Network
University of Kentucky >> College of Education
Summer 2012

A Life in Photographs
Sam Abell Talks Life and National Geographic
pages 6-9

The College of Education's Youngest Ambassador
pages 4-5
Sam Spragens ('88) cannot speak about education without being reverential toward her mother. It was the Marion County teacher’s passion for education that set a tone for Sam’s successes as a student in the classroom and throughout her career. Today, Sam manages guest services at ESPN Wide World of Sports in Walt Disney World. She is among the college’s alumni featured in this year’s magazine.

I wonder if Sam or the other alums we visited with recently imagined the illustrious careers their futures held when they sat for exams in Dickey Hall, Seaton Building and Taylor Education Building. I wonder if they ever dreamed they would be flying Federal Express’ first airplanes, playing in seven straight NFL Pro Bowls, being printed on the pages of National Geographic magazine, working at Intel and Apple during the two companies’ foundational glory years in Silicon Valley, or flying fighter jets in the Air Force.

Careers our alumni experience prove that a degree in education equips our students with skills and knowledge that can be applied to any workplace environment or occupational pursuit.

Clayta Ross ('65) told us, “I have had several lives but there is a thread that runs through them all – it’s education.” Alumnus Larry Gossett ('70) concurs. “Teaching is teaching, whether it’s teaching a kid to do long division, hit a baseball or fly a jet.”

Learning how to teach yields insight into the learning process and an understanding of how it works. Most importantly, it develops the ability to pass along that knowledge to new generations of learners. Today, the College’s faculty, students, staff and alumni are continuing to develop and apply knowledge that encourages lifelong learning and shapes how people teach, learn and lead in schools, colleges and communities.

As an alumnus of the College, your support is essential to the ongoing mission of the College and the academic success of our students. As donor Larry Gossett often challenges us, “If we can be number one in basketball, why can’t we be number one in education?” I agree, and hope you will join us in this effort. Our donors choose to support the college for a variety of reasons, but I think Larry summed it up best when he said he gives “because I’m blessed, and I’m a Wildcat.”

Since becoming dean of the UK College of Education three years ago, I’ve been impressed by the loyalty displayed by UK alumni. It’s true for our College, as well as the teaching profession itself. Alumna Sam Spragens is the perfect example of this kind of loyalty. When her mother stopped teaching to raise four children, Sam told us she never really stopped teaching.

“I remember many evenings around the dinner table with friends that became college and career counseling sessions with my mother. When I came home from UK and announced I was going to be a Sports and Recreation major, she was not initially thrilled. But she was relieved when I told her it was a department in the College of Education.”

Whether you’re a recent graduate or finished school a few decades ago, I hope the stories of the alumni highlighted in this magazine will encourage you to view learning as a life-long experience and challenge you to invest in the learners in your life, just as teachers have invested in you.

Sincerely,

Mary John O’Hair, Dean
# Table of Contents

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
</table>
| **Network**
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On the cover: photos courtesy of Sam Abell and UK College of Education.

<table>
<thead>
<tr>
<th>The College of Education’s Youngest Ambassador</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Abell: A Life in Photos</td>
<td>6-9</td>
</tr>
<tr>
<td><strong>Alumni Profiles</strong></td>
<td></td>
</tr>
<tr>
<td>Clayta Ross</td>
<td>10</td>
</tr>
<tr>
<td>Larry Gossett</td>
<td>10</td>
</tr>
<tr>
<td>Dermontti Dawson</td>
<td>11</td>
</tr>
<tr>
<td>Margaret “Sam” Spragens</td>
<td>11</td>
</tr>
<tr>
<td><strong>Alumni Notes</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>A New Uprising: Kentucky P20 Innovation Lab</strong></td>
<td>14-15</td>
</tr>
<tr>
<td>2011-2012 Year in Photos</td>
<td>16-17</td>
</tr>
<tr>
<td><strong>Honor Roll of Donors</strong></td>
<td>18-23</td>
</tr>
<tr>
<td>2012-2013 Scholarships and Recipients</td>
<td>18</td>
</tr>
</tbody>
</table>

**On the cover:** photos courtesy of Sam Abell and UK College of Education.
To anyone else, it may not have been a big deal. But for Rebeka Knight it was very serious.

When the five-year-old noticed that the Ethiopian flag was missing from the outer walls of Bradley Hall on the University of Kentucky campus, she wanted to know why. See, Rebeka is a native of Ethiopia, adopted by College of Education faculty member Victoria Knight and her husband, Robert, and she was very proud that her native flag had been flying on campus. But her dad had no answer to explain its absence.

Riding by Bradley Hall every morning on the way to school at the College’s Early Childhood Laboratory, Rebeka continued to ask why her flag was gone. Finally, Robert decided to find out. The pair went into the building, not really knowing whom to ask, and they went from office to office until they found Laura Anschel.

“Rebeka walked right up to within two feet of me,” said Anschel, administrative accountant in the UK Office of International Affairs. “She looked me right in the eye and said, ‘What happened to the flag from Ethiopia?’ Then she looked shyly down at the floor. It was sweet. I admired her courage all the more because there was a sense of reticence and shyness about her.”

Anschel explained to Rebeka and her dad the process for displaying the flags on Bradley Hall but offered to place her flag back outside for a while. Anschel let Rebeka assist in finding the flag and picking out the window outside of which the flag would fly. All the while, Anschel learned Rebeka’s story: her adoption by the Knights, her journey to the United States and her acclimatization into a new culture.

Victoria and Robert Knight wanted a child. There was no denying that, but nature simply wasn’t playing along. As a result, the couple decided that adoption would be a viable option and investigated the process of adopting a child from another country. The indications they received were that due to government stability, ease and other conditions, the best places to go were South Korea or Ethiopia.

However, things did not go their way at first. The process dragged on until finally they weren’t sure it would ever happen.

“Several months went by and we thought it just wasn’t meant to be,”
Victoria said. “But then I got an email with a photo of Rebeka that said, ‘Is this your daughter?’ I started bawling and sent the photo to Rob. We had been through so much emotionally and thought it was over, but I asked him, ‘Is this our daughter?’ And he said, ‘Let’s do it.’”

For the Knights, however, the emotional rollercoaster wasn’t at the end of the track. The process required two visits to Ethiopia: one to meet and visit with Rebeka and the second to bring her back to the United States. Just before that first visit, they were told that the government of Ethiopia wanted to rein in the process and cut adoptions by 90 percent. The Knights thought, once again, that their quest to become parents might be over.

Despite this, they decided to fly to Ethiopia and take their chances. Luckily for them they were able to meet Rebeka and were able to stay with her for a week. Because she was almost four, she was talking, though she didn’t know English.

“But it didn’t make a difference,” Victoria said. “We were so happy to be with her and Rebeka seemed happy to be with us.”

“At the end of that first trip, we asked her if she wanted us to be her mommy and daddy,” Robert said. “And she said yes.”

Although the second visit still wasn’t a guarantee, Robert flew back to Ethiopia to officially bring their daughter into the family. Other trials and tribulations popped up, but in the end, the trip was a success and the Knights became parents.

Since her arrival in Lexington and the College of Education, Rebeka has become a bit of an unofficial representative for the College. In September 2011 during UK President Eli Capilouto’s visit she presented a gift to him on behalf of the College, and in April 2012, Rebeka was on hand at the annual Teachers Who Made a Difference program to present 2012 Spokesperson Matthew Mitchell with the Friend of the College Award.

With all of that, Victoria and Robert make sure Rebeka continues to learn about her native country and her Ethiopian family. They also stay in touch with Rebeka’s father, who put her up for adoption because he was unable to care for her after her mother’s death. And they taught her how to recognize her native country’s flag – the same flag that went missing from Bradley Hall.

“As we talked, I learned she is a curious, eager, intelligent child ready to explore the world around her,” Anschel said. “She is comfortable with people and engages them. She asks questions, and more importantly, she listens to the answers. To me, Ethiopia is where she is from, and it is a part of her, but what makes her special is who she is as a human being – beyond borders.”

“I couldn’t have picked out a child that matched our family better than Rebeka does,” Victoria said. “It’s hard to describe to people. There’s never been a moment when we thought she didn’t belong.”

And she certainly fits the role of the College of Education’s Youngest Ambassador.

“For me, Ethiopia is where she is from, and it is a part of her, but what makes her special is who she is as a human being – beyond borders.”

In September 2011, Rebeka represented the College of Education as she presented UK President Eli Capilouto a gift (left image). Then on behalf of the College she presented UK Women’s Basketball Coach Matthew Mitchell the Friend of the College Award at the 2012 Teachers Who Made a Difference Program.

The Early Childhood Lab Serves the University and Beyond

An integral part of Rebeka Knight’s education has been the University of Kentucky Early Childhood Laboratory (ECL). On campus since 1928 and operated under the direction of the Interdisciplinary Early Childhood Education Program in the Department of Special Education and Rehabilitation Counseling, the ECL is a licensed childcare program that serves 54 children birth to 5 years old with and without disabilities and has the distinction of being a 4 STARS center and being accredited by the National Association for the Education of Young Children.

In addition, the ECL collaborates with the Fayette County (Ky.) Public School Early Start program and the Community Action Council Head Start. The ECL fulfills UK’s missions related to teaching, research and service. The ECL has been located in the basement of Erikson Hall for many years and suffers from frequent flooding. As well, because of its location, the program has been unable to grow beyond its current capacity. Presently the College of Education is working with university architects to develop plans for moving the ECL to Taylor Education Building and doubling its capacity. We are searching for partners and donors who would like to support the opportunity to provide additional high-quality child care to UK, and expand the ECL in a way that it can impact the quality of early childhood education throughout the city, state and nation.
Q: What got you involved in photography?
A: My father taught me photography. It was his hobby and we had a small darkroom in the fruit cellar of our basement. It was the kind of makeshift darkroom that was only dark at night. My dad also started a camera club at the high school where he taught. He and I went on camera outings together to places we both liked — circuses, working quarries, train stations. It was on these trips that I learned the priceless lesson that photography was a way to be out in life. That powerfully appealed to me. But I was also attracted to photography's expressive power. There are a lot of ways to be expressive in life but I wasn't good at some of them. Music for instance. I was a distinct failure with the cello. Eventually my parents sold the cello and bought a vacuum cleaner. The sound in our home improved. So that was out. I could write, and I still do. I wrote before I photographed and it is still meaningful. But it lacked action. Photography, for me, was writing in action. The great artist and illustrator Saul Steinberg once described himself as “a writer who draws.” I think of myself as a writer who photographs. Images, for me, can be considered poems, short stories or essays. And I've always thought the best place for my photographs was inside books of my own creation. I was editor of my high school yearbook and editor of the 1967 Kentuckian and photographer for both. There isn't an aspect of book creation I don't enjoy and there has always been a book in my life to dream about or work on.

Q: How did you find your way to National Geographic?
A: My parents, grandmother and brother were teachers. My mother taught Latin and French and was the school librarian. My father taught geography and a popular class called Family Living, the precursor to Sociology, which he eventually taught. My grandmother was a beloved one-room school teacher at Knob School, near Sonora in Larue County, Ky. Education, in its many forms, was the culture of our family life. Travel trips, as an example, were a way to learn American history. So our vacations weren’t about camping or fishing. They were about going to Jamestown, Monticello and Mount Vernon. Also Grand Canyon, Yellowstone and Mt. Rushmore. My brother and I were expected to learn about cultural history through direct contact with it. When I first went to National Geographic I thought I was the least qualified person to step through the doors. But because of my parents and the culture of continual learning they imposed on us I later came to believe I was the most qualified person who ever worked there.
all, *National Geographic*‘s mission statement is about “the increase and diffusion of knowledge.” That could have been the motto of our family’s life.

I’ve had one job interview in my life. It was to become a summer intern at *National Geographic* in 1967. I had just finished editing the two-volume ‘67 *Kentuckian* and had sent the *Geographic* a box of black and white prints taken at UK. I also separately sent a box of original color transparencies (slides) made in the summer of 1965 on a UK/YMCA trip to Bogota, Colombia. This was the important part of my portfolio because the *Geographic* was all color photography. But the color originals never arrived. I’d used water soluble ink to address the box and the ink smeared and became unintelligible. The box never arrived. All I had on the table during my interview with the legendary Director of Photography Robert Gilka were the black and white prints from UK. I thought I was doomed. But I got the internship and it changed my life. Years later I asked Gilka if he’d hired me as an intern out of pity because my slides had been last. “Hell no,” he said. “We had no time for pity at *National Geographic.*” “Why did you do it then?” He looked at me and bit off one word. “Potential.”

Since that 1967 internship I’ve lived the *National Geographic* life. By that I mean I traveled on assignment for 33 years, ending in 2001. It was the right life for me. Assignments were long and involving, always lasting months and sometimes, it felt, years. Once I was in the field 14 straight months. I met my wife on assignment. She was hiking the length of the Pacific Crest Trail in one summer. That’s 2,600 miles from Mexico to Canada through the mighty mountains of the far west — the Sierras, Cascades and North Cascades. I was doing a book on the trail. At first I simply admired her, but that turned into affection and then love. After the first 500 miles the PCT isn’t a test of strength. It is a test of character. She finished the trail that summer of 1974 and we were married in 1977. From then on we traveled on assignment, both of us together living the photographic life. Since 1978 we’ve lived in a central Virginia farmhouse once owned by a mill keeper. The house is in a setting that provides a haven from the rigors of travel.

**Q:** What was your favorite assignment?

**A:** I had a number of favorite assignments (besides the Pacific Crest Trail). I did the photographs for a book called *Still Waters White Waters*, about canoeing in America (that was the 14-month epic). I did photographic biographies on Leo Tolstoy, Lewis Carroll, Charles M. Russell, Winslow Homer and James Madison. And books on the Appalachian Trail, the Civil War, the Mississippi River, and Lewis and Clark. The last two were with the well-known historian Stephen Ambrose. We became friends, which was one of the significant benefits of living this life and being in the field with writers.

I have favorite places and assignments. The island of Newfoundland, subject of my first assignment, is a place I think of fondly. For sheer
majestic geography and sublime scale nothing beats Alaska and the Yukon. For culture, Japan. And for all-around affection, Australia. It was foreign but familiar, great fun and good photography — all the things you could wish for on assignment. I did two Geographic cover stories as well as two books on Australia. It’s the place, and the people, I think of most often.

Q: Have you ever found yourself in danger on a National Geographic assignment?

A: In a way danger is something I sought. Maybe I should say the edge of danger. I didn’t want to injure or imperil myself but I felt the most vital place to be was on the line between danger and beauty. As a person and as a photographer I was most alive walking that line. Too much beauty was boring. Too much danger was...dangerous. But if you were willing to push the line of danger it was often into a unique realm of beauty. An example was my effort in Australia to photograph a cyclone. It was an important element of life in the northwest of Australia. There is even a cyclone season called ‘The Wet,’ so the image was essential in expressing the story of life in the Outback. But I happened to be there during the driest ‘wet’ of the century. So I went looking for a cyclone off the remote, empty coast. The pilot was young. I instructed him to fly along the dark, distinct edge of the cyclone. But the storm somehow overtook us. The downdraft nearly destroyed the small plane. An argument erupted about what to do — fly through the downdraft again to clear air space or further into the black storm toward land? I argued for clear air (and no certain landing spot), the pilot argued for land. He gestured toward land and said, “There!” We both looked “there.” Just then a continuous sheet of forked lightning spread across the black sky. I shouted, “There!” and jerked my thumb to the now distant sliver of bright sky between the dark boiling clouds and sea. As I did so I couldn’t help but see how unique and intensely beautiful the graphics and color of the scene was. I picked up my camera and began to photograph. It settled me to do so. But I also photographed because it was beautiful. In a dangerous way. The picture was published in the Geographic in 1990. Last week in Massachusetts I showed the image in a slide show. After the program a woman approached me, introduced herself as an artist and said, “That picture of the storm in Australia — from it I learned how to paint clouds. Thank you so much!”
Q: What brought you to the UK College of Education?
A: I was attracted to the UK College of Education because my parents wanted me to get a degree in Education. I understood that. Teaching was our family culture and made such a fundamental contribution to our community, I’d seen that in how respected, even beloved, my parents and grandmother were. What they did mattered. My brother continued that family tradition. And, in a way, so have I. I’ve taught photography workshops for 30 years in the U.S. and abroad. Nominally the classes are about photography but the real thing I’m teaching is life, and about how photography is a positive way of “being in life.” My parents taught that lesson, too. Whether the class was about French or geography (or photography) the real lessons from them were about learning itself, and its worth and constancy in life.

Q: Can you talk a little about your upcoming book project?
A: I’m now at work on an extensive publishing project titled Sam Abell Library (Radius Books, Santa Fe). It is to be a 16-book set of my life’s work. Beginning this fall it will be published in four annual installments of four matching boxes (slip cases) each containing four volumes. The four boxes will be themed: Box 1 is The Photography of Places with volumes on Newfoundland, Japan and Australia; Box 2 is The Photography of Nature with volumes on the Galapagos, Amazonia, Canoeing and The Long Trails; Box 3 is The Photography of History with volumes on Tolstoy, The Shakers, Charles M. Russell (Montana’s traditional ranch life) and The Japanese Imperial Palace; and Box 4 is The Photography of Ideas and will contain volumes on Seeing Gardens, Portraits, and Black and White images. The 16th volume is called Things—A Memoir. It will contain still-life images of those items in my life that have had a “life” and will be accompanied by relevant stories. The volume of black and white images will have work from my student years at UK and The Shakers volume will be extensively filled with images of Shakertown, not far from Lexington.

Working on this 16-book retrospective has allowed me to reflect on my life. The best lesson I was given is that all of life teaches, especially if we have that expectation. 

FROM TOP:
Venice Beach, 2010
Moscow, 1983
Wales, 1995
Australia, 1990
Ross Found Her Apple In and Out of Education

As a high school freshman in Ashland, Ky., Clayta Ross made the decision to become an elementary teacher, and early in her collegiate career she studied at Ashland Community College. After receiving her degree in education at UK, she taught elementary school in Palm Bay, Fla., for three years, but in 1968 she and her husband moved to California, to an area that was closing many schools.

“I wanted to teach so bad that I cried when I couldn’t get a teaching position in California,” Ross said. But it wasn’t the end of the world. In 1973, Ross found herself at Intel Corporation managing trainers in the integrated circuit production areas. In 1980, seeing many of her coworkers heading to a new company called Apple, Clayta was coaxed to join them.

“It was a very intense, exciting time,” Ross said. “A strange and interesting corporate culture to say the least. Apple was the cool place to work, even in a place as cool as Silicon Valley.”

By 1989 Ross believed that having a business degree would keep her moving forward, but after earning her MBA at San Jose State University Apple wasn’t hiring so she taught at the collegiate level. She and her husband moved back to Florida in 2009 where she has been very active in community activities.

“I have had several lives (careers) but there is a thread that runs through them all – it’s education,” Ross said. “I’ve learned that if you allow your students to be mediocre, they will be mediocre. If you insist that they excel, they will. It turns out that’s as true for high-tech engineers as it is for kindergartners.”

Gossett Uses College of Education to Fly High

Growing up near Cynthiana, Ky., Larry Gossett gained confidence through his life on a farm and his days playing baseball. But he was unclear what his life’s goals were. That is until he took his first ride in a plane.

“My brother Bob took me to the airport and we paid two dollars each to ride in a Piper Tri-Pacer,” Gossett said. “After the ride, I bought an Air Progress magazine and read about the F-4 Phantom II. I knew right then that I wanted to fly that plane.”

By age 16, he flew his first solo flight. At 17, he received his private pilots license. He arrived at UK in 1966 where he juggled his schoolwork, played baseball and was part of the Air Force ROTC. He graduated from the College of Education with a rank of 2nd Lieutenant in the Air Force in 1970, and by the time he was 24 years old, he was assigned front seat (Captain) of an F-4 Phantom.

Gossett went on to Hahn AFB, Germany, where he became one of the first flight leaders as a 1st Lieutenant. He took part in weapons testing and was asked to advise high-ranking Air Force officials. While there, Gossett also completed his master’s degree in business. Then in 1976 he was assigned to Luke AFB, Ariz., as an instructor pilot.

In 1979 he retired from the Air Force and joined a new fleet – Federal Express. An up-and-coming company at the time, Gossett spent a 30-year career serving as a line pilot, instructor pilot and line check airman.

After a 46-year career as a licensed pilot, Gossett retired from FedEx in 2010. He has since established an aviation fund through the Bluegrass Community Foundation and also started a scholarship fund in the College of Education.

“I believe in the importance of education,” Gossett said. “If we can be number one in basketball, why can’t we be number one in education?”
Dawson to be Enshrined in Pro Football HOF

Steve Parker likes to relate the story of when he first saw Dermontti Dawson walking the halls of Bryan Station High School in Lexington, Ky. Parker says he initially thought Dawson was a parent and asked if he needed help. When Dawson said he was a student, the football coach side of Parker kicked in and he said, “Where have you been all my life?” Those words started a career that spanned high school, the University of Kentucky and the National Football League. And thanks to his stellar 13-year career with the Pittsburgh Steelers, Dawson will be inducted into the Pro Football Hall of Fame in August 2012.

“It’s really shocking, to tell you the truth,” Dawson said. “You always want to be the best you can be, but for others to say you’re one of the best... it just blows me away.” But Parker isn’t surprised. He has witnessed Dawson’s entire career. Yet, when asked about Dawson, Parker likes to focus on other qualities.

“The honor could not happen to a better person,” said Parker, who now is the Associate Dean for Academic and Student Services in the UK College of Education. “Dermontti has all the characteristics that you would like to have in a son or daughter. He is very intelligent, polite, mannerly, sincere, approachable, etc. He is still very humble considering all the things he has accomplished.”

Aside from football, Dawson sees the importance of giving back. He has worked with the Make a Wish Foundation, the Ronald McDonald House and the Leukemia and Lymphoma Society. In addition, Dawson created a scholarship fund in the College of Education.

“I just thought it was important to give back to the college,” Dawson said. “It really isn’t a lot but any amount you can give helps. Teachers are undervalued and underappreciated, but they are where our future lies.”

Spragens Puts Her Degree to Work with Disney

It was a bit of an unconventional path that led Margaret “Sam” Spragens to the position of Sports Guest Services Manager at the ESPN Wide World of Sports at Walt Disney World in Orlando, Fla. Spragens received her undergraduate degree in recreation from the UK College of Education in 1988. She moved on to the Southern Baptist Seminary in Louisville as a way to achieve her dream of being a Minister of Recreation for a large church. Her chance came at First Baptist Church in London, Ky., where she helped design their state-of-the-art recreation facility. After a few years, she felt a master’s degree would afford her more options so she decided to attend Temple University.

Eventually, she was attracted to Disney for an internship with the Funai Golf Classic, a PGA TOUR event that eventually became known as the Children’s Miracle Network Classic. Through that, she networked within Disney to reach her present position.

At an early age, the importance of education was instilled in Spragens. “Mom and Dad both valued education,” Spragens said. “Mom took a very active role in our education. There was never any doubt that we were going to college and earning degrees.”

In high school, there was not that much support to prepare her and her classmates for college, so her mother eagerly filled that void, Spragens said. As a matter of fact, education was so important to her mother, she even helped Spragens’ friends, too.

“She basically served as our guidance counselor preparing us for the ACT and SAT, as well as helping us discover academic paths that would serve us best,” Spragens said. “I remember many evenings around the dinner table with friends that became college and career counseling sessions.”

Spragens’ mother was a very proud alumna of the UK College of Education, so when Spragens told her that she was going to major in recreation and leisure studies, her mother was not thrilled.

“But she was relieved when I told her it was a department in the College of Education,” Spragens said. And in the end, her parents came to appreciate the fully rounded experience she received at UK.
Mike Webster Honored by OfficeMax

Mike Webster, a UK College of Education alumnus and physical education and wellness teacher at Tates Creek Middle School (Lexington, Ky.), received more than $1,000 worth of classroom supplies as part of OfficeMax’s nationwide teacher appreciation giveaway, “A Day Made Better.” Webster was one of just two teachers in Fayette County to receive the honor. The giveaway is part of the OfficeMax campaign to eliminate the practice of teachers dipping into their own pockets to outfit their classrooms, especially during this time of extra economic burden. To read more, visit the Fayette County Public Schools website at www.fcps.net/news/press-releases/2011-2012/officemax-giveaway.

Alumni Inducted into Golden Wildcat Society

During the 2011 University of Kentucky Homecoming festivities, the UK Alumni Association celebrated the class of 1961’s 50-year reunion. The members of this class were inducted into the Golden Wildcat Society. Pictured to the right are this year’s inductees who received degrees from the UK College of Education: (front row, L-R) Barbara Hulette, Jane Burke, Virginia Redford, Eleanor Chenault, Marty McGregor, Paula DeBoor and Betty Hedlund; (back row, L-R) College of Education Development Director Jeff Francisco, College of Education Alumni Director Mary Ann Vimont, College of Education Dean Mary John O’Hair, Diane Stuckert, Betty Dawn Weaver Mobley and Mervyn Jones.

New Online Store Now Live

The UK College of Education’s online store recently underwent a redesign and the new spot for all your College apparel and accessory needs can now be found online at http://www.dappleadv.net/universityofkentuckycollegeofeducation.html. Offered in the new store are T-shirts, polo shirts, caps, bags and blankets. Show your support for the UK College of Education with these new items.

For more UK College of Education news, please visit the College’s website at http://education.uky.edu/news. Read about the College’s talented faculty, staff and students, and even keep up with items from your fellow alumni. To submit information or to just let us know what you are up to, fill out the online form at http://education.uky.edu/Community/alumni/stay-connected or send an e-mail to AlumniNews@coe.uky.edu.
UK College of Education students share a dream to serve others and make the world a better place. And it often takes scholarship assistance to make that dream come true.

Through gift and estate planning, there are a variety of ways to help young men and women achieve their education and career goals. With a bequest, a gift annuity or charitable trust, you can leave a legacy, impact the future and help others follow in your footsteps.

For more information on giving opportunities, contact the University of Kentucky Office of Gift and Estate Planning at 800-875-6272 or 859-257-7986 or email giftandestate@uky.edu.

http://www.uky.edu/Development

An Equal Opportunity University
When students in Eminence, Ky., recently took to Twitter to protest a decision made by their town’s officials, school leaders held their breath. Perhaps the new culture they had created — one where it’s OK to do things like bring an iPhone to school or voice to teachers and administrators how you want to be taught — had opened the doors to “student voice” a little too wide.

Nobody could argue the cause wasn’t good-hearted. The students were rooting for a man in town who helped make ends meet by collecting cans to recycle. Some residents were concerned about him coming onto their properties, so he’d been told he was no longer allowed to pick up cans.

As it turns out, the students acted maturely during their cyberspace campaign. The town altered its decision and school officials, proud of their students’ responsible use of social media, breathed a sigh of relief.

It’s commonly said it takes years for a trend to reach Kentucky. Someone merely passing through Eminence, population 2,200, might describe it as a sleepy little town. But Eminence students’ impromptu Twitter campaign is just one example from among the forward-thinking Kentucky schools on track to become models for the state, nation and perhaps even the world.

Given their innovative spirit, it is no surprise that when the College of Education at the University of Kentucky created a program last summer to build capacity in leaders to design new systems for learning, Eminence’s superintendent, Buddy Berry, and instructional supervisor, Thom Coffee, were among the first participants.

The Next Generation Leadership Academy — an output of the College’s Kentucky P20 Innovation Lab — was a game-changer for Eminence. Berry and Coffee were already on an innovative path, but the academy allowed them to get further connected with what school could be. They say it also allowed them to think purposefully about how to enact changes in a designed format that’s systematic, rather than happenstance.

In one particularly eye-opening session, UK Associate Professor John Nash brought in some high school students and prepped the academy participants on how to ask probing questions about what they want from school.

“As we interviewed them about how to do school differently, the students were so stuck inside the model they had seen for 15 or 16 years, they couldn’t think differently. It convinced me that we’ve got to go back to Eminence and find a way to get from students what they really want from school — not just a version of what they think school is supposed to be,” Coffee said.

Across America, there are students, teachers, principals and superintendents who, similarly to Eminence, know all-too-well the way we do school no longer works. While we may refer to what is needed as “education reform,” the effort shouldn’t be confused with reform programs we’ve all watched come and go in decades past. The new “education reform” is designed to root out what doesn’t work and replace it with ways of learning that will prepare all students for college and careers. Interestingly, this kind of reform is student-centered, meaning students have a say in designing the future of their education. And, perhaps most importantly, Kentucky has spent years building the sorts of infrastructures that will make this work sustainable over time.

Here at UK, we call this type of reform “Next Generation Learning,” or “NxGL” for short. In 2010, we created a launching pad for NxGL called the “Kentucky P20 Innovation Lab,” referred to around here as “P20.” A lot of people ask us, “What is P20?” At the simplest level, it means pre-school (“P”) to graduate level (“20”) education. The activities that fall under the P20 label are diverse and complex; however, the heart of P20 is quite simple. P20 builds a bridge between school districts and higher education. The work we do is parallel, which begs the question, “Why don’t school districts and universities —
particularly colleges of education – spend more time working together?"

It’s a daunting task, tearing down a system that has remained virtually unchanged since the 1800s. But the participants are up for the challenge and the UK faculty members involved in P20 are excited to lend a hand and be part of the transformation. Within P20 is a set of mini-labs that are based upon issues or themes. For instance, the importance of self-beliefs is a founding principle of Associate Professor Ellen Usher’s work as co-director of the Motivation and Learning Lab. Meribeth Gaines, principal of Lexington’s new Wellington Elementary, co-directs the lab with Usher.

“The lab gets us out of our silos and helps us share expertise we both have for solving challenging problems we face,” Usher said. “By having a university researcher and school principal collaborate, we are able to ask the right questions and conduct the right analyses, so our lab is able to solve problems encountered daily in Kentucky’s schools.”

The N xG L Leadership Academy begins work with school leaders because they are in a position to make school-wide and system-wide changes. Keep in mind, these leaders have been part of the current system since about age 5, when they entered kindergarten. And it’s likely most of their career successes have come from performing well within that system. But they also realize how the current system isn’t keeping up with the demands of a global world and are ready to lead the state, nation and the College’s international partners in changing it to meet current demands.

With all this talk of radical transformation, that’s not to say we’re going to pull the proverbial rug out from underneath the current schooling systems. While the task at-hand is big and the need for transformation vast, we’re starting small. Yet, we’re making sure we can “scale-up” what works very quickly.

Here’s how it works. Once a school leader takes part in the year-long leadership academy, he or she will have a set of goals and ideas for how to make important changes. The ideas worth trying out, we call “prototypes.” We have the chance to work with their schools to test out these prototypes within Learning Innovation Zones (iZones) created inside the schools. iZones provide a safe place for college faculty and school personnel to work together to redesign and rethink current policies, practices and programs to support 21st Century learners.

When something shows promise among the students in the iZones, we have networks set up across Kentucky (at other iZone schools) and in several other states through the Council of Chief State School Officers (CCSSO). Kentucky is one of seven states chosen by the CCSSO to participate in an Innovation Lab Network (The Partnership for Next Generation Learning) to strategically work together to design new systems for learning to more fully prepare ALL students for college and career. This partnership seeks to spark a broad-based educational transformation through the establishment of state-based networks to create proof points of scalable initiatives and system redesigns that deliver the educational outcomes we seek. UK is working collaboratively with the Kentucky Department of Education to lead this work throughout the state.

Kentucky is the only state among the CCSSO network that has a high level of involvement between P-12 and a university. We think this puts our state at an advantage, because with a job this important, no one is willing to leave any of this to chance. Collaboration with a tier-one research university allows our schools to deeply analyze prototypes and research the impact on student achievement.

As for Eminence, here are some of the ideas they are implementing within their schools:

- Partnership with Bellarmine College to offer college-level courses to qualified students with no cost to students;
- Redesigned Master Schedule (Core classes three days per week. Benchmark ready students take classes two days a week on Bellarmine’s campus.);
- Wi-Fi on school bus transporting students to Bellarmine College in Louisville;
- One-to-one technology devices (MacBook Pro) for all high school students;
- Students trained to give feedback on educational experiences using Twitter;
- Student and Teacher Voice Teams for input in district decisions;
- Standards-Based Report Cards; and
- Working with sister school in England on using results from student aspirations surveys to better engage students in learning.

College of Education Assistant Professor Gerry Swan demonstrates to Kentucky school leaders at the Next Generation Leadership Academy how to utilize CaseMate, a digital technology that enables teachers to develop, deliver and formatively assess multimedia lessons.
Elementary Education graduate Logan Bright shakes hands with UK President Eli Capilouto as she receives her undergraduate degree in Elementary Education at the 2012 UK Commencement Ceremony. With Bright is Deja, a service dog Bright helped socialize during the spring semester as part of the 4 Paws for Ability program Bright helped bring to UK three years ago. For more information on Bright and the 4 Paws for Ability program, visit http://uknow.uky.edu/content/uk-students-train-service-dogs-through-4-paws-ability.

John “Toby” Tyler (far right) addresses a packed William T. Young Library Auditorium about the day College of Education alumna Vickie Sageser saved his life via Cardiopulmonary Resuscitation while on vacation in North Carolina. Tyler later made a donation to the College to put toward the acquisition of Automated External Defibrillators (AEDs). The AEDs will be installed in Dickey Hall and Taylor Education Building in 2012. Due to the type of research and classes held in the Seaton Building, the College’s third building, AEDs already are located there.

Emeritus faculty member Truman Stevens autographs his photo prior to the annual UK College of Education Emeritus Faculty Breakfast. The photos were from each faculty member’s early days in the College.

Faculty members take part in a “get to know you” exercise during the annual UK College of Education Faculty Retreat.

College of Education MIC students and UK Center for English as a Second Language students work through a Halloween-themed lesson as part of an ESL project aimed at helping ESL students prepare for the TOEFL exam.
Participants in a Design Thinking workshop attempt to build a tower out of paper. The workshop, headed by Associate Professor John Nash, provided participants with a human-centered approach to understanding problems and creating solutions using extreme innovation and collaboration.

The College of Education was well represented at the annual Sarah Bennett Holmes Award Ceremony, sponsored by the UK Women’s Forum. Four members of the College’s family were nominated for the award: (L-R) Marcia Bowling (administrative services assistant in the Department of Special Education and Rehabilitation Counseling), Melody Noland (Department of Kinesiology and Health Promotion [KHP] chair and professor), Melinda Ickes (assistant professor in KHP) and Pam Remer (associate professor in the Department of Educational, School and Counseling Psychology).

UK College of Education alumna Abbie Gaston (right) works with a Sandersville Elementary student during Family Engineering Night, coordinated by the UK chapter of the National Science Teachers Association and the College of Education’s Department of STEM Education.

Necia D. Harkless (left) and Rhonda Strouse, both of Lexington, Ky., were two of nearly 150 educators honored at the 2012 UK College of Education Teachers Who Made a Difference Program. This year’s program was highlighted by honored educators from 13 states and by spokesperson Matthew Mitchell, UK Women’s Basketball Head Coach.

James Bradbury speaks to those in attendance at the 2012 Gary Stingle Memorial Scholarship Banquet. Bradbury, who received a master’s degree from the College of Education in 1963, established a scholarship to assist College of Education students with their educational expenses.

Michael Manning and Andrew Burgoon chat during the spring semester Student Teacher Reception held at the UK King Alumni House. Manning and Burgoon both completed their student teaching in secondary education (social studies).
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