WMU study shows EMOs run 30 percent of charter schools

A new study by Western Michigan University researchers shows that privately operated education management organizations, or EMOs, now operate more than 30 percent of charter schools across the nation.

The new report, titled “Profiles on Nonprofit Education Management Organizations--2009-2010," finds that while the growth of for-profit education management organizations has been slow, their nonprofit counterparts have enjoyed sustained and steady growth. The report was released jointly on Wednesday, Dec. 15, by the WMU-based Study Group on Education Management Organizations and the National Education Policy Center at the University of Colorado at Boulder.

The report is one of two released in the past week by the study group at WMU and the National Education Policy Center. The second study, titled “Profiles of For-Profit Education Management Organizations,” finds that almost half of the public schools operated by for-profit EMOs have not met adequate yearly progress (AYP) benchmarks mandated under federal No Child Left Behind legislation.

Both studies were written by Dr. Gary Miron, WMU professor of educational leadership, research and technology and Jessica Urschel, a WMU graduate research assistant. The for-profit EMO report was co-authored by Dr. Alex Molnar, a professor at Arizona State University.

The nonprofit EMO report notes that until a few years ago, most attention had been focused on for-profit EMOs; however, more interest and funding have increasingly been focused on the nonprofit management sector in recent years.

“While concerns about profit motives are not as apparent with nonprofit organizations, there remain concerns about how public governance of these schools is being affected,” Miron says. “The nonprofit EMOs are quite diverse. Some of them charge similar fees and behave similarly to for-profit EMOs.”

One emerging distinction noted by Urschel is that some of the more prominent and successful nonprofit EMOs have received a great deal of philanthropic support. “An increasing number of the nonprofit EMOs are bringing additional financial resources to the charter schools they operate,” Urschel says. “These are resources which they funnel from private foundations.”

Michigan, however, is not among the top states when it comes to the number of schools operated by nonprofit EMOs. The report identifies 137 nonprofit EMOs operating in 26 states, with the greatest concentration of schools in Texas, California, Arizona and Ohio.

Altogether, nonprofit EMOs operate 813 schools, compared with 729 operated by for-profit EMOs. The share of schools managed by large, medium-sized and small nonprofits is more evenly distributed than in the for-profit sector, however. While large organizations manage 74 percent of all schools in the for-profit EMO sector, they manage only 45 percent in the nonprofit sector. More than 97 percent of schools managed by nonprofit EMOs are charter schools.

The annual Profiles reports track trends in the education management industry. Education management organizations are private firms that manage charter schools or conventional public schools under contracts, either with charter holders or with public school districts. The EMO industry emerged in the 1990s in an effort to utilize market forces to reform public education.

The most recent Profiles report on for-profit EMOs, released on Dec. 9, marks the first-ever examination of how well schools run by for-profit EMOs are faring in meeting annual yearly progress requirements contained in No Child Left Behind.

Overall, it concludes that 53 percent of schools run by for-profit EMOs met AYP requirements in the 2009-10 school year, while 47 percent did not. Among schools managed by the largest EMOs (those managing 10 or more schools), just 49.5 percent made AYP. Schools managed by medium-sized EMOs (those managing four to nine schools) fared slightly better, with 54.3 percent making AYP.

The best results were produced by the smallest EMOs, those managing three or fewer schools, with 70.8 percent making AYP. On-line or virtual schools run by for-profit EMOs performed the worst, with only 30 percent making AYP.

The for-profit study is of particular interest for states with large numbers of schools operated by EMOs, like Michigan. The five states with the highest numbers of schools managed by for-profit EMOs are Michigan (185), Florida (145), Arizona (99), Ohio (92) and Pennsylvania (40).
A Message from the Dean

Welcome to this edition of the College of Education and Human Development’s Newsletter. Having been in the role of Dean in our college now for six months, I thought that I would take this opportunity to share some perspectives on what I see as strengths in our college and university.

First, our college has a long-standing tradition that dates back to the formation of the university as a normal school primarily charged with the training of professional educators. This mission has been enriched by the inclusion of our programs in human development. These focal areas, in my view, complement one another quite well. Our program offerings in the college are reflective of a lifespan view in nature and inclusive of home, school and community settings. They are aimed at better understanding the science of teaching, learning and human development across multiple settings involving children, families and adults.

As our nation grasps with many challenges that impact our children, their families, and communities we are fortunate to provide a rich array of programs designed to prepare professionals to meet these social challenges. As you read through this edition of our newsletter please take note of the many talented faculty, students and alumni that are featured. I am proud of their noteworthy contributions to teaching, research and service in their respective areas. These are a few examples of the quality contained within our departments.

Please take a few moments to read and celebrate the success of our students, faculty, alumni, and staff. I welcome you to stay connected to our learning community as we strive for excellence. We are grateful for this opportunity to share our stories with you and thank you for your continued support.

Kind regards,

John J. Wheeler, Ph.D.
Weekly issues of *Over the Fence* are available on the College of Education and Human Development web site. The *Over the Fence* newsletter provides up-to-date information on the Sangren Hall building site including progress and photos.

As you can see from the photo below, the foundation walls for the new Sangren Hall have rapidly been going up over the past few weeks. The west wall has been completed, along with part of the south and interior walls. Foundation walls will continue to be put up through February.

![North Wall of the New Sangren Hall](image)

**Sangren Hall Construction Project**

**Weekly Update**

Week of December 20, 2010

For more information, please visit the Facilities Management website at www.fm.wmich.edu.

Written By: Carin Wiedmeyer
Student Intern
Projects & Construction Division

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**Retirements**

**Marsha Magga**
Health, Physical Education and Recreation
31 years of service to WMU

**Welcome New Faculty and Staff**

**Jeanie Lewis** serves as the Office Assistant for the Center for Counseling and Psychological Services (CCPS) in Kalamazoo. Most recently Jeanie worked as a receptionist for a local law firm and has also served as a professional sensory panelist, tasting food.

**Beth Boyd** serves as the Office Assistant in the main office for Counselor Education and Counseling Psychology. Formerly she worked as a program assistant for Goodwill Industries of Southwest Michigan and as a receptionist in the private sector.

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**Change the World by Changing Theirs.**

**TEACH.**

$30,000 FELLOWSHIP - MASTER'S DEGREE - ONGOING SUPPORT

**W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellowship**

www.wwteachingfellowships.org
Dr. Regena F. Nelson presented at the National Association for the Education of Young Children in Anaheim, California in November. The title of her paper was “Documenting Urban Preschool Teacher’s Cultural Competence.” The data for this study are a part of the Kalamazoo Quality Rating and Improvement System project funded by the Kalamazoo Community Foundation.

Dr. Mary L. Anderson presented at the Michigan School Counseling Association Fall Conference in Plymouth, Mich. (Nov. 8th). The topic of the presentation was “Creative Strategies for Career Development: Classroom Activities for K-12.” This session was attended by 33 Michigan school counselors (all levels). Dr. Anderson is also a member of the MSCA Board, and attended board meetings before the conference.

Dr. Ghada Soliman was the first author of the following papers which were published in high quality peer-reviewed journals:
- Soliman GA, Acosta-Jaquez HA, Fingar DC. mTORC1 inhibition via rapamycin promotes triacylglycerol lipolysis and release of free fatty acids in 3T3-L1 adipocytes. Lipids. 2010 Dec; 45(12):1089-100.
- Dr. Soliman was also awarded Certification in Adult Weight Management from the Commission on Dietetic Registration (CDR), after completing the training June 24 -26, 2010 at Palm Beach, California, successfully passing the examination and fulfilling the certification requirements.

The Wednesdays II informal talks sponsored by the Emeriti Council at Western Michigan University resumed in January in Walwood Hall. Called “Exploring the Beauty of Sports,” the first program of the spring semester was presented by Dr. Harold L. “Hal” Ray, WMU professor emeritus of health, physical education and recreation. The Emeriti Council has scheduled additional Wednesdays II programs for the spring semester that also feature retired University employees. For a complete schedule, please visit http://www.wmich.edu/wmu/news/2010/12/050.shtml.

Dr. Robert Leneway has been appointed to a new two year term as an Adobe Educational Leader (AEL) after a highly competitive peer review process and will join a newly appointed or re-appointed global network of about 100 other educational leaders, including only one other representative from Michigan. As an AEL, Leneway can take advantage of collaboration opportunities with a global network of educational leaders and can serve on focus groups and beta testing for new and future products for education with direct access to product development managers and staff.

Dr. Dini Metro-Roland recently published in the November/December 2010 issue of the journal Educational Studies. The article is entitled “Hip Hop Hermeneutics and Multicultural Education: A Theory of Cross-Cultural Understanding.”

Dr. Louann Bierlein Palmer, professor in the Department of Educational Leadership, Research, and Technology, was selected to serve this past summer as a peer reviewer for the U.S. Department of Education’s Race to the Top program. This grant competition has been one of the highest profile education reform efforts in recent history, and per her notification letter, it was noted that Secretary Duncan worked to assemble peer reviewers representing “our nation’s most distinguished educators, policy makers, and scholars to participate in the review process for this ambitious reform initiative.” Less than one hundred reviewers were selected from thousands of applicants.

Dr. Bierlein Palmer served as a reviewer during phase one and two of the grant competition, during which close to $4 billion was awarded to 10 states and the District of Columbia. Dr. Bierlein Palmer’s area of expertise involves educational reform policy, and she worked directly in the public policy world for 15 years before coming to WMU.

Dr. Bierlein Palmer was also recently asked by President John M. Dunn to serve on the University Strategic Planning Committee.
A research paper has been accepted for presentation at the 2011 AERA Annual Conference during the week of April 8–12 in New Orleans, LA, by Division H - Research, Evaluation and Assessment in Schools > Section 1: Applied Research in the Schools. This paper is entitled; “Data Driven Identification and Selection Algorithms for At-Risk Students Likely to Benefit from High School Academic Support Services.” Authors are Lacefield, Warren E; Applegate, E Brooks; Zeller, Pamela; and Van Kannel-Ray, Nancy. This research comes out of work accomplished within our current 5-year GEAR UP project (co-PDs: Shelly Carpenter and Nancy Van Kannel-Ray, 2006-2011, $13M) serving Kalamazoo, Battle Creek, and Bangor School Districts in Michigan and Toledo Public Schools in Ohio. It also supports our newest research project entitled “Graduation Coaching In Rural School Settings” (co-PDs: Shelly Carpenter and Nancy Van Kannel-Ray, 2010-2011, $100K) supported by funding from U.S. Department of Education/GEAR UP through the Research Triangle Institute under its “GEAR UP Continuous Improvement Evaluation” initiative to demonstrate and evaluate thoroughly promising practices designed to meet GEAR UP national goals.

Modified Policy Delphi Study,” highlighted the significant unintended consequences that were produced from the fiscal and administrative decentralization of the Perkins Act. This Federal Act funds CTE programs across the nation. The findings suggested that the decentralization of the Act negatively impacted CTE teacher education, research, and coordination.

Drs. Jiabei Zhang and Yuanlong Liu, professors in the Department of Health, Physical Education and Recreation, were invited as keynote speakers to the 2010 Hunan Physical Educator Symposium. This symposium was held at Hunan Normal University, Changsha, Hunan, People’s Republic of China, from November 25-27, 2010. They presented a series of lectures primarily focusing on “A Three-Demission-Model of Physical Education Instruction and A Multiple-Component-System of Physical Education Practice at American Schools.” There were about 400 attendees participating in this symposium.

On November 13, 2010 faculty, staff, students and community volunteers from the College of Education and Human Development participated in the annual Kalamazoo Holiday Parade. This year over 2,000 children’s books were donated and handed out along the parade route to children of Kalamazoo.

A special thanks goes to Early Reading First, a Department of Education grant to promote literacy in preschool children, for donating a large amount of books and bringing several volunteers to the event.

The College of Education and Human Development is currently taking donations of new and used children’s books for next year’s parade. Contact jillian.grosscup@wmich.edu for drop-off locations.

Dr. Adam Manley, assistant professor of Career and Technical Education (CTE), won best research poster/paper at the Association of Career and Technical Education Research’s (ACTER) annual research conference held in Las Vegas. His research poster and paper, entitled “The Ongoing Consequences of the Carl D. Perkins Act Within-state Funding Formula on the Operational Infrastructure of CTE: A
On December 4, 2010, Dr. Luchara Wallace coordinated Family Disability Awareness Day. The event was co-sponsored by the Department of Special Education and Literacy Studies, The College of Education and Human Development, and Mt. Zion Baptist Church. Dean John Wheeler was the keynote speaker for the event. Over 150 people representing 12 community organizations participated in the event.

On Monday, January 17, members of the spring Special Education 4810 cohort volunteered together as part of the MLK community-wide day of service.

Myron Harrison, recreation management major and WMU Student Recreation Center (SRC) facility manager, joined several WMU graduate assistants and SRC employees at Club Industry, an exposition to discover and learn about new and upcoming exercise equipment, recreational technology and products. Attending expositions such as Club Industry is an important event for those in the fitness/recreation field. Individuals in the field try to bring back the technology or products they discovered at the exposition to their respective facilities in order to improve their consumer service and appreciation for their consumers. This year’s exposition featured the famous fitness role model Richard Simmons. He shared his experience in the fitness field and how he defines success. Pictured from left to right are Amy Seth, Director of WMU Student Recreation Center; Jasmint Chatten, Graduate Assistant of Facilities and Student Development; Jen Bailey, Assistant Director of Fitness/Wellness; Richard Simmons; Senika Harrison, Graduate Assistant of Group Fitness; Albert Allison, Graduate Assistant of Programs and Facilities; Chris Voss, Associate Director of WMU Student Recreation Center; Front Row: Myron Harrison.

The conference offers a competitive scholarly Jeopardy game, in which three students participated. This ExSci team representing Western Michigan University, finished in 2nd place out of 10 teams. The Jeopardy team consisted of Kelly Bosier, Dylan Rosenthal, and Kelly Frame. The remaining students attending the conference included Jessica Bell, Bridget Miller, and Sara Radant. Pictured from left to right are: Dylan Rosenthal, Kelly Bosier, Kelly Frame, Sara Radant, Bridget Miller, Jessica Bell, and Amy Gyorkos.

Alumnus Dr. Gerald Juhnke, Professor and Doctoral Program Director at the University of Texas at San Antonio, published his 7th book, "Suicide, Self-injury, and Violence in the Schools: Assessment, Prevention, and Intervention Strategies." The book was published by Wiley & Sons.

Jane Kramer, emerita and professor of First Year Experience (FYE) and her students helped stuff goodie bags for the PDK/ Education House Residence Hall members before finals week. Pictured are Dr. Paul Vellom, Chair of the Teaching, Learning and Educational Studies Department, Veronica Ptaszynski, Garneau/Harvey Office Manager and Jane Kramer.
Distinguished Scholar Visits to Collaborate with WMU Faculty

DR. KATHRYN AU, an internationally recognized leader in education, and founder of SchoolRise, LLC, visited WMU to collaborate with faculty on a school transformation project in Adrian, MI focused on literacy achievement. To honor her visit, faculty and administrators welcomed her to our campus on January 17 with a reception.

Kathryn Au is known for her scholarship in literacy achievement and standards-based change process. She has published extensively on issues of literacy, school reform, and diversity in education. She was the first person to hold an endowed chair in education at the University of Hawaii. Au has served as president of the Literacy Research Association, formerly National Reading Conference; vice president of the American Educational Research Association; and president of the International Reading Association (IRA). She received the LRA/NRC Oscar S. Causey Award for outstanding contributions to reading research.

Kathryn Au established SchoolRise in 2005 with fellow researcher Taffy Raphael. Adrian High School selected SchoolRise to lead a School Improvement Grant initiative focused on literacy achievement through their signature standards-based change process. The SchoolRise approach grew out of Au and Raphael’s twenty-five years of extensive research and leadership in the field of education. In order to gain entry and be part of authentic change efforts in schools, they created SchoolRise as a recognized service provider in a growing number of states across the U.S. Their transformation approach centers on the unique needs of school community and culture, students’ instructional needs, and teachers’ professional needs. The ultimate goal is improved academic outcomes through the implementation of a rigorous and coherent literacy staircase curriculum across all subjects.

SchoolRise selected WMU’s Dr. Susan V. Piazza from Literacy Studies to lead the Adrian, MI project, which began in the fall of 2010. Piazza provides literacy-based professional development in all subject areas. Dr. Lauren Freedman will also consult with Adrian HS departments in 2011. Adrian HS students are positioned well to make great strides in literacy achievement over the next three years.

2011 National Assessment of Educational Progress

This January 10-12, doctoral students of educational leadership Masashi Izumi and Jiangang Xia attended the 2011 National Assessment of Educational Progress (NAEP) database training in Alexandria, VA. This 3-day seminar was sponsored by the National Center for Education Statistics (NCES), Institute of Education Sciences and U.S. Department of Education, centered on the use of NCES NAEP Databases. The main NAEP database contains nationally representative achievement scores on 4th, 8th, and 12th graders from public and non-public schools in a variety of academic subjects. The database also contains background information on the students who were assessed and their learning environments. This seminar is geared toward faculty and advanced graduate students from colleges and universities. Education researchers and policy analysts with strong statistical skills from state and local education agencies and professional associations are also welcome.

The goal of the seminar was to provide education data analysts and researchers with opportunities to gain a deeper understanding of NAEP and get hands-on experience exploring and analyzing one of the most comprehensive education resources in the nation. This seminar had the specific aim of stimulating interest in using NAEP data to address current and future education research questions.

The seminar included the following topics and activities:

- an overview of NAEP design and database contents;
- methodological and technical issues that must be taken into account when analyzing NAEP data;
- example analyses and practice with NAEP-specific software;
- hands-on experience in conducting individualized statistical analysis projects using NAEP data.

At the end of this seminar, each participant made a presentation based on the results of his/her own data analysis.
Academic Interest

A Unique Opportunity

Intern Teaching students in the WMU Special Education Program have the unique opportunity to teach and live in the Heidelberg area of Germany through a long standing agreement with the U.S. Department of Defense Schools. Internships last for 15 weeks and are offered during both the fall and spring semesters, enabling student interns to experience European culture while earning 14 academic credits each semester.

The interns live on an American military base and the student population consists primarily of American military children. The mentor teachers have certification from various states within the U.S. The internship is similar to a stateside internship and follows a typical American school calendar and curriculum. On the weekends, interns take advantage of the central location of Germany by traveling to multiple countries throughout the fifteen weeks of their internship.

“When thinking about student teaching I pictured myself in a typical educational setting, but I was wrong in the best way. Venturing off to Germany was an extraordinary opportunity for me to step outside my comfort zone and learn about myself as an individual. I was exposed to different cultures and had the opportunity to educate a variety of students. I developed a strong and diverse teaching background with the guidance of a phenomenal mentor. Working with fellow colleagues from all over the world allowed me to have a better understanding of the different cultures. I did not just visit the cultural sights, but was able to experience some of the historical sites I dreamed about as a primary student. This experience provided me with the opportunity to tie something tangible to what I had previously studied in school. My goal was to absorb as much knowledge as possible to teach confidently. I believe intern teaching at Heidelberg Middle School gave me the tools to venture off and tackle life’s colorful experiences as a future educator.”

- Joelle Fundaro, Fall 2010, Pictured in Paris, France

Student Dietetics Association Cook for Community

The Quaker House on the north side of Kalamazoo is a great place for people in the community to gather and enjoy one another’s company. Everyone is welcome; the warmth that Cordelia Greer displays to her community is so inspiring. The kids that take advantage of her warm hospitality are of all ages, ranging from elementary school to high school. By observation it seems that Cordelia knows the students and their families on a comfortable, personal basis and they are all welcome to the house at any time. The Student Dietetic Association (SDA) cooks a nutritious meal for Cordelia’s community about once or twice a month, called a Friends Dinner. The SDA members arrive at 5 p.m. to begin cooking the meals and then dinner is served at about 6 or 6:30 p.m. On November 17, the SDA cooked a Thanksgiving Feast for the members of the community. There were roughly 30-35 people who attended. The meal consisted of roasted turkey, ham, mashed potatoes, stuffing, squash, and dinner rolls. “It feels so great to give back to the community and to be able to provide a nutritious and filling meal to others,” stated the President of the SDA, Stefany Swartz. The SDA is enjoys showing its support for the community while helping others to eat healthy.
Public Engagement on Behalf of Military Children in Michigan: Living in the New Normal

Dr. Karen Blaisure, Professor of Family Study in the department of Family and Consumer Sciences, attended the Military Child Education Coalition’s (MCEC) Michigan Public Engagement event on November 9 and 10, 2010 in East Lansing. This event was cosponsored by Barbara Levin and Brigadier General Burton Francisco of the Michigan National Guard. US Senator Carl Levin attended the opening orientation dinner. Major General Thomas G. Cutler, the Adjutant General for the Michigan National Guard, and Gilda Jacobs, a state Senator from Huntington Downs, welcomed attendees at the opening dinner. Patty Shinseki, chair of MCEC’s Living in the New Normal initiative and spouse of US Secretary of Veterans Affairs Eric Shinseki, spoke on the resilience of military children and the responsibility of adults to support all children in their communities. The President and CEO of MCEC, Dr. Mary Keller, facilitated the day and a half event.

The public engagement event, Living in the New Normal: Helping Children Thrive Through Good and Challenging Times, brought together over 100 representatives from education, business, civic and faith-based groups, healthcare, service clubs and organizations, and service providers in Michigan. Their goal was to identify and integrate community support services for children and families and foster an environment of sustainable support. Workgroups from represented sectors designed plans for supporting military children and their families. One theme running through the workgroups was the importance of educating the general population, professional groups, and local communities on the strengths of military children, and the challenges they face. Steps to accomplish this education as well as other action steps will occur in the coming months.

MCEC is a 501 (c) (3) nonprofit that provides leadership and advocacy to ensure quality education for military children who experience mobility, separation, and transitions. As part of its strategic plan, MCEC leaders facilitate public engagement events and offer professional development institutes.

The Human Resources Development Program

The Human Resource Development (HRD) program provides students with relevant and immediately applicable skills to promote workplace learning and performance improvement. An example of this is the field work completed by students in the Evaluation and Transfer of Learning class. The fall 2010 semester class is conducting an evaluation of an actual training program for Steelcase University in Grand Rapids. Steelcase is a global leader in the office furniture industry. Steelcase University is a model for corporate learning initiatives and makes extensive use of Dr. Robert Brinkerhoff’s models and theories for learning. Dr. Robert Brinkerhoff, Professor Emeritus, founded the HRD program at WMU.

The class is using Brinkerhoff’s Success Case Method as the basis of the evaluation. The current project involves the use of e-mail surveys and phone interviews to assess the utilization and impact of a training program for Steelcase Dealers. The evaluation final report was presented on November 23 and received high praise from the stakeholders at Steelcase for the practical value of the results and the professionalism demonstrated by the students in completing the project. This is the second class evaluation project of this type. The first, an evaluation of cashier training for Spartan stores, was conducted in 2009.

Members of the class pictured are: Front row; Karly Troutman, Bassem Al Faraj, Hillary Jones, Second Row; Doni Robertson, Alisa Walter, Britany DePorre, Third Row; Michelle Rushlo, Sarah Buchanan, Deanna Johnson, Back row; Dr. Buzas, Assistant Professor. Missing from the picture are Victoria Sanderson, Megan Gleason, and Thomas Moley.
Class Notes

James E. Menchinger retired after 40 years at Gull Lake and Portage Northern High Schools. He serves as a Coordinator of Teacher Interns for WMU. Currently James is the assistance forensics coach at Portage Northern.

Linda Powell recently retired from Portage Northern H.S., and is currently teaching at WMU in the FCS Department working with CTE students and CTE interns.

Penny Smeltzer was honored in January by the Communities Foundation of Texas as this year’s recipient of their O’Donnell Texas AP Teacher Award. Penny also received a check for $30,000 — one of the nation’s largest prizes available to public school teachers! This prestigious award is presented annually to an AP teacher at a Texas public high school who has made remarkable contributions to the teaching profession and community. Smeltzer, an Advanced Placement Statistics teacher at Westwood High School in Round Rock, Texas, received the award from U.S. Senator Kay Bailey Hutchison. Here’s a link to the CNBC news story about Penny’s great honor and a link to a story in the Austin Statesman; http://classic.cnbc.com/id/40968438

Dr. Marvin Hall published a book called Back To The Basics: The Essence of Communication in Relationships by Trafford.com publishing

Christy McDowell graduated with a Bachelors of Science in Elementary Education in 1998. After teaching 8th grade Language Arts for 10 years at Bangor Middle School, Christy is now back at WMU working on her Ph.D. in the English Education department through the English Studies Department.

Katherine (Langusch) Taelman has been married four years and has a 2 year old daughter. She is in her 4th year of teaching at the Academy of Business and Technology in Melvindale, Mich. She teaches 7th and 8th grade social studies and high school Economics.

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Alumni SPOTLIGHT

TRACY DANIEL: FIT FOR LIFE

“My years as both an undergraduate and graduate student at Western Michigan University prepared me well for being an effective physical education instructor for Comstock Public Schools. The WMU Physical Education department had, and still has, excellent instructors who are extremely knowledgeable and dedicated to their profession. Dr. Deb Berkey and Dr. Jody Brylinsky were very influential in preparing me to be a leader in the health and fitness field. Their expertise, guidance, and mentoring was instrumental in my development as a teacher and professional.”

“I have been very fortunate to teach and coach at Comstock Public Schools for 23 years. There is no doubt in my mind that the years spent as a student-athlete at Western have played a pivotal role in not only my education but have had a major influence on thousands of my Comstock students as well. Drs. Berkey and Brylinsky’s relentless work ethic and desire to be the best rubbed off on me and has made me the task master that I am today. Receiving the 2010 Michigan Secondary Physical Educator of the year award has been a highlight of my career and was made possible by not only Dr. Berkey’s nomination but her friendship and leadership in the MAHPERD organization. She is an excellent role model and someone who has shaped the careers of several Broncos. Clearly, it was and always is a great day to be a BRONCO! I am proud to be an alumnus of the Western Michigan University Physical Education department and feel that it is second to none in producing the finest professionals in the field and am extremely thankful to have made the decision years ago to attend WMU. I would like to thank Dr. Cheatham for allowing me to bring advanced CHS classes to the WMU Exercise Science department to experience VO2 max testing and hydrostatic weighing and his time in introducing CHS students to the wonderful opportunities available in the field. This is a great way for our students to see how terrific WMU and exercise science is. I would also like to thank Dr. Berkey and the rest of the PE department for their continued excellence and their support throughout my education and career. GO BRONCOS!”

Reconnect with fellow College of Education and Human Development alums through these social networking sites:

Find us on Facebook

Find us on Twitter

Find us on LinkedIn

Let us know what’s happening in your life! Submit your news, as well as updates to your contact information, by clicking the online update button on the home page of wminch.edu/education.
Keep in Touch!

We like to keep in touch with our Alumni. What’s new with you? Promotion? Marriage? Retirement? Whatever your achievement or accomplishment, we’d like to hear about it and post in the class notes section of our quarterly newsletter.

Please send us information about address changes, career changes, recognitions received and other news you would like to share with your former classmates, friends, colleagues and professors in our class notes section. E-mail updates to jillian.grosscup@wmich.edu.

The College of Education and Human Development Newsletter is published for alumni, emeriti and friends of the College of Education and Human Development at Western Michigan University. If you would like more information about the programs in the CoEHD, have questions or suggestions, or if you have a submission for the newsletter, please contact:

Jillian Grosscup, Coordinator of Marketing and Communications   I   1903 W. Michigan Ave
Kalamazoo, MI  49008-5229   I   telephone: (269) 387-2971   I   fax: (269) 387-2662

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