

EMAW,

Abel Frederic Jr.

Eight years young, innovative **STEM** Institute still gaining **STEAM**

By Lori Goodson



students. This summer Brad Burenheide, associate professor, led a Thinking Through Games class; Vicki Sherbert, assistant professor, and graduate student Eileen Wertzberger taught writing; and James Alberto, instructor, taught robotics. That, according to Todd Goodson,

“It is critically important for teacher educators to maintain connections to K-12 students, and this is one way for our faculty to do that,” Goodson said.

Likewise, the college is welcoming another generation of teachers.

Abby Thompson, a 2017 K-State music education graduate, returned for her second year teaching Music Using STEM is Cool (MUSIC) after an especially popular beginning for the class last summer in the STEM Institute’s first efforts to widen its offerings to include the arts, STEAM.

The College of Education’s innovative partnership with Manhattan-Ogden USD 383 for the Summer STEM Institute, which just completed its eighth summer, continues to gain momentum — and attention — among current and future educators.



Approximately 300 middle schoolers converged on the Bluemont Hall courtyard throughout June,

scattering to 25 activity-packed short courses in the college and at other locations around campus and the community.

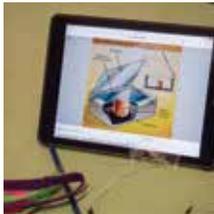
While many organizations provide summer camps, Summer STEM is much more. It’s a hands-on learning opportunity, providing STEM experiences that feature the latest technology and approaches in the field while making them more aware of STEM-related career opportunities.

And there are many other layers to the program, from the 50 or so pre-service elementary and secondary teachers in Core Teaching Skills gaining rich experiences learning from some of the best USD 383 teachers to the college faculty now leading some classes, assisted by graduate

curriculum and instruction department chair, provides our faculty valuable, in-the-field experiences that help keep their own awareness of student needs current.



Joining the lineup this summer was another recent K-State graduate, Zach Cooper. Having graduated with an agriculture education degree in May, just three weeks later, Cooper was leading a Food for Thought class, helping middle schoolers learn about the science behind making ice cream and pretzels, among other food items.



So, with such a vital program, it's bound to grab its share of attention, and this past summer was especially busy.

Among those visiting the STEM Institute classes and interacting with the middle schoolers were participants of EdFest,

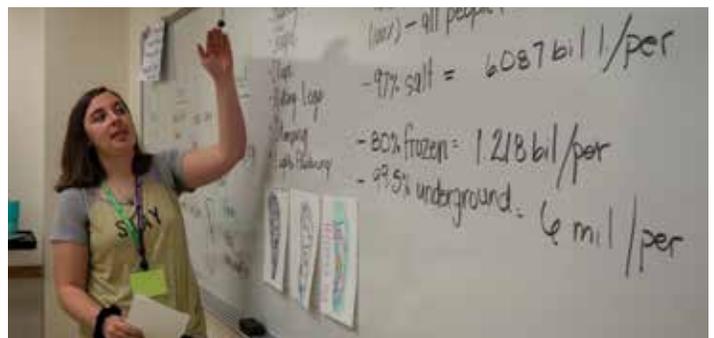


a College of Education professional development event held for the second summer. Graduate students in the KHBRAT program of the Center for Intercultural and Multilingual Advocacy also visited various STEM classes. And, to kick off the inaugural summer of the college's Kansas Advanced Teacher Academy, high schoolers interested in teaching as a career spent one morning of its weeklong activities helping with Burenheide's Thinking Through Games class.



Wrapping up this summer's institute, students and teachers demonstrated some of their creative efforts in a showcase June 29 at the engineering building. Community members, legislators and candidates, local city and school officials, college staff and their families, and the middle schoolers' families wound throughout the displays as students and teachers shared highlights of their classes.

At the end of the showcase, teachers toted their tubs of materials for storage, in preparation of summer No. 9.



A photograph of Bill Snyder, an older man with white hair and glasses, wearing a grey blazer over a white shirt. He is standing behind a wooden podium with a microphone, speaking to an audience. The podium features a large white silhouette of the state of Kansas with a stylized 'K' inside. In the background, there is another similar podium with a computer monitor on top. The setting appears to be a lecture hall or conference room with a purple wall and a whiteboard. The foreground shows the backs of several audience members' heads, including one with blonde hair and another with dark hair.

Bill Snyder's impact
**RELEVANCE
OF TEACHING**

By Lori Goodson

On most fall Saturdays, he's purposefully walking the sidelines at the stadium, intently focused on plays and downs, punts and passes. And while many across the nation refer to Kansas State University's head football coach Bill Snyder as a legend, his visits with future educators demonstrate his true title is, quite simply, teacher.

For consecutive semesters, Snyder has welcomed the College of Education's Core Teaching Skills classes to Vanier Football Complex and Bill Snyder Family Stadium, where he has shared his respect and appreciation for teachers, past, present and future.

"I can't think of any one occupation more significant and meaningful," he has told the groups during the meetings. And with that, he mentions various teachers who impacted his life in incredibly significant ways. He emphasized that they, too, will be that teacher for their students.

Approximately 275 pre-service teachers have heard him talk about what he sees as a vital playbook for young people: the power and responsibility of teachers. Through building relationships with each student and genuinely caring for them, future teachers can help those students feel valued and encouraged to do their best in school and beyond.

While the legend has gained respect across the nation, he fully remembers his humble beginnings as the son of a single working mother in downtown St. Joseph, Missouri. He recalls the support of dedicated teachers and principals who teamed up to ensure he was successful.

After graduating from William Jewell College in Liberty, Missouri, he found himself in front of his first classroom in the tiny 1A school district in Gallatin, Missouri, teaching four classes, coaching all boys' and girls' sports, and driving a bus. His salary? About \$3,600 for the year.

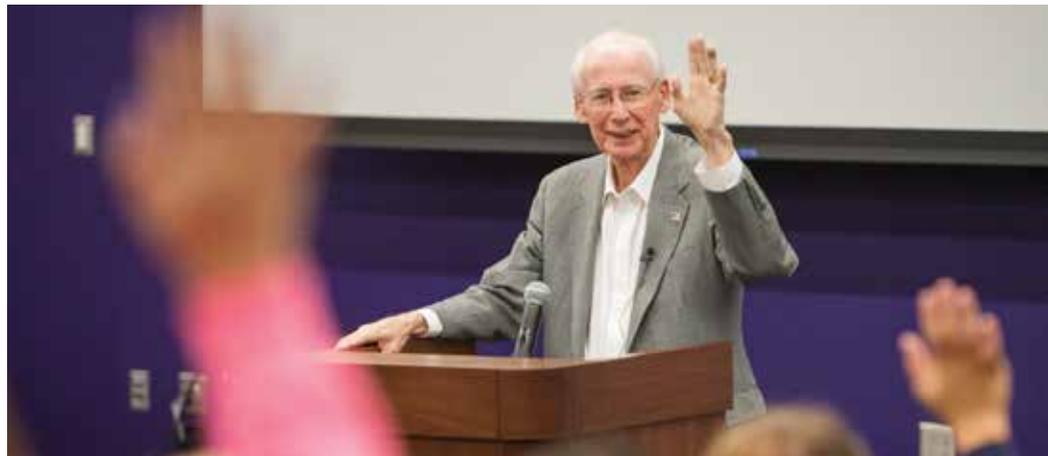
Until about eight years ago, he would have gone back to teaching and coaching at the high school level "in a heartbeat... because it is so significant to know that you can have such a positive impact on the lives of young people," he said.

Coach Snyder shared that teaching certainly isn't an easy career. It doesn't always get the respect it deserves, especially for the long hours teachers will spend

making sure those in their classrooms have the greatest opportunities available to them — just like educators did for him years ago. But there are few careers that are as valuable, Snyder said, telling the pre-service teachers that he admired their career choice.

Snyder emphasized the need for the future teachers — and their future students — to develop a list of priorities and goals and a specific plan for accomplishing them. He talked of their generation and that of their future students being focused on instant self-gratification — wanting something now, and if that doesn't happen, then moving on to some other focus in their lives. He said that future teachers need to be able to show their students how they can make immediate efforts to move toward those goals — baby steps that demonstrate progress toward a goal that can't be achieved instantly. Their students will feel the satisfaction of making progress, though the goal may be out of their reach for some time.

Young people need to have their own expectations for themselves, Snyder said. Others may want different things from them, but it's important that they establish their own expectations.



Amid these ideas, one thread ties them together: relationships. The content we teach is important, but nothing outshines the power of building strong relationships with each of our students. Snyder knows firsthand — from the principals who held him accountable for attending school each day to the teachers who helped him achieve in the classroom — that demonstrating a caring attitude with students can make all the difference in the world.

The points he has shared with the pre-service teachers emphasize that Coach Snyder sees teachers as a key to his success and to the future of generations to come.

The legend, it seems, believes teachers deserve a similar title for all they do to help young people find their own paths to their future.

Make Your Mark – Make A Difference



#1

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22

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Educators Powered by Purpose

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