Sports and Life
A letter from father to son about the joy of sports

Mirrors and Windows
Including race in literacy opens up the world

Changemakers
Faculty are changing the landscape of education

Connecting our expertise to the greater world in meaningful ways.

AUTISM
BRIDGES

Improving life for people with autism and their families
In a 4TH-grade classroom, College of Education pre-service teachers and their young reading buddies are exposed to literature that reflects their life experiences and those of others.
SEASON OF CHANGE

I am honored to take on the role of interim dean as the College of Education transitions from 28 years of dedicated leadership under our former dean, Manuel J. Justiz, who returned to the faculty in January. We are grateful for all that he did to elevate Texas Education.

This transition in leadership initiates a season of change for the college, as profound shifts also occur in our communities, our culture, and our world.

How do we prepare our students for a dynamic world that is ever-changing?

We give each of our graduate and undergraduate students the tools of critical evaluation and teach them the value of lifelong learning. Faculty help our students adapt to change and use these tools to grow.

Within the pages of this issue of Texas Education Magazine, you will find stories of faculty, students, and alumni who are driving change and adapting to it. You will read about the influence of our community of teachers, researchers, and leaders on fields such as autism, sport, health, social and emotional learning, and anti-racist teaching practices that extend the influence of our community of teachers, researchers, and leaders on fields such as autism, sport, health, social and emotional learning, and anti-racist teaching practices that extend in the student experience.

They refine their ideas and challenge dominant narratives in their own work, and they teach their students to do the same.

Thank you for all that you do to advance education in Texas—and beyond.

SHERRY L. FIELD
Interim Dean
The Center for STEM Education’s WeTeach_CS program certified its 400th computer science (CS) teacher recently. This marks a significant milestone as computer science education becomes more integrated into the curriculum, particularly with the increasing demand for computational skills in various industries. The certification process not only recognizes the dedication of these educators but also underscores the importance of enhancing access to high-quality computer science education.

The scholarship program includes the selection of undergraduate teaching fellows, each of whom will receive up to $8,000 per year through the Charles Butt Scholarship for Aspiring Teachers, as well as ongoing training and development opportunities, mentorship from public school educators, and involvement in a statewide network of aspiring teachers. Facilitated by Raise Your Hand Texas, the scholarship program aims to elevate the status of the teaching profession, address the existing pool of aspiring teachers, and inspire the most talented high school graduates to consider a career in teaching.

“Our efforts at the College of Education are focused on purposefully recruit and retain students who will be significantly enhanced by the generosity and purpose of the Raising Texas Teachers scholarships,” says Cinthia Salinas, chair of the Department of Curriculum and Instruction and the Ruben E. Hinojosa Regents Professor in Education. “Preparing the next generation of teachers includes attracting those candidates most committed to diverse teaching and learning spaces, and supporting them in the development of their understandings and practices.”

UTeach Natural Sciences is also taking part in the program. Students in UTeach Natural Sciences majors in a STEM field will concurrently earn a teaching credential.

College Chooses for “Raising Texas Teachers” Scholarship Program

The College of Education has been named one of 10 university partners in Texas by the Raise Your Hand Texas Foundation. Raising Texas Teachers program will provide $50 million in scholarship funding over the next 10 years to these partner schools for students who are committed to a career in teaching. Four programs will benefit from the partnership: elementary/ESL generalist, elementary bilingual, special education, and UTeach Urban Teacher secondary education.

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Three Inducted into KHE Hall of Honor

After 31 years on faculty and 13 years as chair of the Department of Kinesiology and Health Education, John Ivy, left, was inducted into the department’s Hall of Honor. Together with Clyde Littlefield, center, and the late Emil J. Milan, right, Ivy is the highest honor bestowed by the department and recognizes leadership, professional involvement, service, and academic research in the fields of physical activity and health.

College Introduces First Online Degree Program

The College of Education has launched its first completely online degree program: Master of Education in Sport Management. Learn more at education.utexas.edu/sport-management-online

Powell and Vaughn to Improve Elementary School Preparedness through Interactive Read-Alouds

Special Education Assistant Professor Sarah Powell, above, and Executive Director of the Meadows Center for Preventing Educational Risk Sharon Vaughn have received a $1 million grant from the T.L. Temple Foundation. The grant supports the innovative use of interactive read-alouds for children ages 3-6. Implementing tools that are flexible for parents and educators can help develop children’s numeracy and literacy skills, and help close the education gap for children entering elementary school.

Ainslie Debutts New Film Focused on Vietnam Veterans

The Mark of War is a new feature-length documentary film directed by Ricardo Arrieta, M. K. Hage Centennial Professor in Education in the Department of Educational Psychology. The film delves into the experiences of seven Vietnam veterans, from childhood through boot camp, combat, the culture wars at home, and, ultimately, living with the enduring mark of war. It is a powerful vision of what it means to serve, to fight, and to return home after war—insights that readily speak to all wars and perhaps even to other traumatizing experiences as well.
The goal of the Department of Special Education is to be a bridge of expertise for families of children with autism, and for the community. We provide a space for our faculty to conduct basic and applied research. We also prepare our students to create and deliver best practices in a variety of environments: the home, community settings, and as researchers at other institutions.

—MARK O’REILLY, CHAIR, DEPARTMENT OF SPECIAL EDUCATION

What are the major transitions in the life of someone with autism?

1. **Diagnosis** (typically age 2-4)
   - Research has shown that most children are diagnosed with ASD around age 4. Though a diagnosis of autism at age 2 can be reliable, valid, and stable.

2. **Transition to Schooling** (typically age 5-6)
   - Parents and guardians begin to navigate the school system.

3. **Transition to postsecondary life** (typically age 18-22)
   - Early interventions, public awareness, and ABA support have increased educational opportunities for children with autism. But what are the options for life after high school?

What is autism?

Autism Spectrum Disorder (ASD) describes a set of behaviors associated with specific differences in how the brain perceives and processes environmental input.

- 1 in 68 children have been identified with ASD.
- Boys: 1 in 42, Girls: 1 in 189
  - It’s around 4.5 times more common among boys than girls.
- 44% of children with ASD have average to above-average intellectual ability.

Source: Centers for Disease Control’s Autism and Developmental Disabilities Monitoring Network

How is autism diagnosed?

Autism Spectrum Disorder is diagnosed by looking at criteria in two categories: Social Communication and Behavior.

Source: Diagnostic and Statistical Manual, May 2013

Our Impact

BABY TALK

Micheal Sandbank, assistant professor, is studying how typically-developing children and those with developmental disabilities distinguish between words and non-words in child-directed speech, or baby talk. These studies may provide researchers with insights into predicting language in children with autism, eventually leading to earlier diagnoses and therapeutic treatment. They may also inform intervention practices for children with autism.

In her Brain and Language Lab, Sandbank and her team use electroencephalography—or EEG—to study the way young children process words. Specifically, they are studying event-related potentials—brain responses that are the result of sensory, cognitive, or motor events.

It’s the first such lab in a college of education in the U.S. that studies brain activity in children as young as 12 months. The children sit on a parent’s lap while 64 sensors are placed on their head using something resembling a hair net. As researchers read real and non-real words, they record children’s brain responses.
The Department of Special Education collaborates with Bluebonnet Trails Community Services in Georgetown. This collaboration allows doctoral and master’s students to provide family-centered applied behavior analysis (ABA) in home and community settings for children between the ages of 3 and 15 who have a diagnosis of autism and live in Williamson, Travis and surrounding counties. Programs are embedded into daily routines. Graduate students may accompany a family to the grocery store to work on making a successful shopping trip, or to the library to follow rules in the community. This collaboration offers families interventions that reduce challenging behaviors and increase and improve communication, daily living skills, and abilities related to health and safety. They also increase social opportunities that children and young teens have throughout their relationships at home and in the community.

The result is long-lasting change. Parents learn to implement through their relationships at home and in the community.

**Our Impact**

**BLUEBONNET TRAILS**

Special Education graduates are heading research at major universities across the country, including:

1. WENDY MAGNALLICK, M.Ed. ’04, Ph.D. ’08, University of Oregon—Effective behavior analysis practices and interventions addressing the behavioral and educational needs of young children with ASD and other developmental disabilities.
3. HELEN MALONE, Ph.D. ’05, Ohio State University—Teaching new skills to individuals with severe and profound disabilities and assessment/treatment of challenging behaviors.
4. COLIN MUETHING, Ph.D. ’16, Emory University—Functional treatment for severe-problem behavior: the mechanisms that mediate these effectiveness and reporting larger outcomes from these treatments.
5. TONYA DAVIS, Ph.D. ’08, Baylor University—Treatment of severe challenging behavior among individuals with intellectual and developmental disabilities.

**NEXT GENERATION RESEARCH**

The Special Education Endowed Excellence Fund supports teaching and research related to those with Autism Spectrum Disorders with a focus on ongoing support, transition, and post-school employment. To support this work, contact Stacey Oliver, stacey.oliver@austin.utexas.edu
On a Thursday afternoon last fall, approximately 20 pre-service teachers arrive for class at an elementary school in Austin. They are students in the College of Education enrolled in Literacy Methods, a course on reading methods in elementary school.

Their initial assignment: critically analyze non-fiction texts. The goal is for the pre-service teachers to experience the same kinds of assignments they might give their future students.

As they balance in chairs meant for learners half their size, they read articles in small groups and discuss and debate their peers. They are guided by doctoral student Natalie Svrcek, while Curriculum and Instruction Associate Professor Melissa Wetzel provides assistance.

After they finish, they fetch their fourth-grade reading buddies and position themselves on a large colorful rug at the front of the classroom. That’s where the read-alouds—and the fun—begin. One youngster shares with her pre-service teacher a new pun she’s learned. She’s been learning and sharing a new pun each week.

Svrcek reminds the younger students about the books she’s read and they’d discussed in recent weeks. Each book is related to UT’s tagline, What Starts Here Changes the World.

The students talk about what that means to them: “What starts in your heart as something small can become a passion that creates positive change for others,” says one.

“Which stories do you like to hear the most?” Svrcek asks the group. “Ones with characters similar to you or ones where the character is different from you?”

One young girl says, “I like to read stories about people who are similar to me because I like to relate to what they did to fix their problem. I can do what the person did and follow in their footsteps.” Another says, “I like to read about people different from me because I get to learn about different cultures.”

“Reading a book with characters similar to you is like looking in a mirror,” Svrcek says, “while reading one with characters who are different is like looking out a window.”

Previously, she’d read to the group, Dolores Huerta: A Hero to Migrant Workers, which recounts a story of children whose parents are migrant farm workers and are not paid fairly. In the book, Dolores works to gain fair treatment for the families. This day they are going to listen to The Book Itch: Freedom, Truth and Harlem’s Greatest Bookstore.

Curriculum for Our Times

Although the format is similar to courses that have been taught in the College of Education for years, the intentional addition of themes of racial equity and social justice is new, says Wetzel, the Judy Spence Tate Fellow for Excellence. “After Charlottesville, the election, and anti-immigration reforms, I really thought a lot about what it means to be a teacher in these times and how to prepare our students to respond.

“Elementary teachers are often motivated by their love for students. They often want to help. But what does it mean to help?” Wetzel says.

“Many of our students will teach children who come from diverse backgrounds, who face challenges, who are refugees impacted by war or other trauma. We are challenged to take those passionate
An Opportunity for Collaboration

As Wetzel and other colleagues across the department were modifying the methods course to address these time-sensitive issues, their colleague, Associate Professor Keffrelyn Brown, Elizabeth Glenadine Gibb Teaching Fellow in Education, had been named a UT Austin Provost’s Teaching Fellow.

The prestigious teaching fellows program empowers faculty to advance education through individual initiatives that improve teaching and learning at UT, and through participation in campus-wide events that promote the quality of education and its status in the campus culture.

Brown’s research for the two-year fellowship focuses in part on the sociocultural knowledge of race in teaching and curriculum. She wants to use her fellowship as an opportunity to facilitate working groups for faculty who are interested in infusing anti-racist teaching and practices in their coursework.

The timing was ripe for college faculty collaboration on the topic. Says Brown, the faculty working groups “meet monthly in an intentional learning community. Faculty share their work sample or challenge. We listen closely to each other. We use inquiry within the learning community. Then we add the theoretical work and revise the curriculum around race,” she says.

“We also discuss strategies to better facilitate conversations around race as well as ideas such as what it looks like to take an asset-based stance with our students, who are interested in infusing anti-racist teaching and practices in their coursework.”

Passion Leads to Change

Brown sought an opportunity to work with Wetzel on the methods course. Wetzel participated in these faculty learning communities last fall.

She and Svrcek added concepts to the literacy methods curriculum—racial and social equity, and intersectionality. Wetzel says, “We all live complex lives, experience complex factors, and have complex classrooms. Our pre-service teachers need to be able to address that. The Literacy Methods course’s read-alouds create a space to model these ideas. Each text has an intersectionality topic—race and gender, for example—along with the theme that ‘I can be anything.’ We want to disrupt racial stereotypes.”

She adds, “The theme highlights that small change makes big change. We can feel disempowered and all feel oppressed by systems we are involved in, but the things we are passionate about can make big change.”

Pre-service teachers and their co-operating teachers have found the methods and conversations with students to be surprising and meaningful to their work.

Change-based Teaching

Pre-service teacher Collette Nguyen, a senior who plans to teach 3rd grade, says, “I didn’t really know what to expect from the students, but they have been very insightful. I read The Memory Coat; Paper Son; Lee’s Journey to America: The Lotus Seed, and My Name is Sangaal.

“We explored big questions—‘Why did people have to leave their home country to go to America? What struggles did they face and how did they feel?’ This allowed students to develop empathy for others who had to flee because they were in danger. It opened a window for them to look into other cultures, and the severity of situations they were put in that was out of their control,” Nguyen says.

Says Wetzel about her work with Brown and the incorporation of racial equity into the Literacy Methods curriculum, “As a department, anti-racist work is part of what we do. Teaching about diversity and sociocultural knowledge will be different in different times, shaped by a particular historical moment, in a particular context and place. It will never be just one syllabus.”

“As knowledge in the field is changing and the social context is ever-changing, the teaching will always be change-based,” Wetzel says.
You have said that changing the name of the department reflects an evolution that aligns with changes in education. What are the most critical changes in the field right now? The new department name reflects immense changes in the field of education, brought on by innovations in school leadership and management as well as shifting policy priorities. Issues such as school choice, demographic change, the rights of undocumented students, state divestment of public education, the compounding effects of poverty on school systems, and innovations in technology are re-shaping the education landscape. We need to train our school leaders and policy researchers for contemporary K-12 and higher education contexts, and our current faculty are engaged in research and practice that informs these new educational realities.

The department has a history of graduating principals and superintendents who go on to lead schools and districts not just in Texas, but across the country. What sets your graduates apart from other public education leaders? Our department has built a national reputation for producing award-winning educational leaders and policy researchers. To ensure this legacy continues, we must be proactive and stay ahead of new educational leadership and policy challenges. Our department has a strong core of senior faculty with years of executive experience in training leaders and scholars, mid-career and junior faculty who employ cutting-edge methodological training in their expansive research agendas, and clinical faculty who possess years of professional experience that they bring into their classrooms. This balance is a key asset for our department and our students, and it must be carefully supported as our educational systems are disrupted by technology, curricular innovations, and shifting educational policy priorities.

What is the role of leaders in today’s educational arena? Our leadership program’s goal is to achieve equity and excellence in academic outcomes for all students. As demographic changes portend more racial and ethnic diversity in the coming decades, especially in urban contexts, it is imperative that our educational leaders have a bold vision to promote the way in creating greater access to meaningful education opportunities for all students. We train educational leaders to have a strong grounding in research and best practices, to focus on improving teaching and learning, and to utilize inquiry-based, data-savvy, and strategic-planning skills. Training strong and effective educational leaders then leads to strong and effective schools, and this is how we aim to achieve our goal of equity and excellence for all.

How do faculty and students in the Department of Educational Leadership and Policy work together to address pressing policy issues? Our department has a rich legacy of students and faculty working collaboratively across sectors to address key policy issues in education. It begins with a group of faculty committed to working with students to provide meaningful experiential and field-based experiences that enrich learning in and out of the classroom. As a result, some of these opportunities have led to real policy impact. Our students emerge from our programs equipped to not only navigate multiple policy arenas but also to effectively influence and impact key policy conversations in education spaces.

What are your recommendations for anyone considering a career in educational leadership and policy? Prospective students interested in applying to our educational leadership and policy programs should consider our strong legacy of training equity-minded scholars and practitioners. We train policy scholars who address emerging education policy issues and are committed to researching inequities in schools for all students. We prepare school leaders who anchor their practice in social justice and anti-racist leadership. We provide powerful learning experiences that are deeply grounded in fieldwork within schools and communities. These experiences launch our master’s and doctoral students into meaningful careers as scholar-practitioners with an optimal blend of theory and practice.

Victor Sáenz began his tenure as chair of the Department of Educational Leadership and Policy in June. He discusses how changing the department’s name from Educational Administration better reflects the dynamic field, and what’s happening within the department and in the educational leadership and policy arena.
Hey Sport,

One of my favorite things in life is when we come home from a day of school and the first thing I hear you say is that you want to go to the sandlot to hit some baseballs or to the park to kick a soccer ball around. I love that you’re starting to get into this whole “sports” thing. You’ve always wanted to run and jump and wrestle, and so sports are a normal next step for you at this age. The only thing that’s not quite normal about you is… well… me.

You know that Dad is a professor at UT, but what you probably don’t know is that I study kids playing sports. I’m kind of an expert in how we think about making sports more fun and create better results for kids.

I help people think about how to design sports leagues and teams to create experiences that help the best players become better, and that help even the kids who maybe aren’t quite as good to still learn and grow in positive ways.

A lot of times the hardest thing about what I study is figuring out how to help grown-ups make choices that will allow sports to be more fun for you and your friends, while also preparing you for life—because sports can do that when we design them to.

There are lots of studies—which are like science experiments—that show how kids who play sports can be more confident, healthier and more active, and do better in school and work.

But playing sports doesn’t do all those good things automatically. Sometimes, playing sports doesn’t do good things for kids at all, and the bad stuff usually happens when adults forget to make sports fun.

Sometimes kids whose parents or coaches make them play one sport all the time—like a job—stop enjoying sports or get injured because their bodies need more variety or rest. Or sometimes adults focus so much on winning that they forget that the reason most kids say they play sports is to have fun.

As you know, your Mom and I just signed you up for your first organized “sports” experience: an after-school rock-climbing club. Not really a normal sport, but we think rock-climbing will be good for showing you how to take control of your success and to learn from your mistakes in a way that is easier to understand than some other sports at your age.

You will be able to feel and know when you are improving and when you need more help because each time you move your hands or feet to a new position you will have been the one who made that happen.

We think you’ll love rock-climbing because you’ll get to move your body for a simple goal, and you’ll get to do it while having fun with your friends. Or, you may hate it, or just not connect. If so, we’ll make sure we give it a fair chance and then maybe move on to something else.

What you like and what you want to do will grow and change as you do. I promise to do my best to find a match between what you want to do and what your Mom and I want you to be able to learn and experience so that we help you grow into the best version of you possible. So let’s go climb some rocks, play some sandlot baseball, and kick around the soccer ball.

Love,

Dad

P.S. Don’t forget that going outside and playing catch or pickup basketball in the neighborhood is important, now and as you grow. Sports don’t just happen in an organized setting and some of the best experiences are the ones we create ourselves.

Matt Bowers is a clinical assistant professor in the Department of Kinesiology and Health Education.
The College of Education’s Tiffany Whittaker wants students to learn to interpret data and statistics, so she designed a new educational psychology course: Statistical Literacy and Reasoning. Whittaker is an associate professor in the Department of Educational Psychology.

The course is open to undergraduates across the university and is taught by educational psychology doctoral students. It’s designed to introduce students to statistical applications and their interpretations in daily life. It can replace a math requirement and introduces undergraduate students to coursework in educational psychology—which may have the extra benefit of enticing them to earn a minor in the subject.

Students often enter the course with a “blank slate related to statistical literacy,” says Molly Cain, a doctoral student who taught the class last fall. The students don’t have preconceived notions about statistics. But they also have no real facility with deciphering statistical data.

In 2012, Cornell University researchers published a study that concluded that children between 8 and 11 years old would choose an apple over a cookie if the apple had a sticker of a popular cartoon character. Childhood obesity rates had skyrocketed across the United States, and this simple solution to help children make better food choices received a lot of buzz.

It turns out the findings were too good to be true. Last October, JAMA Pediatrics, the journal that published the study, was forced to retract the study’s findings.

The problem? Faulty data and faulty conclusions.

“Correlation does not equal causation. For example, the number of children in a home correlates with a toaster being in the home. But the toaster didn’t cause there to be more children in the home.”

“Psychology studies are difficult,” Cain says. “Often, researchers will choose subjects who are convenient to study, like college freshmen, just because they are available. But samples should reflect the actual population that researchers want to draw conclusions about, she says, and college freshmen may not be representative of the population they actually want to understand.”

That was one of the problems with the apple vs. cookie study. It was conducted with 3 to 5-year-old children, but the findings were applied to 8 to 11 year-olds—a population likely to be less motivated to choose an apple with a sticker of Elmo over a cookie.

“In a world teeming with numbers and stats to prove the validity of ideas and opinion and to influence public policy, ‘statistical literacy is critical,’ Cain says. “We want students to become critical consumers of data reported in media. We want them to be actively engaged with what they consume and to approach things with a healthy dose of skepticism.”

Whittaker says, “We want students to ask: ‘What’s going on behind the numbers?’ Specific questions can help students think critically about what’s going on behind those numbers: How were the data gathered? What methods were used? Who conducted the survey? Was bias introduced? What do you know about the sample—such as its size or population? Are there lurking or hidden variables that might explain an association?”

“Correlation does not equal causation,” says Whittaker. “For example, the number of children in a home correlates with a toaster being in the home. But the toaster didn’t cause there to be more children in the home.”

“Data can generally be trusted if you use the correct techniques and methods,” Cain says, adding that correct interpretation is also a must. “Knowing how to analyze data will help you in any discipline. Even a rudimentary understanding means you are light years ahead.”
REWITING MYTHS
KEVIN COKLEY

In his courses, Kevin Cokley addresses provocative and challenging issues related to race, ethnicity, and culture. By training and discipline, Cokley is a counseling psychologist; however, the varied nature of his interests demands a multidisciplinary approach. His work spans counseling, social and educational psychology, student development, higher education, and African American studies. He is the author of *The Myth of Black Anti-Intellectualism*. Cokley is a Fellow of the American Psychological Association and in 2017, was selected as a Fellow in The University of Texas System Academy of Distinguished Teachers.

CHILDREN’S HEALTH
ERIN RODRIGUEZ AND SARAH KATE BEARMAN

Children and families need and deserve mental health care that has been tested and found to be effective. Erin Rodriguez studies family and sociocultural influences on children’s health. Her work focuses on understanding cultural and developmental processes in children’s coping with stress, with the goal of informing culturally relevant interventions to reduce health disparities. Sarah Kate Bearman is nationally recognized for the study of dissemination and implementation of psychosocial interventions for children and families in schools, clinics, and primary care settings.
Early in his career, Luis Urrieta, Jr., was a bilingual middle school teacher in Los Angeles. Working with immigrant and first-generation students, he saw that many became personally and academically successful when there was collaboration among students, teachers, family, and community that affirmed a strong and positive ethnic identity. Urrieta is the son of Mexican immigrants from rural Michoacan and is completing a book, *Resurgent Indigeneities: Re/Making Indigena and Comunalidad through Education in Rural Mexico.* He was a scholar-in-residence at the School for Advanced Research in Santa Fe, New Mexico, in 2016-17.
Explore the ways our students and faculty study—around the globe.

**LAUSANNE, SWITZERLAND**

Students from the Department of Kinesiology and Health Education and other UT departments studied in Lausanne, Switzerland, during the 2017 Maymester. Department Chair John Bartholomew taught a course on Sport Psychology at the University of Lausanne.

**PARIS, FRANCE**

North Cooc conducts research at the headquarters of the Organisation for Economic Co-operation and Development in Paris on special education teacher preparation and the factors that may predict differences globally.

**CHINA**

Research from Toni Falbo and graduate student Sophia Y. Hooper shows that China’s only children are more likely to have educated parents. While they do receive more resources, these children are also likely to have increased pressures and expectations.

**EDINBURGH, SCOTLAND**

Allison Skerrett has been named a global scholar by Scotland’s government, chosen to help address educational inequalities in the country. Skerrett researches how to better understand the educational needs and gifts of a multicultural student population.

**JUAREZ, MEXICO**

Claudia Cerantes-Loop’s book, Juarez Girls Rising, is told through the stories of 10 girls attending school in Ciudad de Juarez, Mexico. The book provides a counter-narrative to stories of regional violence, focusing on agency and resistance students can gain from a school community.

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**AUSTRIA**

Research from Toni Falbo and graduate student Sophia Y. Hooper shows that China’s only children are more likely to have educated parents. While they do receive more resources, these children are also likely to have increased pressures and expectations.

**AFRICA**

Since the late 1990s James Hoffman has worked in South Africa, Malawi, and Mozambique on literacy projects and teacher education supported by different agencies including private foundations in South Africa, USAID, and the Canadian government. His work is part of a collaborative effort with faculty at UT San Antonio.

**WELLINGTON, NEW ZEALAND**

Mark O’Reilly, chair of the Department of Special Education, leads a collaboration with researchers at New Zealand’s Victoria Wellington University. He and students in the autism and developmental disabilities research group connect regularly through virtual conferencing.

**SHANGHAI, CHINA**

Louis Harrison and Susan Keating are establishing an American fitness center in Shanghai with the goal of introducing U.S. fitness culture to the Chinese population.

**TSUKUBA, JAPAN**

Hirofumi Tanaka has researched Japan’s pearl divers and the effect that diving has on physiological attributes such as arterial stiffness.

**ANTIGUA, GUATEMALA**

Faculty from the bilingual/bicultural Education and Cultural Studies in Education Programs bring a group of students for a summer study abroad program, where students take classes and volunteer at English as a Second Language (ESL) schools.

**QUITO, EQUADOR**

For more than 10 years, Julie Maldonado has conducted research in partnership with the Ministry of Health in Quito, Ecuador, to help improve health outcomes for women and babies.

**AFRICA**

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PROVIDING FOR THE NEXT GENERATION

Janis Forse Wells knows what it’s like to face adversity. When she was a UT undergrad in the mid-1960s she was studying to be a teacher and she was a single mom. She struggled balancing parenthood with being a successful student. “I know how difficult it is to be in school, trying to be a good parent and trying to get an education for a better life for your child,” she says.

“If I can make it possible for someone else, I want to because creating a better world for the next generation by providing excellent teachers has always been something I would like to do,” she says. She knows that the college experience can be life-changing. “When I was a student at UT my professors kindled the idea within me that I could achieve whatever I set my mind to do.”

Wells recently established the Janis Forse Wells Endowed Scholarship in Elementary Education and left an additional gift to UT in her will to support the scholarship. She wants to help other young single parents who are working hard to achieve their dream of teaching. “This is something I can do now, and when I’m gone, I can continue to support students as my legacy.”

“The power of being able to give to others at this time in life is an incredible feeling,” she says. “I encourage others to understand how great the need is and to understand at the same time, how simple it is to help someone else through a gift like a scholarship,” Wells says. “I hope that we, as alumni and friends of the college, can offer even more partial or full scholarships so that students going into teaching or health careers from the College of Education will graduate without debt.”

Make Your Will Known Consider making a gift that lasts beyond your lifetime through your will or estate plan. It is a simple way to make a meaningful donation to support students and faculty in the College of Education.

SAMPLE WILL LANGUAGE—To give to the College of Education through your will, this is the language we suggest:

I hereby direct $ ______________ (or percent of my residual estate) in cash, securities or other property to the Board of Regents of The University of Texas System for the benefit of The University of Texas at Austin. This donation shall be for the further benefit of __________________________ and shall be used to support ____________________________.

Contact Stacey Oliver, assistant dean for development, at 512-471-8178 or stacey.oliver@austin.utexas.edu
Alberta and Richard Hogeda have established the Alberta and Richard Hogeda Family Scholarship. She is a 15-year firefighter with the City of Austin, and he is assistant dean for student affairs in the College of Education. Richard received his master’s in education in 2002.

Your investment equips our thinkers, leaders and innovators with the tools and resources to deliver revolutionary results that change the world. By their nature, endowments seek to have a consistent, perpetual, high-quality impact on the college’s mission.

As undergraduates, we both struggled with the cost of attending UT. We’ve been blessed since graduation and wanted to pay it forward. We are hoping that this scholarship can alleviate some of the financial stress for College of Education students. Our hope is that the funds allow them to focus more on their academics and help them achieve their goals.

“"RICHARD HOGEDA, B.S. ’68

BIG IMPACT REQUIRES BIG GENEROSITY.

Your investment equips our thinkers, leaders and innovators with the tools and resources to deliver revolutionary results that change the world. By their nature, endowments seek to have a consistent, perpetual, high-quality impact on the college’s mission.

$2.9M
ANNUAL DISTRIBUTION (FY 16-17)

191
TOTAL ENDOWMENTS (FY 16-17)

404
TOTAL BENEFICIARIES (FY 16-17)

$64,915,732
ENDOWMENT MARKET VALUE (FY 16-17)
Philanthropy

SÁNCHEZ TRANSFORMED. You’re invited to take part in this exciting new chapter in the college’s history. Your support for additional renovations will ensure that our learning environments reflect the college’s national reputation for excellence and help us attract the best and brightest students and faculty.

Entries, study areas and classrooms are being transformed throughout the George I. Sánchez Building, home to the College of Education.

The third-floor study lounge is the newest community space in Sánchez. Thanks to the generosity of the college’s Advisory Council, students have a beautiful new, light-filled space where they can study and collaborate. The space features comfortable furniture and decorative lighting.

This latest update is part of a multi-year plan to renovate community spaces and ensure the building continues to meet the educational needs of faculty and students. Community and collaboration are key to the student experience. The transformed spaces are warm and welcoming and foster discussion and discovery.

A limited number of naming opportunities are available. Plaques recognizing donors will be displayed in named areas. To see the complete list of naming opportunities throughout Sánchez, including lobby landings, lounges and study spaces, visit education.utexas.edu. Gifts may be pledged over five years.

WE NEED YOU TO COMPLETE THE VISION

Contact Stacey Oliver, assistant dean for development, at 512-471-8178 or stacey.oliver@austin.utexas.edu.

IF YOU COULD CHANGE THE WORLD

If you could change the world, what would you change? Would you ensure all children have access to quality preschool? Would you make our world healthier? Would you lift people out of poverty through education and health policy? One of the greatest engines for global change is a place you already know. It’s the university you attended, the university you love. You have dreams. We have experts to help make them come true. What starts here changes the world.

Plan to change the world today by supporting Texas Education at utexas.edu/give.

Jeanne Klein, B.S. ’67, is changing the landscape of education through her support of Texas Education.

Members of the college’s Advisory Council dedicate the newly renovated study lounge on the third floor of the George I. Sánchez Building. The space is named for the council in recognition of members’ generosity in funding the new space.

To see the complete list of naming opportunities throughout Sánchez, including lobby landings, lounges and study spaces, visit education.utexas.edu.

Photo by Christina S. Murrey
Horwitz Honored with Two Distinguished Alumni Awards
Curriculum and Instruction Professor Elaine Horwitz has been honored with the Distinguished Alumni Award by the University of Illinois at Urbana-Champaign. She also received the 2017 Outstanding Alumni Achievement Award from the Institute for American Universities in Aix-en-Provence, France. Horwitz has conducted groundbreaking research on the emotional experiences of second language learners.

Two Named Greater Texas Foundation Fellows
Educational Psychology Assistant Professor James Pustejovsky and Educational Leadership and Policy Assistant Professor Joshua Childs were named fellows by the Greater Texas Foundation. The fellowship includes funding for their research, mentorship, and professional development opportunities.

Sampson Receives NSTA Award
The National Science Teachers Association (NSTA) has presented Victor Sampson, associate professor of curriculum and instruction and director of the Center for STEM Education, with an NSTA Fellow Award.

Todd Honored with Alvin Roy Award for Career Achievement
The National Strength and Conditioning Association has presented Terry Todd with its Alvin Roy Award. The award recognizes those who have contributed significant research and understanding to the field of sports conditioning and training over an individual’s career. Todd, together with his wife, Jan Todd, is founder and director of Kinesiology and Health Education’s H.J. Lutcher Stark Center for Physical Culture and Sports.

Maslowsky Granted NICHD Award; Named William T. Grant Scholar
Kinesiology and Health Education Assistant Professor Julia Maslowsky has received a grant for her research project, Preventing Unplanned Repeat Births to Hispanic Teens. The funding comes as a five-year K21 Career Development Award from the National Institute of Child Health and Human Development (NICHD). In addition, Maslowsky was chosen as one of three William T. Grant Scholars in the U.S.
Minne Expands Mental Health Treatment in Austin ISD Schools

Barbara Minne, Ph.D. ‘96, joined the University of Colorado Boulder as extension services program director for the National Center for Women and Information Technology, a national nonprofit that supports women in computing careers and advances computing education for women at all levels.

Evans Named President of UIW

University of the Incarnate Word in San Antonio recently named Thomas Evans, Ph.D. ’04, its 10th president. His previous leadership positions include provost of Carroll College in Helena, Montana, and associate vice president of professional education and global initiatives at St. Edward’s University in Austin.

Semingson Honored with Teacher Educator in Reading Award

Peggy Semingson, Ph.D. ’08, has been honored with the International Literacy Association’s Jerry Johns Outstanding Teacher Educator in Reading Award. Semingson is an associate professor of literacy studies education at UT-Arlington.

Craemmer Recognized for Research Methodology

Jackie Craemmer, Ph.D. ’17, was selected as the winner of the 2017 John B. Carroll Award for Research Methodology at the International Society for Intelligence Research conference in Montreal.

Herman Returns to DKR

Tom Herman, M.Ed. ’00, is back on the 40 Acres, this time as head football coach. Herman led the Longhorns to a 7-6 season with a bowl win. Previously, he was head football coach at the University of Houston.

Hosack Named Principal of the Year

Austin ISD named Brandi Hosack, M.Ed. ’14, Principal of the Year for 2017. Hosack has been principal of West Charles Akins High School since 2013. “The UT Austin Principalship Program pushed my thinking and helped me formulate what kind of leader I wanted to be.”

Two Inducted into National Athletic Trainers’ Association Hall of Fame

Mandy O'Shea, B.S. ’84, were inducted into the National Athletic Trainers’ Association (NATA) Class of 2017 Hall of Fame. O'Shea has held various athletic training positions and scholarship from Purdue University. Riopoli is an associate professor of special education in the Department of Educational Studies at Purdue.

McCoy Receives Horizon Award

Mandy Riopoli, Ph.D. ’09, received the inaugural Trailblazer Award for mid-career excellence and impact in research and scholarship from Purdue University. Riopoli is an associate professor of special education in the Department of Educational Studies at Purdue.

Holland White, M.Ed. ’14, a graduate of the UTeach Urban Teachers program, participated in last summer’s Institute for Teachers—From Harlem to Hip-Hop: African-American History, Literature and Song, sponsored by the National Endowment for the Humanities. White is an 11th grade English Language Arts teacher at Del Valle High School.

UTeach Urban Teachers’ White Selected for Summer Institute

Mike O’Shea, B.A. ’88 and Kathy Disiering, B.S. ’94, were inducted into the National Athletic Trainers’ Association (NATA) Class of 2017 Hall of Fame. O’Shea has held various athletic training positions in football, track and field, and the U.S. Air Force, and has been head athletic trainer for the University of Houston athletic department since 1993.

Disiering served as president of District VI of NATA and co-owns outpatient rehabilitation clinics in North Texas.

Prud’homme Inaugural Head Coach at Texas Wesleyan

Joe Prud’homme, B.S. ’17, spent three months last fall in Jóutepe, Carazo, Nicaragua, with a host family, preparing for her placement with the Peace Corps. In November, she moved to Altugracia, Ometepe, where she’ll spend the next two years as an environmental education volunteer in the primary schools.

Hildebrand Joins the Peace Corps

Amanda Hildebrand, B.S. ’17, spent three months last fall in Jóutepe, Carazo, Nicaragua, with a host family, preparing for her placement with the Peace Corps. In November, she moved to Altugracia, Ometepe, where she’ll spend the next two years as an environmental education volunteer in the primary schools.

Finishing What They Started

You don’t start a game and end with seconds still left on the clock. You end when it’s at 00:00,” says Cory Redding, B.S. ’17, speaking about returning to complete his undergraduate degree after a successful pro football career. He was one of three former athletes who returned to the College of Education to finish their coursework, Redding an NFL defensive tackle, Michael Griffin, an NFL strong safety, and T.J. Ford, an NBA point guard, received their diplomas last May. The athletes stressed the importance of finishing what they started, and what that means for themselves and their families. Ford says, “Now that I have a family and kids, I want to set the bar high for the next generation of the Ford family.”

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Minne Expands Mental Health Treatment in Austin ISD Schools

Barbara Minne, Ph.D. ’96, joined the University of Colorado Boulder as extension services program director for the New Mexico Higher Education Department. She has more than 20 years’ experience as an executive, healthcare provider, scientist, and educator. Damron joined the State of New Mexico with goals to make college affordable, to graduate students as quickly as possible, and to produce a workforce that matches the state’s needs.

Sanders Helps Propel Women to Careers in Computing

Sherri Sanders, Ph.D. ’98, joined the University of Colorado Boulder as extension services program director for the National Center for Women and Information Technology, a national nonprofit that supports women in computing careers and advances computing education for women at all levels.

Damron Leads NM Education Department

Barbara Damron, Ph.D. ’96, in cabinet secretary for the New Mexico Higher Education Department. She has more than 20 years’ experience as an executive, healthcare provider, scientist, and educator. Damron joined the State of New Mexico with goals to make college affordable, to graduate students as quickly as possible, and to produce a workforce that matches the state’s needs.

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The College of Education established the Center for Community College Student Engagement in 2001. It’s the umbrella organization for survey research, focus group work, and related services for community and technical colleges interested in improving educational quality through strengthened student engagement and student success. Evelyn Waiwaiole is the executive director.

Mission: The Center for Community College Student Engagement is a research and service initiative of the Program in Higher Education Leadership in the Department of Educational Leadership and Policy. It provides important information about effective educational practice to community colleges. The center assists institutions and policymakers in using information to promote improvements in student learning, persistence, and attainment.

**3 SURVEYS**

For perspective, there are about 1,100 community colleges in the country.

- **Community College Survey of Student Engagement (CCSSE)**
  - Description: Administered in the spring semester
  - 926 colleges have participated
  - The colleges are in all 50 states, 5 Canadian Provinces, and 5 U.S. territories. Represents a student population of 6,381,374

- **Community College Faculty Survey of Student Engagement (CCFSSE)**
  - Description: Administered to faculty
  - 558 colleges have participated
  - The colleges are in 47 states and 5 U.S. territories. Represents 4,234,246 faculty

- **Survey of Entering Student Engagement (SENSE)**
  - Description: Administered to students in their first 4-5 weeks of fall term
  - 427 colleges have participated
  - The colleges are in 45 states, 2 Canadian Provinces, and 2 U.S. territories. Represents a student population of 3,270,948

**Qualitative Work**

The center also does qualitative work to ascertain the ‘why’ behind survey data. Focus groups are videotaped and shared during presentations on college campuses and at national higher education conferences.

**National Reports**

On February 13, the center released its most recent report on academic advising. Each year, the center summarizes its aggregate data and releases a report to the field. Reports have been cited on NPR, and in Education Week, Politico, Inside Higher Ed, Chronicle of Higher Ed, Diverse, Hechinger Report, Atlantic, and others.

**33 grants**

since 2001

**$30,605,522**

total of fee-income from surveys since 2001

**IN GRATITUDE FOR 28 YEARS OF LEADERSHIP AND SERVICE.**

The College of Education welcomed Dean Manuel J. Justiz in 1990, launching a 28-year career of leadership and service. Dean Justiz brought rich experience to his new role. He previously served as director of the National Institute of Education in Washington, D.C., as principal spokesperson for educational policy and research to the president, secretary, Congress, and education associations. He served at the University of Carolina before coming to the Forty Acres. He has returned to the faculty in the Department of Educational Leadership and Policy.

**HIGHLIGHTS OF THE DEAN’S TENURE:**

- 1991: The college celebrates its 100th anniversary
- 1993: The college leads the Texas Math and Science State Systemic Change Initiative on behalf of Governor Ann Richards
- 1997: UT each program is established in collaboration with UT’s College of Natural Sciences
- 2000: The college leads Governor George W. Bush’s Texas Reading Initiative
- 2006: Dean Justiz and the Advisory Council host The Honorable Margaret L. Spellings, U.S. Secretary of Education
- 2010: The college’s Meadows Center for Preventing Educational Risk is awarded a $20 million grant, at the time, the largest received by the college.
- 2010-2017: The college is consistently ranked among the top five public graduate schools of education in the nation U.S. News & World Report
- 2015: Justiz celebrates his 25th anniversary as dean
- 2015: UTeach Fine Arts is established in collaboration with UT’s College of Fine Arts
- 2016: The college receives a $20 million grant for the National Seal Center on Postsecondary Outcomes
- 2016: The college takes the lead on Governor Greg Abbott’s Summer Literacy Academies
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