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In Memory of Dr. Shirley Robards

Shirley Robards, associate professor of education, passed away April 27, 2009 after serving almost 37 years as a teacher, researcher and mentor at The University of Tulsa. With a life-long passion for education, Robards came to TU after earning her doctoral degree in education from Indiana University. She earned her master's degree at Western Kentucky University and her bachelor's at Kentucky Wesleyan University. She also taught at the elementary and middle school levels in Kentucky and Indiana. At TU, Robards taught elementary reading and mathematics pedagogy, specializing in programs for closing the achievement gap of at-risk students. Because of her passion for children and learning, Dr. Robards accepted the challenge to become Principal Investigator for The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Project. GEAR UP is a federally funded program that implements (ROBARDS, see page 2)



Dr. Shirley Robards

Welcome Daniella Cook



Dr. Daniella Cook

Dr. Daniella Ann Cook, Ph.D., will join the faculty at The University of Tulsa this fall as an Assistant Professor in the School of Education. Originally from Cincinnati Ohio, she is currently completing a two-year Postdoctoral Research Fellowship with the Research Network on Racial and Ethnic Inequality in the Social Science Research Institute at Duke University. Cook earned a PhD in Education from The University of North Carolina at Chapel Hill in May 2008. With a critical eye towards racial inequity and access to quality education in diverse schooling contexts, her research concentrates on three foci to understand how class, race, and power affect the everyday schooling lives of students, teachers and communities traditionally under-served by public education across diverse contexts: black educators (teachers, counselors, social workers, administrators), public policy with a focus on community engagement and identifying factors that support student access to rigorous curricula. An important aspect of her work has been to seek ways to meaningfully interact and build relationships with

Summer Science Academies For Teachers and Students

Students and teachers are needed for the 2010 summer science academies. There are three different academies offered this year: SENSE, TEC, and TTEC.

The SENSE-sational Science Academy for teachers is a commuter summer science workshop that accepts 65 elementary and middle school science and math teachers. Teachers will visit the Tulsa Zoo, Oxley Nature Center, the Tulsa Air and Space Museum, Gilcrease Museum, and the Oklahoma Aquarium to learn how to apply innovative science and technology in their classroom. Teachers will also learn ways to integrate science with reading, writing, and other language arts disciplines. All instruction will take place by doing. Instruction will come from science, education and leadership professionals from each of the above-mentioned non-for-profit organizations as well as TU and TCC faculty. More information and applications are at www.orgs.utulsa.edu/sense/.

TEC Academies for 8th and 9th grade students (and Teachers)

(SCIENCE, see page 3)

early intervention strategies to enhance postsecondary education opportunities for underprivileged students. Dr. Robards, along with Barbara Jackson as the Program Coordinator, began to recruit, train, and place Graduate Assistants and undergraduate tutors in five Tulsa area public middle schools and four high schools to work directly with students in several settings during the school day. She created a professional development component to work with the teachers in these schools. The first project began in 1998 and successfully ended in 2005. Shirley encouraged students to develop an appreciation for science and math through aerospace programs and field trips to facilities such as NASA in Houston, TX; The Cosmosphe in Hutchinson, KS; the Smithsonian in Washington, D.C., and many other educational locations. The GEAR UP Project was renewed for another six year contract with The University of Tulsa in 2005, and Dr. Robards continued her commitment to the program until her health began to fail in 2009. Dr. Robards is missed by the School of Education, as well as the entire University of Tulsa community.

communities as one way to understand how educational institutions have been and are shaped by specific social and cultural structures of society.

Cook is an accomplished organizer, educator and facilitator. She has worked with state level non-profits in North Carolina on child well being and education. Cook served as the Matrix Project Director at the Institute for African American Research at University of North Carolina Chapel Hill. This project was designed to increase the math achievement of African American kids in two rural counties in North Carolina. As the former Education Fellow with the North Carolina Child Advocacy Institute, Cook increased the visibility of this non-profit group focused on child well-being in communities across North Carolina. Prior to this, Cook was the Fair-Testing Organizer for the Common Sense Foundation in Raleigh where she mobilized communities statewide to reform North Carolina's testing program. Since January 2006, she has served as the Project Coordinator for

The National Coalition for Quality Education in New Orleans (NCQENO) since January 2006. In addition, she was a member of the Annenberg Institute for School Reform's New Orleans Case Study Team for the 2009 Emerging Knowledge Forum. The former high school teacher has received numerous awards including the Sally Mae First Year Teaching Award, an *Independent Weekly* 2001 Citizens Award, and the *Raleigh News & Observer* "10 to Watch in 2002" award.

In her spare time, she enjoys reading science fiction, Zumba, running and cooking. One of her greatest joys is being an aunt (18 nieces and nephews) and great aunt (7 great nieces and nephews). This past February, she completed her first half marathon, The Rock N Roll Inaugural Mardi Gras Marathon and Half in New Orleans.

Tuition Reduction for Teachers

The Graduate School and the School of Education have collaborated to make a Graduate Degree more attainable for teachers in Oklahoma. Full-time teachers will receive a 2/3 reduction in tuition while taking classes at the University of Tulsa. Current Degree Programs in Education include:

The Master of Science in Math and Science Education (M.S.M.S.E.) is a research-based program designed to provide a solid background in mathematics and science principles and their application in the classroom. It includes a core of professional education and educational research courses and electives to be selected based on the student's interest and background and is intended for certified and practicing elementary and middle school teachers who wish to enhance their subject matter knowledge and skill in science and math.

The Master of Teaching Arts (M.T.A.) was developed to provide practicing K-12 and secondary school teachers the opportunity to study jointly professional education and a specific academic discipline in the liberal arts or sciences. The M.T.A. program is designed for the classroom teachers to master the central concepts of their chosen academic discipline, as well as develop the ability to think critically and speak and write clearly in the appropriate genres for their field of study.

The Master of Arts (M.A.) with a concentration in *Language, Discourse, and Development* focuses on early language development and classroom discourse, specifically emphasizing the links between components and structures of oral and written language. Coursework covers the study of discourse, including speech act theory, conversation, and text structure, and leads to discussions of various methods for collection and analysis of discourse.

The Master of Arts (M.A.) with a concentration in *Educational Foundations* offers students an opportunity to explore fundamental questions about the meaning, purpose, and significance of education from philosophical and historical perspectives. Students take a range of courses dealing with such diverse topics as the educational thought of the ancient Greeks, the history of American education, theories of moral and civic education, and major debates in contemporary education policy.

The Master of Education (M.Ed.) prepares students for initial Oklahoma certification in Elementary or Secondary Education. Students must confer with the Graduate Advisor and Education Certification Officer to determine what type of certification/licensure is appropriate for their content area.

For more information regarding the Graduate Education Program or the 2/3 tuition reduction for teachers, contact Dr. David Brown at david-brown@utulsa.edu or the graduate school at 918-631-2336.

GEAR UP Project

The University of Tulsa GEAR UP Project (Gaining Early Awareness and Readiness of Undergraduate Programs) is a six-year partnership grant with Tulsa Public Schools and The U.S. Department of Education. The main focus of this project is to provide under-represented students and families the opportunity to improve academic achievements in Mathematics and Literacy; and plan for post secondary education. Dr. David Brown serves as the Principal Investigator of the TU Project that receives over \$159,000 in Federal funds yearly. Barbara Jackson is the GEAR UP Project Coordinator. Some services TU provides to GEAR UP students are: graduate and undergraduate tutors in the classroom (over 2000 hours), working directly with students under the supervision of the teacher, summer academic camps, campus visits, educational field trips, ACT preparation sessions and career awareness. This year the students are 10th and 11th graders at Central, McClain, Webster and Rogers High Schools. TU GEAR UP also provides ongoing Professional Development opportunities for teachers who work with these students.

TU Graduate Named District Teacher of the Year

Amanda A. Schockemoehl-Cook (B.A. 2005) has been named the Owasso Public Schools District Teacher of the Year. Schockemoehl-Cook currently teaches 3rd grade at Northeast Elementary School. She graduated from the University of Tulsa with a Bachelor's Degree in Elementary Education and has enjoyed teaching at Northeast for four years. Congratulations Amanda!

The Brock Symposium

The Brock Symposium on Excellence in Education (www.brockprize.org) spotlights The Brock International Prize in Education, a \$40,000 prize. Each year, educators who have excelled in propelling the art and science of teaching are nominated for this award. The 9th Annual Brock Symposium was held at OSU-Tulsa on March 25. The symposium rotates between OU, OSU, and TU every three years, and features the Brock International Prize in Education laureate as the keynote speaker. This year's winner, Geoffrey Canada, is the President and CEO of Harlem Children's Zone (HCZ), which is committed to supporting New York City school children who live in at risk sections of Harlem. The program provides social, medical, and educational services from birth through graduation. To learn more about this fantastic organization, visit the HCZ website at www.hcz.org.

Special Achievements

Dana Hamersley (M.T.A. Education 2009) was selected as the 2009 Outstanding Conservation Educator for the 1st Congressional District. Hamersley teaches a variety of science classes at Sperry High School. Congratulations Dana!

Congratulations to Education graduate student Edwin Henshaw! He recently competed for his native home of New Zealand at the World Cross-Country Championships in Bydgoszcz, Poland. Finishing just a little over three minutes behind the first place winner and Olympic medalist from Kenya, Edwin placed 87th out of 136 with a time of 36.12. "I was really happy with my place in the race this year," Edwin says, "but I feel next time I can place a little higher." He hopes to have a chance to run for New Zealand again in the near future.

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The Oklahoma State Regents for Higher Education have funded a 9th consecutive year of Technology academies for the 2010 summer. This summer the TEC academy will be residential – allowing 30 students to stay on TU's camps for the week of July 5th - 10th. A variety of instructional methods will be used to insure that participants will improve their knowledge of technology and science content, computer and online ethics, and online safety. A field trip will occur during the week. Participants can complete online applications for acceptance into the academy through the website (<http://www.orgs.utulsa.edu/tec/>) and all students need to obtain a teacher recommendation.

The TTEC Academies for 4th-7th grade students (and Teachers)

The University of Tulsa will host the 2010 TTEC, Bio-energy Academies for the fifth year this summer. For 2010, approximately 500 participants will become actively involved in both learning experiences (direct instruction) as well as hands-on (real world) experiences at these academies. Bio-Energy is the underlying theme for this summer's programs. Students will use handheld GPS devices, work with new computer-based technology, and communicate through online services throughout the academies. Participants can complete online applications for

acceptance into the academy through the website (<http://www.orgs.utulsa.edu/ttec/>) and all students need to obtain a teacher recommendation.

Accreditation

The University of Tulsa' Teacher Education Program, which is designed to prepare teachers to be experts in their subject area, to know how to teach, and to act as public intellectuals, is accredited by the Teacher Education Accreditation Council for a period of 5 years, from April, 2006 to April, 2011.

Meet the Faculty

Dr. Diane Beals. Dr. Diane Beals is currently working with colleagues at Harvard University, the University of Oklahoma School of Community Health, and the Tulsa Educare on the Tulsa Children's Project. This large-scale project, working with academic experts in early childhood education, mental health, workforce and finance, is utilizing its quality improvement and children's education and healthcare expertise to build new and effective systems to support poor families with young children in Tulsa. The project is designed to serve as a model for multi-sector interventions that can be broadly applied. The three-year initiative is led by Jack Shonkoff, M.D., at the Center on the Developing Child at Harvard University. Dr. Beals is part of the Early Childhood Education team of the project, working as a local liaison, teacher educator, and researcher. The project is funded by the George Kaiser Family Foundation, which has a long-standing commitment to improving the lives of young children and their families.

Dr. Josh Corngold. Prior to joining the TU faculty in 2008, Dr. Corngold attended Stanford University where he earned a Masters degree in Political Science and a PhD in the Philosophy of Education. His primary areas of research focus include: moral and civic education, multicultural education, educational policy, and normative political theory. Dr. Corngold is co-author of the book, *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement* (2007). Currently, he is working on a book that examines the development of autonomy in children and the kinds of educational arrangements that support that development. A former high school English teacher, Dr. Corngold has worked extensively with diverse youth from California to New England. He enjoys traveling and spending time in the great outdoors.

Dr. David Brown. During the past year, Dr. Brown attended a regional, one state and two local conferences. In October, 2009, Dr. Brown attended the annual meeting of The 2009 College Teaching & Learning Conference (ITLC) in Las Vegas, Nevada and presented a paper entitled, "Understanding Cyber Safety". Also in 2009, Dr. Brown participated in a joint presentation with Dr. Bob Howard and Emily Mortimer at the AAAS SWARM Division 84th Annual Meeting held at The University of Tulsa. The presentation was entitled, "Characteristics of a "Good" In-service Program" which described the SENSE-sational Science program held at TU during the summer of 2009. Earlier this year, Dr. Brown attended the 2010 EPSCoR Women in Science Conference: Girls Growing Oklahoma's Future and presented "The Instruction of Cyber Safety at Summer Science Academies." Dr. Brown continues to work on grants and summer funding for programs for teachers and students, including the Technology and Education Collaborative (TEC), the Tulsa Technology and Education Collaborative (TTEC), the SENSE-sational Science Summer Program for Teachers, and GEAR-UP. Dr. Brown secured his 9th consecutive year of funding for the 2010 Technology and Collaborative (TEC) Summer Academies sponsored by the Oklahoma State Regents of Higher Education. This year brings the total of OSRHE funding to over \$370,000. More about the TEC academies for 8th and 9th grade students and teachers can be found at www.orgs.utulsa.edu/tec. Additionally, this summer will be the 5th year for EPSCoR funding of his 4th – 7th grade summer Bio-Fuel academies. The EPSCoR grant will be used to bring in 400+ students to TU's campus. In 2009, 238 students and teachers were a part of this program and an additional 68 participants attended the TEC academies. More information for the 2010 Bio-Energy camps can be found at www.orgs.utulsa.edu/ttec. Dr. Brown participated in the SENSE-sational

science program in 2009 with Dr. Bob Howard and Dr. Bryan Tapp and will be a part of this program in the summers of 2010 and 2011. In the first full year of being associated with the \$366,249 GEAR UP grant from the Department of Education, Dr. Brown has brought over 300 students, parents and teachers from the GEAR UP schools to TU. This summer, GEAR UP will continue to host a summer program on the TU campus for all 10th and 11th grade students who attend McClain, Webster, Central and Rogers high school. For more information, contact Dr. Brown or Barbara Jackson at 631-2723.

Dr. Cheryl Matherly. Dr. Matherly serves as Associate Dean for Global Education and directs TU's study abroad programs. She currently co-chairs the campus steering committee for the American Council on Education's Internationalization Laboratory, which is developing the university's international education strategic plan. She is a member of the Academic Consortium Board for the Council on International Educational Exchange and Board Chair for the Association for International Practical Training. Dr. Matherly She received a National Science Foundation grant in March 2008 for a multi-phase conference, Strategic Issues in University Internationalization, that examined a comparative approaches in the US and Japan for the internationalization of science and engineering education. She is editing a monograph with Dr. Hiroshi Ota, associate professor of education, Hitotsubashi University (Japan) that includes articles drawn from the symposium. The monograph is due for publication in August 2010. Additionally, she was awarded a five-year renewal for the NSF Partnership in International Research and Education (PIRE) grant which funds the nationally recognized NanoJapan program. Dr. Matherly co-authored with Alexander Wiseman, PhD (Lehigh University) the article, The Professionalization of Comparative

and International Education: promises and problems,” which appeared in *Research in Comparative and International Education (Volume 4 Number 4 2009)*. Additionally, she authored the entry “Dartmouth College Trustees v. Woodward” in the *The U.S. Justice System: An Encyclopedia*, to be published by ABC Clio, Winter 2011.

Dr. Avi Mintz. Avi Mintz is enjoying working with the excellent undergraduate and graduate students at TU. He has offered courses ranging from the study of the history of educational thought to an exploration of how contemporary teachers and schools work to bring about social justice through education. His dissertation, “The Labor of Learning: A Study of the Role of Pain in Education,” was awarded Outstanding Dissertation Award for Curriculum by the American Association for Teaching and Curriculum (AATC). In conjunction with accepting the award, he presented an overview of his dissertation in the fall of 2009 at the AATC’s annual conference. Closely related to his dissertation is his work on the history of educational philosophy. A recent article on Socrates and education entitled, “*Chalepa Ta Kala*, ‘Fine Things are Difficult’: Socrates’ Insights into the Psychology of Teaching and Learning” appeared in the May 2010 issue of *Studies in Philosophy and Education*. In the spring of 2010, he has had papers accepted for the American Educational Research Association’s Conference (“The Pedagogical Projects of Rousseau and Jean-Jacques in *Emile*: The Teacher in the Text and the Text as Teacher”) and for the Philosophy of Education Society of Great Britain’s Annual Conference (“The Puzzle of Teaching in Plato’s *Apology of Socrates*”). He also responded to a paper on Vico and education at the Annual Meeting of the Philosophy of Education Society (of North America). The historical conversation about the type of education that best cultivates democratic citizens has kindled Dr. Mintz’s interest

in the role of religion in facilitating or inhibiting the citizenry. One of the ways that he is exploring that topic is by co-editing a manuscript, *Discipline, Devotion and Dissent: The Promise and Problems of Religious Schooling in Canada*, with Graham McDonough (University of Victoria), a scholar of Canadian Catholic education, and Nadeem Memon (Auiakhawayn University), a scholar of Canadian Islamic Education and the Program Director of the new Islamic Teacher Education Program in Toronto. Among Dr. Mintz’s other recent publications are “Has Therapy Intruded Into Education?” in *Journal of Philosophy of Education* (2009), “Understanding Evil and Educating Heroes” in *Journal of Philosophy of Education* (2008), and “From Grade School to Law School: Socrates’ Legacy in Education,” in *A Companion to Socrates* (Blackwell Publishing, 2006). Web page link: <http://utulsa.academia.edu/AviMintz>

Dr. Tao Wang. In the past two years, Dr. Wang’s research has focused on two main topics: mathematics education from a cultural perspective and early child development in China. The three coauthored manuscripts (with Dr. Jinfa Cai from the University of Delaware), were published in a special issue of **The International Journal on Mathematics Education**, titled, “What is effective mathematics teaching? A Dialogue between East And West” The research findings show that the teachers’ belief on effective mathematics teaching is culturally situated. While the teachers from U.S. sample always encourage students to explore the relationship between mathematics and their own life experience by providing extensive real-life examples and tactile experiences in the class, the Chinese sample tends to see effective teaching as a teacher-led instruction with a coherent structure. In Spring 2009, Dr. Wang is on a research semester and is invited to analyze a longitudinal research data funded by the National Science Founda-

tion. This project is called **Longitudinal Investigation of the effect of Curriculum on Algebra Learning**, investigating whether the **Connected Mathematics Program (CMP)** can effectively enhance student learning in algebra. Dr. Wang is very active in providing more than 3,500 Chinese teachers and parents professional training on research-based educational practices. Since 2006, Dr. Wang has presented 20 speeches and conducted more than 25 workshops for Chinese teachers and parents. On Dec. 10th 2008, Dr. Wang gave a 3-hour lecture in Puyang China

Dr. Jolly Meadows. Prior to joining the TU faculty in 2009, Dr. Meadows was a public school educator. She has graduate degrees in reading and school administration with an Ed.D in Education Administration. Her primary area of focus is school improvement which includes the well being of the school, all stake holders and more specifically the preparation and effectiveness of teachers, mentoring new teachers, and student engagement and achievement. A former teacher and principal, Dr. Meadows has worked with diverse populations. From implementing school-wide gifted and enrichment programs in the school setting, to coordinating tutoring programs at federally funded housing sites, and working with parents on *How to Raise a Reader*, her experience with diverse populations has been broad. Dr. Meadows recently attended the National Conference on Learner Centered Teaching. This summer, she will be working with Dr. Bob Howard’s summer professional development program which trains teachers to provide SENSEational Science instruction for children in Oklahoma schools.

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Meet the Graduate Assistants—continued

Katie Loftin — Katie received her undergraduate degree in Political Science from Rice University in 2009. Originally from Sand Springs, she has come back to Tulsa in order to get her Master of Education and become certified to teach secondary social studies. In her spare time, she enjoys hanging out with her family, especially her niece and nephews.

Diane McCrackin — Diane is originally from Broken Arrow, Oklahoma. She attended Phillips University in Enid, OK before receiving her Bachelor of Science degree in Family Relations and Child Development with an emphasis in Gerontology from Oklahoma State University in 2001.

Julia Hughes — graduates from The University of Tulsa in December, 2010, and will start as a graduate assistant in January, 2011. Julia will have a degree in mathematics and is from Owasso, OK. Her goals are to be-

come certified in math, teach in an area high school or middle school, and then pursue a Ph.D.

Yuanyuan Dai — Yuanyuan arrives in Tulsa via Shenzhen, China. She will be working towards a M.A. degree in Education with an emphasis on Language Discourse and Development. She is a graduate of East China Normal University in Shanghai and eventually wants to obtain her Ph.D.

Hilary Hudspeth — graduates from The University of Tulsa in December, 2010, and will start as a graduate assistant in January, 2011. Hilary's degree will be in Elementary Education and she will be working on an M.S.M.S.E. degree in Education. Hilary wants to strengthen her math and science skills before entering the classroom. Hilary is a product of the Union school district, Tulsa Oklahoma

Kappa Delta Pi

Students and faculty alike are still trying to cope with the passing of Dr. Shirley Robards in April of 2009. She served as the Counselor for the Gamma Kappa Chapter of Kappa Delta Pi, an international honor society for educators, for over 15 years. Dr. Robards will be missed, both in and out of the classroom, by students, faculty, friends and family.

This spring, on April 27, 2010 Kappa Delta Pi initiated seven juniors, six seniors, and one graduate student into the Gamma Kappa Chapter. The initiation was held in Chapman Hall and was followed by the Student Teacher Reception. Those initiated were: Megan Czi-nege, Emily Heinz, Alice Haney, Kristina Hickey, Meghan Henderson, Julia Hughes, Rebecca Kilian, David Moore, Abigail Lamberti, Brooke Smart, Hunter Najera, Lewis Timmins, Maria Puhl, and Katie Loftin

This spring begins the Centennial Year for Kappa Delta Pi. The Gamma Kappa Chapter of Kappa Delta Pi was installed at The University of Tulsa May 30, 1931 as the Gamma Kappa chapter, chapter number 82. We celebrated our 75th year in 2006. There are now almost 600 chapters. Our new officers will be planning an event to celebrate the Centennial and all will be invited to celebrate with us.