

potential

Unlocking Human Possibilities



SMU | ANNETTE CALDWELL SIMMONS
SCHOOL OF EDUCATION
& HUMAN DEVELOPMENT

Twelve area middle school students learned to build a model of the Margaret Hunt Hill Bridge as construction goes up in Dallas. The workshop for students was designed to teach science, technology, engineering and math. The Trinity Trust sponsored the workshop May 14 in partnership with SMU Simmons' Summer Youth and Talented and Gifted programs.



Affiliation with Mediators Beyond Borders Expands Horizons for Dispute Resolution

Simmons' Center for Dispute and Conflict Management may reach well beyond its borders of the SMU-in-Plano campus next fall.

Faculty leaders are working on an academic affiliation with the international, nonprofit group Mediators Beyond Borders (MBB), which trains volunteers to use mediation techniques to settle disputes in countries around the world.

When the idea of the two groups joining efforts came up, Gary Robinson, senior lecturer and the center's director, says he thought it was the perfect fit. "It was a great way we could work together and build something special."

Mediators Beyond Borders --which has 500 members from about 20 countries-- needs a place to train volunteers. SMU has the location and facilities, Robinson says. He believes the partnership would enrich the Dispute Resolution program by giving students exposure and experience in international conflicts.

MBB assembles diverse volunteer teams to work with locals on resolving conflicts and constructing peace-building initiatives in underserved areas.

Citing an example of what the organization does, Kenneth Cloke, past board president, tells of a Kenyan who contacted MBB for help. A longtime drought had

left two groups of people fighting over land that had water for their animals.

Cloke sent a mediation-training manual to a MBB member from Liberia, who headed to Kenya to assist in mediating between the two groups. Through the process, the two groups agreed that each side had to share the burden of the drought. "Instead of shooting at each other—being divided—they ended up whole," Cloke says.

Still in the planning stage, Robinson and Cloke say they hope to accomplish at least three goals through the affiliation. First, they hope to make SMU's Center for Dispute Resolution and Conflict Management a central location to train MBB participants.

The two also envision hosting an International Peacemaker's Summit at SMU, possibly in November, to foster an educational exchange between participants. The third goal involves creating online resources that mediators worldwide could access.

Lisa Anderson, a 2009 graduate of SMU's Dispute Resolution program, knows firsthand what combining forces with MBB could do for SMU students.

She began volunteering with the organization two years ago and chairs MBB's Ecuador project. Anderson and her team are trying to create technical



Gary Robinson (left), director of the Center for Dispute and Conflict Management at SMU-in-Plano, and Ken Cloke, a founder of Mediators Beyond Borders, are collaborating on an affiliation to benefit mediation students, volunteers and professionals.

resources for mediators to share their expertise. They also are working with Ecuadorian universities and professionals on a series of symposiums and hope to establish community outreach programs.

Launched about a year ago, the project is funded by the JAMS Foundation, the nonprofit side of an alternative dispute resolution company in the U.S.

As expected, cultural and political challenges arise when working in another country. Anderson sees strength in how SMU teaches the psychological elements of conflict and healing. The advantage MBB brings, she adds, is training.

"An alliance with MBB takes it to the next level. It takes the skills the students are learning and applies them to real projects, allowing them to facilitate a project or maybe work on a project themselves," she says. "I think that's the primary advantage. And it's a big one."



David J. Chard
Leon Simmons
Endowed Dean

Benefits of Good Communication

The three most important aspects to the work of the human service professions are communication, communication, communication. Human service professionals-- teachers, principals, counselors, mediators, physiologists--are the individuals we prepare in the Simmons School. They are challenged to help others develop and use their knowledge to do good, to get along with others, and to live physically and emotionally healthy lives. This is not easy, we are a complex species!

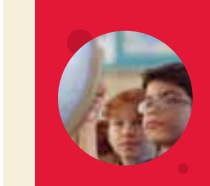
For example, one of the greatest obstacles to improving public education lies in the ability of adults to lead the efforts of others, to work together on behalf of children and their families, and to provide clear communication to students about academic and behavioral expectations. As indicated in our cover story, mediators, like those working with Mediators Beyond Borders, are in hotspots around the globe. Facilitating communication is paramount and essential for them and for us to manage and resolve everyday conflicts.

For counselors, listening, understanding and interpreting the communication of others, and helping them understand themselves is their measure of progress. This kind of communication forges a path toward healing.

The word communication is derived from the old French term "communis" meaning "to make common." The Simmons School faculty is dedicated to providing our students with the best possible preparation in addressing human needs: cognitive, linguistic, moral, emotional, and physical. We just completed our spring 2011 semester and graduated 135 professionals who will pursue careers integrating theory with practice to create a common understanding toward improving the lives of others.

For the first time since our school was opened, we awarded degrees to four undergraduate students who received their Bachelor's in applied physiology and sport management. They now are embarking on their professional careers. For these graduates, understanding the world will be easier as they develop the communication skills they need to conduct themselves successfully.

Finally, we in Simmons are always seeking ways to improve, and we can do that by communicating with you. I invite you to get in touch with us and let us know what may be of interest to you. We are happy to listen and respond.



A World of Opportunity Opens for Teachers with New Global Education Program

Darcy Young, a veteran Highland Park High School English teacher, shines when she talks about preparing the next generation of students. Although confident of her teaching skills, she knows her students need new information about the contemporary world that she hadn't been prepared to teach. "So many things are relevant to our students that I didn't learn in my teacher prep program because it wasn't even in the world then," she says.

Young jumped at the chance to acquire new knowledge by participating this year in the Global Education and Leadership Program for Teachers designed by the Department of Continuing and Professional Education in the Annette Caldwell Simmons School of Education and Human Development. It's the brain child of Dawson Orr, superintendent of Highland Park Independent School District. He believes understanding a complex society demands a fresh approach to classroom instruction.



Tony Picchioni (left), chair of the Department of Dispute Resolution and Counseling in Simmons, reviews materials with Benji Coleman and Nikki Valdez, participants in the new Global Education and Leadership Program for Teacher

"I simply thought it made sense to think about the world in which these boys and girls are going to grow up in and it is one that requires a broader global perspective," says Orr. Part of academic rigor is to create the well-rounded citizen who can cooperate, compete, and lead in an interconnected world, he adds.

Orr looked for other schools across the country with global education elements incorporated into their curriculum. He discovered that Rice University had

developed a global education certificate program for teachers and proposed a partnership with SMU to David Chard, Dean of the Simmons School.

As a result, focus groups--composed of teachers, parents, community and business leaders--were formed to advise what would be important to include in a strong global education program.

Using the groups' feedback, Paige Parrish, Continuing and Professional Education's program director, collaborated with Highland Park Independent School District and Brattle Publishing, an instructional design firm, to create a prototype for the teacher certification program. They developed five modules within which the teachers could teach their curriculum: global education; global leadership; cultural diversity; conflict management and collaboration; and human rights and global issues.

The program launched in January for ten weeks, training teachers who attended a three hour class once a week at Highland Park High School. Participants included 30 teachers from Highland Park, five from Coppell Independent School District and five from Dallas Independent School District. By all measures, the program was a success and will expand one semester at a time. Since the program began with a focus on grades 9-12, the next one will incorporate grades 6-8, starting in the fall. Ultimately the curriculum will cover all elementary school grades. La Fiesta de las Seis Banderas, a nonprofit group, and the Highland Park Education Foundation are funding the development of the program.

By all measures, the program is considered a success. Orr says the teachers' reaction to the program has been good. "It asks a great deal of them to go for 10 consecutive weeks, three hours, on a Thursday from four to seven at the end of a workday."

Darcy Young thinks it's all worth it. Referring to her students, she says, "The Global Education and Leadership Program for Teachers has given me another way to explain and lends an authenticity to why I'm asking them to do different things. I do think it's important for them to consider their place in the world."



Spring Marks New Beginnings

The Annette Caldwell Simmons School of Education and Human Development granted 135 degrees in May. Students received degrees ranging from a Master's in education, bilingual education, counseling, dispute resolution, liberal arts, and liberal studies to a doctorate in education. Simmons also conferred a Bachelor's degree in applied physiology and sport management, a new undergraduate program.

Faculty

News, Recognitions and Grants.



Kathy Hargrove

Kathy Hargrove, associate dean for academic affairs, has received the prestigious Fulbright Fellowship to work in India this fall and winter. She'll be at Ambedkar University Delhi (AUD), a young university in Delhi, currently establishing its school of education. Her project, "Unwrapping India's Gifts," centers on children and youth with exceptional gifts and talents. She returns to her faculty position after completing the fellowship.



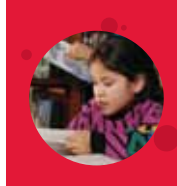
Dara Williams-Rossi

Dara Williams-Rossi will provide professional development to 25 elementary and middle school science teachers, starting this summer for one year. Through a \$112,320 grant from the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching, she's providing teachers an opportunity to update their knowledge in biology, and for them to share the information with other teachers in their schools. Williams-Rossi, who helped write the middle school Texas Essential Knowledge and Skills standards for science, is collaborating on this project with Pia Vogel in the Department of Biology, Dedman College.



Michael Stone

Michael Stone, a former president and chief operating officer of the Texas Rangers and also of the United Baseball League, is now teaching sport management in the Department of Applied Physiology and Wellness. He also served as Commissioner of the Northern League, professional baseball's oldest and most successful independent league, and as executive director of USA Boxing. In addition to his extensive sport executive experience, Stone has a doctorate in education psychology from the University of Michigan.



Putting Research to Work: Helping Students Achieve Success

Parent Lisa Boyer is a self-proclaimed cheerleader for the Center for Academic Progress and Success at the Annette Caldwell Simmons School of Education and Human Development.

Her daughter --now 7 and a first-grader-- struggled with learning to read in kindergarten so she enrolled her in the center for extra help. Her daughter now is an above-average reader, she says, adding that it has boosted her child's confidence, both personally and academically.

"As a mother, it's made my life much easier. I love it," Boyer says of the program. "I really don't know what their secret is. But whatever they're doing, it works."

There's no mystery to the center's approach. Instructors use curricula, methods and materials proven successful in major research studies conducted through Simmons' nationally renowned Institute for Evidence-Based Education.

The year-round center offers intensive, one-on-one tutoring services in reading, math, writing, study skills and test preparation. It also offers the Mustang Reading Clinic.

"The beauty of our program is that we can serve children who are struggling - maybe two to three grade levels below where they need to be, but also work with children who are in gifted and talented programs," says Director Melinda McGrath. "It really works across the whole continuum."

Kathy Brossette-Weatherton couldn't agree more. Her daughter, now 7, was diagnosed with an auditory processing disorder. She couldn't find anyone willing to help her child until she spoke with McGrath.

When she first came to the center about three years ago, her daughter could barely talk, says Brossette-Weatherton. Instructors work with her child in speech, reading and math.

"This has just helped her so much," she says. "I think it's the best thing I ever found. It's my little jewel for her."

For McGrath and her instructors some of the most rewarding moments at the center have been when children realize, "Hey, I can do this!"

"The success story is not always about how well they do with their grades," McGrath adds.

Seventh-grader Lauren Rehman, 13, says when she started at the center in August, she "had no confidence in my writing skills and dreaded my language arts class."

"Now I feel 100 percent sure of myself and completely comfortable writing essays."

To learn more about the Center for Academic Progress and Success, visit smu.edu/CAPS.

Teach for America, Neuhaus and DISD Principal Receive Luminary Award

To highlight work that addresses inequities in education, Teach for America, Neuhaus Education Center in Houston, and Israel Cordero '97, a Dallas public school principal, were honored with this year's Simmons Luminary Award.

"Our three recipients exemplify the meaning of luminary. Because of their talents, risk-taking and perseverance, they shine a light on making meaningful change in education, says David Chard, dean of the Simmons School.

After four years of unacceptable state ratings, Samuell High School in Dallas was on the verge of closure or state takeover. When Cordero, the North Texas Luminary award winner, became principal of the Dallas high school in 2008, the school's state rating improved in one year to acceptable. The SMU graduate credits his leadership team with advances the school continues to make.



Pictured from left are David Chard, Simmons dean; Israel Cordero, principal of W.W. Samuell High School; Charles Glover, regional director of Teach For America; Ed Neuhaus, board member of Neuhaus Education Center, and R. Gerald Turner, SMU president.

Neuhaus Education Center, the regional Luminary award winner, provides instruction in Houston to educators and parents on helping students master reading. Founded in 1980 to evaluate and teach students with dyslexia, Neuhaus continues to train teachers on instructing reading, writing and spelling to all students through research-based curricula.

National Luminary Award winner Teach for America was created in 1990 as a national corps of outstanding recent college graduates of all academic majors who commit two years to teach in urban and rural public schools. In the current school year, more than 8,200 first- and second-year corps members are teaching in 39 regions across the country, including 240 teachers reaching 15,000 Dallas students.

The Art and Science of Teaching

Through the Annette Caldwell Simmons School of Education and Human Development, SMU provides exceptional training for teachers, counselors and therapists.



By providing research-based solutions to today's most pressing issues, the Simmons School has gained both regional and national recognition. The Simmons School is now creating a tradition of honoring family members, teachers and others through the naming of faculty offices at the school.

This special initiative provides donors the opportunity to pay tribute to educators or loved ones who made an impact on people's lives, while supporting the extraordinary faculty members of the school.



To make a gift to the Annette Caldwell Simmons School of Education and Human Development, please contact Patricia Addington, director of development, paddington@smu.edu.

Meeting and Greeting in Waxahachie

This spring Sandra H. Wilkinson '63, '71 hosted a reception for alumni and friends to meet David Chard, dean of the Simmons School. Wilkinson welcomed guests to her historic home in Waxahachie, Texas. The reception marks the first of several upcoming events designed for individuals to learn more about the Simmons School



Host Sandra H. Wilkinson '63, '71 and Libby Swindle '73



Lynn Nolte and Harriet Hines Jeffers '66



Barbara Nathan '57 and Tincy Miller '56

For more information, visit smu.edu/GiftedYouth

Hosted by SMU Gifted Students Institute

SMU campus

June 29-August 1, 2011

Academically talented students in high school can earn six hours of college credits.

COLLEGE EXPERIENCE PROGRAM

Upcoming Events

News, research and people from SMU's Annette Caldwell Simmons School of Education and Human Development

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