

envision

Imagining possibilities | Creating the future | University of Idaho College of Education | Winter 2007



Building
*on a Foundation
of Excellence*

University of Idaho
Open Space. Open Minds.

envision

Winter 2007

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Open Space. Open Minds.

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Letter Policy

We welcome letters to the editor. Correspondence should include the writer's full name, address and daytime phone number. We reserve the right to edit letters for purposes of clarity or space.



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Hunter Thomas attends Riverside Elementary in Boise.
Photo by Jason Abbott.

From the Dean



Welcome to the inaugural issue of the University of Idaho College of Education's *Envision* magazine. The College of Education has a long and rich history, and the accomplishments of its alumni provide strong evidence that the college has been extremely successful in preparing its students for their professional and personal lives. As we look to a very exciting future, we also reflect upon this proud and powerful past that provides us with a firm foundation.

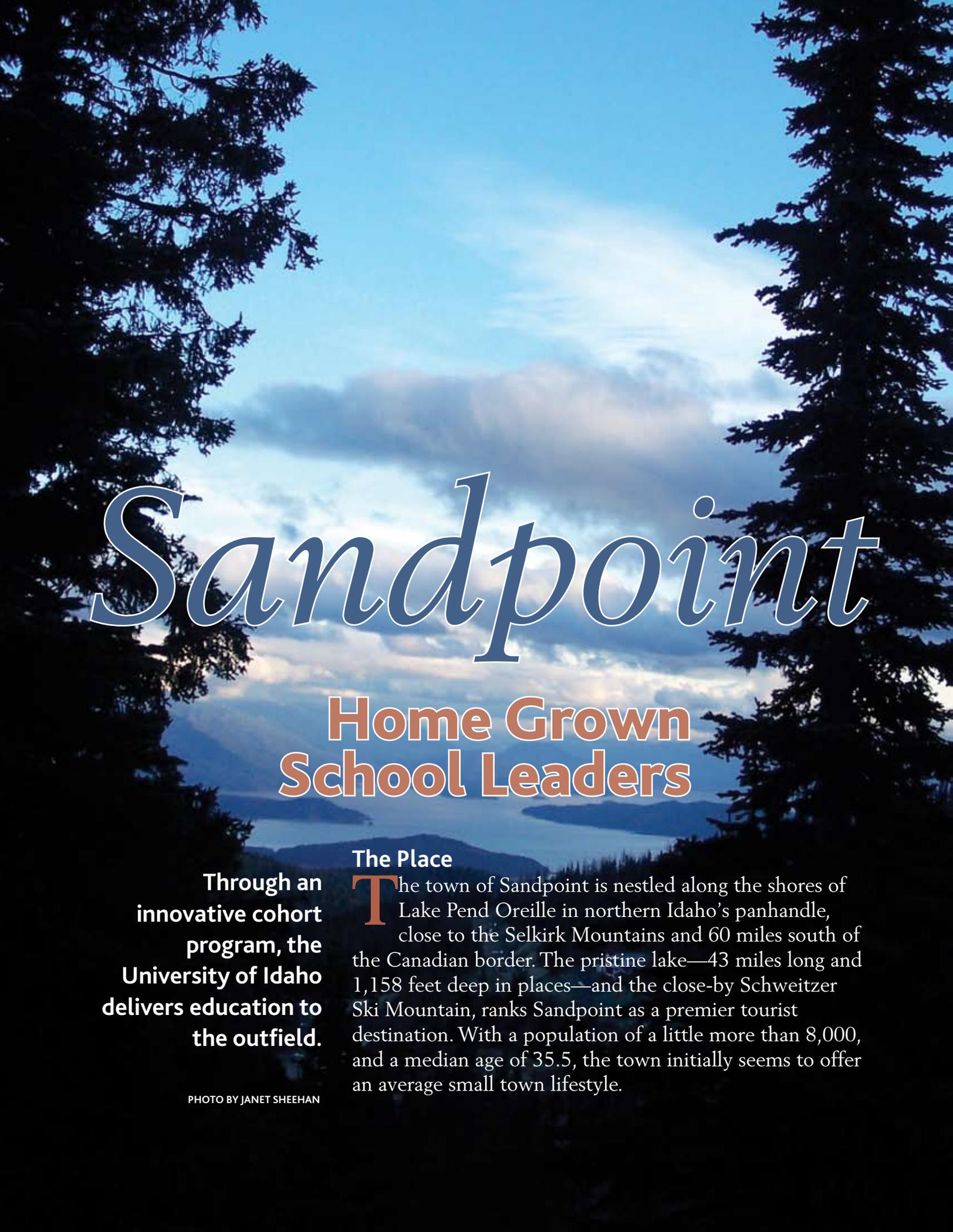
Since my arrival last July, I have continued to be impressed with the hard work being done by our students, our faculty and our staff. Although the college has suffered budget and staff cuts over the past few years, it is clear we are back on track. We are in the process of right-sizing—not by cutting programs, but by growing into the future as a learning community. This past year, the college hired eight new tenure-track faculty members. This year, we are searching to fill 10 tenure-track faculty lines, two department chairs and an associate dean. Next year, we anticipate hiring three or more additional faculty. These hires are injecting renewed energy into the college that allows us to spread the workload among a more talented faculty and staff. Our ability to produce this magazine is the result of hiring a newswriter/editor and is evidence of our investment in the future of the college.

When I interviewed for this job, I often asked how students, faculty and staff felt about the college and the University. The most consistent answer was embodied in the word, "hopeful." It was with the understanding that we would be a hopeful learning community that I left my job as dean at the University of Montana to become dean at the University of Idaho. As I mentioned in my interview, we should work to become the best land-grant College of Education in the western United States. We are starting down that road with high-quality faculty and staff, high-quality students and high-quality alumni and friends. I look forward to you joining us on that journey as we build upon our powerful foundation and envision the critical role the college will play in serving our many students and our diverse society.

Best regards

A handwritten signature in black ink that reads "Paul". The signature is written in a cursive, slightly stylized font.

Paul Rowland, Dean



Sandpoint

Home Grown School Leaders

Through an innovative cohort program, the University of Idaho delivers education to the outfield.

PHOTO BY JANET SHEEHAN

The Place

The town of Sandpoint is nestled along the shores of Lake Pend Oreille in northern Idaho's panhandle, close to the Selkirk Mountains and 60 miles south of the Canadian border. The pristine lake—43 miles long and 1,158 feet deep in places—and the close-by Schweitzer Ski Mountain, ranks Sandpoint as a premier tourist destination. With a population of a little more than 8,000, and a median age of 35.5, the town initially seems to offer an average small town lifestyle.

But Sandpoint is far from ordinary. The high influx of tourists coupled with the town's remote location creates some interesting problems when it comes to attracting educated employees to the area. This is particularly problematic in the school district. With a high school of more than 1,200 students, buildings in need of renovation, and half of the school administrators nearing the age of retirement, the Lake Pend Oreille School District knew it needed to explore innovative ways to solve their problems.

Educating from within seemed to be a plausible answer. Why not educate their own teachers, who were already settled in the area, were familiar with the unique culture of the town, and had already established themselves as part of the community? Teachers could overcome their isolation by becoming part of a group, interacting with one another at a higher level, and working together towards a common goal of filling leadership positions within the county.

Although some teachers had gone the route of getting a master's degree by driving to Coeur d'Alene

Outlook as continuing credits," said one Sandpoint teacher. "A lot of universities offer classes that don't require you to think. It turns your brain to mush after a while."

While teachers wanted quality education, they didn't have the time to travel the distance between Sandpoint and Coeur d'Alene or Moscow to get it.

The program

About this same time, Sandpoint High School Assistant Principal Penny Tenuto was working towards her doctoral degree through the University of Idaho Boise Center. She was studying professional development schools as part of her doctoral dissertation.

"I recall my University of Idaho professors telling me that in order to bring about change, you want to provide professional development to build capacity," Penny said.

She wanted to come up with a unique way to provide that opportunity at her school. She and

the former principal of the school approached Superintendent Mark Berryhill with the idea of providing their own school-centered professional development at Sandpoint High School.

"Mark was really interested in bringing college courses to Sandpoint. He started approaching different colleges and telling them what our needs were," Penny said.

The need was apparent: as an isolated town, nearly 50 miles from the nearest college campus, teachers found it difficult to get quality professional development courses that would lead to a graduate degree. What would be involved in delivering those courses to Sandpoint?

With proposals from colleges in hand, Mark called a teacher's meeting for those interested in a cohort program.

"We chose the University of Idaho because it agreed to deliver the education to us face-to-face. That was valuable," said one member of the first newly formed Sandpoint cohort.

"And because we wanted to be Vandals," chimed the group.

With their proposal accepted, the University of Idaho began to plan their program. Two new professors



Teachers attend University of Idaho classes one to two nights per week in the Sandpoint high school library.

at least two nights a week—most agreed that it's a time commitment they cannot make. After a long day of teaching and caring for families, the majority of teachers are already stretched too thin to work towards a graduate degree. On the other hand, the online classes that are offered to help them achieve their continuing education credits are frustrating for some, and do not always count towards a graduate degree.

"I've taken Tai Chi and how to use Microsoft



Professor Penny Tenuto teaches the Sandpoint cohort each Wednesday.

were hired in Coeur d'Alene to head up the program: Professors Kathy Canfield-Davis and Don Wattam. Don was hired from Montana last July as assistant Professor in Educational Leadership with his primary responsibility to work with Kathy, a local experienced professor, on assembling the cohort. The team worked together to design a graduate degree program that would meet the needs of the Lake Pend Oreille School District.

The Sandpoint cohort offers two tracks: a master of education degree in educational leadership that leads to principal certification, and a master of education degree in curriculum and instruction that prepares the candidate for school and district leadership, but does not include principal certification. If a candidate already holds a master's degree, either program can be tailored as an educational specialist degree. Each candidate's study plan may be revised by their advising professor to accommodate specific needs.

The program entails two courses per semester. The Lake Pend Oreille School District pays for up to seven credits per candidate per fiscal year—a huge financial incentive for cohort members. Classes are taught by University of Idaho faculty and affiliate faculty from local school districts. This semester Professors Penny Tenuto and Kathy Canfield-Davis are teaching the

classes. Next semester Don Wattam will be teaching a class. Penny will teach a class in the spring semester as well.

"I'm never going to get it cheaper or easier," said one cohort member.

Teachers decide when and where classes will be taught. "This is your program. You can pick how to design the schedule," Kathy Canfield-Davis told the group.

For the first semester, the group decided on classes two evenings per week, but other options will be explored for future coursework. Whatever the schedule, the time commitment is still a huge sacrifice for teachers, but one that they passionately adhere to because of the valuable outcome for themselves, their school districts and their students.

The people

The response in Bonner County was astounding. Nearly 40 teachers with diverse demographics from Sandpoint and the surrounding area signed up for the cohort. Most came for the educational leadership degree while some signed on for the curriculum and instruction degree, or for administrator certification. And, although the group is diverse, they all conceded that convenience was the major factor in their decision

to join.

"I'm busy almost every single day after school, but I've been wanting to do this for 12 years," said one cohort member.

"I was going to start a master's program 10 years ago, but I didn't want to drive two nights a week," said another.

Beth Wills, a retired California teacher who has now moved to Sandpoint, is part of the cohort. She joined because she wanted to continue to stimulate her mind, and because her grandchildren are in the school. Her experience is highly valuable to the group.

As a matter of fact, it's the collaboration and face-to-face discussion that energizes this now close-knit group. As opposed to taking online courses, which is one route for earning a master's degree, these teachers want and need the sharing of ideas and bonding that happens in a group that is focused on a common goal. Perhaps this need is accentuated by the remote location of Sandpoint and the inaccessibility to research libraries and interaction with higher academia, as Penny points out.

"I felt isolated up here, doing my doctoral research. There was no research library so I used the University of Idaho distance library to access electronic journals—but I still felt isolated. There was only one other person in the area at the time getting a Ph.D.; however, I did feel a tremendous amount of support from my UI professors at the Boise Center."

The Lake Pend Oreille School District may not have completely realized the value of the collaboration when they planned the program, but it seems to be a driving force that keeps the group committed.

"I leave feeling energized. If I were studying online, it would be draining. You don't learn the same," said Valerie Thompson of Boulder Creek Academy. "It was vital for me to collaborate with other people." Online courses serve their purpose if you don't mind working alone, but it's wonderful to have other teachers to work with," she said.

Many of the teachers in the cohort already knew each other. But meeting teachers outside of the Sandpoint area has proven beneficial as well.

"There's always somebody who has a skill or a talent that you may be able to tap into," said Ann Dickinson of Washington Elementary. "We learn from



Don Wattam was recently hired as assistant professor in educational leadership in Coeur d'Alene.

each other. Five years down the road, I may remember so-and-so said this or that, and utilize their idea."

There is no doubt that interaction improves the educational process and everyone develops a richer understanding because of it. It also provides an opportunity to relax and talk at a higher level with one another.

When asked what teachers plan to do with their new credentials, most agreed that what they've already learned and taken back into the classroom has been beneficial. New opportunities and more options for the future also are important.

"It's a ticket to use, if I want it," the group assented.

But part of the motivating factor for the school district was that when it comes time to hire new school administrators, it won't have to search the U.S. for them.

"It will be wonderful for our district to have such a pool of candidates to choose from," said Penny. "But these teachers can use their new knowledge in many ways.

Even if they never use their administrative certificate, they become better teachers."

The College of Education delivers graduate education to professionals throughout Idaho using a variety of distance and face-to-face delivery models. In Sandpoint, the opportunity to be part of a supportive cohort allows teachers to be energized, collaborative learners while earning credentials that will serve them, their school district and the children of Idaho. **e**

"There's always somebody who has a skill or a talent that you may be able to tap into. We learn from each other. Five years down the road, I may remember so-and-so said this or that, and utilize their idea."

— Ann Dickinson, Washington Elementary



Tom Fairchild meets with Kelsey Frei, a graduate student in counseling psychology.

Not Your Everyday *Adviser*

Professor Thomas Fairchild believes his no. 1 purpose at the University of Idaho is to support and empower students. Because of that belief, coupled with a passion for quality advising, he has developed a systematic approach to advising that includes a commitment to his students as well as feedback that allows him to assess how he is doing. In addition to the reward he reaps by giving positive time and energy to his students and watching them succeed, Tom, professor and coordinator of the School Psychology Program, also received the prestigious University of Idaho Outstanding Academic Advising Award in 2006.

While anyone can nominate a professor for the award, Tom's nominator was one of his students.

"This meant a great deal to me," he said, which is not surprising given the high level of commitment he provides his students. "Quality relationships with students are instrumental in assuring that our University attracts the best, educates the best and graduates the best," he said.

Advising is a skill that faculty members should

continually cultivate.

"The expectation is that quality advisers are constantly trying to improve their skills," Tom says. There are always university, regional, and national level training symposiums available to enhance advising skills, but in 2000, he decided to take his convictions about advising a step further by developing what he titled his "Students First! Policy," an advising and mentoring statement that he hands out to each of his advisees at the beginning of the semester. The statement includes a vision statement, goals, strategies for accomplishing the goals, and a survey that gives students the chance to grade him on his advising at the end of the semester.

The five goals on his newest advising and mentoring policy, now called "Responsive Advising" are:

- be accessible and available;
- be timely in responding to all requests;
- be approachable and respectful;
- develop quality relationships; and
- provide quality assistance.

A second page of the policy states the strategies

used to accomplish the five goals. The policy is posted on his office door—a statement in itself of his commitment to putting students first and to adhering to what the policy states.

Professor Fairchild's focus on meaningful advising was not born out of abundant time. This semester, he has 90 advisees in Moscow, Boise and Coeur d'Alene. To keep in touch with all of them, he sends out a monthly newsletter, which takes care of business matters such as job and scholarship opportunities.

"By taking care of business matters via a newsletter, my time spent with advisees can be used to talk about more meaningful things, like helping them think about

advising and mentoring policy and years of student survey results.

Cathi Bradley, the student who nominated Tom for the award, is now the school psychologist for Vallivue Middle School in Caldwell, and also is a contracting school psychologist in the Bruneau-Grand View School District. She says, "I nominated Tom for the award because he went out of his way to help me throughout my education, more than I could have ever expected. There was never a time that I didn't get a response back from him within the day. He was a key player in my education. He taught me how to set up my program, when to take specific classes, and how to best prepare

Tom Fairchild's extraordinary methods of mentoring and advising have placed him in a league of his own.

strategies to accomplish their future goals," he said. Furthermore, Tom has developed a document that lists all the available scholarships—something all students need to know. This simplifies the search process for students and reduces anxiety about financial matters. As a result of these efforts, many of his advisees receive financial support.

Not only does Tom make himself accessible to students, he is committed to treating each one with respect and courtesy. He listens attentively with genuine concern, ignores phone calls during meetings, responds to voice and e-mail messages within 24 hours, and welcomes informal office visits. Students value these attributes in an adviser.

Quality advising can be instrumental in attracting students to the University.

"There is currently a third year student in the program that applied here because her father was one of my advisees," Tom said. "She moved from the Midwest to attend Idaho because her dad wanted her to have me as an adviser. He felt strongly enough about the quality of support he had received while here that he was willing to pay out-of-state tuition for his daughter to attend."

Professor Fairchild has been at the University of Idaho for 34 years. The advising award he received in 2006 is an accolade he is most proud of, since it represents the accomplishment of his most meaningful ambition. Nomination, however, is only the first step in qualifying for the award. Each nominee provides the award committee documentation of their success as an adviser, based on such things as knowledge of university policies and procedures and the university as a whole, knowledge about scholarships, accessibility to students and how the nominee helps students think about future goals. It was helpful for Tom to include his self-designed

myself for my practicum experiences. Throughout the school year he sent us notices on scholarships, deadlines and what was expected of us. Because of this, I received a scholarship my second year of the program. I always left appointments with Tom with specific goals and ideas. I always knew how he felt about my quality of work, which allowed me to act with confidence in the field."

Not only is Professor Fairchild actively involved in his students' lives, his mentoring doesn't end once they graduate. Cathi has contacted him several times this year with questions.

"He still responds quickly," she says, adding that he cares as much about her success now as when she was his student.

Tom says he's had many memorable moments at the University of Idaho, but some stand out above others.

"One of the most memorable advising moments was when Janelle Bettis Wise, a former graduate student, sent me a \$1,000 check in the mail, expressing her appreciation for the quality of advising she had received during her three years of graduate study," he shares. "She said that I could spend the money any way that I wished, so I deposited it into a counseling scholarship fund and created four \$250 Janelle Bettis Wise scholarships."

Tom is planning to present his advising and mentoring policy this spring at the National Academic Advising Association Regional Conference in Boise, and will continue to try to improve his advising and mentoring skills.

"I strive to be a responsible, responsive adviser who enriches students' University experience," Tom says.

No one could argue that he's been anything other than a success. **e**

Teachers Teaching Teachers

Pat Sturko is studying teacher-learning groups for her doctoral dissertation in the Department of Adult, Career and Technology Education. As part of this research, she is helping implement a five-year Idaho State Division of Professional-Technical Education grant she calls the integration grant. The program developed by the grant focuses specifically on teaching academic standards where they intersect with professional-technical curriculum.

The University of Idaho worked with the State Division of Professional-Technical Education and Idaho State University to establish an Integration Academy in the fall of 2005 and carry out the goals of the grant project. The initial purpose of the academy was to recruit a cohort of master teachers as special affiliate faculty who would provide professional development for teachers. Once this cohort of master teachers was trained, they began to deliver professional development courses throughout the state to help professional technical teachers reinforce core academic skills into their curriculum. The goal of the Integration Academy is to train one-half of Idaho's professional-technical educators on how to integrate their curriculum by 2010.

"There are many characteristics that I really value and appreciate about the Integration Academy," says Jim Gregson, chair of ACTE. "It exemplifies what I believe professors should be doing, and provides opportunities for higher education and public education to partner on important educational reforms in Idaho public schools."

The integration course that Pat oversees is taught at Lewiston High School, and is made up of six teacher-students from both academic and professional-technical fields. The course is designed and taught by master teachers, making it viable and applicable to teachers. Lewiston High School marketing education teacher Lasinnda Mathewson is teaching the course this semester.

"I was pleased to be part of the development of the curriculum for the Integration Academy, and to be an instructor," said Lasinnda. "The teachers at Lewiston High School have gained through awareness and techniques, but ultimately our students benefit from the integration of reading, language and math into other content areas. Idaho has proven itself a leader in PTE education."

One of the most important differences between the integration course taught in Lewiston and a

standard professional development workshop is the collaboration that takes place between teachers in the integration course. By building the framework in which teachers learn from each other, the chance of on-going teamwork, experimentation and learning increases, ultimately improving teaching quality.

Many teachers don't integrate information from a professional development workshop into their practice because the workshop may not address their specific learning goals. Adult learners have special needs, particularly the need to know how they can put new knowledge immediately to use. They often approach learning through a problem-solving perspective based on challenges they face in work or life and are usually self-directed in their learning efforts, which is very different from the way children learn.

The integration course, where teachers teach other teachers, is designed to create a professional learning community that provides opportunities for collaboration and on-the-job learning within a climate that supports professional growth. Professional learning communities provide powerful methods for improvement via opportunities for on-going experimentation, continual learning and shared reflection among teachers.

"This class opened my eyes to some of the alternate possibilities of partnering with professional technical teachers," said one academic teacher who took the integration course last spring. "We fortunately had about half academic and half professional technical teachers in the class. We could ask questions and get ideas from one another about teaching strategies for different situations."

Research has shown that teachers will make permanent changes in pedagogy after seeing that it makes a difference in student learning. Meaningful student assessment takes time, but teachers are encouraged with what they see happening as a result of the integration course.

"Through the class, I questioned my current teaching techniques and how they could be improved or modified to help students prepare for their future," explained another teacher.

As part of her doctoral research, Pat is researching the on-going effects of teacher learning groups by forming a teacher study group that will continue throughout the year, beyond the one-semester integration course. She hopes to make some comparisons between teacher learning and collaboration



Professional learning communities increase teaching quality and improve student achievement.

Pat Sturko is conducting her dissertation research on teacher study groups, designed to help teachers integrate basic skills into their PTE classroom.

in the short-term integration group and her longer-term study group.

The study group meets about every two weeks and discusses issues related to the classroom. Right now, they're discussing how to improve basic math skills and student motivation. The study group provides a safe place for teachers to talk and take risks. They share teaching strategies, reflect on ideas and support one another.

"The research on professional development for teachers suggests that professional development should be ongoing within the school context," Pat says. A

group doesn't necessarily make a learning community because special relationships take time to develop. A teacher study group provides the context for a learning community to evolve.

Better preparing students for their future is the bottom line when it comes to teaching. As the ACTE department and Pat Sturko explore and implement ways to improve professional development for teachers, they know that building partnerships and collaboration within communities of teachers will ensure on-going teacher improvement and higher student achievement. **e**



The College of Education

Partners with Local Schools

If you give a group of four first-graders 20 jellybeans and ask them to divide the candy evenly among themselves, how many jellybeans will each person get? Surprisingly, many first graders will automatically parcel out four jellybeans to each person, leaving four left over.

This is a phenomenon that Anne Adams, who is in the process of gathering data for a Department of Education Mathematics Science Partnership grant, realized after taking her teaching ideas to local classrooms in Moscow. By working with elementary school students using visual math concepts and verbalizing mathematical processes, elementary teachers that Anne works with have seen major improvement in students' math scores.

The Mathematics Science Partnership grants promote partnerships between colleges of education, university math or science departments and school districts, to improve math and science education in classrooms. The three-year grant Anne is executing began two and a half years ago, and the data-gathering process is nearly complete.

"We're trying to move children beyond the idea that math is just a procedure," Anne says. "Most children don't fully learn math beyond memorizing the methods." Anne encourages teachers to discuss with their students what they understand about math and how they process math concepts. "We started talking to teachers about children learning and figuring things out on their own instead of always being shown a procedure. At first, the teachers were skeptical, but when they noticed their students' enthusiasm for the math they were learning, they became excited. When they saw the improved ISAT scores in the spring, they became really excited," Anne said.

The students have been working on different ways to visually represent their thinking processes, which has been particularly interesting in groups of first graders who are learning division. Teachers separated their classes into groups of four, and gave each group 20 jellybeans to divide up evenly among the group. Most of the groups did not understand the difference between

the number of jellybeans in the group and the number of children in the group. Because there were four students, they just assumed that each child would get four jellybeans, no matter how many jellybeans there were.

Anne Adams and Jerine Pegg are taking new ideas about teaching and learning into local classrooms.

By drawing pictures of the division process using their own ideas, the first graders eventually realized there were four jellybeans left over after distributing four to each person in the group. They quickly solved the problem by drawing in one more jellybean for each group member.

The process of figuring out individual methods for solving the problem gave these students a deeper understanding of mathematical concepts. Children

who learn this way outperform others on many types of math tasks, and perform at least as well on traditional tests of computation. Talking and drawing helps them understand the process and reinforces it in their minds.

"When children started explaining their procedures and why they did things the way they did—by the teachers asking different types of questions—the students began thinking about math differently. The teachers started allowing the children to find their own ways of solving problems," Anne said.

If students can divide with pictures, and with numbers, and with objects, and talk about the meaning of division as taking a group of objects and divvying them up into equal sized groups—they will have a pretty rich understanding of the meaning of division.

On the other hand, if someone says "Here is the





PHOTO BY JASON ABBOTT

“Middle school children learn the same way. As a matter of fact, everyone needs to be able to visualize processes to acquire a full understanding of it. We might think it’s just for children—but it isn’t.”

—Anne Adams

routine, now memorize it,” some students can do that. They can follow instructions, and get better at it the more they practice. But they won’t really have a full understanding of what they’re doing.

“Traditional math appeals to one type of learner: those who know how to take instructions, and have a good memory. We should have appealed to other types of learners all along, but now that we know, we’re working hard to change tradition. Yet, parents will still wonder where the 50 practice questions are,” Anne says.

Research shows we learn best when we interact with the material. Whether that means dividing up jellybeans or drawing a graph, it’s all about personally interacting with the process, verbalizing the process, and integrating what we already understand



with the process. When this happens with math, our understanding moves from memorized procedure to a much deeper and broader understanding of mathematical concepts. And that spells success.

When this MSP grant is complete, Anne plans to collaborate with Jonathan Brendefur in Boise for another three-year MSP grant continuing along the same lines of research. Since MSP grants are intended for schools that are at-risk, she plans to expand her research to other schools outside the Moscow area, including some middle schools.

“Middle school children learn the same way,” Anne said. “As a matter of fact, everyone needs to be able to visualize processes to acquire a full understanding of it. We might think it’s just for children—but it isn’t.”

Idaho Hands-On Elementary Science Project

Jerine Pegg has been busy completing another science-based MSP grant application since coming to the University of Idaho a few months ago. The application is nearly complete, and she is moving ahead with plans to implement the project in the Moscow elementary schools by assisting elementary science teachers with science instruction. Jerine calls the program “Idaho Hands-On Elementary Science Project.”

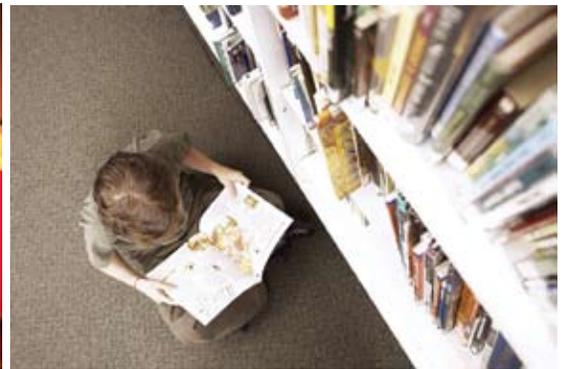
“We’re really excited to work with Jerine,” said Moscow School District Curriculum Director Cynthia Bechniski. “She is precise in what she says, she grasps what educators need to have, she listens well, and she’s articulate. We need someone who really understands what teachers deal with.”

Moscow School District recently adopted a new kit-based science curriculum. The curriculum uses materials developed by FOSS at Lawrence Hall of Science, a public science museum and research center at the University of California, Berkeley. FOSS developed the science program at LHS with support from the National Science Foundation. The curriculum is published by Delta Education. The hands-on program is exciting and interactive, and helps students see and experience firsthand results of scientific experiments.

Jerine would like to help teachers implement the curriculum by offering workshops that will teach new strategies and provide a number of different support systems, including classroom visits and a project Web site, for using the curriculum. All teachers who use the kits are eligible to apply for the program, but there is only room for 20 participants. Applicants will be selected on a first-come basis.

“Our goal is to support teachers in executing the program,” says Jerine. “We also want to improve student achievement in science. We want to know how students are making sense of the curriculum, so one thing we do is encourage the use of science notebooks, which also helps students build their vocabulary and literacy skills, and helps them process what they’re learning,” she says.

There’s no doubt that learning science hands-on deepens understanding and enriches the learning process. The excitement of using Moscow’s new curriculum is just beginning, and the University of Idaho College of Education, guided by Professor Jerine Pegg, will be there to help it happen. **e**



Our goal is to support teachers in executing the program.

Creates a New Model for Dealing With Health Issues

HPERD is on the verge of many exciting changes, pointing them toward finding answers to the nation's obesity problem.

It can be difficult to establish a common paradigm within a set group of individuals, but that's exactly what the Health, Physical Education, Recreation and Dance Department has been working on this past year. Under the direction of Department Chair Kathy Browder, HPERD faculty have been taking a hard look at who they are as a department and how they can work together towards a common purpose centered on their theme of promoting active, healthy lifestyles.

Kathy is excited about the direction the department is headed and the faculty members' renewed dedication for communication and teamwork. To move from an individualistic approach to a more global, holistic approach takes a shift in thought—and that has to be the first step in any major change within an institution. While this concept is abstract, it is absolutely essential in order to effect positive change.

"A lot is happening in these initial stages," Kathy says. "Although we've spent many hours talking, we've also established some positive, concrete steps to take in the next year."

Looking at how the department works together through a different lens: one that is broader, more far-reaching with national goals that begin right here in Idaho's back yard, has supplied the impetus and synergy to move ahead with the concrete goals Kathy hopes to accomplish. "We believe we have a real advantage in that all our programs are about movement and being active," she says. "But we also value the physical aspect

of our programs, such as muscle and bone structures, as well as the socio-cultural base that we serve. Basically, our department is positioned to look at the person as a whole with the goal of helping combat the growing national obesity issue."

The U.S. has the highest prevalence of obesity among developed nations. Some of the most recent studies show that more than 17 percent of children and 32 percent of adults are overweight. Obesity is a complex problem centered on lifestyle, environment and genes. Most overweight children grow up to be overweight adults, and many overweight adults are at risk for a number of

serious diseases. "Obviously, what Americans have been doing for the past 30 years hasn't worked," says Kathy. "We want to stop the epidemic."

With this global mission as momentum, the HPERD department is beginning to equip itself with the necessary tools to accomplish this ponderous task, and has established three major action items for the coming months:

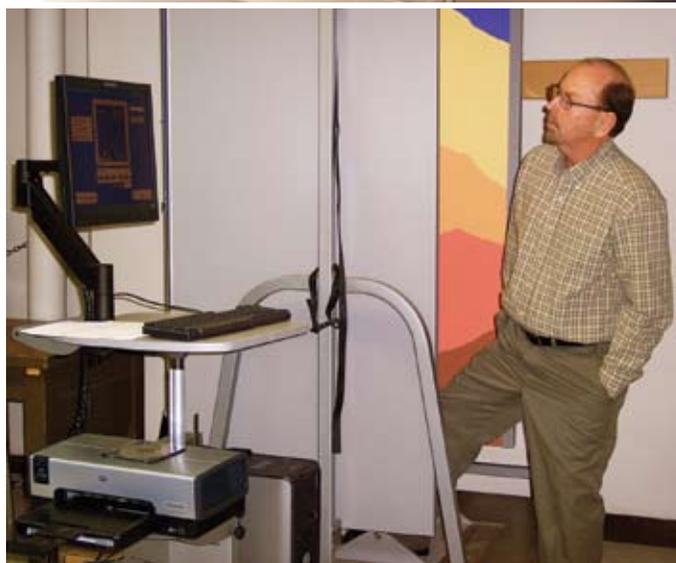
- Curriculum revision;
- Lab renovation; and
- Hiring two new faculty members.

The new core curriculum has been designed and is in the approval process. It will serve to merge students from all programs, including athletic training, dance, physical education teaching, recreation, school and community health education, and sport science, to collaborate and interact within the contexts of their common goals of increasing movement and improving the nation's health.

Faculty member Chris Eisenbarth helped examine and refine curricular offerings in the health and sport

"The bottom line is that we want to make a difference. I'm passionate about the direction our department is heading."

—Kathy Browder, Chair



Above: Matt Silvers tests HPERD's new Balance Master machine; top right: Foot sensors test the balance abilities of individuals. bottom: Bob Matson trains HPERD faculty to use the Balance Master.

science programs. "I believe the curricular changes made, coupled with the newly refined department mission focusing on physically-active lifestyles, will assist us in attracting qualified students, faculty, external funding, and help to advance the University mission," he said.

The second item on the list of important changes is to renovate the human performance studies laboratory. This will include expanding the lab and purchasing new equipment. While this phase of change is still in the process, the funds are available and the hopes are to have the renovations completed next year in time for the University's Homecoming.

The new equipment includes a metabolic cart, a vibration platform, a system to measure posture and balance, an EMG system, and a motion analysis system. The laboratory will be used by all programs within the department, but also may be used by other departments as well. The planned renovations will improve research

and scholarship within the department and is vital to the newly established goals.

Third on the list of HPERD goals is to hire two additional faculty who can help facilitate and support the new core curriculum.

"Many changes have been made within the department," said Professor Eisenbarth. "Including a new mission and new goals—but possibly the greatest benefit of the considerable planning time spent is the increased collegiality and collaboration among faculty." With this cohesive foundation as solid groundwork to build from, the HPERD is bound to answer some of the difficult questions facing our nation's health.

"The bottom line is that we want to make a difference," says Kathy. "I'm passionate about the direction our department is heading." **e**



From left: Rex Cosgrove, State Farm Insurance, Idaho State Representative Shirley Ringo, Lisa Steckel, David Knapp, Louise Marone, Alex Church, Deanne Shillington, Idaho Senator Gary Schroeder, NBPTS Director Sue Hovey and Dean Paul Rowland.

NBPTS Certification Awards

Seven local teachers were awarded National Board for Professional Teaching Standards certification at a ceremony on Nov. 4. The University of Idaho is one of only a few universities around the country that has a facilitation program for teachers to earn national certification. NBPTS certification is the nation's highest symbol of teaching excellence. Along with financial incentives of certification, NBPTS certification adds credibility to the teaching profession and positively impacts student learning.

"Part of the mission of the University of Idaho's College of Education is to support teachers in professional development," said Jerry Tuchscherer, NBPTS program director at Idaho. Retired teacher

Sue Hovey teaches the courses, assisting teachers in assembling the lengthy portfolio required for certification.

Recipients of the NBPTS certification are Lisa Belknap of Lena Whitmore Elementary School, Moscow; Alex Church of McGhee Elementary School, Lewiston; Gary Gemberling of Lewiston Senior High School, Lewiston; David Knapp of Pierce Elementary School, Pierce; Louise Marone of Genesee Public Schools, Genesee; Deanne Shillington of Canfield Elementary School, Coeur d'Alene; and Lisa Steckel of West Park and Russell Elementary Schools, Moscow.

Two ACTE Graduates Appointed Deans

Charlie Gagel of the University of Idaho Boise had the opportunity to be the major professor for two outstanding students: Lois Hine and Todd Schwarz. Lois was recruited to Apollo College, a private institution that offers nursing and health professions, to start an LPN program. She was recently appointed dean of the college.

Todd participated in a Professional-Technical Education (nationally known as Career and Technical Education) Leadership Institute that is a partnership between the Idaho State Division of Professional-Technical Education and the University of Idaho. This partnership facilitates national and state leadership experiences that compliment the doctoral program with an emphasis in Adult, Career and Technology Education. Todd was recently appointed dean of Instruction at the College of Southern Idaho.

YAC

Young Authors' Conference

The Northwest Inland Writing Project held its 13th annual Young Authors' Conference at Moscow Junior High School November 4. The conference motto was "Give Your Words Wings," and more than 170 students and 40 teachers participated. The keynote guest for the conference was fantasy writer Susan Fletcher, who wrote the trilogy "Dragon's Milk," "Flight of the Dragon Kyn," and "Sign of the Dove"—books that many students read in upper and middle elementary school. Secondary writing teacher Susan Hodgin of Moscow High School, who has been involved in the Young Authors' Conference since 1989, chaired the conference, and was pleased with the student attendance. In the past three years, more secondary students have attended the conference.

The Northwest Inland Writing Project was created to improve teacher and student writing, the teaching of writing, as well as to empower teachers to become professional leaders. The Young Authors' Conference was sponsored this year by the Idaho Humanities Council and the Northwest Inland Writing Project. This is the second year that two schools—South Fremont High School in St. Anthony, and Moscow Junior High School in Moscow—have joined energy and resources to invite the same young adult novelist to their Northwest Inland Writing Project's annual young authors' conferences.

"The dedication of the teachers, who gave up personal time, was inspirational," said teacher Bonnie Warne of South Fremont High School. But the affirming power of the conference was the most rewarding. Students gained confidence in their writing skills and a variety of new writing techniques.



PHOTO BY BETH ARMSTRONG

Victoria Marker, left, of Craigmont and Lauren Harvey of Moscow exchange notes during the Young Author's Conference.

New PTTE Student Organization

Made up of very talented students, the new Technology Education Organization is comprised of Technology Education students who look for ways to apply learning, serve the university and community, and promote sustainability. Currently, the students are examining possible micro-enterprise initiatives to raise funds. The group, led by Brian Rutherford, has joined the International Technology Education Association and hopes to travel to Texas next year for competition.

Northern Rocky Mountains Educational Research Association Presenters

Six University of Idaho faculty and graduate students presented papers at the NRMERA on October 11-14 in Sun Valley, including Pat Sturko, Anne Adams, Abraham Wallin, Gulner Esenalieva, Wendy Seley and Karen Guilfoyle. NRMERA is an educational organization designed to encourage quality educational research and to promote the application of the results of such research in schools. It provides a responsive forum that promotes a trusting atmosphere in which graduate students and public school personnel have the opportunity to conduct and disseminate research. The organization facilitates an effective communication network among the regional member states.



Jerry L. Evans

Honorary Degree

Jerry L. Evans, former State Superintendent for Public Instruction, received the University of Idaho Honorary Doctorate during the spring 2006 Commencement ceremony.

After receiving a undergraduate degree from the University of Idaho, Jerry began his career as an educator. He served as principal and superintendent prior to being elected to the position of Idaho State Superintendent for Public Instruction in 1978, and was re-elected four times.

In retirement, Jerry continues to provide counsel to educators and legislators who value his expertise and judgment. He is recognized as one of the most knowledgeable educators in the nation with respect to school finance.

In recognition for a lifetime of contributions to public education and to the state of Idaho, the University of Idaho proudly conferred upon Jerry L. Evans, the degree of Doctor of Administrative Science.

Department News

Units of the
College of Education

Counseling and School Psychology, Special Education, and Educational Leadership—CASPEL

Created as a College of Education department in spring 2005, CASPEL effectively merges three academic programs: Counseling and School Psychology, Special Education, and Educational Leadership; and represents an integration of specialty programs essential to leadership and clinical practice in K-12 and higher education. CASPEL bridges research and practice for educators, citizens and policy makers with relevant academic course work, field experiences, professional development and consultation.

CASPEL prepares degree-seeking and certification-oriented candidates in an environment built on compassion, competency and transformational leadership. Its programs are standards based, needs-focused, and, where necessary, fully accredited. Through ongoing internal and external assessments, each program maintains its professional and public policy relevancy.

Russell Joki, Interim Chair
Phone: (208) 364-4099
E-mail: rjoki@uidaho.edu

Curriculum and Instruction—C&I

The Department of Curriculum and Instruction houses two undergraduate degree programs: Elementary (K-8 grades) and Secondary (grades 7-12) Education. It also offers several certificate programs, including the Blended Certificate program (Birth to grade 3) and Elementary and Secondary Certification-only programs. C&I also has a strong commitment to graduate education, with a Masters in Education program as well as a Masters of Science program. In addition, the college offers a Ph.D. in education with a primary emphasis in Curriculum and Instruction. All graduate programs provide opportunities for specialized emphasis in science, literacy, mathematics and social studies education, as well as educational technology. Many graduate courses are offered online.

The department is responsive to educator needs regarding ongoing professional development opportunities, and works closely with school district personnel to develop and deliver courses that meet the immediate and long-term needs of Idaho's teachers.

John Davis, Interim Chair
Phone: (208) 885-6586
E-mail: teached@uidaho.edu

Adult, Career and Technology Education—ACTE

The Adult, Career and Technology Education (ACTE) programs prepare leaders, managers, teachers and technologists to work effectively with today's adults, organizations and youth. Theoretically and empirically informed, these programs emphasize practical application critical for success in public and private employment settings. ACTE is comprised of two programs: Adult and Organizational Learning and Professional-Technical and Technology Education (PTTE). The teaching degrees with a major in Professional-Technical and Technology Education include a B.S. in Education, a Master's of Education and a Master's of Science. ACTE also offers an undergraduate degree in Technology with a major in Industrial Technology for students who wish to capitalize on their technical and professional skills in industry or business.

Jim Gregson, Chair
Phone: (208) 885-6492
E-mail: acte@uidaho.edu

Health, Physical Education, Recreation & Dance—HPERD

The Division of Health, Physical Education, Recreation and Dance is "the place" to study, appreciate, understand and experience movement. As one of the oldest programs on campus, the Division of HPERD is housed in a beautiful location at the edge of the Old Arboretum. The HPERD complex is composed of the Physical Education Building, the Swim Center and Memorial Gymnasium, and also offers courses at the Student Recreation Center.

HPERD offers six undergraduate degrees, two master's degrees, and a Ph.D. in education. There are six undergraduate scholarships available, and teaching assistantships in the graduate level programs.

Kathy Browder, Chair
Phone: (208) 885-7921
E-mail: hperd@uidaho.edu

Center on Disabilities and Human Development—CDHD

The Center on Disabilities and Human Development within the College of Education is Idaho's University Center of Excellence in Developmental Disabilities Education, Research and Service (UCEDD) unit. Its mission is to advance policy and practice for and with people with disabilities including their families and communities by supporting members as they engage in research, education and service. The ultimate goal is to further independence, productivity and a satisfying quality of life for people with disabilities.

Through partnerships with several local, regional and statewide entities, CDHD is working on a number of objectives, such as increasing access to quality health care for children with developmental disabilities; increasing availability of integrated and accessible childcare; providing recreational opportunities to adults with disabilities in inclusive settings; and creating a system of school and community expertise to better serve children on the Autism spectrum.

Julie Fodor, Director
(208) 885-7290
E-mail: jfodor@uidaho.edu

Center for Ethics*

The Center for ETHICS* (Ethical Theory and Honor In Competition and Sport) at the University of Idaho offers study, intervention, outreach, consultation and leadership in developing and advancing the theory, knowledge and understanding of character education including moral and ethical reasoning, moral development, ethical leadership and ethical application.

Sharon Stoll, Director
Phone: (208) 885-2429
E-mail: sstoll@uidaho.edu

Idaho Educational Opportunity Center—TRIO

Federal TRIO programs provide outreach and support to help low income, first-generation college and disabled students progress through the academic pipeline from middle school to post baccalaureate school. TRIO began with Upward Bound, which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty. In 1965, Talent Search, the second outreach program was created and in 1968, Student Support Services was authorized by the Higher Education Amendment. The term TRIO was coined to describe these three programs. The University of Idaho is home to five federal

TRIO programs that serve the surrounding community through a variety of venues that support and encourage continuing education for the underprivileged. TRIO also trains project directors and staff of TRIO programs. Since 1999, Idaho has trained 350 TRIO directors and staff per year.

The relationships that are developed through the TRIO programs enrich students' lives, and provide them with the support they need as they journey towards their college degrees. Summer programs offer freshmen and sophomore high school students the opportunity to spend time on campus and experience college life. A 2006 summer retreat hosted a study skills seminar centered on Stephen Covey's Seven Habits of success.

Scott Clyde, Director
Phone: (208) 885-4504
E-mail: scottc@uidaho.edu

Class Notes

If you would like to be included in future Alumni Class Notes, please send the information to: College of Education, P. O. Box 443080, University of Idaho, Moscow, ID 83844-3080, or e-mail cdudley@uidaho.edu.

Don A. Barlow '62, Spokane, Wash., is chair of the College of Education Advisory Council and president of the Spokane School Board.

Lowell Berentsen '01, '03, Carterville, Ill. After 23 years as an aircraft mechanic in Alaska, Lowell returned to school at the Idaho. After graduation, he accepted a position with Southern Illinois University, where he teaches in the fixed-wing and helicopter maintenance programs.

C. W. "Bill" Eimers '48, '49, Grangeville. Bill noted that Leon Green was his mentor and good friend. He is a member of the IHSAA and North Idaho Hall of Fame.

Dick Fike '59, Clarkston, Wash., Dick was an educator and former coach who retired in 1988 from St. John High School where he was principal for 23 years.

Irene Gaskins '57 is the founder and director of the Benchmark School for Struggling Readers in Media, Penn. She specializes in teaching the dyslexic and is the author of "Dyslexic: Theory and Practice of Remedial Instruction."

Marcia Kay Hogge '58, San Clemente, Calif., is enjoying her

new home in San Clemente after retiring from 23 years in the aerospace industry.

Jim '67 and Linda '68 Mix, Reedsport, Ore. Life-long educators, they now are retired, but keep up with three children who also are educators. They attended the UI Alumni event in Phoenix to watch fellow Vandal Bill Stoneman's '66 Anaheim Angels pre-season game.

Larry '69 and Henrietta '67 Moore, Lewiston. Larry owns Nick's Welding and his son, Stephen '93, is the third generation in the welding business.

Scott D. Peterson '87, Coeur d'Alene, was named Top Performer 2005 by Prentice Hall.

Wally '68 and Dawn '68 Pfeiffer, Portland, Ore. Wally enjoys teaching at Portland State

TRIO Day

National TRIO DAY, which has been proclaimed a National Day of Service, is meant to focus the nation's attention on the needs of disadvantaged young people and adults aspiring to improve their lives, to the necessary investment if they are to become contributing citizens of the country, and to the talent which will be wasted if that investment is not made.

TRIO Day 2007 is scheduled for February 24. The five TRIO Projects in the College of Education will participate by performing a variety of community service tasks as a way to give back to their community, and say thank you for its support.

University and they both enjoy spending time at their Coeur d'Alene cabin.

Bill '63 and Mary '67 Pressey, Beaverton, Ore., are retired and enjoying life. Bill had a long career as a successful senior account executive and sales manager. His mother, **Dorothy Pressey '35**, also lives in Beaverton.

James M. Rathbun '59, Las Vegas, Nev. is now retired after working in the Las Vegas school district for 33 years and in Idaho for three years, where he taught environmental science.

Raylene Wemhoff '68, Kamiah, was chosen as an Outstanding Child Care Provider and also received an Idaho Starts Grant to enhance her Learning Center environment.

In Memory

Stewart G. Ailor '54, '55 was the Outstanding Business Education Master's student in 1955. He passed away in February 2006.

Everett Vernon Samuelson, Distinguished Professor of Educational Administration and Dean Emeritus from 1963-1989 passed away on June 25, 2006.

Support for the College of Education

Tom and Jody Bell '74, '79, created an endowment to provide an annual award to Idaho's Outstanding Teacher of the Year. The Thomas O. Bell Prize for Excellence in Teaching was awarded to John "Mick" Sharkey, Idaho's 2006 Teacher of the Year.

Sharon Bonds '56 established the Alpha Delta Kappa – Alpha Chapter Teacher Education annual scholarship. The awards will go to full-time undergraduate students from northern Idaho who are in their senior year studying to become a teacher.

Roy Bowman '63 created a new scholarship endowment for the College of Education with his recent gift of \$100,000. "This endowment recognizes my devotion to the University of Idaho and the impact that higher education has had on my life," said Roy.

Harry A. Campbell's '52, '54 estate funds established the

Harry A. Campbell Excellence in Teaching Scholarship endowment. A lifelong teacher, Harry passed away in September 2004.

Carl L. Harris '62, '64, '66, holds three degrees in education from the University of Idaho and recently gave \$10,000 to the University's Everett V. Samuelson Educational Leadership Graduate Fellowship.

Linda K. Jacobsen Renn '63 and **William L. Renn** have established a \$25,000 Eva Cammann Jacobsen Women's Golf Scholarship Endowment with the University of Idaho Foundation, which will provide scholarships for the University of Idaho women's golf team. The endowed scholarship was founded in honor of Jacobsen's mother, Eva Cammann Jacobsen, who was fond of golf.

The Hervon L. and Pearl R. Snider Teacher Education Scholarship Endowment. Pearl Hevron and daughter, Linda, established the Hervon L. and Pearl R. Snider Teacher Education Scholarship Endowment with a \$100,000 gift to the University in honor of their late husband and father.

State Farm Insurance Company gave \$9,400 to the College of Education to support the National Board for Professional Teaching Standards.

Ann Taylor '63 established the Loren Eldon Taylor Memorial Scholarship Endowment to honor her late husband. Eldon believed in the importance of education and had a long career in education, to make schools the best they could be.



We Want to Hear From You!

Name: _____

Class Year: _____

E-mail: _____

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Telephone: _____

Tell Us What's New

*Please send to: University of Idaho, College of Education,
P.O. Box 443080, Moscow, ID 83844-3080*

or you can send an e-mail to: cdudley@uidaho.edu

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