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**UNIVERSITY
OF OREGON**

Seeing the Possible

The 3-year-old was very aware of her surroundings, obviously bright, hearing, and curious. But she was non-verbal, had not expressed interest in or initiated interactions with the early intervention teachers or other preschoolers in the classroom. But University of Oregon early intervention master's candidate Kellie Horn saw an opening.



"This little girl had started to smile a bit more, daily. I could see she also kept track of my interactions with the other children, and seemed to pay attention to how I was playing with them. One day, I noticed her keen interest in a photo of a waterfall on the table. And then suddenly she pointed at the photo. So I signed the American Sign Language word for water, and said in English and in Spanish, 'water.' (Her family speaks only Spanish.) I went to the fountain and ran water over my fingers, and she touched it. Then we splashed some on her arms, and pretty soon she was splashing and playing in the water. She was fascinated. And she went back to the photo and pointed, so I signed water again, speaking. She went again to the fountain, so I signed 'more' and 'mas.' She signed back 'mas.' We splashed some more and went back to the table, and (after several more exchanges) she signed to me the word 'more' with the most incredible smile.

"It was a very significant moment for me, because my own presence mattered very specifically to this child. It's an example of how certain I am that I will thrive," says Horn. "There's so much I can do with these kids, so much I've still got to accomplish."

The 27-year-old Horn has had to question deeply her own ability to thrive and the larger meaning in life, death, and her relationships to those she serves. Horn has survived a bone marrow transplant in treatment of leukemia and has given birth to a healthy daughter while undergoing chemotherapy. Now she is preparing to graduate in August with the UO class of 2003—even while struggling with symptoms of graft-versus-host disease, a complication of the transplant.

"When I have this kind of success with a child, every interaction, every opportunity to make a difference in the life of a child is much more real to me, as well as the sense that I matter too—that I am here to do this work and I'm good at it," says Horn. "While I was sick, I longed to have the energy and immune system to work with the children: I value each of my days more, because I see how being here to do intervention on a single day can make a critical change in their lives."

In spite of the struggle to maintain her health, she's earned her master's degree with a major in early intervention, as well as the respect of classmates, advisers, and professors for her dedication and sheer grit. "Kellie is inspirational. She's had a series of serious obstacles to face, and she takes on each one with strength and determination and maintains a positive outlook," says UO College of Education Early Intervention Associate Professor Jane Squires.

Squires points out that not only did the Horn family battle cancer in the midst of raising a young child, but Kellie's husband, Jon, as an Oregon State Police officer, was one of many public employees affected by reductions in force after Ballot Measure 58. The family's insurance and ability to support ongoing post-transplant treatments and expensive medications suddenly contracted in the extreme. Yet, Horn managed not only to complete her program requirements, but to do so with dedication and determination. She and Jon both applied the same determined spirit to job hunting,



The View from Here

WITH GREAT PRIDE, THE FACULTY, STUDENTS, AND I would like to share the recent U.S. News and World Report rankings: the UO College of Education is the number two public college of education in the nation.

But we've done more than achieve lofty national acknowledgements. Our journey during the past decade has been marked by extraordinary competitiveness and success. The view from here suggests that it's not where you're standing that's important, it's what you do.

We've been busy: among several accomplishments, the COE has expanded to ten academic majors, reinstated and redesigned teacher education, added undergraduate and graduate majors in Counseling and Human Services, and increased enrollments from 450 to approximately 1500 students.

And each accomplishment creates a new view of the possible. As we map the next phase of our journey, exciting challenges lie ahead:

- COE will advance initiatives with the College of Arts and Sciences to provide career-long learning opportunities for undergraduates, graduates, and practicing educators in science and math, social sciences, humanities, and education.
- COE will extend its pre-service teacher education focus, designing a comprehensive teacher development and education leadership model for practicing educators. This requires supporting the development of nationally distributed and networked "communities of practice" to strengthen professional effectiveness.
- COE research and outreach units will develop the infrastructure capacity to take their knowledge, innovations, and expertise to scale, enabling school systems to implement research-based practices that foster student learning progress and performance.

Excellence is not about a point in time; it is about a relentless pursuit and journey. There is a path for you here too, alumni and friends. We invite you to share our faculty's extraordinary commitment to improving the teaching and learning of all students.

Martin J. Kaufman

Martin J. Kaufman
Dean, College of Education



"Excellence is not about a point in time; it is about a relentless pursuit and journey."

Marty Kaufman

Nation's High Schools Receive Keys to Success

Many high school students prepare for college, but they are often surprised by the knowledge and skills university professors expect of them.

This spring approximately 20,000 public high schools across the nation received "Understanding University Success," the culminating report of a two-year study by the American Association of Universities in collaboration with the Pew Charitable Trust. The study was undertaken at the request of a group of university presidents in the Association of American Universities (AAU) who asked the organization to help improve the alignment between K-12 education reforms and university expectations.



UO President Dave Frohnmayer congratulates COE Associate Professor David Conley on the nation-wide distribution of "Understanding University Success."

Aimed at helping students overcome the traditional divide between success at the K-12 level and the expectations of universities, the written report and an accompanying CD-ROM contain guidelines for ensuring student success during the first year of college study. The guidelines grew out of interviews with more than 400 university faculty and staff members, as part of a project called Standards for Success, a three-year \$2.5 million project of the AAU and 17 of its member institutions.

Directed by UO College of Education Associate Professor David Conley at the Center for Educational Policy Research, Standards for Success produced university work samples, a library of college-level assignments, syllabi, and

APRIL 14, 2003, EUGENE REGISTER GUARD
 GUEST VIEWPOINT: BY DONALD TYKESON



UO College of Education Earns Top Marks

A decade ago, in the shadow of the Ballot Measure 5 property tax limitation initiative, the University of Oregon made sweeping cuts in the College of Education, eliminating teacher training. The cuts were so deep that many believed the college had closed. That perception couldn't be more wrong.

Not only has teacher education been reconstituted at the UO, the cutting-edge research the college was known for has continued to be among the best in the nation. UO faculty routinely shape policies, textbooks, and curricula not only for Oregon's kindergarten through 12th grade school system, but also for some of the nation's largest school systems [e.g., in California and Texas].

As a longtime trustee of the UO Foundation, I was pleased to see that the annual *U.S. News & World Report* rankings named the UO the No. 2 public graduate school of education nationwide and seventh among all universities, public and private. In both rankings, the UO moved up two notches from its positions last year.

The college was rated particularly well in the various sub-rankings for graduate education programs. The magazine lists the UO college as No. 1 in the nation in faculty member research productivity—a position the college has held for six of the past seven years—and No. 3 nationally in both quality of students and in special education. *U.S. News* also ranked the UO the "most selective" public graduate program in the nation.

Included in this list are such institutions as Harvard, UCLA, Stanford, Penn, and Cornell. We can all be proud of these rankings, which further enhance the UO college's best-in-the-Northwest position.

These achievements are even more remarkable given the state's continued disinvestment in higher education. Fortunately, this has been partially offset through federal funding that recognizes the quality of UO research.

From earliest childhood, the importance of education has been manifest in our family. One of my first recollections was of receiving a savings bond designated for college. My mother was a teacher, and her passion for improving the lot of children in the classroom has carried over throughout my life.

In my view, UO faculty members should be complimented on the fact that they spend enormous amounts of time in schools and communities, working with teachers, administrators, and families. Our education systems, from kindergarten through the undergraduate college level, are resistant to change for a variety of reasons. The effort by the UO College of Education to address this is extremely valuable.

By focusing on the most fundamental challenges facing schools and communities, these faculty members help educators and administrators, school districts, and states respond to changing expectations for highly competent, caring educators.

This direct faculty contact with schools also has a meaningful impact on the experiences of the educators in training who are currently enrolled at the UO. These students learn from professionals who are strongly engaged in the dynamics of today's schools, and emerge from our university ready to make an immediate difference, whether in the classroom or as principals and administrators leading schools and school districts.

We can be proud that UO faculty are key players in the national effort to build better schools and help children be successful learners.

Donald Tykeson is vice chairman of Bend Cable Communications. He has been a UO Foundation trustee since 1996.

For a summary of the latest COE ratings, see page 11.

"We can be proud that UO faculty are key players in the national effort to build better schools and help children be successful learners."

Donald Tykeson

Bricker Leaves a Legacy

If you're lucky or just purposeful in planning outcomes, the work you've given your career to developing goes on working without you when you retire. As COE Associate Dean Diane Bricker enters retirement after 25 years at the University of Oregon College of Education, her dedication to all aspects of her career—as researcher, professor, mentor, and associate dean for academic programs—makes her very present to the next generation of early intervention graduate students.



Though Diane Bricker herself is never the first to claim attention for her own influence in the field of early intervention, Dr. Bricker's inimitable impact will long be felt, through the assessment tools and strategies she and co-author Jane Squires have

created, such as the Assessment, Evaluation and Programming System (AEPS), or the Ages and Stages Questionnaire (ASQ), or the philosophy of activity-based intervention widely in use in the field of early childhood special education today.

"We couldn't have had such an impact without the collective efforts of my colleagues," says Bricker. "We've worked collectively to improve the outcomes for children and families, and to help each of our graduate students positively affect these families through their teaching and leadership in creating the best of research-based interventions for young children," says Bricker.

Diane Bricker does not describe herself as a change-agent, but the facts speak for themselves. When Bricker joined the special education faculty in the UO College of Education in 1978, the Center on Human Development housed a few classes serving infants and preschool children with disabilities; however, no formal program in early intervention existed in the college. The infant and preschool classes were supported by state mental

retardation/developmental disabilities funds. No systematic attempt was made to include university students in these classes, nor were individuals being prepared as specialists in early intervention. In addition, federal or other dollars to support demonstration, research, or personnel preparation efforts in early intervention were nonexistent.

Twenty-five years later, things couldn't be more different. Under Bricker's leadership, early intervention became an approved COE major in 1993; in 1995, the Oregon Teachers' Standards and Practices Commission (TSPC) established a new endorsement in Early Intervention/Early Childhood Special Education. The COE Early Intervention Program was instrumental in the development of this state teaching licensure as the course work and competencies of the Early Intervention Program served as a model for the development of this state endorsement. And since 1979, the Early Intervention Program has been awarded more than 50 research, demonstration, and outreach projects totaling more than 17 million dollars in federal funding for research.

Focus on the Involvement of Families

Dr. Bricker is probably most well known for the development of the Assessment, Evaluation and Programming System, a curriculum-based assessment evaluation system, and the Ages and Stages Questionnaire, a parent-completed monitoring system for children at risk. She has also been associated with the development of video tapes that describe both of these measurement systems. She has published extensively in the professional literature, regularly contributing to professional journals, and has contributed more than 50 chapters to edited books. She has also edited seven books and authored two textbooks.

In addition to these contributions to the field of early intervention special education, Bricker's professional career has focused on the preparation of early childhood special education leadership and service personnel, and the development of policy to guide both training programs and service delivery models. Her research has addressed the development of effective intervention procedures and curricula, assessment and evaluation measures, and in particular has pioneered the involvement of families and the development of systems approaches to early intervention.

Associate Dean Diane Bricker is retiring after 25 years at the UO College of Education, but her legacy of success continues.

Associate Dean & Family Establish Scholarship

Diane Bricker, associate dean of the College of Education, and her sons Eric, of Charlottesville, Virginia, and Tim, of Moraga, California, established an endowed scholarship in the college in memory of their mother and grandmother. A nationally recognized scholar in early intervention for children at risk, Dr. Diane Bricker created this scholarship in celebration of the life of her mother, Madeline Davis.

“She was an extraordinary mother and grandmother as well as a friend to all small children who came her way,” says Diane Bricker. “She always recognized the importance of education in children’s lives, and later in her life she discovered the joys of teaching young children through her kindergarten volunteering.”

Madeline Davis was a devoted volunteer aide in the kindergarten program at Willagillespie Elementary School, where students called her Grandma Madeline. “Throughout my life, my mother was a strong advocate of education, and she was one of the first people who made the connection for me between the special needs of the developing child and the enormous benefits of educating mothers of young children. She often reminded me early in my own career that educated women bring so many important tools to the raising of children,” says Bricker. “I am certain this attitude informed my own interest in early intervention and parent education as a strategy to improve the learning and healthy development of children.”

Named the “Davis-Bricker Scholarship for Student Research into Improving Services for Young Children and Their Families,” the endowed fund will be used to support graduate students in the College of Education. Dr. Bricker hopes that the scholarship will address a deficit in the college, where there have not been funds dedicated to support the research of doctoral students who are committed to enhancing the lives of young children and their families. *See related story at right.*

Gifts in support of this scholarship can be made to
Davis-Bricker Scholarship
c/o UO Foundation
PO Box 3346 • Eugene OR 97403-0346
(541) 346-3026 • (800) 289-2354

Taking Care of the Care Givers

David Allen, the first recipient of the Davis-Bricker Scholarship in support of doctoral research in early intervention, has used his support to design ways for new parents to examine parenting from many different perspectives.

“Parents really benefit from examining what they do,” says Allen. “One of the participating parents commented early in my course, ‘You know, I’ve tried to consciously think about our parenting choices, like how we discipline, but before this class, we never sat down and talked about our family philosophy or even asked if we had one to talk about!’” Allen reports.

“The class I taught helps parents reflect on their parenting through enhancing the self esteem of the parent and creating awareness about parenting styles—how we were parented and how to prepare for the stresses and challenges we will face in parenting,” says Allen.

Allen’s dissertation research examines the different outcomes of families who receive only traditional family-resource-center services compared to those parents who receive these traditional services plus a supplementary parent-education class.

“The parenting class focused on parenting strategies and child development from birth to six. Class was held once weekly, for ten weeks, in a middle school, where we could use some of the classrooms for childcare and utilize the home economics classroom to prepare and serve a meal. The class itself was held in an adjoining classroom,” says Allen.



Allen’s classes used a research-based curriculum that examined child development stages, appropriate responses for those stages, and the needs and nurturing of these stages. Considering their own parenting choices and planning for challenges became more stimulating once parents had working definitions of appropriate expectations for developmental stages. They saw something they had been approaching intuitively—often with some doubt or dissatisfaction—from the perspective of what science shows about it. Allen led the parent group in activities that address self-esteem, helping parents understand how the inner world that they experience influences how they shape the world their child experiences in the family.

In addition to planning for instruction and childcare activities for the weekly class, Allen also rolled up his sleeves to help cater the weekly meals. It was no small task to feed more than 30 adults weekly, but Allen’s goal was to engage participation at a level beyond the norm for community-based education.

“I tried to make this a night out for the parents, to extend some respite, give them a break and a chance to talk to other adults while their young children were engaged in activities. But I also was trying to create rapport among them with a pleasant kind of activity like eating good food, as a way to increase the level of engagement for these parents.”

Why spend so much effort to address what many might view to be more the realm of counseling psychology than early childhood education research?

How Early?

Early intervention science brings the measures of developmental milestones to a new population of special children: babies conceived via in vitro fertilization. How do they develop in comparison to spontaneously conceived children?

COE early intervention's **Jane Squires** has been working on the developmental follow-up of children conceived after assisted reproductive technology (ART). Squires directed the U.S. portion of an international study examining developmental outcomes for children conceived after intracytoplasmic sperm injection (ICSI). ICSI is a technique used for men with very low sperm counts and for couples with unexplained infertility. ICSI assists couples by injecting one sperm into an egg, so that natural selection is by-passed. Because of this feature—the absence of the selection process, which is understood to randomly control for developmental fitness—there was some question about the potential for developmental difficulties in babies conceived in this manner.

The study, conducted in collaboration with Weill Medical College, Cornell University, and investigators from Sweden and Belgium, showed that, while children conceived after ICSI had more neonatal complications, there were no subsequent effects in terms of chronic illnesses and surgery, says Squires. While many ART studies have been done in Europe and Australia, this was one of the first done in the U.S.

"I presented on the U.S. outcomes at an international meeting in Prague in November. Our data show few differences between ICSI conceived and spontaneously conceived children at five years. There were minor differences between ICSI and spontaneously conceived children on cognitive, behavior, and motor tests, but these differences appeared to be related to the medical systems in individual countries rather than differences among children," says Squires.

What's New in Early Intervention

The Early Intervention Program (EIP) was awarded two new personnel preparation awards in the fall of 2002, one at the master's level and the second at the leadership/doctoral level. During 2002-03,

20 master's students and ten doctoral students have participated in EIP academic programs. Approximately 15 master's and two doctoral students will graduate at the end of summer 2003.

Taking Training to the Region

As part of the new master's award, the EIP inaugurated a rural master's level training component in conjunction with Oregon State University. In this rural component of the Early Intervention Program, students will attend on-campus classes for two to three summers and complete practicum and methods seminars at their rural sites during the academic year.

Demonstration Projects: Healthy Start, Migrant Head Start

In its second year, the federally-funded demonstration program Access for Children to Early Services targeted Healthy Start and Migrant Head Start programs in Oregon to focus on systems change related to early identification and treatment of mental health and behavioral problems in infants and preschool children. Currently, post-test data are being collected in Healthy Start programs in Clackamas, Multnomah, and Jackson counties to assess the impact of the training efforts. Increased identification and referral of families with mental health and behavioral concerns, changes in systems as reflected in system maps, and increased numbers of children being screened for social/emotional problems will be indicators of the effectiveness of these interventions.

Researching Early Childhood Mental Health

The EIP was awarded two new research grants related to early childhood mental health. Southern Oregon Early Head Start is the research partner for the first grant, which is a university and Head Start partnership investigating how an add-on mental health component enhances Early Head Start mental health services. Parent-child interactions, child outcomes, provider ratings of their skills and knowledge, and provider skills related to infant mental health will be measured. The second research grant is a related infant mental health project investigating how an add-on mental health component enhances mental health services related to home visitors' knowledge and skills and parent-child interactions. ■



Jane Squires

■ EIP FACULTY ACCOMPLISHMENTS

Diane Bricker and Jane Squires have presented workshops and papers at local, state, regional, and international conferences. Bricker published the second edition of the *Assessment, Evaluation, and Programming System* in addition to articles on the *Ages & Stages Questionnaires: Social-Emotional (ASQ:SE)*, published in 2002. Squires participated in an international study investigating outcomes of children conceived by Assisted Reproductive Technologies and has published related follow-up studies, as well as articles on the *ASQ:SE* and infant mental health. Bricker and Squires have also collaborated and consulted with state and federal entities and provided service to the university and community on issues related to young children.

About Early Intervention



Child development research over the last 50 years has shown that human learning and development is critical in the preschool years. Intervening or identifying obstacles to that development can help a child avoid missing

an opportunity to learn during this time of maximum readiness. When stages of greatest readiness are not taken advantage of, or learning or developmental deficits are not identified and addressed, a child may have difficulty learning a particular skill at a later time.

Early intervention provides services, including assessment and instruction, to children and their families to lessen the effects of a disability or other special learning or developmental condition. Early intervention may remediate existing developmental problems or prevent their occurrence; it may focus on the child alone or on the child and the family together. Early intervention programs may be center-based, home-based, hospital-based, or a combination. Services range from hospital or school screening and referral services to diagnostic and direct intervention programs of education and therapy.

Early intervention can begin at any time between birth and school age. Intervening early with an exceptional child enhances the child's development, provides important support and assistance to the family, and maximizes the child's and family's benefit to society.

Taking Care of Care Givers continued from page 5

"Infants are vulnerable in particular because they are dependent on the caregiver for all their needs," says Allen. **"The relationship can be greatly impacted by the parent's health or readiness to parent. The infant's needs and development are addressed within the reciprocal exchange between parent and infant, and later, parent and child. If the parent's own mental health or self esteem or personal awareness is not of sufficient fitness to meet the demands of that exchange, the fitness or development or mental health of the infant can suffer."**

Allen's parenting class has ended, and parents are currently submitting survey questionnaires about the skills and insights they gained. The data will help other researchers and early interventionists learn how to improve services for children and families—and how community-based support programs may be more effective in intervening in the lives of children and families.

"His research methods are sound, conceptually based, and well-designed," says COE Early Intervention Associate Professor Jane Squires. "David is extremely conscientious, hard-working, and self-motivated."

Working hard to produce results is all part of the mix for the doctoral student researcher. Allen has a detailed long-term goal: to establish a comprehensive community resource center with preschool/toddler classrooms, drop-in space for parents, and even some activities to include senior citizens, whom Allen views as a vital untapped resource for communities seeking ways to enrich the learning of children and youth.

"If you want young people to respect elders, they need experiences with senior citizens throughout their maturation and education—from preschool through high school. And as they become teens, they need to know more about the experiences and the lives seniors have lived, and they have a need to be heard by the older generation."

Allen examines nursing-home or assisted-living models to consider how a community-based parent resource center for young children might interface with a senior assistance center in a new type of broad-based community intervention. He also teaches courses in curriculum development for early intervention and early childhood special education, conducts state and national trainings on development assessment tools, and supervises early intervention master's students in practicum sites throughout Lane County.

Teaching Teachers to Educate the Child's First Teachers

So what will Allen's students remember about him, years after graduation, as they think back to the formative influences on their career and training?

"I help guide students to operate from their own strengths to evaluate their continuing growth and professional development. I encourage my students to be political—to become aware, to educate themselves about the key issues in education and policy, and to participate by voting and informing key officials and the community about their areas of expertise, about the critical needs of children and families. These needs are only addressed if the social fabric or its systems provide access to the best interventions research has shown to be effective."

David Allen, the first recipient of the Davis-Bricker Scholarship, is a graduate of University of Minnesota '96, with a master's degree in special education. Allen taught at the middle school and high school levels in Japan, elementary level in Seattle, and high school level at Cleveland High School in Portland, Oregon, before entering the Early Intervention Program at the UO College of Education.

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Relishing Puzzles of Policy

Bricker's interest in developing effective procedures in her research also seems to have carried over to her role as associate dean for academic programs, observes COE Dean Martin Kaufman.

"I've often called her the conscience of the college," says Kaufman. "But a better term might be culture-bearer, because in her capacity as associate dean for academic programs, Diane Bricker has captured the complexity of the college."

That's been no small task for the associate dean and major director for early intervention. But her colleagues agree: Diane Bricker has placed the highest priority on elevating student needs while negotiating with the many-faceted disciplines and emphases represented by college programs or area leadership and faculty. In addition, she's interpreted university policy for delivery of academic programs and brought developing COE programs and curricula into better alignment with university policies and descriptions.



Davis-Bricker Scholarship recipient, David Allen, and Diane Bricker at the annual COE awards event.

"Diane has very methodically advanced the college's visibility within the context of the university," says COE Assistant Dean for Management Elaine Jones. "She also serves as guardian of the integrity of academic programs by continuously elevating to faculty and executive leadership the critical academic needs and interests of students."

Her dedication to addressing the academic needs of students through well-managed academic policies and procedures has earned her an informal reputation as "policy queen" of the college, a reputation reinforced by her authoring of two policy and procedures manuals and directing the program descriptions for the UO catalog.

Bricker's success in creating and maintaining a well-coordinated system for academic review is not just a matter of her ability to master a galaxy of detail; it is related to her bent as a researcher. Bricker admits that she has enjoyed the challenge of her role in finding the best tools to articulate, coordinate, and continue to improve the academic programs and curricula.

"I truly liked trying to shape the academic vision of the college," says Bricker. "It is intellectually challenging to try to represent the collective potential of extremely talented faculty and bright developing student-researchers. I have been very interested in discovering ways to foster the synthesis of the multiple perspectives of many high-powered, smart people to create a collective and integrated system to deliver the best we can offer in academic programs that are infused with research knowledge."

Diane Bricker received her master's degree from the University of Oregon in 1965 and her Ph.D. from Peabody College, Vanderbilt University, in 1970. She began her professional career as a speech pathologist at the Parsons State Hospital and Training Center in Parsons, Kansas. From 1966 to 1974, she was the director of the Infant, Toddler, and Preschool Research and Intervention Project at Peabody College, Vanderbilt University, in Nashville, Tennessee. In 1974, she became an associate professor of pediatrics at the University of Miami, Miami, Florida and also the director of the Mailman Center for Child Development, Debbie School. Since 1978, Bricker has been a professor of education and director of the Early Intervention Program, College of Education, University of Oregon. In 1995, she was appointed the associate dean for academic programs for the College of Education.



★ COLLEGE OF EDUCATION FACULTY ★

At the Heart of Excellence

College of Education SPED Professor **Mark R. Shinn**, Ph.D., will receive the American Psychological Association (APA) Division 16's **Jack Bardon Distinguished Service Award** for 2003. The award recognizes professional and academic school psychologists whose careers are marked by exceptional service. Shinn will be recognized at the annual APA convention in August, held in Toronto, Canada, for his contributions as a nationally recognized expert in Curriculum-Based Measurement. Shinn has been a principal investigator on more than \$4.4 million of externally supported research and personnel training grants since 1988. He has also conducted more than 250 local, regional, and state-wide workshops in 23 states and provided consultation and presentations for nine state departments of education.

Communication Disorders and Sciences Associate Professor **McKay Sohlberg**, Ph.D., is principal investigator for a National Science Foundation (NSF) project awarded through the Information Technology Research Program. As part of a competitive review of 1000 proposals submitted, Sohlberg's project, which addresses the social

isolation of survivors of Traumatic Brain Injury (TBI), was one of only 40 awarded by the NSF.

According to Sohlberg, from 2.5 to 6.5 million individuals live with the consequences of Traumatic Brain Injury.

This number is increasing, as advancements in medical procedures applied at the scene of accidents, in emergency medical care, or in neurosurgery all produce a higher rate of survival for the injured. Many of these individuals are left with long-lasting alterations in social, behavioral, physical, and cognitive functions.

Sohlberg's project focuses on one aspect of the social isolation TBI survivors experience, that of community access. "Many TBI survivors are unable

to do independent travel to go to the store, to see a doctor, to attend a community social event," says Sohlberg. "Not only do they find it impossible to drive within the community, they also have problems using the bus system or even traveling by foot to a destination. It is clear that high technology, in the form of wearable navigation devices, has potential to help," says Sohlberg.

The Society for Prevention Research has selected **Charles Martinez**, Ph.D., to receive the **Community, Culture, and Prevention Science Award** for his contributions to advancing the field of prevention science. A clinical psychologist and research scientist for the Oregon Social Learning Center, Martinez teaches COE multicultural leadership and education courses. He is currently principal investigator on the Latino Youth and Family Empowerment Project funded by the National Institute on Drug Abuse, a collaborative effort to address significant gaps in prevention science and intervention services to evaluate and address the needs of Latino families with youngsters at risk for substance abuse and related problems.

CATE LEADS OREGON WRITING PROJECT

The Oregon Writing Project (OWP), now in its 26th year at the University of Oregon, has moved its academic and administrative operation to the Center for Advanced Technology in Education (CATE) in the UO College of Education. Professor **Lynne Anderson-Inman**, director of CATE, assumes the role of OWP Project Director.

OWP's signature offering is an intensive four-week graduate-level summer workshop for experienced teachers of all grade levels. By joining with the College of Education, OWP will seek to increase the number of school-year professional development programs it provides regionally.

The annual OWP Summer Institute is geared to help teachers maximize their use of classroom technology and improve their skills in teaching writing. OWP is Oregon's affiliate of the National Writing Project Network, headquartered at the University of California, Berkeley.

Faculty members inspire students and shape their college experience. They provide research that significantly enriches culture and personal lives.

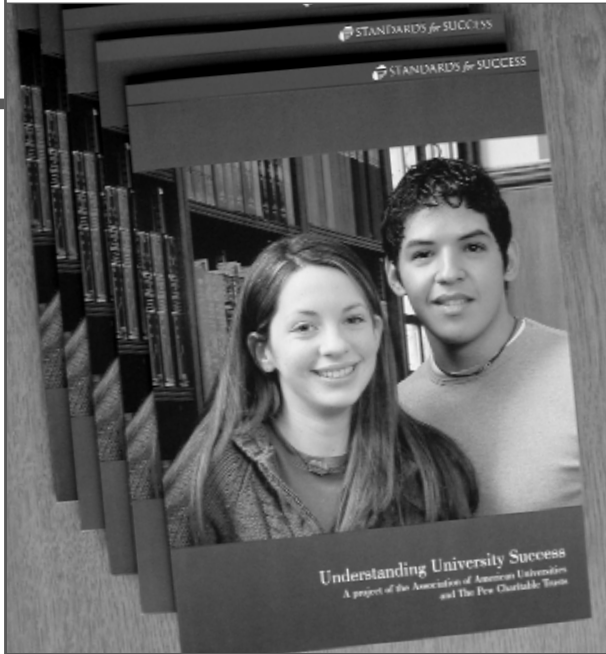


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other information—all on a CD-ROM distributed nationwide. The project also developed a state high school assessment database, a collection of information about standardized exams and assessments in all 50 states.

“Students should be prepared not just to be admitted to college, but to succeed in college once they are admitted.”

David Conley



“We wanted to create a set of expectations that went beyond any individual institution,” says Conley. “The standards have been endorsed by 28 of the country’s leading research universities. They represent the best thinking on what it takes to succeed at these universities and others like them.”

The report, “Understanding University Success,” is divided into six disciplines: English, mathematics, natural sciences, social sciences, second languages, and the arts. Materials and work samples from the report are available free of charge at the Standards for Success (S4S) website <www.s4s.org>. Standards for Success compiled a library of more than 250 work samples and syllabi that illustrate the quality of work AAU-university professors expect of freshmen in entry-level courses. More than 25,000 downloads of the report from the website indicate broad public interest in the specific work samples, in addition to the nationwide distribution of the report, which has currently been delivered to each public high school, state legislators, and other educational leaders.

Guidelines to Shape the SAT

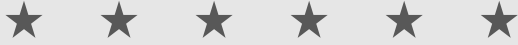
The College Board—developer of the nation’s most widely used university entrance exam, the SAT—has licensed the included standards and accompanying student work samples to be used as foundational elements in developing the SAT, PSAT, and Advanced Placement exams, in the interest of making the exams more reflective of students’ abilities to handle college work.

“These standards describe students who can express themselves very well in writing, who understand a range of mathematical concepts and can use them to solve a range of complex problems, who comprehend that the scientific method is a way of thinking about scientific inquiry and not a set of steps to follow in a mindless fashion, and whose knowledge of social problems and issues helps them master and apply concepts and theories from the social sciences,” says Conley.

The next phase of the project, in 2003, entails specifically defining the alignment between 20 different states’ standard assessment exams and the Knowledge & Skills for University Success (KSUS) already developed through the study. S4S research found that there often is a disjuncture between the knowledge and skills tested in state assessment exams and the knowledge and skills necessary for university success.

“How many states had developed state K-12 standards that align closely with college success standards before this study was completed? None,” says Conley.

“For the first time, we have translated university faculty expectations out of the abstract and are really saying what we want students to know and be able to do. Now states can accurately examine their academic content standards to see how well they align with postsecondary expectations,” says Conley. “And while the purpose of high school should not be college preparation alone, the reality is that two-thirds of students go directly to postsecondary education upon graduation, and more than 75 percent enter within five years of graduation. These students should be prepared not just to be admitted to college, but to succeed in college once they are admitted.” ■



Faculty, COE, Students Rated 1-2-3

According to the *U.S. News & World Report* annual Best Graduate Schools ratings of colleges of education, UO College of Education faculty again ranks as the **#1** most-productive educational research faculty in the nation. The college ranking also rises to **#2** among U.S. public colleges and universities, while the quality of graduate students at the college is ranked **#3** of all nationally ranked graduate institutions of education for 2003-2004.

SUMMARY OF THE RANKINGS:

Compared to other U.S. graduate colleges of education, the University of Oregon College of Education is rated as the

- **#2** ranked public college of education in the nation (up from 4th last year)
- 7th best public or private college of education in the nation (up from 9th last year)
- **#1** most productive funded education research faculty for 6 of the last 7 years—this year 37 percent higher per faculty member than the nearest competitor
- 3rd ranked special education program nationwide—for the 4th year in a row
- 3rd highest in quality of students, measured by total GRE scores—outranking Harvard, Stanford, Pennsylvania, UCLA, and Michigan
- Most selective public college of education
- 7th most selective public or private college of education (only Harvard, Stanford, Northwestern, Cornell, New York University, and University of Miami at Florida are more selective)
- Best in the Northwest and the only top-tier ranked college of education in Oregon

The UO College of Education has once again achieved its highest ever national rankings, rising from last year's position as 9th in the nation overall and 4th among publically funded colleges.

A Friend's Lasting Impact

Some decisions last longer than a lifetime. One such decision was made by Janette Gunther Drew when she established an endowed scholarship in the UO College of Education. Mrs. Drew of Portland passed away in January 2003 at the age of 94.

In 1930, as a young English major at the University of Oregon, she wanted to be a teacher but found few opportunities. In 1994, fulfilling her life-long desire to make a meaningful contribution through education, Mrs. Drew established an endowed scholarship in the College of Education to support students preparing to be teachers. Her generous gift created a fund that has grown to support three students per year from the junior year through master's degree and licensure in teacher education. To date, her endowment has provided 22 full-tuition undergraduate scholarships.

Greg Benner '99, one of the first Drew scholars, received his Ph.D. from the University of Nebraska this spring. He had the privilege of personally knowing his benefactor. "Mrs. Drew's passing has made me reflect about the impact she has had on children and families throughout the country, and on me in particular. She had a tremendous and lasting impact on my life, my family life, and the lives of the children and families I have served and will serve," says Benner. "She made me want to give more, work harder, and do all I can to change the lives of children. She was a benefactor and friend I will always remember."

LEAVING A LEGACY

There are many ways to give back to institutions we cherish. Remembering the University of Oregon College of Education in your will is one of the simplest ways to create a legacy of support for future generations of students and faculty. Gifts made by will may be for a specific dollar amount, a percentage of the total estate or the residue remaining after all debts, taxes, expenses, and other bequests have been paid.

SUGGESTED LANGUAGE: *"I hereby give, devise and bequest to the University of Oregon Foundation, a corporation existing under the laws of the state of Oregon, (insert sum to be given) to be used by the College of Education."*

Gifts can be unrestricted or put to specific use for students, faculty, or programs. All those who make a bequest to the University of Oregon become members of the Arnold Bennett Hall Society and are acknowledged as a partner in Oregon's future.

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Faculty Excellence continued from page 9

PROFESSOR OF THE YEAR

Communication Disorders and Sciences Adjunct Assistant Professor **Karen McLaughlin**, Ph.D., is the *Oregon Daily Emerald's* **Professor of the Year**. A native of Littleton, Colorado, the 33-year-old COE professor received her four-year degree from the University of Colorado at Boulder and a master's and doctorate in communication disorders and sciences from the UO College of Education. One student described McLaughlin as "the best teacher I've had here at the UO. She's brilliant, knows how to effectively communicate complex information, and on top of that, she's just so nice," the student said. "I've learned more in her classes than any other, and I've had a good time doing it."



Karen McLaughlin

MFT PROGRAM COMMENDED

The Commission on Accreditation for Marriage and Family Therapy Education voted to grant **accreditation with commendation** for the University of Oregon College of Education **Marriage and Family Therapy** Program.

TOP TEN FOR TOTS: Baby See'n'Sign

Parenting Magazine selected "Baby See'n'Sign," a video by Communication Disorders and Sciences Instructor **Jo Larson**, as one of the top ten children's educational videos produced in the nation in 2002-03. Produced by Kronz Kids Productions, the video presents the basic building blocks for beginning baby sign language.



Jo Larson

A native speaker of American Sign Language (ASL), Larson is the hearing daughter of Deaf parents. She has been teaching sign language for more than twenty years and providing ASL instruction to undergraduate and graduate students in programs across the UO campus as well as within the CDS program for six years. Larson was also recently recognized by the UO Office of Multicultural Affairs with the **Outstanding Faculty Award**, presented by UO students to honor faculty members who have shown commitment to working with students of color and dedication to increasing ethnic and racial diversity at the university.



Area Head Becomes New Associate Dean

Linda Forrest, Ph.D., has accepted the position of associate dean for academic programs and will officially assume her new responsibilities September 16, 2003.



"I'm very interested in the intersections between the college's academic programs and the highly successful research and outreach components of the college," says Forrest. "I hope to contribute to

increasing the productivity of these intersections for the research and outreach programs, as well as for the academic programs. I am excited about the new developments of the college's research and outreach initiatives and the potential for faculty, students, and school/community partners."

Forrest also heads the Area of Counseling Psychology and Human Services. Her scholarship focuses on professional training issues, specifically, educators' responsibility for addressing the ethical problem of trainees who are unable to develop adequate professional competencies. Forrest is a Fellow of the American Psychological Association, in both the Division of Counseling Psychology and the Society for the Psychology of Women.

According to COE Dean Martin Kaufman, "Dr. Forrest has earned the respect of her colleagues within the college, as well as the University of Oregon. Her national reputation, scholarship contributions, mentoring, teaching, and administrative experience will provide the college with the leadership necessary to enhance our national impact and strengthen our academic programs."

Parents' Gift Supports Faculty Excellence

When Carey McIntosh was working with at-risk elementary school children while earning her UO master's degree in special education, she received a lot of support from Adjunct Assistant Professor Emma Martin.

"Emma Martin was the coordinator of my emphasis area, which was behavior support," says McIntosh, of San Francisco, who earned her degree last year and is looking forward to teaching second grade this fall. "I learned a ton from her. She was willing not only to answer our questions, but to come out to the site and help out when we had a particular problem with the children. She had so much responsibility on her hands, but she really went the extra mile for her students."

So when Carey's father, **James McIntosh**, and his wife, Charlotte, decided to make a gift to the UO, Carey recommended that they provide support for College of Education faculty. This year, McIntosh and his family foundation, the **H. K. Castle Foundation** of Hawaii, gave \$450,000 for endowed professorships in the college.

COE Dean Martin Kaufman says the gift will be used to complete one professorship and create a second for the College of Education. "This endowed gift is extremely valuable for the college and critical to our efforts to sustain and renew our extraordinary faculty," says Kaufman. "Because in the end, it is the faculty that define the quality, relevance, and impact of our academic programs, our research, and our outreach effectiveness. We will use this endowment to recognize distinguished faculty, and to recruit and retain current and future faculty of prominence and influence."

McIntosh, who owns a Hawaii-based real estate company, says he made the gift both because he is a strong supporter of education and because he was pleased with the education Carey and his other two children, Charlotte and James, received here.

"I've been involved with education programs for many years," says McIntosh, who was born and raised in Hawaii and now divides his time between Hawaii and the Bay Area. "Without endowments and other outside help, schools and universities wouldn't be able to cover their costs."

The H. K. Castle Foundation was founded by McIntosh's grandfather, Harold Kainaou Castle, who was a rancher in Hawaii and a descendant of one of the early white settlers in Hawaii, Samuel Northrup Castle. In 1851, Samuel joined forces with Amos Starr Cooke to start a small trading company called Castle & Cooke, which is now a national real estate, transportation, and manufacturing conglomerate. The Castle and Cook families are no longer involved in the business, which still bears the original name.

McIntosh says his grandfather was also a strong supporter of education: "Like many people, he believed that our future depends on education," says McIntosh. As for the recent gift to the College of Education, he adds "We're just happy to be able to help out a little bit. We think the University of Oregon has done an excellent job—and is doing an excellent job."

FACULTY IN MEMORIUM:

Kenneth A. Erickson, Ph.D., died April 4, 2003, at age 85. He received degrees from University of Oregon and Washington State University and served in the U.S. Navy from 1943 to 1946. He served as principal at several Portland high schools and superintendent of Corvallis public schools. In 1967, he came



to the UO as director of the Field Training and Service Bureau in the College of Education. Erickson's impact on public schools in Oregon was far reaching. He received a Distinguished Service Award from the American Association of

School Administrators. After retirement, he continued to write books and remained active in his church.

Colleagues, family, and friends have established the Ken Erickson Memorial Scholarship in memory of his leadership and his ongoing commitment to students and professional educators. The scholarship supports a student in educational leadership at the UO College of Education. Contributions may be made to

Ken A. Erickson Memorial Scholarship
c/o UO Foundation
PO Box 3346 • Eugene OR 97403-0346
(541) 346-3026 • (800) 289-2354

Arthur Mittman, Ph.D., died May 14, 2003, at age 80. Mittman served as a lieutenant in the U.S. Army Air Corps during WWII. His aircraft was shot down, and Mittman spent 14 months as a prisoner of war in northern Germany. After the war he returned to his home state of Iowa. In 1963, he was recruited from the University of Iowa to a joint appointment by the UO English Department and the COE Education Psychology program.

Mittman was one of the early developers of the American College Testing Program (ACT College Entrance Exam) and was a leader in designing and delivering the college's research and statistical sequence for graduate students in a manner that made this content accessible and useable. He was a caring professor and mentor, who offered his expertise related to statistics and research design to many graduate students conducting quality theses and dissertations.

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Boyd Swent '78



Diversity Scholar Named Outstanding Alumnus

Outstanding alumni are recognized for exceptional contributions to education or other fields. This year **Derald Wing Sue** was honored and asked to address graduates at the COE June commencement ceremony.



Among research peers and professional psychologists, Derald Wing Sue is regarded as unparalleled in his contributions to society's understanding of cultural diversity and mental health issues in education, counseling psychology, and psychology. In a recent Fordham

University study, Dr. Sue was acknowledged as the most influential scholar of multicultural and diversity issues in the U.S.

Dr. Sue currently focuses on multicultural counseling competencies as professor of psychology at Teacher's College, Columbia University. He is one of the most frequently cited authors in his field. His books and articles are used in the majority of graduate programs in counseling psychology across the country. His broad reach as scholar and pioneer in multicultural education and psychology includes expertise in abnormal psychology, cultural identity development, ethics in counseling, cross-cultural communications in higher education, innovative approaches to counseling with specific populations, and facilitating difficult dialogues about race in classrooms. Dr. Sue received his master's degree in counseling psychology in 1967 and his Ph.D. from the University of Oregon in counseling psychology in 1969.

In recognition of his leadership and professional and academic stature, Dr. Sue was invited to address President Clinton's Race Advisory Board on the National Dialogue on Race and participated in a congressional briefing on the Psychology of Racism. He has also provided extensive cultural diversity training for many Fortune 500 companies, serving business, industry, government, education, and mental health organizations both in the U.S. and abroad. He is the current president-elect of the Division of Counseling Psychology of the American Psychological Association (APA).

Alumni in the News

Richard McCullough, Ph.D. '76, was named the 2003 Washington State Superintendent of the Year. Dr. McCullough is the superintendent of the Snoqualmie Valley School District.

Alumna **Pat Cary Peek** (Pat Ylvisaker) '64, '70, published a second edition of her book *One Winter in the Wilderness*, describing her experiences in the center of Idaho's Frank Church River of No Return Wilderness.

Mark Whitson '99, '01, journalism teacher at Lebanon High School, Lebanon, Oregon, was one of 35 teachers selected nationwide as a fellow for an intensive summer journalism institute at the University of Maryland last summer.

Jill Hutchins Andrews, recently published an anthology of poems by Vashon-Maury Island writers: *The Nature of an Island*, Sand Dollar Press.

Robin Rumery Carnhan, Kirkland, Washington, supervises student teachers for the University of Washington.

Lesley Kotua '89, is assistant principal of a large elementary school in Nelson, New Zealand.

Oberon Wolfe, Ph.D. '93, is senior researcher in the Ministry of Education in Saudi Arabia.

Gail Dolgin '82, received the Grand Jury Prize for a documentary at the 2002 Sundance Film Festival for the film "Daughter from Danang."

Anne Burdekin Sutton is deputy principal of the Brisbane School of Distance Education in Australia.

James R. Bardsley, Ph.D. '79, Salt Lake City, Utah, is Associate Vice President for Finance and Planning for the University of Utah Health Sciences Center.

Nancy Golden, Ph.D. '87, was named superintendent of Springfield Public Schools in 2003.

Kent Hunsaker '78, has been hired as executive director of the Confederation of School Administrators (COSA). He replaces Ozzie Rose, who will step down as COSA head after 29 years.

If you have information to share about yourself or other alumni, e-mail us at edalum@oregon.uoregon.edu

Alumni Awards

This spring the College of Education Alumni Association honored the following alumni (listed with their COEAA regions).

DISTINGUISHED ALUMNUS AWARD

Harriet Elaine Adair '71, *director of student achievement, Portland Public Schools*, received the award for her leadership in meeting the diverse educational challenges of students in her district. (Columbia)

Harvey O. Bennett '65, '72, *past president of Rogue Community College and interim president of Umpqua Community College*, was honored for lifetime contributions to higher education in Oregon. (Southern)

Joanna Burk '66, '68, *retired speech pathologist, Umatilla-Morerow Education Service District, Pendleton*, was honored for her life-long career working on behalf of disabled children and the profession of speech/language pathology. (Eastern)

Susan Taylor Greene '88, *superintendent, McKenzie School District 68*, received the award for her outstanding leadership in improving student achievement and school-wide student behavior at Fernridge Middle School. (Southern Valley)

Lois Rawers '85, *principal, Hoover Elementary School, Corvallis*, was acknowledged for her significant and sustained leadership in education at the local, state, and national levels. (Santiam)

Diane M. Reed '78, '81, *psychologist, Bend*, is active in social service, the arts, and community affairs and is a member of the UOAA board of directors. She was honored for her professional expertise and lifetime of community service. (Central)

Tanya Sinko '92, '02, *teacher, Myrtle Point High School*, was honored for her effectiveness in the classroom. (Coastal)

Nikki L. Squire '87, '88, *retired superintendent, Hillsboro School District*, was honored for lifetime contributions to education and public schools in Oregon. (NorthWest)

EDUCATIONAL EXCELLENCE AWARD

Judy Hampton '85, *principal, Oakridge High School*, was honored for her vision and leadership at Oakridge High School, in the community, and in the education profession. (Southern Valley)

FRIEND OF EDUCATION AWARD

Edwin I. Caleb '79, *Klamath County district attorney*, was honored for leadership in providing positive community support through the Citizens for Safe Schools Program. (Southern)

Garry Weber '80, *businessman and community leader*, was honored for his respect, leadership, and support of public schools as chairman of the Springfield School Board. (Southern Valley)

STUDENT ACHIEVEMENT AWARD

John Nehl '77, '86, *head football coach, Mountain View High School, Bend*, and his players were honored for influencing the student body and decreasing substance abuse through the creation and implementation of a voluntary drug testing program. (Central)

Call for Nominations

Nominations for next year's alumni awards are due by December 1. With the exception of Distinguished Alumnus awardees, regional award recipients do not need to be UO or COE alumni. If you would like to nominate someone for a College of Education Alumni Association (COEAA) award, see our website for nomination forms and information about the various awards.

<http://education.uoregon.edu/coeaa-awards>

Mark Your Calendar . . .



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OCTOBER 24-25.
CIRCLE THE DATES!
COME BACK TO
THE COLLEGE OF
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FOR OREGON VS.
STANFORD!
MORE DETAILS WILL
BE COMING FROM
THE UO ALUMNI
ASSOCIATION
(UOAA).

IN MEMORIUM:

Willard Bear, D. Ed. '58, died December 1, 2002, at 90 years of age. He was a life-long educator and former deputy superintendent of public instruction for the Oregon Department of Education.

Margaret (Perry) Teufel died May 2003. She received her bachelor's and master's degrees from the University of Oregon and was a special education teacher in the Hillsboro School District. In 1955, she was named National Teacher of the Year by the National Education Association (NEA). Teufel was also financial officer and chief executive officer of Oregon Roses, Inc.

Keep up to date with the College of Education:
COE website: <http://education.uoregon.edu>

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Continued from page 1

and both Horns have been successful: Jon has already begun working in Kennewick, Washington, as a state Department of Fish and Wildlife officer, and Kellie has secured an early intervention position in the Columbia School District, Burbank, Washington, as a kindergarten and early childhood special education teacher.



“She’s a warm, caring person who is great with children. She will be a wonderful teacher,” says her adviser, Squires.

As part of her degree program, Horn has worked with at-risk preschoolers, where play-based interventions and personal attention to the many diverse needs of infants and toddlers with speech communications or hearing disorders, physical disability, cerebral palsy, autism, or developmental delay are an important part of her professional preparation.

In the year 2000, when she was first diagnosed with chronic myelogenous leukemia, it wasn’t clear if she would have a profession or indeed a life for which to prepare; her illness has been a deep

challenge to her and to her young family. Yet, in the midst of challenge, Kellie Horn has managed to glean even more important perspective for her work: the fact that her illness requires her to deal frequently with multiple physicians, insurance issues, and her own care arrangements gives her an immediate identification with families of children with disabilities.

“It becomes a lifestyle, not just something you do, and I have tremendous regard for the amount of work these parents face in often much less clear diagnoses or treatment. I think it gives me a little extra insight that is so important in reaching the families—not just the children—who benefit from early intervention.”

Horn’s health is still fragile as her immune system is improving, but she feels so good to move around with the children and play with them and her own child.

“I actually did a somersault in class the other day to model for the preschoolers,” says Horn. “I am so thankful to be in the program, I just soak everything up, and I try hard not to take even one day for granted. It’s only precious, that’s all.”

Kellie Horn was supervised by David Allen in early intervention at the University of Oregon College of Education. For related articles, see pages 4-8.



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