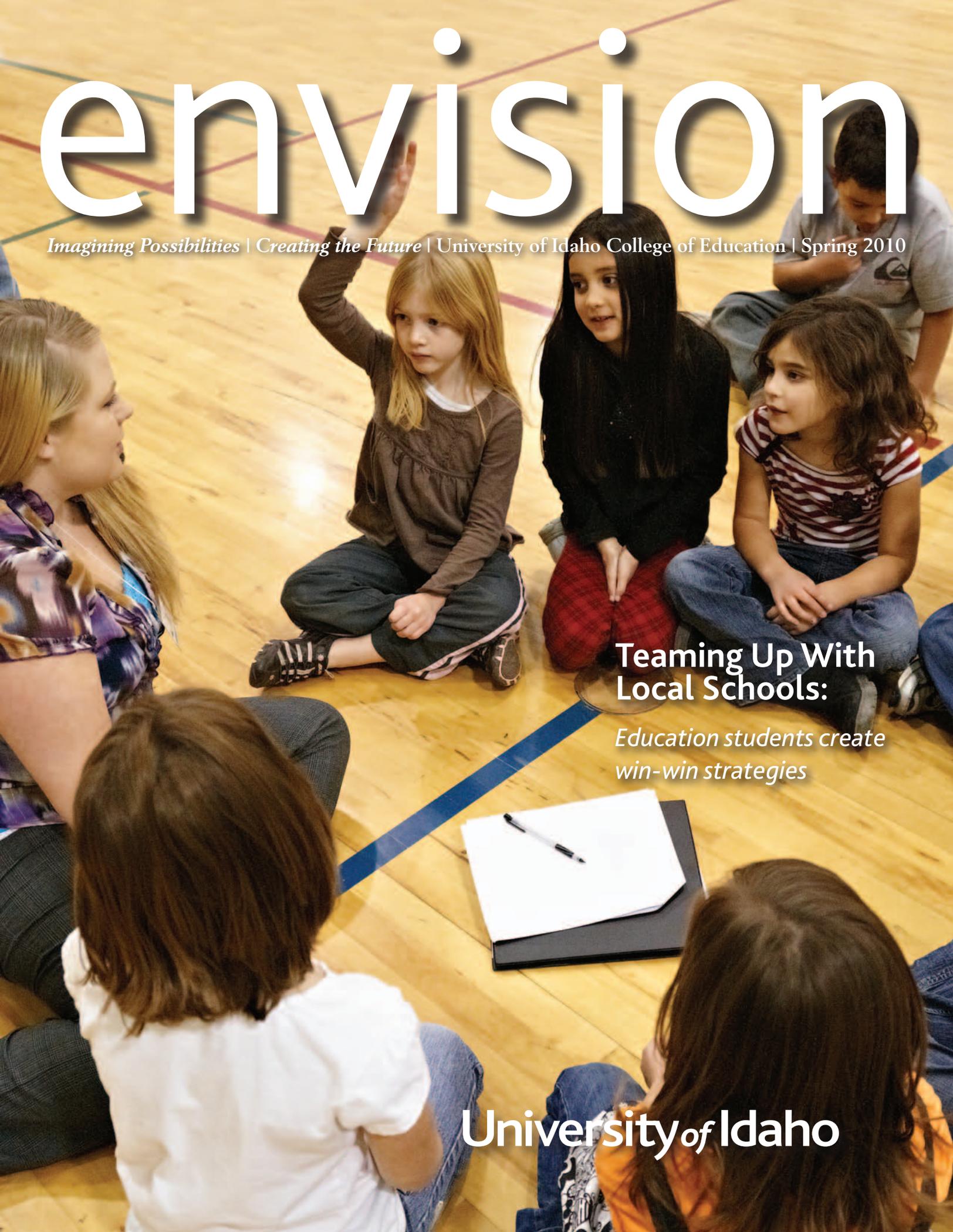


envision



Imagining Possibilities | Creating the Future | University of Idaho College of Education | Spring 2010

Teaming Up With Local Schools:

*Education students create
win-win strategies*

University of Idaho

envision

Spring 2010

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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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Cover: Students at Seltice Elementary School in Post Falls.
Photo by Shutterworks Photography

From the Dean's Desk

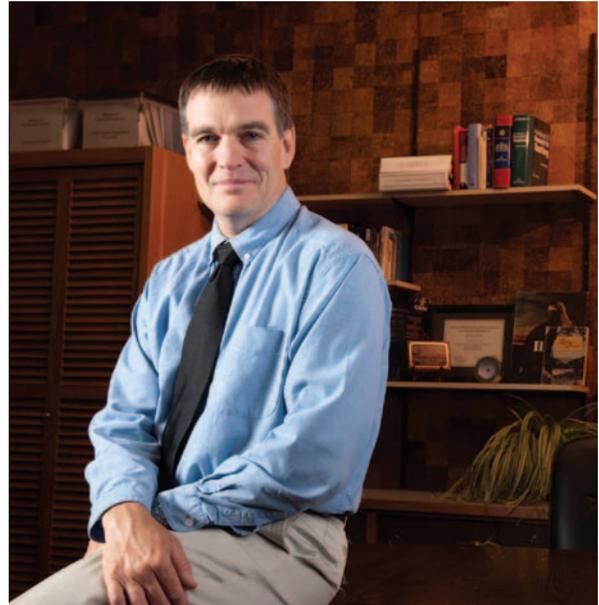
Dear Alumni and Friends,

Sometimes it's hard to stay focused on the things that really matter. In light of the economic situation, not just at the University of Idaho, but also across the state and the nation, we can easily lose sight of the big picture. But when we step back and look historically at past difficult times, we realize that these were often the times of greatest growth.

And that's what I believe about the University of Idaho and particularly the College of Education. While these past several months — as well as the next several months — have been and will be challenging, they have forced us to really focus on the things that matter and find ways to keep doing those things better.

I'm most easily reminded of what we're all about when I hear the success stories of our alumni and the important research and outreach our faculty and students are engaged in, despite budget cuts and hard economic times. I can see the big picture when I read about Andy Hanson, who after graduating from the College of Education went on to become dean of new student services at Lewis-Clark State College, and how one of our recent graduates got a job as an athletic trainer with the Boston Red Sox because of an internship he participated in while a student here. I am reminded of the warm generosity and commitment to the success of the College of Education by our alumni when I read about Steve Scott, whose pledge, in honor of his late wife, will help the dance program fulfill some of its dreams. This is the stuff that really matters.

This edition of Envision Magazine is all about how we're reaching out and making a difference in the world. We're collaborating more, partnering more, listening more, and doing more with less. We're finding ways to do things that make a big difference that don't cost us a dime — like Cherie Major's and Emily Duvall's programs in Post Falls and Coeur d' Alene, and Janel Kerr's work with underserved high school students.



You'll also read here about two of our important faculty who have retired after many, many years of service to the University and to the state of Idaho. They will be greatly missed.

I hope you will see how we're thriving here in the College of Education, and how our commitment to grow and serve and evolve with our fast-paced world remains steadfast. Please write and tell us how you're doing by e-mailing us or mailing in the form on the back of the magazine. We want you to know that we're listening, and that we're proud of our alumni.

Sincerely,

Dean Jerry



"Look Mom,
I'm a Planet!"

The Mutual Perks of Education

By Donna Emert

FUN SOLAR SYSTEM FACTS
Name: Neptune
Diameter: 49,532 km
Distance from Sun: 4,497,100,000 km
Other: Strongest winds of any planet. Mantle is filled with water, ammonia and methane. Core made of rock and ice.



We learn by doing

University of Idaho Coeur d'Alene teacher education students are able to do more, embedded in Seltice Elementary School at Post Falls, where they work directly and collaboratively with practicing teachers, administrators, and real live kids.

Through the Partner School Initiative, University of Idaho preservice teachers support and build on established curricula with innovative activities and lesson plans, and become active, contributing members of the school community, learning to be teachers by teaching.

For grade school and university students, the educational partnership with Seltice Elementary translates into more doing and learning for everyone.

Since the partnership was formalized in fall 2009, Seltice kids have been doing a lot of innovative projects, including: setting into motion the miracle of a bean germinating in a clear plastic

drinking straw, changing the variables that affect its growth, recording those findings and ultimately, analyzing the data.

With their University of Idaho partners, they have read more, dug for archeological artifacts, written magazines and poetry, taken oral histories, built edible maps, danced, and found creative ways to combine the arts and sciences. They have produced and starred in plays, penned stories based on their own life experiences and built the solar system to scale — two scales actually: one BIG one for use in the gym, and one REALLY BIG one that can only be deployed in the wide-open spaces of the playground.

Most often their endeavors are interdisciplinary. The solar system project alone required that students cut, paint, measure and build, explore the properties of individual planets, learn how the solar system works, and mathematically calculate distances and rotational patterns within the system — ultimately combining math, science, art, engineering and collaborative problem solving.



The solar system projects facilitate diverse lessons for first through fifth graders. In one lesson, Idaho education student Torrie Stutzke had second graders racing from planet to planet, meanwhile quizzing them on which are closest to the sun, farthest from Earth, nearest one another, orienting and estimating to understand the big picture.

In second grade, everyone is a kinesthetic learner to some degree, and Stutzke can relate:

"If I can run it or I can see it, I can grasp the concept a lot better," she said. "That's how I learn. When I do my lessons there are a lot of games and play. That way we can get in there and learn and work cooperatively."

As kids run and rest, Stutzke reiterates amazing facts they have studied together in the classroom, for example: that it would take 177 years driving at 60 mph to get from Earth to the sun. Using what they learn from their own breathless travels through the solar system, she asks the kids to estimate how long it will take them to run to outlying planets, and to those closer in.

"Estimation is hard for second graders," notes Erika Lewis, a veteran second grade teacher at Seltice. "It can be difficult to visualize things on an 8-by-11-inch piece of paper. The more experience they have with such exercises, the more they'll be able to transfer those skills."

For the past couple of years, University of Idaho Coeur d'Alene education Professors Cherie Major and Emily Duvall have been working with local teachers when they could, bringing their education students into classrooms at Ponderosa Elementary School in Post Falls and Bryan Elementary in Coeur d'Alene.

Then Duvall had a revolutionary idea: to find a local elementary school where education students in Coeur d'Alene could set up a base camp for the entire academic year. While there, they could learn to be teachers by doing, simultaneously enriching the curriculum with highly relevant and compelling math, science, literacy, and arts classes. That vision resulted in the Partner School Initiative (PSI).

"The PSI creates an unprecedented degree of collaboration between the University and local public schools, to the mutual benefit of students, teachers, and teachers-in-training," said Duvall. "There is a heavy emphasis on preservice teacher learning that engages each University of Idaho student in the actual work of teachers while in a school setting, a clinical approach to teacher education that conforms to the National Council for Accreditation of Teacher Education (NCATE) goal of 'restructuring the preparation of teachers to reflect teaching as a practice-based profession akin to medicine, nursing, or clinical psychology.'" (See *NCATE News January 5, 2010*: http://www.ncate.org/public/010410_BRP.asp). "This should make a positive contribution to the U of I teacher education accreditation process currently underway."

Money to establish the partnership was not an issue, in that neither the University nor the K-12 system had any. So Duvall worked for two years with the University and with the Post Falls School District Superintendent's Office to locate and secure a year-round classroom, free of charge to all parties, insisting only that education students have their own classroom space in a district school, and access to willing teachers and their children.

Seltice Elementary School Principal Mike Uphus has such a space, and willingly shares it. Duvall now has an agreement in place that allows University students to teach and learn there, at no cost to the district. The return on the University's investment of human capital is enormous.

"You're in a teaching environment and you're actually teaching the lesson," said Stutzke, "so you learn what works and what doesn't work, including classroom management skills. People can tell you, but you don't really know what works for you until you get into the classroom."

"The old model of teacher education is like teaching someone how to tie a shoe, but not allowing them to touch the laces for four years," explains Major. "When subject knowledge is not integrated into a classroom experience, the education students have no frame of reference to understand how to use what



they've learned. The greatest degree of learning occurs for our students when they're solving a real problem — like a lesson plan that doesn't work."

Additionally, Major notes, the PSI model respects the developmental process of the education students.

"They experience a real classroom situation, where the practicing teacher can monitor classroom management while the education student can focus on delivering the lesson they have planned. With this approach, our students learn to master one piece of the classroom experience at a time, while gaining insights on the complexity of their task."

In the classroom, education students' experience is enriched by multiple, live, teaching models. The arrangement also benefits practicing teachers.

"Any time you can have more than one adult facilitating learning for kids, it's way better," said Lewis. "In the classroom, I'm one-to-20 or one-to-22, so adding just one other adult helps to answer questions and keep kids on task, and that's invaluable. The university students bring another level of energy back to the classroom," she adds. "I've been at this for 21 years, but I always find that I learn something new from them."

In addition to the math, science, and social studies projects, U of I students have worked with elementary teachers to create literacy centers for their classrooms; collaborated with Title 1 to administer literacy assessments as well as to design and host parent nights; collaborated with teachers to plan semester-long units from which each student plans and delivers a whole class lesson in the elementary classroom; and learned to plan and lead an after-school program that promotes elementary student development in language, literacy, and the arts. The latter, titled, *Readers' Theatre Plus*, is being implemented at both Seltice and Bryan Elementary schools and incorporates acting games, readers' theatre to develop fluency, scriptwriting, mask making and, this year, will bring in original music and dance to their culminating performance.

Also new this year, is a pen-pal project with a Ponderosa Elementary fourth-grade classroom, and the Read-Write-Quit service learning project the U of I students are leading and facilitating with Seltice Elementary fifth graders. Here, the goal is to encourage elementary students to engage in service work to meet a need in their own community.

This summer, Major will teach an undergraduate education course at Seltice while Duvall works with Bryan Elementary to deliver a graduate course in reading and assessment that will double as a reading camp for kids.

Next year's plans include a partnership with a school in Arizona that will incorporate Skype™ technology.

Duvall and Major work with science education professor Anne Kern, math education instructor Abe Wallin, music education instructor Sally Sorenson, and dance education instructor Teri Hamilton, as well as Idaho graduate students Monica Hansen and Debbie Muthersbaugh, fourth-grade teacher Marie Hammon from Ponderosa Elementary (Post Falls School District), principals Kathy Baker (Ponderosa Elementary, PFSD), Joel Palmer (Bryan Elementary, CDA SD), Mike Uphus at Seltice Elementary (PFSD), and curriculum directors Barney Brewton (Post Falls District elementary curriculum director) and Pam Pratt (Coeur d'Alene School District directory of elementary education).

The collaboration also has resulted in a research paper on the impacts and implications of this service learning based education partnership. The study has been accepted for presentation by the American Education Research Association in Denver. The paper outlines the Partner School Initiative — beginning with Ponderosa Elementary and Bryan Elementary schools but focusing on the Post Falls model — to illustrate the benefits of teaching preservice teacher courses under a partner school's roof.

For more information on the Partner School Initiative or on Seltice Elementary School collaborative educational projects, contact Duvall at (208) 667-5278 or emily@uidaho.edu, or Major at (208) 667-2588 or cmajor@uidaho.edu.



SWIMMING to Baseball

Education Grad Student Lands a Job With the Boston Red Sox

Mauricio Elizondo didn't know much about baseball when he was accepted for an internship with the Boston Red Sox two summers ago. But since then he's learned enough to get hired full time for the 2010 season as an athletic trainer, right after he finishes up his master's degree in exercise science in the College of Education.

"One of the things that really helped me get that first internship was that I am bilingual," said Mauricio, noting that he was awarded the internship two years in a row. "There are a lot of Latin baseball players, which makes it a big advantage for me."

Mauricio is from Obregón, Mexico, south of the Arizona border. He's always been athletic and began swimming at a young age. At 13 years old he began competing internationally, and continued competing for Mexico until he was 22 years old.

When he began looking for a college to attend, he eyed Oregon State University for its athletic training program. He continued to compete in swimming



throughout his college years and trained as a practice partner with the women's swim team at OSU.

"Oregon State doesn't have a men's swimming team and I wanted to continue swimming, so Coach Larry Liebowitz let me practice with the women's team," he laughed.

After completing his bachelor's degree, Mauricio wanted to go to the next level in his education. "I knew that I wanted a career in professional sports, so I began looking for a master's program. That's when I saw the University of Idaho's program and knew it would be a good fit. I was also offered a graduate assistantship, which was an essential component of my graduate program." He met with swimming Coach Tom Jager and head athletic trainer, Barrie Steele, and after that, the decision to study at the University of Idaho "was easy," he said.

As athletic trainer for the swimming and diving team, Mauricio has focused a lot of his work in the training room on injury prevention programs for the upper extremities. This experience will help him in his new job as athletic trainer for one of the Boston Red Sox minor league teams.

"As far as athletic training goes," said Mauricio, "both swimming and baseball are conducive to shoulder injuries. The swimming team's workout routines are not a lot different than most baseball players; in both sports, we work especially on shoulder strength to prevent injuries over time."

During his internship with the Red Sox last summer, Mauricio asked about the possibility of getting a full

time job once he graduated. "My experiences with them during 2008 and 2009 really helped," he said. "I found out I had gotten the job when I was in Phoenix with the U of I swim team in January. The Red Sox flew me out to Boston to sign the papers and make it official."

Although the College of Education is excited about Mauricio's new job opportunity, they will miss him. "Mauricio has done a great job with the athletes over the past two years," said Coach Tom Jager. "He has gone above and beyond for Vandal Swim and Dive. I couldn't ask for any more than that."

Professor David Paul, Mauricio's adviser, said, "Mauricio was an excellent student in all the classes he took from me. I've always been impressed with how he managed a high level of academic performance while managing his time commitments to athletics."

Mauricio's internship and ultimate job placement with the Red Sox is something the College of Education is proud of. As a component of many of our programs, internships help students get hands-on learning experiences that can take them far in their future careers. As Mauricio heads for spring training with the Red Sox, he will take his Vandal spirit of hard work and commitment with him, knowing that his opportunities here are what got him there.

Photo by University of Idaho Photographic Services: Joe Pallen



Globesity: *A Worldwide Pandemic*

The World Health Organization says that obesity is one of today's most blatantly visible yet most neglected public health problems. Paradoxically, obesity and undernutrition coexist, challenging health professionals to scramble for answers.

Globesity: *an escalating worldwide epidemic of obesity that is affecting millions with an array of serious health disorders.*

In **Zambak Sahin's** home country of Turkey, obesity is also a growing concern. She has recently come to the University of Idaho to learn some techniques during her postdoc to utilize in an obesity study at Hacettepe University in Turkey, where she received her doctorate and where she hopes to assist in an important study on obesity.

For the last six years, Sahin has worked with a performance analysis research group that studied ball players, soccer players, gymnasts, wrestlers, archers, skiers and boxers. This work provided her with valuable experience in performance evaluation.

Because of her extensive experience in this area, she was asked to conduct the physical activity portion of the obesity study in her home country. When she received the invitation, Sahin began doing some research of her own. That's when she came upon a paper written by University of Idaho faculty member David Paul.

"I have taken an interest to be involved in research about physical activity," said Sahin. "I found David Paul's papers and wrote to him, and he was so kind and offered to help me in regard to measuring physical activity."

Paul, an exercise physiologist in the Department of Health, Physical Education, Recreation, and Dance, was working on a research project for the state of Idaho, measuring body mass index in school children. The Idaho state project is similar to the project anticipated in Turkey, so Paul ultimately invited Sahin to the University of Idaho for postdoc research, where she could help with the BMI measurements and learn techniques that would help her in Turkey.

"Zambak assisted Wafa Alkurdi and me in teaching the fall Physiology of Exercise laboratories," said Paul. "She was very knowledgeable and helpful, and I appreciated her help."

Zambak has been busy since arriving at the University. "I came here to learn about techniques for running physical activity using measurements," she said. "Also I have worked with Professor Philip Scruggs on his project about promoting school activity. This semester I am working with Professor Browder, and lectured to her classroom for the first time in January."

Zambak's help in Browder's classroom has been good for the students in class, because she provides them the opportunity to interact with someone who has a different movement perspective in biomechanics.

"We have not been able to hire faculty from different ethnic backgrounds in the Department of Health, Physical Education, Recreation and Dance, so it's good for our students to have an instructor who is from a different country," said Browder, who is chair of the department.

When Zambak returns to Turkey, she hopes to be well prepared to work on their physical activity project and ultimately help provide some answers to her country's growing obesity problems. The country is currently in the process of applying for a grant from the Turkey Scientific Technological Research Council for the study.

"There are no states in Turkey," said Zambak. "The country is divided into seven regions and is comprised of about 73 million people, many of whom live in Istanbul. Ankara, where I'm from, is also a very large."

Zambak's family was very excited for her to come to the United States. "But we miss each other," she said. "I will be going back in June to a European College of Sports Science Congress, and I hope to see my family then." She will continue her postdoc at the University of Idaho until September 2010.

"Zambak has helped me tremendously," said Paul. "I was happy that she traveled to our area and gained the experience she needs working in schools."

EDUCATION FROM AFAR

When **Jennifer Kurdy** of Boise, Idaho, began looking for a master's degree program in education, she knew it would need to cater to her "being away" from the United States. She is currently living in Dar es Salaam, Tanzania, teaching at the International School of Tanganyika.

"I began my master's degree while living at home in Boise between my Africa experiences," said Jennifer. "Because I knew I would likely move back to Tanzania, I had to have a program that offered online courses. This aspect of my adult, organization learning and leadership (AOLL) program is so convenient. It has been really helpful in allowing me to continue my program all the way from Africa!" The University of Idaho has only recently begun offering the master's degree in AOLL totally online. Jennifer is the perfect example of how this delivery system can provide access for nontraditional students to earn a degree.

After graduating from Bishop Kelly High School in Boise, Jennifer attended Gonzaga University and earned an undergraduate degree in special education. Following graduation, she moved to Portland, Ore.,

where she taught autistic children for two years. When a job in Florence, Italy, became available, she quit teaching and moved to Italy for almost four years.

"In Italy, I was a student life / travel coordinator for the Gonzaga University study abroad program," said Jennifer. "It was a great opportunity and I was able to travel the world."

Jennifer's job in Florence introduced her to Africa for an end-of-the-year trip to go on a safari, see Kilimanjaro, and work at an orphanage. "It was during that trip I knew I needed to move to Africa to work at the Light In Africa orphanage," she said. So she quit her job in Florence, convinced two friends to accompany her, and moved to Moshi, Tanzania, at the base of Kilimanjaro.

"I worked there for almost a year, and then moved home to Boise because I was out of money," said Jennifer. "That's when I started my master's degree program at the University of Idaho Boise."

But not long after starting her master's program, Jennifer longed to go back to Africa. She applied for a job at the International School in Tanzania — a school that provides quality education for the children of embassy workers and business owners in Tanzania, and was hired. Continuing her University of Idaho studies from Africa





has had its challenges, but she wouldn't do it any other way. "Even though the classes are not face-to-face," she said, "I know I'm receiving a quality education."

Jennifer's experiences have also been an asset to her online classmates, according to one of her professors, Michael Kroth. "Jennifer brings an enthusiasm for learning to class and for exploring new ways of thinking that encourages the learning process for everyone," he said. "By applying her real-world perspectives to the class material and by building on others' experiences and views, she broadens everyone's thinking."

Eventually, Jennifer would like to become an autism consultant for a school district, since autism is her teaching specialty. "I think my master's degree will really help me in such a career move," she said. "As for now, I will stay in East Africa. I have also recently opened a small travel business, which has always been my dream. I want to get my business up and running, and I love the life I have as an international teacher. It allows me to meet a wide range of people from all different cultures and continue my work at the orphanage, which is really what makes me tick!"

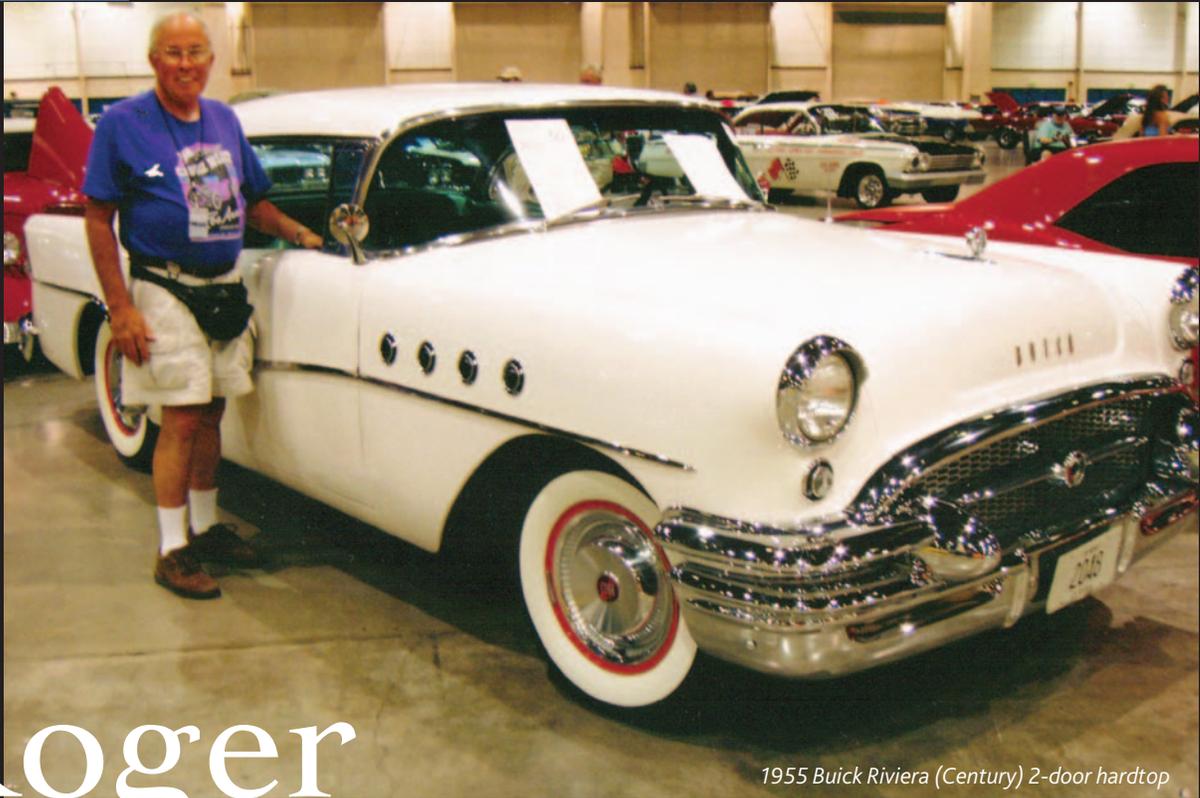
Although Jennifer faces obstacles to completing course work from Africa that most students have never imagined, she never uses that as an excuse for not getting her work done.

"Her Internet access is often sketchy, and sometimes her work takes her to places where there is no Internet," said Kroth, "but she never makes excuses. In short, she's the kind of student that teachers dream of having in class. She is very open about sharing her thoughts and opinions and real-life examples, many of which may have occurred in parts of the world that most of us have never even imagined, much less experienced."

Jennifer's parents, Kali and Mike Kurdy, are both graduates of the University of Idaho College of Education. Kali taught at Borah High School for 33 years, while Mike taught there for 32 years. They have both been committed to helping young people pursue education degrees. Kali is also on the College of Education Dean's Advisory Council.

Perhaps we could say for Jennifer, at least careerwise, that the apple has not fallen far from the tree.

The College of Education's Adult, Organization Learning and Leadership Program offers a master of science or education specialist in education degree, tailored to working professionals seeking expertise in adult and organizational learning, teaching and training. Areas of emphasis are adult learning and literacy education, organizational learning, and human resources. For more information about the program, visit uidaho.edu/ed, or e-mail mkroth@uidaho.edu.



1955 Buick Riviera (Century) 2-door hardtop

Roger Reynoldson Retires

Roger Reynoldson is really retiring this year from the University of Idaho. In 1998 he tried to retire, but ended up coming back to work for the University part-time. This time he's pretty sure the retirement will stick — even though there are some people who wish it wouldn't.

Reynoldson has become an icon at the University of Idaho Boise Center, and according to Russ Joki, chair of the Department of Counseling and School Psychology and Educational Leadership, Reynoldson is a leader that cannot be replaced.

"How can we replace such an advocate, teacher, practitioner, and scholar who always said 'Sure, I'll do it' when asked to join a doctoral committee, teach a class, testify to a legislative committee, or write an article," said Joki. "Roger's kind of loyalty to the College and the University is unique and irreplaceable."

When Roger became Director of the Boise Center in 1987, he also taught educational leadership classes and advised at the same time. "They don't ask directors to do that anymore," he said. But back then, when the Boise Center was a fledgling work in progress, it took multitaskers like Reynoldson to get the organization on solid ground. Twenty-three years later, he's seen the fruits of his labor grow exponentially.

"The highlight of my career with the University of Idaho has been expanding the student base at the U of I Boise Center," said Roger. "It's still exciting to see. Also, being able to get the doctoral program in educational leadership going at the Boise Center, which was a real need. Professors Gibb, Bell and Gentry were supportive of the programs in Boise and helped grow them. We now also have professional technical education, special education, business education, and several programs that have grown, to the pleasure of the students who live in the Boise valley."

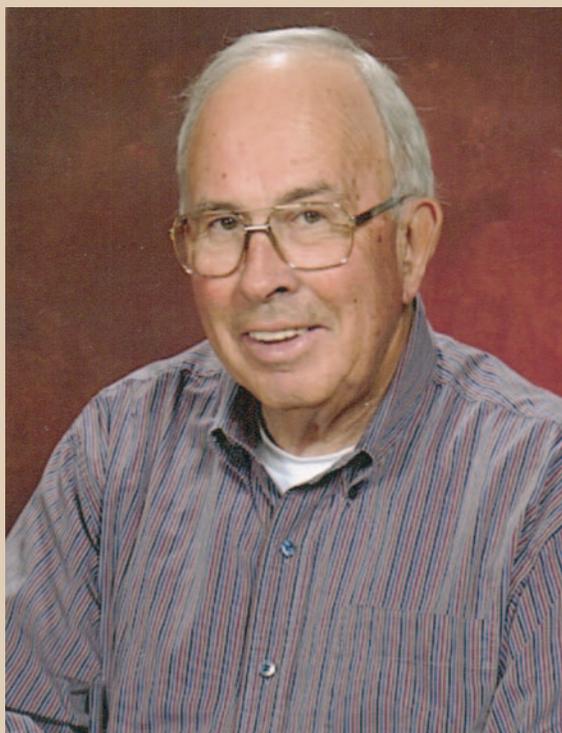
Roger graduated from the College of Idaho in 1956 with a major in English and minors in physical education and

social studies. He was also a member of the basketball team for three years. At that time, the College of Idaho dominated the Northwest Conference. Two of his teammates played professional basketball after graduation: Elgin Baylor and R.C. Owens. The 1954-55 team was honored in the College of Idaho Athletic Hall of Fame.

Roger's first teaching position was in Middleton, Idaho, where he taught English and was assistant basketball coach. He earned a master's degree in education at the College of Idaho in 1960, and an education specialist and doctoral degree at Utah State University in 1965 and 1970. His first administrative job was as high school principal at Middleton, and from there he moved to Parma and worked as junior high principal, and eventually became superintendent of the district. He then became assistant superintendent in the Caldwell School District for 12 more years before beginning his career at the University of Idaho.

"Roger has been our ambassador throughout the state for more than 30 years," said Joki. "He is respected by Idaho superintendents and principals; he mentored and taught most of them and helped them get their jobs and promotions."

Although Roger is retiring, he says he is not finished with education. "I'll continue to be involved in education as long as I can, whether it's at the U of I or local school districts. I will still chair accreditation teams for the National



Association of Accredited Schools as requested. I'll do special projects, too, as long as I qualify for the contracts."

But Roger will still find time for family and hobbies. In his spare time, he restores old cars and currently owns six of them, mostly 1955 and 1956 Chevys. After he restores the cars, he takes them to shows, where he occasionally runs across Jerry Tuchscherer, another University of Idaho retiree who restores and shows old cars.

Roger also supports the local public schools with volunteer work, helping special students. "I'm a Shriner, so if there's a family who needs assistance in applying for services at the Shrine Hospital in Salt Lake, I will help them," he said. Roger has also been very active in the Parma Lions Club for 47 years. "It's a community service group and I enjoy that very much. I served as District Governor for the District 39 Lions in 1973-74. And I periodically go fishing. Typically, the fish are safe," he laughed.

Roger and his wife have two sons. One son works in governmental affairs for Micron Technology in Boise and graduated from Boise State University. "He lobbies, and keeps me abreast of politics," said Roger, who is also a precinct committeeman for the Republican Party in Canyon County. His other son, who graduated from Idaho State University, is a physical therapist, fireman and paramedic in Denver. Both sons are married to attorneys, who attended law school together at Gonzaga. Roger's daughter-in-law in Boise has her own law firm and his daughter-in-law in Denver works for a large law firm. "We have no grandchildren, but we do have a grand-dog and a grand-cat," Roger laughed.

Joki doesn't really want to think about Roger being gone. "He will be missed," he said. "He's been our road warrior, traveling to recruit new students, supervising interns, and representing us at professional events. I have always seen him greeted by educators, politicians, and community leaders with wide smiles of recognition and a happiness to see someone who they trusted."

But perhaps we really haven't seen the last of Reynoldson. With his continuing active role in education in the state of Idaho, there is no doubt he will be on the forefront of some of Idaho's educational activity. But even if he does decide to spend more time fishing or showing cars, his legacy lives on through all the educational leaders he has influenced during his 40-plus years in education.

Roger says he feels fortunate for having the opportunity to have been employed by a "top-notch" institution such as the University of Idaho. The opportunity to work with outstanding and forward-looking administrators, professors, support personnel and graduate students has been exciting and rewarding.

FACULTY



Saying Goodbye to a Scholar

Carolyn M. Keeler, professor in the Department of Counseling and School Psychology and Educational Leadership, retired in December after 20 years with the University of Idaho. Carolyn came to the University after 25 years in public school teaching, counseling, and administration. She taught research courses, statistical analysis at the doctoral level, and also worked with school districts on creating professional learning communities, assessment data analysis to meet No Child Left Behind requirements, and developed standards-based curriculum and assessment.

"My time with the University of Idaho has been fabulous," said Carolyn. "I had a wonderful opportunity to see people learn and grow and change. I worked with 24 doctoral students, so I've had a large variety of different subject areas and a great opportunity to learn so much from them. My colleagues in Boise have been so supportive and they're all good, great teachers and researchers and doing amazing things. I feel so privileged to have worked with people like that."

In 2008, Carolyn traveled to Romania as a Fulbright Scholar to teach in the American Studies Program at Ovidius University in Constanta, Romania, during the spring semester. She then traveled to Mexico and taught Mesoamerican Ancient Cultures of Central Mexico at Iberoamericana University in the fall semester of 2008. Her Mexico experience was through her membership in the University Studies Abroad Consortium in which she was chosen to be a visiting professor. These opportunities were life-changing for her.

Carolyn is originally from California, and moved to Idaho in 1973 to become the state migrant director. She had been involved in K-12 education prior to her move to Idaho. "Getting a doctorate at the U of I seemed like a natural progression for me," said Carolyn.

She had earned her bachelor's degree and teaching credential in political science from UCLA and a master's degree in counseling from Arizona State. She earned her doctorate with principal and superintendent credentials from the University of Idaho.

Ties to Home

Soon after she retired, Carolyn spent four days in a yurt in the Teton Valley with several girlfriends — an annual trip she's

taken for years. She and her husband also traveled to California and up the coast from Santa Barbara to Oregon to visit family. Her husband retired January 8 from an international engineering firm. Upon returning from Oregon, the two took off for a four- to six-week trip to Mexico.

Even though Carolyn obviously knows how to make the most of retirement, she is not leaving the University of Idaho completely behind. She and faculty member Michael Kroth are conducting research, and recently submitted a paper for publication. Michael is an avid researcher and book publisher on career development and motivation in the workplace.

"When I first came to the University as a new assistant professor," said Michael, "Carolyn was the first and only faculty member who proactively asked if I would be interested in researching and writing with her. Since then we've developed a line of inquiry around managerial caring that has resulted in scholarly publications and presentations. I will miss her mightily, as will her colleagues and students."

Michael is not alone in his sentiments. "Carolyn made outstanding contributions as a scholar, teacher, friend of the public schools, and in community engagement and outreach," said faculty member Mary Gardiner. "She was the statistics expert, quantitative methods research guru, and highly educated in educational leadership, administration, management, governance, policy and politics. She was also a role model as the first female in educational administration at the University. We can replace the position, but Dr. Keeler is irreplaceable."

Rewards

Carolyn has been honored with emeritus professor status at the University, providing her with some extra benefits. "Along with my emeritus status, I was awarded an all-coveted lifetime parking pass to the Boise Water Center," she laughed. "And I've already made good use of it."

Carolyn and her husband are traveling up and down the Baja peninsula and plan to visit friends there. "We'll park our trailer next to our friends' house for a while, then drive down to the end of the Baja," said Carolyn. "It's so nice to have the time to do these things."

Health, Physical Education, Recreation and Dance — HPERD

Studying BMI

For the past year, health, physical education and exercise science faculty in the College of Education have been gathering data for an important State Department of Education-funded study on body mass indexes (BMI) and physical education requirements in Idaho schools. Like most children in U.S. schools, Idaho school children have unacceptable levels of BMI, placing them at increased risks for obesity and disease. The state is searching for solutions.

Obesity in children is a major concern of the Department of Health, Physical Education, Recreation and Dance (HPERD), which had talked with the State Department of Education about the need to understand this issue in Idaho.

Looking for solutions, the state applied for a Center for Disease Control grant, and last year received \$375,000 to implement coordinated school health programs in Idaho.

Knowing the University of Idaho's concern, the state asked faculty in HPERD to take the lead on a BMI assessment of students across Idaho in grades 1, 3, 5, 7, 9, and 11 and on a survey about physical education curriculum in the schools. Body Mass Index is a statistical measure that compares a person's weight and height and is used to estimate a healthy body weight. It is the most widely used diagnostic tool to identify weight problems within a population.

The University collaborated with the Idaho Association for Health, Physical Education, Recreation and Dance (IAHPERD), Boise State University, Lewis-Clark State College, and Idaho State University to complete the research.

"It was encouraging to have so many partners willing to come together to tackle the obesity problem," said Kathy Browder, chair of HPERD and research team member. "We believe that real solutions can be found when this kind of true collaborative spirit exists."

This is the first comprehensive data collection in Idaho schools on BMI and physical education curriculum across all grade levels. The data set will allow the state to identify real needs in Idaho and develop initial interventions at the school level to decrease the risk for obesity in our children and reduce future health care costs as our children become healthy adults.



On January 25, 2010, the State Department of Education announced the results of the study during a press conference in Boise. First Lady Lori Otter and Superintendent Tom Luna spoke at the press conference about the state's need to increase its efforts to improve children's health and physical activity levels.

The University of Idaho research team included Kathy Browder, Grace Goc Karp, Helen Brown, David Paul, and Philip Scruggs. Some of the study results were surprising, like the variability in BMI across different communities. While on average the BMI was 30.5 percent across the state, some communities were as high as 50 percent and some as low as 10 percent.

"At this time, we don't know why there was such a large difference across communities," said Paul, "but that only shows



Photos by Cheryl Dudley

the need for more research.” Scroggs expressed surprise that there was very little formal assessment of fitness in schoolchildren. Idaho requirements for physical education fall below National Association for Sport and Physical Education (NASPE) physical education recommendations of 150 minutes per week for elementary students and 225 minutes for middle and high school students.

The University of Idaho’s final report included suggestions for improving Idaho children’s health. The state has taken real initiative on addressing concerns, such as implementing new nutrition standards in school meals and revising Idaho’s Health Education Standards to align with the National Health Education Standards and best practice in health education.

“The results of the study confirm the need take a comprehensive look at how we prepare teachers and administrators for our schools and to better educate our legislature and other government agencies about the need to emphasize comprehensive health and wellness in the schools, including appropriate physical activity for all grade levels,” said Browder. “The College will continue to revise its educational programs to prepare graduates to address these issues as they enter their respective professions.”

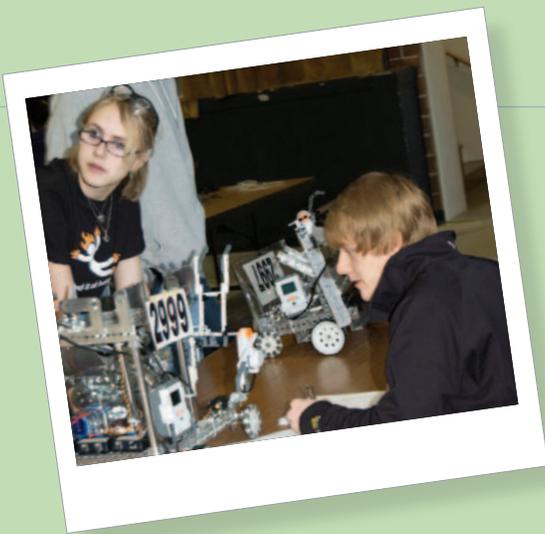
To find out more about the University of Idaho’s report, contact kbrowder@uidaho.edu, or call (208) 885-7921.

College of **Education**

Helps Out With

FIRST®
technology





challenge

You might call it the “four T’s” of the College of Education: Teaching Teachers how to Teach Technology. That’s one of the educational goals of the Department of Adult, Career and Technology Education.

Technology education is about the human ability to shape and change the physical world to meet needs through manipulating materials and tools with techniques. As educators, the goal is to develop technological literacy, most easily accomplished by providing laboratory activities to students.

To facilitate this important type of learning activity, several U of I technology education students recently participated in a daylong hands-on learning event with high school students under the direction of instructor Janel Kerr. The College of Education teamed up with the College of Engineering, the College of Agriculture and Life Sciences, and the Idaho Space Grant Consortium to participate in Idaho’s second annual *FIRST* Tech Challenge Championship.

The rewards at the end of the day are not entirely what you might expect from a robot-building competition.

About Technology Education

“Generally, technology education is the least supported area of science, technology, engineering and math (STEM),” said Janel. “Technology education is something that most people don’t know about because they are still caught in the old mentality of “shop class”.

Technology education brings all the STEM areas together with hands-on applications using the wide variety of skills needed to function as a productive citizen in today’s society.

“I feel it’s very important for my preservice teachers to be involved with outreach activities,” said Janel, “but this one in particular because robotics at this level — rather than as an industrial application — is a recent addition to our curriculum and something that my students will be expected to know and teach.”

The University of Idaho has the only postsecondary technology education program in the state, certifying the only teachers in this field for not only Idaho, but also for the entire Pacific Northwest.

Robotics Challenge

The *FIRST* Tech Challenge involved 21 teams of high school students — about 150 students in all — engaged in a day-long battle for who could build the best robot using the LEGO® *Tetrix*™ system. The College of Education students headed up the games part of the competition, working with the high schoolers to make the day educational, fun and memorable.

But what the high school students may or may not have known is that the competition was about far more than which team could build the best robot. It was about Gracious Professionalism™, and a newly-coined term called “cooperatism.”

“We might say this is a sporting event where it’s fun to win,” said Tim Ewers, Extension 4-H youth specialist, “but bigger and better things happened on the way.”

The College of Agricultural and Life Sciences, which houses the Idaho 4-H program as well as Extension, aims to get children more involved in science, engineering, and technology (SET) activities and encourage them to pursue SET careers. Idaho ROKS™ (Robotics Opportunities for K-12 Students), an affiliate partner with *FIRST*, is the umbrella organization in CALS that runs the robotics programs for K-12 children through the University of Idaho. *FIRST* is a nonprofit company with a mission to inspire youth in science and engineering through robotics. The company created LEGO League for children in grades K-12 as well as Tech Challenge, and partnered with Idaho ROKS™ to manage the programs in Idaho.

“Children progress from LEGO League to Tech Challenge,” said Ewers. Ultimately, the programs hope to inspire students to make SET their career goal. This is achieved through the programs in a number of ways.

First, getting young students to the University campus and interacting with faculty and college students at a young age gives them role models and helps them develop a vision for their future that will, hopefully, include college. Second, with the emphasis on STEM at the federal level, these programs introduce students to all four components of the acronym. Third, it makes STEM fun and imaginative, stripping away the stereotypes that pull students away between middle school

and high school. And fourth, it immerses students in the most important aspects of life and career, such as encouragement, team building, sharing, and communicating. Ultimately, the program takes all the above components and packages them together to offer a complete, fun and well-rounded activity.

Humanizing STEM

Educators are working hard to change the perceptions of the STEM fields from the mere nuts and bolts of assembly to how these areas actually help humanity in general. This shift in thinking, educators hope, will attract more females to STEM professions. That shift takes time.

For example, Ewers has seen the female interest in engineering decline between middle school and high school in his programs. He said that studies are figuring out why. "Girls don't see the connection that engineering has with humanity," he said. "Boys like it because they like to tinker and blow things up. So, if we want to motivate girls, we need break down some barriers. Girls are achieving high scores in math and science, but they're still choosing nonengineering professions. We need to help them understand more how engineering can help the people."

Studies also show that girls make decisions early in life about what they want to be when they grow up. Right now, *FIRST* LEGO Challenge includes 40 to 50 percent females, while *FIRST* Tech Challenge only includes 30 percent females. "And this is actually a pretty good number compared to other states," said Ewers.

Reaching the Underrepresented

Another exciting thing about the *FIRST* Tech Challenge is that it targets underrepresented student populations who might not otherwise visit a college campus. The potentially life-changing interactions these students experience is best exemplified by a story from this year's competition. One team's central processing unit — the equipment that operates the robots — broke, which meant they were out of the competition. This team didn't think anyone cared, so was surprised when another team stepped up and gave them the spare part they needed.

That's when the judges began to see the larger aspect of the competition begin to take shape: the types of displays of character that could earn teams the most important "Inspire Award." A critical element to *FIRST* Tech Challenge is about helping, sharing, encouraging, and communicating.

At the end of the day, each team met with a panel of judges made up of University of Idaho faculty, and several teams were chosen to proceed to the qualifying rounds. During this segment of the competition, final teams were paired up to form alliances, spurring a positive, communicative atmosphere where teams created new synergies. Twelve teams then advanced to the final elimination rounds.

"We provided some instruction," said Ewers, "but then we just stepped back and let the students flourish."

Two teams advanced to the world championships, held in Atlanta in April.

"I am ecstatic about this program," said Ewers. "Watching the students work together and share ideas is the stuff that makes this such an incredible program."





The Father of Vandal Friday

College of Education alumnus Andy Hanson came up with the idea of Vandal Friday in the 1990s. “Let’s show high school students what a Friday night on the University of Idaho campus is *really* like,” he said.

Andy Hanson is a born and raised Bengal. After graduating from high school in Lewiston, he attended Lewis-Clark State College and earned a bachelor’s degree in mathematics with a teaching certificate. While he was really turned on to the idea of teaching, he got an unexpected offer during his senior year that changed his life course.

“I had worked in the financial aid office at LC while going to school,” said Andy, “and in my final year there, the vice president for student affairs asked me to consider becoming a college recruiter instead of a

teacher. After a little thought, I said okay.” Andy was hired as a recruiter the week after he graduated.

Apparently, Andy had a particular skill set that worked well as a recruiter: passionate about LCSC, enjoyed talking with people, and highly involved in activities as an undergraduate student.

“I really threw myself into being a college student in all the right ways,” said Andy. “I didn’t know at the time how important these things were. I was student body vice president, assistant editor of the newspaper, and involved with a lot of different organizations. I was also an honor student, so I ended up getting my name in front of a lot of people there and met a lot of people. I think they just thought I was the right sort of guy to represent them. I was and still am very humbled that they would do that.”

Having been trained as a classroom teacher was really useful in recruiting because the job included, not just

relating to people, but taking complex information and making it interesting and engaging. Andy thrived so much in his environment that he began to realize he needed a graduate degree to learn more about what he was doing.

In the spring of 1993, he enrolled at the University of Idaho in his first master's level course called "Contemporary Issues in Higher Education," taught by Richard Gibb.

"In taking that course, I remember studying Professor Gibb a lot," said Andy. "I was always fascinated by what he represented because here was a man that had an international reputation, and here I was sitting 10 feet away from him, reading out of the Chronicle of Higher Education and listening to him apply it to what was happening at the U of I. I wanted to do that."

In 1994, Andy became assistant director of new student services at the U of I, which made it easier for him to take courses to finish his master's degree in vocational education.

"I called the vocational education department, and the professor who was available to me was Ernie Biller," said Andy. "That was the beginning of what has turned into a very good friendship and mentorship."

New Recruitment Ideas

While working as assistant director of new student services at the U of I, Andy came up with the idea of Vandal Friday.

"We were sitting around in a staff meeting and were given the challenge to think about new ways to engage high school students," said Andy. "WSU had a program called Cougar Monday that included an organized visitation program, and we all agreed that the U of I needed something like that."

Andy pointed out in the meeting that high school students were fascinated by what they *thought* a Friday night on the University of Idaho campus was like.

"Back then the U of I had the party school reputation," said Andy. "So I said, 'What if we were to start a visitation program that included high school students staying overnight on a Friday? This would give us the chance to dispel some of the myths about the U of I and teach them a little about the University.'"

Thus was born an exciting and successful endeavor at the University of Idaho that continues to this day called Vandal Friday.

To organize the first event, Andy had to work with associate deans, who at the time included Dene Thomas, associate dean of the College of Letters and Sciences.

"That started the beginning of another good friendship and working relationship," said Andy. Little did he know

at the time, working with Dene Thomas would help pave the way for more changes in Andy's life.

Soon Dene was promoted to vice provost for academic affairs. When Andy left the University to return to LCSC to become associate director of admissions, he had an exit interview with her.

"She said to me, 'You've done a good job and I want you to go to LCSC and do great things, and one day we'll bring you back here.' But as fate would have it, she ended up coming down here as president of LCSC."

A Journey Upward

Andy completed his master's degree in 1997 and became associate director of enrollment management, then director of recruitment and retention. Since then he has become dean of student services.

"In every single position, I've had an opportunity to learn a little more," said Andy. "I've always been fortunate to find people who believed in me. When I was hired as dean of student services, I recognized what a tremendous responsibility I had to my mentors. I always felt like I owed it to them to do the very best I could."

Not long after Andy finished his master's degree, Ernie Biller called and asked Andy when he planned to start his doctoral studies. He completed his doctorate at the University of Idaho in 2003.

"I tell students that the single most important characteristic you can possess is a genuine passion for learning," said Andy. "Being an eager consumer of knowledge about what you do will set a person apart. If I were teaching a graduate course, my first assignment to the class would be: Describe your love of learning. They better be able to articulate that."

Andy the Builder

In addition to his passion for LCSC and higher education, Andy loves golf and Steve Martin movies. He also enjoys playing Wii with his 9-year-old daughter, doing woodworking, and spending time with his wife. "I think people would be surprised that I like to build things," said Andy.

But knowing how he has built his own career out of a passion for knowledge and a love of people seems to fit with the hobby of constructing birdhouses and small furniture. And perhaps his hobbies best exemplify who Andy really is: fun-loving, people-oriented, while at the same time able to construct something extremely useful . . . like Vandal Friday. Go Vandals.

ALUMNI NOTES



Silver and Gold Award

In February, the University of Idaho Alumni Association honored individuals for their achievements and service to the University, including a College of Education alumna.

Dr. Roy and Frances Ellsworth

of Boise received the Silver and Gold Award for their record of achievement and service in their specialized areas of endeavor. Frances earned a bachelor's degree in elementary education in 1983 and is owner of River Place Design in Boise. She is also chairman of the University of Idaho Foundation, member of the St. Alphonsus Foundation Board, and past president of the Idaho Humane Society,

and Learning Lab. Roy is an ophthalmologist and founding partner of Intermountain Eye Center. He has served as president of both the Ada County Medical Society and the Idaho Medical Association. Dr. Ellsworth also has been a leader of the St. Alphonsus medical outreach program to assist impoverished children in Haiti. He currently serves on the University of Idaho College of Science Advisory Board.

The Ellsworths have worked as a dedicated team in support of the St. Alphonsus Regional Medical Center, and for 19 years have hosted a fundraising event known as "The Lawn Party," to benefit the Idaho Humane Society. In 2007, they were recognized as Outstanding Philanthropists by the Idaho Chapter of the Association of Fundraising Professionals.



Carissa Moffat Miller '09

Superintendent Tom Luna created a new Division of Assessment within the Department of Education last year to manage the Idaho Standards Achievement Test (ISAT), Idaho English Language Assessment (IELA), National Assessment for Educational Progress (NAEP), and the Idaho Alternate Assessment. He appointed Carissa Moffat Miller ('09) as the deputy superintendent over the Division of Assessment. Miller worked at the state board as program manager for Assessment and Accountability until 2005, where she worked extensively with the ISAT. After that, she worked as a research associate at Boise State University and earned her doctorate in education from the University of Idaho. Not only does Miller have a strong background in statewide assessments, she also brings extensive experience and expertise in large-scale data analysis.

Carol J. Anderson '59 and her husband, Lowell, are living in an assisted living place in Lynnwood, Washington. Carol is still quilting and enjoying many lunch dates.

Nina Trainor, '87 of Council, Idaho, says, "I teach resource, G/T and advanced reading K-6. Due to an emergency situation, the man who was hired to replace our retired secondary resource teacher had to return to Illinois. Our district hired a regular education teacher to replace him under my direct supervision and direction. Adding this responsibility to my already full time and rural situation has challenged me to be a better communicator, advocate and manager. I still have a long way to go with plenty of room for improvement. So, I'm proud to be a University of Idaho graduate."

Loren Gilson '65 of Deer Park, Washington, says, "I am currently living near Deer Park and serving as assistant principal for Columbia Virtual Academy in Valley, Wash. This will be my 45th year in education. I keep busy with my wife, Karen, my job, taking care of a small acreage and serving in my church."

Mildred Mallory Meserve '42 says, "I have four children, eleven grandchildren and a number of great-grandchildren. I am living in a retirement home in Spokane. My husband passed on in the year 2000. He was a U of I student, and a fighter pilot in World War II. Later, he became a public school superintendent."

Hugh Cooke '74, '77, '02 was on assignment at the Winter Olympics in British Columbia with NBC Sports in February. He assisted the broadcast commentator team and served as statistics and competitor researcher at the Whistler, B.C., venue broadcast booth.

This isn't Cooke's first Winter Olympics experience. In 2002 he served on the NBC sports staff at the Salt Lake City games, and in 2006 at the Torino, Italy, games. Also, as a former U.S. Ski Team employee, he visited the Albertville, France, and Lillehammer, Norway, Olympic Winter Games with site inspections and advance team and athlete preparation duties.

In the broadcast booth at the 2010 Games in Canada, Cooke teamed up with announcer Al Trautwig, a commentator with the MSG Network, NBC, Versus, and USA Network and longtime "voice" of Madison Square Garden as well as the Tour de France cycling race. Also on the announcer team was Dwight Stones, an NBC television commentator and a two-time Olympic bronze medalist and former three-time world record holder in the men's high jump. The crew covered cross-country skiing, and Nordic-combined and biathlon competitions from the Whistler venue, including more than twenty medal events.

Cooke is the University of Idaho associate director of alumni relations and has an extensive sport management and ski racing background. In recent years he has served as an instructor of graduate level recreation classes in the Department of Health, Physical Education, Recreation and Dance.

"After four Winter Olympics and having managed and conducted more than a dozen national ski championships, the task remains exciting, thrilling and complex," said Cooke.



ALUMNI LETTER

"My name is **Myliissa Coleman**, and I graduated from the U of I in 1986. I was attending school on an athletic scholarship (track: I threw the javelin). I had the pleasure of being in a P.E. class given by Professor Betts. I wanted to share this story because it is still fresh in my mind after all these years! I have told this story numerous times to friends who all laugh. Professor Betts was teaching us badminton and I did not have a partner to play against. Dr Betts said she would play against me and I thought, 'This is going to be easy!' I served, and soon found myself running all over the court, point after point! As the game progressed, I realized that she was kicking my butt, (very easily) and I was exhausted by the end of the game! Well, Professor Betts won the game hands down, and I learned a huge lesson. Although my career path did not follow

my education degree, my college experience helped me become a well-rounded person. I have been employed with the Spokane Police Department for the last 20 years as a patrol officer and have had a rewarding, successful career.

"I'm sure Professor Betts does not remember this occasion at all, as this was probably just one of many where she slaughtered the students in a fine game of badminton! Thank you, Professor Betts for all you taught me, not just academically but life lessons, too. I fondly remember you as one of my favorite teachers. You were not only an exceptional teacher, you are an exceptional woman who really knows how to communicate with others in a way that is truly kind, genuine and sincere. Thank you, and God bless."

DEPARTMENT AND CENTER NEWS

ACTE

Adult, Career and Technology Education

The College of Education prepares professionals to teach and become leaders. The Business and Marketing Teacher Education Program prepares students to teach in secondary schools, and provides them with several leadership and hands-on learning opportunities. Two of the most important activities are the Business Professionals of America (BPA) conferences and those of DECA, Inc.

In March, business and marketing education (BME) students attended the Business Professionals of America conference in Boise. Seven students qualified to compete in the national conference in Anaheim, Calif. At the college level, BPA is a great opportunity for students to participate in workshops and professional development activities.

Every December, BME students plan and manage a DECA event for area high schools. DECA is an international association for high school and college students studying marketing, management and entrepreneurship in business, finance, hospitality, and marketing sales and service.

"This was the largest DECA event we've ever had," said assistant professor Allen Kitchel. Four high schools, including Lewiston, Post Falls, Coeur d'Alene and Lake City, brought 230 students to campus for the event. In addition to the larger participation, something else made this DECA event different. This year, the College of Business partnered with the

College of Education, benefiting students from both areas.

"Business students and business and marketing education students gave presentations to the high school students about their degrees and college experience," said Kitchel. "It was great to have the College of Business involved, and their experience and perspective was really helpful — not to mention their help."

High school individuals and teams learned problem solving and leadership, and also competed in a Quiz Bowl at the end of the day.

The competition throughout the day in each area is intense, as students solve problems, are judged, and take tests. Below are the high school winners of each category:

Ashley Luttrell, Coeur d'Alene, *Apparel and Accessories Marketing*

BreeAnn Scharnhorst, Lewiston, *Automotive Services Marketing*

Nick Chesnut, Lewiston, *Business Services Marketing*

Justin Weinmann, Lewiston, *Food Marketing*

Kaela Rice, Coeur d'Alene, *Hotel & Lodging Management*

Whitney Klemm, Lewiston, *Quick Serve Restaurant Management*

Courtney Harding, Post Falls, *Restaurant and Food Service Management*

Cody Solders, Lewiston, *Retail Merchandising*

Team Winners:

Emily Pyle and Andrea Robbins, Coeur d'Alene, *Business Law and Ethics*

Savannah Keane and Rebecca Wynn, Lewiston, *Financial Analysis Management*

Nick Wren and Alanna Shuey, Lewiston, *Hospitality Services Management*

Justin Wagner and Chris Schrette, Lewiston, *Sports and Entertainment Management*

Max Dagelen and Zach Shipley, Lewiston, *Travel & Tourism Marketing*

Quiz Bowl Winner:

Post Falls High School



Jessica LaPresta



Front Row, kneeling from left to right: Kari Eggert, Luci Sanchez, Paul Reed, Megan Karas. **Second Row**, standing from left to right: Brooke Marriot, Breanna Hauer, Jessica LaPresta, Melissa Mayer, Jennifer Stubbers, Cindy Rempel, Zak Battles, Jessica Elgan. **Back Row**, standing: Allen Kitchel (adviser).

C&I

Curriculum and Instruction

Year Three: Literacy Instruction in Math and Science for Secondary Teachers

Researchers Anne Adams, Rodney McConnell and Jerine Pegg are encouraged by the progress of their grant research from the Idaho Department of Education. Now in its third year, their research and partnership with Idaho schools may be helping to improve the literacy of math and science students in the nine participating middle and high schools they have been working with.

The Literacy Instruction in Math and Science for Secondary Teachers (LIMSST) grant is aimed at providing secondary teachers with strategies on how to integrate reading and writing into their math and science courses.

"This is not about teaching students to become better writers, but how to use writing as a thinking tool," said Anne Adams. "We found that teachers were not asking their students to read very much in their math or science classes, and because of that, they weren't practicing reading strategies. As a result of our help, many teachers have increased reading and writing in science and math classes."

Being a part of the LIMSST grant is time-consuming for teachers, involving 10 days on the University of Idaho campus throughout the year, journaling, and being a part of online discussions. That's not to mention writing lessons and integrating the new strategies they learn. They also open up their classrooms for observation by the U of I researchers three times a year. "This helps us provide the teachers with feedback about what they're doing," said Adams.

This year, the researchers took four of the teachers whom they felt were the strongest in using the strategies — two math teachers and two science teachers — and asked them to come back as master teachers. These four master teachers have taken a bigger role during workshops and online discussions than the new teachers, sharing their ideas and strategies. Having them involved in the workshops has also proven to be very successful.

"Some of the teachers are creative in their strategies," said Anne. "We're starting to see some really great lessons come from the teachers now."

Teachers participate in a weeklong workshop in August, then come to campus several more times during the year for one-day workshops. The teachers are paid a stipend for participating, and can also take professional development credits for a fee.

One to two teachers from the following schools are participating in the LIMSST grant partnership:

- Bonners Ferry Middle School
- Kellogg Middle School
- Post Falls Middle School
- Lakeside Middle School
- Moscow Junior High and High School
- Orofino Junior High and High School
- Grangeville Middle School and High School
- Midvale K-12
- Lapwai High School

Adams, McConnell and Pegg have applied for a fourth-year grant, and already have ideas for ways to improve their processes and strategies.

CASPEL

Counseling and School Psychology and Educational Leadership

Kathy Canfield-Davis has had her article titled, "How 14 Days in Fresno Have Shaken My Beliefs," published in the April edition of *School Administrator*. The article is about Kathy's consultant work in a large California school district a few years ago, and the impact the experience had on her way of thinking. She reflects on how the challenges she observed while there, looking through the lens of a privileged American, made her look closely at the things that matter in teaching. In writing on the inner change that took place during this time, she says, "Maybe it was because, just at the moment I am convinced that I can teach classes in educational leadership, my assumptions are called into question."

Kathy sums up her thoughts by challenging professors to get out into the real world. "How can higher education advance meaningful and sustainable change to ensure every school-aged youngster is afforded the best possible education? Perhaps the answer begins with professors of educational leadership routinely leaving the ivory tower and directing our collective energies not only at what should be, but at what is."



HPERD

Health, Physical Education, Recreation and Dance

Jazz Festival Dance Clinics a Big Success

Jazz Festival dance clinics and workshops have been offered by the College of Education's Center for Dance for the past seven years and continue to grow in popularity. These jazz-related sessions have been offered in swing to hip hop, belly dancing to steppin', salsa to Broadway, and Bollywood to boogie.

Although the student numbers for adjudicated music performances at the Jazz Festival were down 25 percent this year, the dance workshop attendance numbers remained high. More than 1,700 students participated in the 24 "hands-and-feet-on" workshops designed just for the Jazz Festival.

"Some high schools from the Seattle area who attend the Jazz Festival are now requiring their students to take a dance clinic

while here," said Diane Walker, dance clinic organizer. "With as many as 150 students in some classes, I think we have become an important part of the Jazz Festival educational program."

The U of I Center for Dance brought in Chicago dance artist Sherry Zunker to teach and choreograph clinics for the week. She taught classes in Bollywood dance and Big Band Boogie, offered a weekend workshop for regional intermediate to advanced jazz dancers and teachers, and choreographed Louis Prima's "Sing, Sing, Sing" for U of I dancers for the 2010 Dancers Drummers Dreamers show.

Zunker's residency was funded through the Center for Dance by the Florence Wasmer Fund for Arts and Culture of the Inland Northwest Community Foundation. "Sherry Zunker was wonderful," said Greg Halloran, professor of dance. "We had huge numbers for her classes and auditions, and 56 dancers participated in her Saturday workshop, with dancers from Boise and Spokane attending."



Jazz Festival dance clinic.

CDHD

Center for Disabilities and Human Development

The Center for Disabilities and Human Development has moved into new space in the University of Idaho Business Technology Incubator on campus. The space is a considerable improvement over the condemned building they had occupied in downtown Moscow.

CDHD is home to a number of grant-funded projects aimed to help improve lives for people with disabilities and their families through exemplary and innovative education, outreach, research, and service. Some of its projects include:

- America Reads
- Autism Support
- Behavior Consultation
- Children and Youth with Deaf-Blindness
- Even Start Family Literacy Program
- Idaho Assistive Technology
- IdahoSTARS
- University of Idaho Child and Youth Study Center



The new space in the Business Technology Incubator allows several of the large projects to occupy their own suite of offices. The new building also affords easy parking and accessibility as well as closer vicinity to the University campus.

To find out about the services and education CDHD provides, visit: www.idahocdhd.org.

The new address of CDHD is
Center for Disabilities and Human Development
University of Idaho
121 West Sweet Avenue
Moscow, Idaho 83843



DONORS

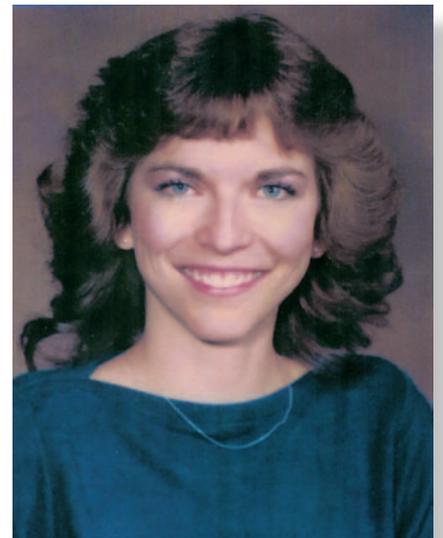


Steven L. Scott ('82) has pledged \$25,000 to the Dance Excellence Fund in memory of his late wife, Kathy (Schreiber) Scott ('83), who passed away May 25, 2008.

Kathy and Steve met at the University of Idaho, where Kathy double-majored in elementary and special education. She received her bachelor of science in education in 1983, graduating summa cum laude. As a student at the University of Idaho, Kathy was active in music, dance, drama and student government. She later served as a national director for the Alumni Association. Kathy and Steve returned to the University of Idaho regularly to attend many events.

Kathy was passionate about music, education and helping children. She taught elementary special education in Umatilla and was a counselor at Hermiston (Ore.) High School, where the couple moved in 1984. In 2001, Kathy and Steve moved to Kennewick, Wash., where Steve is an investment adviser.

The Steve and Kathy Scott Dance Program Support Fund will provide much-needed funding for the dance program, and will be used to upgrade facilities, bring guest artists



Steve and Kathy Scott

Dance Program Support Fund

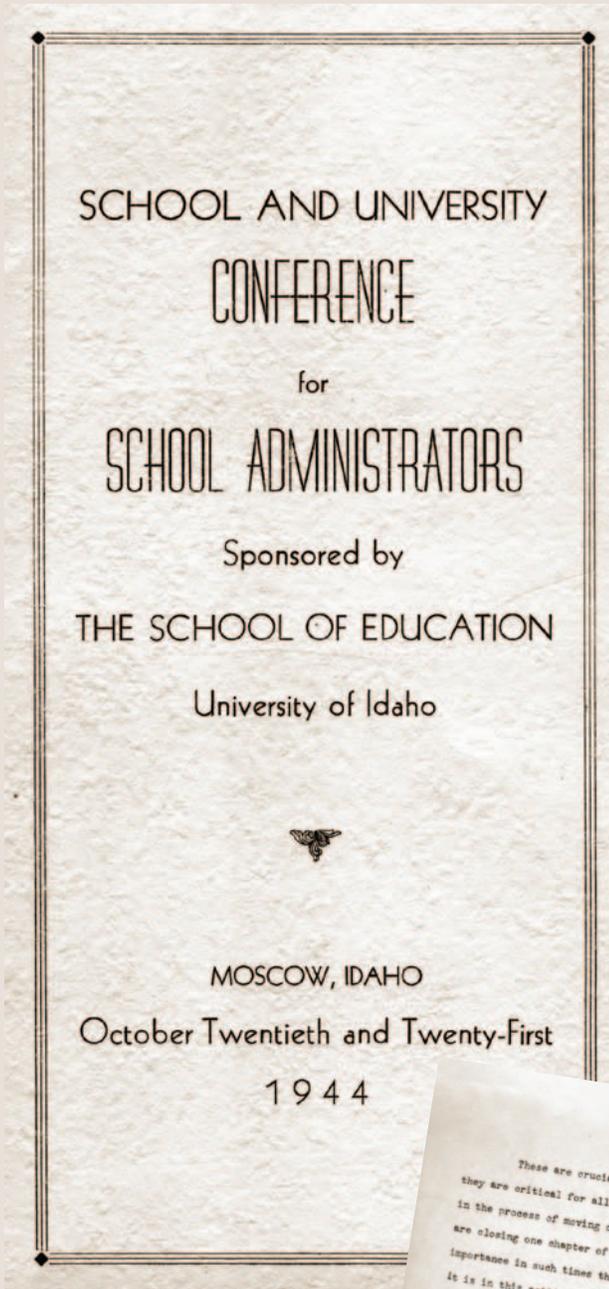
to campus, and provide funding to tour the Dancers Drummers Dreamers performance across Idaho. Dancers Drummers Dreamers is a full interdisciplinary collaboration between the dance and music program in which student choreographers collaborate with student composers to create new and unique performances. It has been a goal of dance director Greg Halloran's to tour Dancers Drummers Dreamers because of its uniqueness and local popularity.

"This funding will help our dance students share their talents across the state and bring some needed upgrades to our dance program," said Halloran. "These upgrades will open the doors for more creative activities and training."

The dance program at the University of Idaho continues to receive national attention from private foundations and strives to preserve the art of dance. It provides opportunities for students to share their creativity and perform for the public through two annual concerts, and offers students the opportunity to work directly with world-renowned artists in production of their stage performances. The dance program also participates with the University of Idaho's Lionel Hampton International Jazz Festival by providing dance workshops for the public.

Dance provides an activity that contributes to a healthy lifestyle and also provides ways for individuals to express their feelings and emotions. With an integrated teaching focus, the University of Idaho dance program provides the tools to ensure this art form is carried on for generations through the accurate documentation and teaching of the art form itself. Steve and Kathy Scott's gift will provide the funds to build and improve this important program in the College of Education.





THE FIRST SCHOOL AND UNIVERSITY CONFERENCE FOR SCHOOL ADMINISTRATORS

Sometimes in looking back at the College of Education's old records we realize the hard work and intense labor of our predecessors that helped paved the way for the system in place today. While education is continually evolving and new problems arise — by looking back we can see that some challenges never change — they just take on different meaning in the dawn of each new decade.

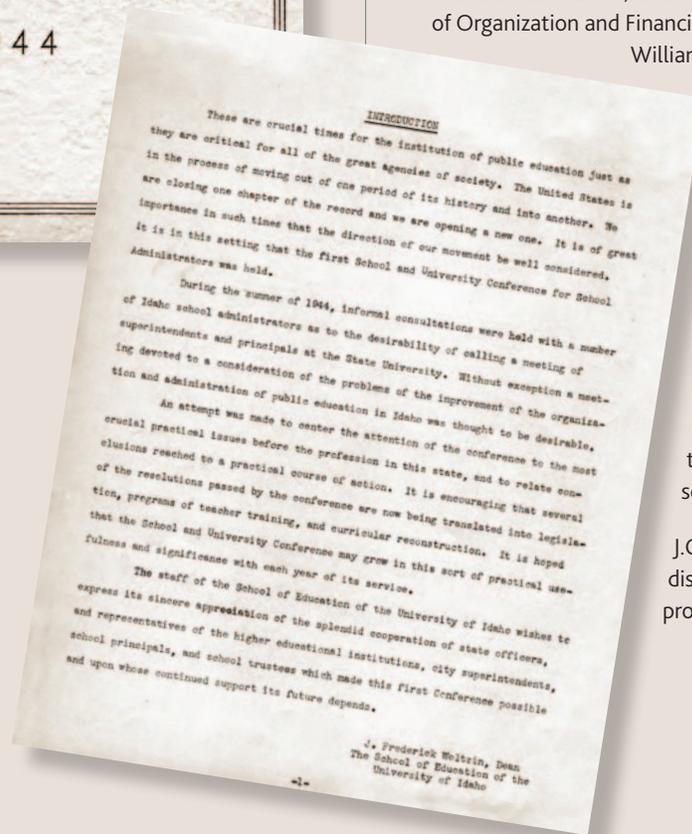
During the first School and University Conference for School Administrators in 1944, sponsored by the School of Education at the University of Idaho, three roundtable discussions focused on issues of a pre- and coming post-World War II educational system.

Charles T. Whittaker, then president of the Idaho School Trustees Association, chaired the discussion "Problems of Organization and Financing of Idaho Education." L.A.

Williams, superintendent of schools in Caldwell, discussed "Teacher and Other Staff Personnel Problems," and D.K. Thomas, superintendent of schools in Shelley, discussed "Pupil Personnel and Curriculum Problems in Idaho."

The turnout for the conference was superb, given the national fuel shortage and the travel conditions within the state at that time. Nearly 100 teachers and school administrators participated.

J.C. Eddy reported on the roundtable discussion by Whittaker. Three major problems in Idaho education were



Images on this page courtesy of Special Collections & Archives, University of Idaho Library, Moscow.

discussed: (1) reorganization of administrative units in Idaho, (2) emergency legislation to increase teachers' salaries during the next two years, and (3) educational strategy.

Ethel E. Rodfield reported on teacher and other staff personnel problems that were discussed by L.A. Williams. Topics included teacher supply in Idaho, training and certification of teachers and other staff members; in-service training programs, teachers' salaries, tenure, retirement provisions, and professional organizations.

L.C. Robinson, superintendent of schools in Sandpoint, reported on the roundtable discussion about pupil personnel and curriculum problems. According to Robinson, John W. Condie, the state high school inspector, was asked to present his observations on the topic and how the problems were being solved.

Mr. Condie stated that during the school year 1943-44 he had noted throughout the state: extensive irregularity of attendance, tardiness, serious problems of discipline, and an alarming increase in drinking and smoking among high school pupils. The roundtable discussed more rigid enforcement of all laws pertaining to juveniles, while acknowledging that schools alone were not responsible, and solutions were best sought by parents, schools, churches, civic organizations and law enforcement authorities as a unit.

During the Saturday morning general session, R.F. Bessey, special advisor to the administrator of the Bonneville Power Administration, spoke about the development of the Pacific Northwest and its implications to education.



Group photo, Kappa Delta Pi (national education honorary), University of Idaho, 1944.

"Budgets of government and industry have soared," he said. "Labor force likewise. Twenty million new jobs are needed, a half million or more in the Pacific Northwest." Bessey went on to discuss the role of the power industry in education and economic postwar recovery.

"Higher education in the Pacific Northwest must, we believe, be prepared to develop some new or expanded schools of outstanding character — undergraduate and graduate schools in fields particularly suited to this environment — to regional conditions and opportunities."

A number of important resolutions resulted from the discussions at the conference, including reducing the teaching loads of teacher counselors and increased training in adolescent psychology. They also adopted the resolution to implement a broad range of physical education, industrial arts, and fine arts training.

"Be it Resolved," states the conference report, "that we, the School Administrators of the State of Idaho, in session at Moscow, Idaho, October 20 and 21, 1944, express our sincere appreciation to President Dale for the hospitality extended and to Dean Weltzin for the excellent planning and organization of the conference, and the staff of the School of Education for all the many kindnesses in making our stay a pleasant one."



Frederick Joachim Weltzin (College of Education, 1944-1967, University of Idaho) at his desk.

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