

CONSTRUCTION TO BEGIN ON HAROLD CLARK SIMMONS HALL



To serve a growing number of faculty, students and programs, a new building named after Harold Clark Simmons will be constructed next to Annette Caldwell Simmons Hall beginning this summer. It is scheduled to open in 2015.

The new hall, as well as three new endowed academic positions, are funded by a historic \$25 million gift presented by Harold C. and Annette Caldwell Simmons in 2013.

Beyond the bricks and mortar, technology will shape the function of Harold Clark Simmons Hall. Part of the space will be dedicated to three laboratories wired to train students in teaching, instructional design and assessment.

“What we can offer in these labs is a place for teachers to practice being teachers in low-stake environments,” says Simmons Dean David Chard. “The typical approach to teacher development is to take teachers from their coursework to the classroom, without the opportunity to practice what they’ve learned.”

One of the labs will simulate preK-12 classroom environments, with computer avatars standing in for students. Anthony Cuevas, Simmons director of instructional design and learning technology, will work with the University of Central Florida’s Teach Live system to customize the simulations. “The avatars are controlled by actors in Orlando, Florida, who play the role of students,” he says. “We prepare the actors for classroom situations, and the teacher interacts through the same technology



Harold C. Simmons and his wife, Annette, made an additional gift of \$25 million to the school to support three new endowed academic positions and the construction of a new building for expanding programs.

used in video games. After role-playing, teachers will go to the assessment space to reflect on what they’ve learned.”

In the new assessment lab, software programs will allow teachers to review and assess their data and performance. These assessments also will be relayed to the new design lab, where teachers can construct the resources they need to connect with their students.

The instructional design lab will be open 24/7 and give teachers access to traditional materials and current technology to develop lesson plans and social media applications.

Aside from laboratories and classrooms, the new building will be home to the Teaching and Learning Department and the Center on Communities and Education.

Chard says the new hall demonstrates the Simmons family’s continued commitment to education. “This extraordinary gift enables our school to leave a more durable imprint as we increase our capacity for making an impact,” he says. In 2007, the couple made a historic gift of \$20 million to the University, which established the first hall and endowments for the school. Harold Simmons died Dec. 28, 2013.

HONORING LUMINARY RECIPIENTS



Madeline McClure (left), founder and executive director of TexProtects, Jonah Edelman, co-founder and CEO of Stand for Children, and Terry Ford ‘74, co-founder and executive director of Lumin Education, are the 2014 Simmons Luminary Award recipients. Marian Wright Edelman (not pictured), founder of the Children’s Defense Fund, was also recognized. The recipients were honored for their work advancing the education and well-being of at-risk children.

DEANS, SPELLINGS DISCUSS HIGHER ED AT LIBRARY OF CONGRESS



Simmons Dean David Chard (left), Margaret Spellings, former U.S. Secretary of Education and president of the George W. Bush Presidential Center, and Simmons Associate Dean Michael McLendon presented “Accountability, Affordability and Performance in Higher Education” at the Library of Congress last fall. At the event, Chard also announced his appointment of McLendon as the Annette and Harold Simmons Centennial Chair in Education Policy and Leadership.

CENTER ON RESEARCH AND EVALUATION

When current methods in education and human development aren’t working, what’s the best way to change them?

Finding the answer to that question is the mission of the Center on Research and Evaluation at the Annette Caldwell Simmons School of Education and Human Development. The newly created center supports faculty research and program evaluations, through development of knowledge and dissemination of information. “As a school, our job is not just to impart evidence-based practices, but to create the evidence,” says Simmons Dean David Chard.

The center is run by Executive Director Scott Baker, who has been a principal investigator on 30 federally funded grants and is the former associate director of the University of Oregon’s Center on Teaching and Learning. He believes in the importance of providing a wide range of services for the faculty, including placing research findings into practice. “We want to collaborate with faculty and other institutions and have direct applications to what happens in schools,” he says.

Another component of the center is to conduct evaluations of area organizations serving children and families. “We are

finding an opportunity to work more closely with these organizations to help them understand the purpose of evaluation,” Baker says. “What we are hearing from them is that they would like to use data from evaluations to help improve their services.”

The center is working on program evaluations with organizations such as the Concilio, Dallas Arboretum, Parish Episcopal School and Texans Can Academies. Also in development is a

major evaluation of The School Zone in West Dallas, a collaboration between 27 nonprofits, 16 public, private and charter schools, including the Dallas Independent School District’s feeder schools for L.G. Pinkston High School. The

School Zone is led by Simmons’ Center on Communities and Education.

Securing research funding is key to the center’s success. So far this academic year, Simmons faculty members have brought in grants totaling \$6.4 million. The goal is to reach \$10 million annually. “This is a formidable challenge,” Chard says, “but our faculty members are active researchers and I anticipate that external agency funding will quickly surpass our goal.”

“We want to collaborate with faculty and other institutions and have direct applications to what happens in schools,”

SCOTT BAKER



The staff at the Center on Research and Evaluation includes Assistant Dean Kathryn Canterbury (seated, left), Assistant Director Hiba Rahim, Dylan Farmer, project coordinator, and Karen Bembrey, program manager. Standing are Professor Aki Kamata (left), Thom Suhj, doctoral candidate, Executive Director Scott Baker and Wendy Whaley, administrative assistant.

FACULTY



ERIC G. BING, senior fellow and director of global health for the George W. Bush Institute, and professor of global health in Simmons' Department of Applied Physiology and Human Development, was one of nine finalists for *The Dallas Morning News'* Texan of the Year 2013 award. Recognized for having uncommon impact, Bing was cited for his dedication to improving health care in developing countries and for writing *Pharmacy on a Bicycle*.



CANDACE WALKINGTON, assistant professor in Teaching and Learning, examines how abstract mathematical ideas can become connected to students' concrete, everyday experiences.

As a single author, she recently published an article in the *Journal of Education Psychology* on using learning technologies to personalize students' math instruction. This research also was covered by *Education Week* and a public broadcasting blog, *Media/Shift*.



DANIEL RAINEY, director of Alternative Dispute Resolution Services for the National Mediation Board (NMB), joins the Dispute Resolution faculty at SMU-in-

Plano. His work for the NMB includes development and use of information and communication technologies for dispute resolution efforts.



DONNA GOBER, lecturer and director of Wellness, presented research on the effects of wellness courses on perceptions of student success at the National Resource Center for

the First-Year-Experience and Students in Transition's annual conference, Feb. 14-18, San Diego, CA.

The air is charged with excitement and pride at the Center for Family Counseling, SMU-in-Plano. Seven graduate students have just finished group counseling sessions and are preparing to discuss the progress their clients have made.

During this particular session, one client who had been nonverbal suddenly began talking. Meg Stutts and Michael Ferraro, co-facilitators of the session, are unsure why he began to speak, but they're thrilled because he not only participated for the first time, but his peers were supportive and encouraging.

These kinds of developments are rewarding for the graduate students as they work to earn a Master of Science in Counseling at the Simmons School of Education and Human Development. The graduate students have a multitude of specialties to choose from such as play therapy, chemical dependency counseling, or marriage and family counseling. And, they get to use the counseling skills they've acquired in a unique pilot program designed for young adults with Asperger's syndrome, a diagnosis on the autism spectrum.

The clinic's director, Sarah Feuerbacher, says there is a great need for counseling young adults with Asperger's. Families who have special needs children enjoy a strong support network while their children are in school, but once these children have graduated from high school, that support suddenly disappears. "When you lose your biggest resource and support system, it goes to show how lonely it can be and how much a family as a whole needs services, not just the individual," she says.

The clients her graduate students work with range in age from late teens to early 30s. They come from the nonPareil Institute, a Plano-based organization that trains and employs people with autism to work in the technology industry. Feuerbacher says nonPareil's founders proposed that the center provide their clients with services, so she



Counseling student Meghan Eichner (foreground) and Sarah Feuerbacher, director of the Center for Family Counseling, review a group session with nonPareil participants.

created the pilot program. NonPareil's clients are intelligent and highly functional, but as the institute's founders pointed out, when it comes to getting a job or working with their peers or supervisors in the workplace, they don't have the social skills and self-confidence to help them succeed.

"We feel we're offering something that's very crucial to their holistic development," Feuerbacher says. "The options have been, if they do receive outside help, it's in the form of daycare, and that's not the functionality of the individuals at nonPareil. They don't need daycare, they need a safe place where they can voice their feelings and thoughts and need the ability to build their self-confidence."

NonPareil clients receive an eight-week course of group counseling sessions, with an option to sign up for more. Depending on their needs, they're organized into groups that address social skills and team building. Laura Fleming, a graduate student working with a team building group, says that people with autism are often perceived as not having emotions when actually they have as many emotional issues as anybody who seeks

counseling services. As counselors, she and her colleagues must employ unique ways of addressing their clients' needs because of the range of disorders. They create exercises that develop communication and cooperation skills, the ability to identify emotions, share confidences and take risks. Just asking for help can be a challenge for someone with Asperger's. She is encouraged by the camaraderie that has developed over time among the clients in her group.

Ferraro adds that the counselors try to create an environment where their clients feel free and safe to interact with each other and with them.

Meanwhile, the counseling sessions with nonPareil clients proceed, as Feuerbacher develops ways to gauge the pilot program's impact. "We are continuing to evaluate and create assessment tools that are appropriate to use with this population and get us the information we are looking for in increasing self-esteem, social skills and teamwork."

f / READ MORE ON OUR FACEBOOK PAGE.

TEACHING AND LEARNING LAUNCHES SPECIAL EDUCATION DEGREE

Jake Eubank loves to read. He likes books on animals and nature, dinosaurs, Dr. Seuss and the comic strips in the newspaper. Jake, an 18-year-old senior at Lake Highlands High School in Dallas, has Down syndrome and at one time, reading would not have been an important part of his curriculum.

That's because students with intellectual disabilities traditionally have been taught functional skills, and according to Professor Jill Allor, Chair of Teaching and Learning in the Annette Caldwell Simmons School of Education and Human Development, those at the lower end of the spectrum are not always expected to learn to read.

Jake's mother, Sarah, is excited about his reading success. When Jake was in the seventh grade, she learned about an SMU reading program for children with intellectual and learning disabilities when she attended a presentation at the Dallas Down Syndrome Guild. "I just wanted Jake to be a good reader, so I felt I had nothing to lose but to try it," she says.

Jake now reads at a second-grade level. His mother notes that he has increased comprehension and fluency. "He came from not much reading, had some word recognition, but past that he was not able to really pick up a book and just read it. So, it's been tremendous."

Allor explains that the primary method for teaching reading skills to students with

intellectual disabilities has been to have them memorize "sight words." Instead of teaching them to break words apart and learn them from a structural basis, they are taught to memorize a whole word. On the other hand, she says, "Typically developing readers learn how to process the internal structures of words, so they really learn it inside out, outside in. When they read a word they're processing all the letters." Students with intellectual disabilities also can break words apart, but Allor says it takes longer and requires increased quality and precision of instruction.

She, along with Professors Paul Yovanoff and Stephanie Al Otaiba are part of the school's top research team who designed a new Master of Education in Special Education. They prepare students to teach children with intellectual disabilities, learning disabilities and behavioral disorders. Though other universities offer similar degrees, Simmons professors believe this program is unique because it prepares graduates to be, not just teachers, but scientists in their field. "Our graduates will be trained as researchers, and researchers who will understand evidence

regarding what works and what doesn't work in their classrooms with a specific child," says Yovanoff.

Allor points out that the teachers will be making instructional decisions based on data, thus becoming researchers in their own classrooms. The Simmons program teaches them how to lead, to collaborate, co-teach and work with families and other teachers.

Stephanie Al Otaiba adds that families can be overwhelmed by their children's learning disabilities. "They need help and support to learn how to advocate for their children and to make judgments about to what extent their child's individualized education plan is appropriate."

Why so much effort for a few students? Al Otaiba says that not only is it good for the individual, but it also benefits society. "It maximizes our cultural responsibilities." Money and efforts spent early in a child's development shapes adults who can be independent and contribute to society.

Yovanoff puts it succinctly, "In reality, all children should get what all children need, and that's what this is about."

Professor Jill Allor received a \$1.5 million grant from the Institute of Education Sciences (U.S. Department of Education) to develop a reading program to supplement current reading instruction and increase the intensity of instruction for students with intellectual disabilities. Professors Stephanie Al Otaiba and Paul Yovanoff are co-principal investigators.



For more information, contact the Department of Teaching and Learning at smu.edu/TL.

f / READ MORE ON OUR FACEBOOK PAGE

JEANIE GREENIDGE '10 BRINGS MEANING TO TEACHING



JEANIE GREENIDGE '10, veteran teacher at O'Banion Middle School in Garland, TX, wrote about why she became a teacher in the spring issue of *Teaching Tolerance*. Feeling invisible as a child, she changed when her drama teacher stepped into her life. The experience led her to teach. "Many students feel like they are disappearing from their own lives," she says. "Stripped of all power and in pain, they feel that their lives are beyond their control. My first priority as their teacher is to see them." Read her essay at www.tolerance.org/magazine/number-46-spring-2014. Greenidge received her M.Ed. in Educational Leadership through Simmons' Accelerated School Leadership program.

disappearing from their own lives," she says. "Stripped of all power and in pain, they feel that their lives are beyond their control. My first priority as their teacher is to see them." Read her essay at www.tolerance.org/magazine/number-46-spring-2014. Greenidge received her M.Ed. in Educational Leadership through Simmons' Accelerated School Leadership program.

ON THE COVER



ESMERALDA ORTIZ is director of community relations for the Center on Communities and Education in Simmons. She has played a central role in managing The School Zone, a multi-partner education partnership that supports struggling students and their families in West Dallas. Her work is highlighted as part of SMU's World Changers Shaped Here campaign. **Read more at smu.edu/World/Stories/Ortiz**

EVENTS

f t YouTube / SMUSIMMONS

May 17, 2014 GRADUATION RECEPTION

The school hosts a reception honoring May graduates in Annette Caldwell Simmons Hall, 3101 University Blvd., at 11:30 a.m.

May 20, 2014 ANNUAL EDUCATION BREAKFAST

The Center on Communities and Education sponsors its annual breakfast on education. This year's topic focuses on parental involvement in student achievement. **For information, contact Erin Crosby, ecrosby@smu.edu.**

June 7-29, 2014 STUDY AWAY

Simmons offers three European study trips in June: MLS' art history tour in Italy and two Dispute Resolution courses in Madrid and Geneva. **Visit smu.edu/MLS and smu.edu/DRC.**



June-August 2014 COLLEGE READINESS

A variety of Simmons college preparation programs for middle and high school students begins mid-June, ending early August. **Visit smu.edu/Youth.**

YOUR SUPPORT MAKES A DIFFERENCE

Through rigorous research and fresh thinking, we in the Annette Caldwell Simmons School of Education and Human Development are strengthening our commitment to teaching.

Now in our seventh year on campus, we wish to acknowledge a growing constituency of support. Thanks to our alumni and friends, we are able to draw important resources to advance our work. With financial support for scholarships, we can attract and retain top scholars who will complete their degrees and make a profound impact on people's lives through their work.

I encourage you to support our future leaders and help us move the Simmons School forward in a strong direction.

With appreciation,

David J. Chard, Ph.D.
Leon Simmons Endowed Dean



Eric Bing, Katherine and Eric Reeves



Tricia Rippey Besing, Billie Lee Rippey '53, and Paige Rippey Locke



Brent Christopher



Calvert K. Collins and Richard Collins



Carol Calkins, Carla Haynes-Clowe



B.R. Holman, Dean David Chard, Gigi Poglitsch



Young Leaders in Education members, including current chair Byron Sanders and 2015 chair Tierney Kaufman



Vanna Ngo, Jennifer Barnes, Ali Garcia



Changing Minds
 Annette Caldwell Simmons School
 of Education and Human Development
 Southern Methodist University
 PO Box 750382
 Dallas, TX 75275-0382
 Dean
 David J. Chard, Ph.D.
dchard@smu.edu
 Editor
 Yolcie Garcia
ygarca@smu.edu
 Contributors
 Susan Schewe
 Frank Trejo
 SMU's Office of Public Affairs
 Photographers
 Shealah Craighed
 Kevin Gaddis Jr.
 Hillman Jackson, SMU
 Kim Lecson
 Claire McCormack
 Jeffrey McWhorter
 Sebren Snyder
 SMU will not discriminate in any employment practice,
 education program or educational activity on the basis of race,
 color, religion, national origin, sex, age, disability or veteran
 status. SMU's commitment to equal opportunity includes
 nondiscrimination on the basis of sexual orientation.
 0414

NonProfit Org.
U.S. Postage
PAID
Southern Methodist
University

Annette Caldwell Simmons School
of Education & Human Development
Southern Methodist University
PO Box 750382
Dallas TX 75275-0382
smu.edu/Education

World Changers Shaped Here