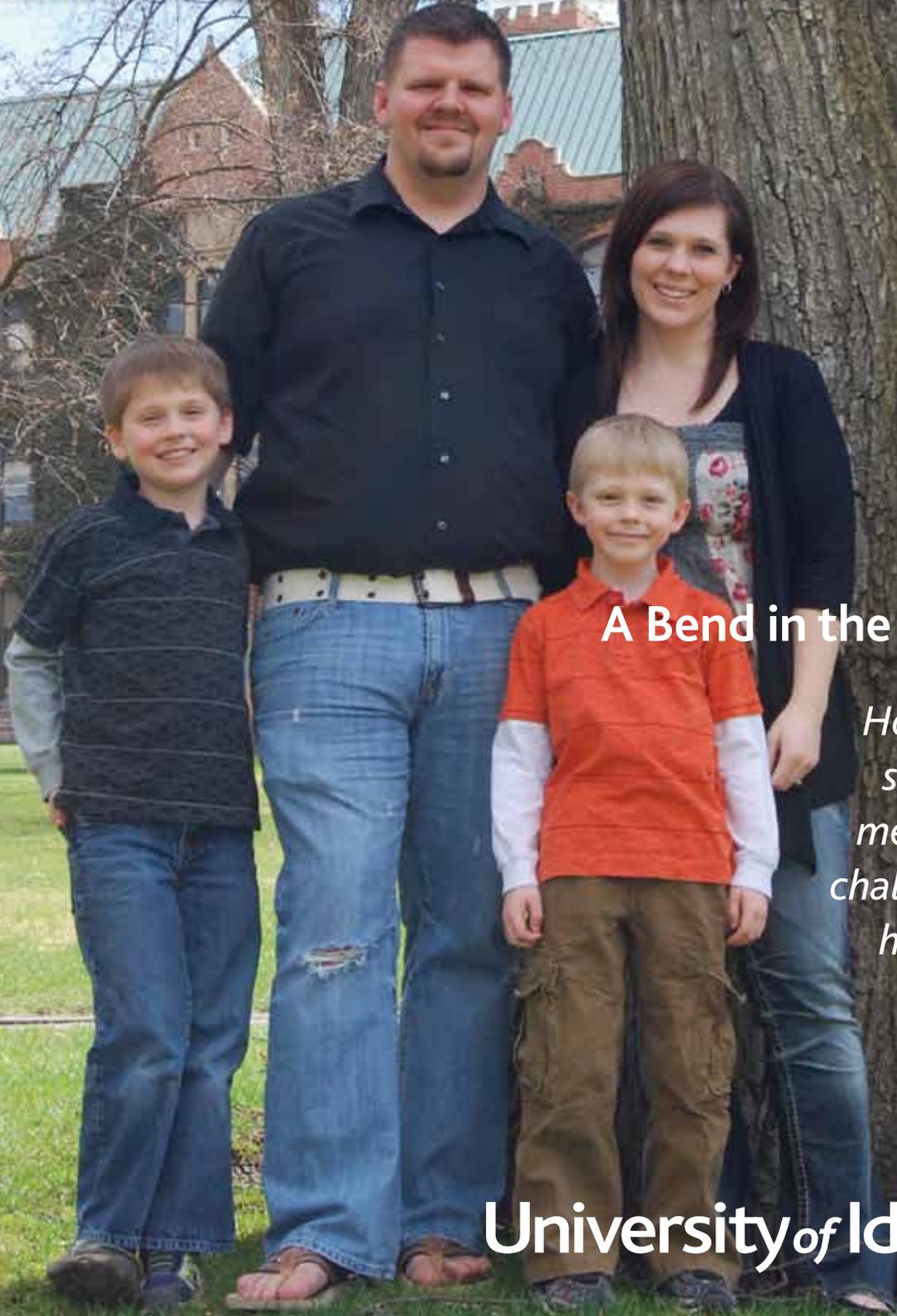


envision

Imagining Possibilities | Creating the Future | University of Idaho College of Education | Summer 2011



A Bend in the Road

How one student met life's challenges head on

University of Idaho

envision

Summer 2011

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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: Terry Jess, his wife, Holly, and sons Taylor and Matthew.
Photo by: Cheryl Dudley

From the Dean's Desk



Dear Friends and Alumni,

When my nephews were young, they stayed in our home for a summer. We served them food they were not accustomed to, and before long we were obliged to declare a rule that they register their less-than-favorable reviews with, "That was interesting." Likewise, the 2010-11 year in education has been interesting. Idaho educators face continued reduced funding, larger class sizes, and online learning requirements that seem problematic, even to ardent technophiles.

But in spite of reduced funding and public school reforms, the College of Education continues to prepare teaching professionals who can surmount the challenges they face. We're also celebrating numerous accomplishments this year. We hired four new faculty members in the Department of Movement Sciences (formerly Health, Physical Education, Recreation and Dance), who will help us advance our research on the roles that movement, nutrition, and activity play in the welfare of our children and communities. You can read about Professor Chantal Vella's research and Helen Brown's article on Safe Routes to School in this issue of *Envision*. You can also read about new hire Professor Brant Miller's research in science education and Professor Margaret Vaughn's research in children's literacy. Miller and Vaughn both joined the Department of Curriculum and Instruction this January.

In addition, after a very rigorous internal, external, and state review process, we are now the first in the nation to offer a doctorate in athletic training (D.A.T.) to certified athletic trainers. We also received state approval to deliver an education doctorate (Ed.D.) with an emphasis in higher education leadership to BYU-Idaho faculty members and others in the Rexburg area beginning this fall.

Donor contributions have allowed us to do work that otherwise would not be possible. Your contributions help students pay tuition, allow our faculty to be innovative in their curricula, and support research that will lead to national external funding. Your contributions to the Dean's Excellence Fund have supported:

- Constructing a food garden adjacent to our Education Building, where elementary-level teacher candidates are learning to use gardening as a vehicle for their science and social studies curricula. Second-through sixth-graders from the Palouse Prairie School in Moscow planted the garden this spring.

- Bringing students from Lapwai to hear Dr. Jesse Jackson, Jr., deliver a speech to a packed Kibbie Dome. Our education students met the students, interacted with them over a pizza dinner, and accompanied them to Jackson's speech.
- Hosting the American College Dance Festival Northwest, attended by 450 participants from 26 colleges and universities. Without support from the Excellence Fund, the conference and its resounding success wouldn't have been possible.

One of our most pressing needs is to design a classroom that will allow faculty to teach using state-of-the-art technology. We want our graduates to be best prepared to use technology to further their students' abilities to analyze complex problems. In order to do that, our faculty must be able to model and study the integration of technology and the impact of technology on student learning. We hope in our wide circle of friends and supporters we can find help in designing and delivering a classroom for this purpose.

By training teachers, colleges of education around the country ultimately make possible every other profession. You, our alumni, have taught our doctors to read, our farmers to calculate, and our teachers to love learning. You create recreation opportunities for healthy communities, lead schools and districts that are delivering excellence, and support communities through vital counseling services. We are proud of you and hope that we also make you proud of us. Thank you for your support.

Best regards,

A handwritten signature in blue ink that reads "Cori Mantle-Bromley". The signature is written in a cursive, flowing style.

Cori Mantle-Bromley, Ph.D.
Dean, College of Education

Head in the Road

HOW ONE STUDENT MET LIFE'S CHALLENGES HEAD-ON

By Cheryl Dudley



Terry Jess of Coeur d'Alene graduated in May with his bachelor's degree in secondary education. While earning an undergraduate degree might seem like an ordinary accomplishment to some, for Terry, his wife, Holly, and sons Taylor and Matthew, it's an important milestone in a journey that began too soon. It also speaks of the fortitude of a man with a passion.



Like many high school students, Terry didn't care much about education. "I wasn't the best student in high school," he says. "I didn't care about grades, even though I was capable of 4.0 work. I was more interested in girls and football."

Terry's dream back then was to play college football – a sport in which he excelled. During his senior year, he was captain of the Lake City High School football team in Coeur d'Alene, which won the 4A Idaho State Championship. He played defensive tackle and received First Team All-League, All-North Idaho, and All-State honors.

But along the way, life suddenly steered him down an alternate pathway – one he undoubtedly wouldn't trade for anything.

When he was a just sophomore in high school, his college football dreams took a backseat to a new and important focus: an unborn son and future wife, Holly. He and Holly, who was 16 at the time, made the best of the situation, and during their junior year, they welcomed their newborn son, Taylor.

"I was working full time and going to high school," said Terry. "We were allowed to have Taylor with us at school, which gave me more time to spend with him. I was glad that the school was willing to work with our situation." Terry and Holly were married and graduated from Lake City High School in 2003.

After graduation, Terry decided he wanted to go to college and become a law enforcement officer. He started taking classes at North Idaho College, but quickly discovered he wasn't passionate about the field. "I got poor grades the first semester, and the second semester I failed," he said. "I just wasn't interested."

Terry quit NIC and started looking for something else. He decided to consider the ministry, so the family moved to South Carolina, where Terry attended a private, conservative college.

"It broadened my perspective, but also made me realize that it wasn't for me," he said. So, after two years in South Carolina, the Jess family moved back to Coeur d'Alene.

A THIRD TRY

Still hoping to get a college education, Terry continued looking for the right fit for his temperament and personality. When he discovered the University of Idaho's education program, he thought that teaching might be what he was looking for. Terry signed up for classes, and the family of four – now with a second son named Matthew – moved to Moscow. It didn't take Terry long to discover that, not only was teaching his true passion, the College of Education professors were phenomenal. "I quickly realized that this is what I'm supposed to be doing," Terry said.

"My instructors opened my eyes to different cultures and ideas," he continued. Professors Beth Reynolds and Melissa Saul are among his favorites, and Social Studies Methods, taught by Saul, was his favorite class.

"I have to say that Social Studies Methods was the most fun I've ever had in a college class," Terry said. "We all bonded as a group and became good friends. I hope that someday we'll all become colleagues."

Another favorite class was Native American History, where Terry learned that everyone has biases. One of his goals as a teacher is to help his students understand and work with their own, perhaps unknown, biases.

SCHOLARSHIP HELP

Terry completed his student-teaching internship at Post Falls High School this year. Making ends meet was a struggle, but thanks to scholarship support from the University of Idaho, he was able to teach and also take a few last classes to finish his degree.

"Without scholarships, there's no way I could have finished, especially this past year as I student taught," said Terry. "We basically lived off our scholarships during the year."

Terry received several University of Idaho scholarships during his student career, including the College of Education Ada Gregory Dawald scholarship, the University's Education Fee Waiver and the Robert and Maxine McAuley Scholarship.

The College of Education has a refined process for choosing the students who will receive scholarships. "I send a list of students from Financial Aid to the Scholarship Committee along with the list of scholarships that are available by department," said Jody Sharp, off-campus program coordinator for the College of Education. "The department chairs meet with their faculty members and select the students who meet the criteria for each individual scholarship. The Scholarship Committee then meets again and decides which students will receive the scholarships that are not specific to a department."

Because of the University's generous support, students like Terry, who was chosen by the College of Education to carry the flag during commencement, can become successful.

During his student teaching internship this year, Terry realized just how passionate he is about teaching, and he's anxious to find a teaching position for 2011-2012. He's also eyeing a possible master's degree in the future.

"I want to be a lifelong learner," said Terry.

How does his family feel about life-after-education? "I was excited for my dad to graduate because I get to spend more time with him," said Taylor, who is now nine years old. "Me too," added six-year-old Matthew.

"I knew he would do well in school," said Holly. "He is the smartest person I've ever met, and I am more proud of him than words can express. And, like the rest of the family, I am excited that we can now spend more time together."

From Trials to Treasures

Fighting for Education

By Cheryl Dudley

It's easy to take our ample opportunities for granted, including a chance to get a good education and attend college if we choose. But for some, finding the opportunities takes a little – and sometimes a lot – more work.

Take Erika Velasco, for example. Erika teaches at Kuna School in southern Idaho, and in December 2010 completed her master's degree at the University of Idaho. But unlike the majority of students who receive the encouragement and support of family as they continue their education, Erika had to fight her family and her culture for every high school and college credit she received.

As a young girl in Mexico, Erika was under the traditional and protective eye of her parents. "They expected me to learn how to read and write, then get married and have children – because in Mexico that's what girls were expected to do," said Erika.

But she had other ideas about her life. She loved school and earned good grades – and she didn't want to stop learning. In spite of peer and parental pressure, Erika fought for her right to continue her education. Her father and uncle were working in the United States, so Erika wrote her father asking if she could come to the U.S. to study.

"My brother didn't want me to go," said Erika. "He said that girls just flirted with boys and tried to find a boyfriend. But I finally convinced my parents to let me come to the U.S. in 1998 when I was 16 years old."

Erika arrived in Sun Valley, Idaho, to live with her uncle and complete high school. But the adjustment was more difficult than she could have imagined. Living in an area known for its wealth made her feel like she was in a lower social class. Not only that, she had a difficult time learning the language. She quickly became deeply discouraged.

"I hated it at first," said Erika. "Socially and culturally everything was really hard. People looked down on us because we didn't know the language. It was very shocking to find myself part of a Latino class that was considered trash."

DIGGING FOR STRENGTH

Erika started her junior year of high school at Sun Valley and spent most of her days in ESL classes learning the English language. But she wanted to learn more than English and knew she was capable. "I knew I needed to know English, but it seemed like I was just there, and that nobody cared what I was or was not learning," she said.

Erika began to see the hurdle she needed to overcome, but she also began to see a glimmer of what she might do with the rest of her life: become a teacher and help other Latinos like herself.

After her junior year of high school, Erika worked in a hotel. She told her dad she wanted to go back to school the next year and learn more English, and he agreed that she needed to learn English well so she could work as a cashier at the local store. "You need to do that so you can get a good job," he said. Initially, that seemed like a good goal to her.



Erika did go back, and graduated from high school with a 3.5 GPA. Encouraged by her success, she set her sites on something more than a cashier job. She applied for a teaching assistant job at an elementary school in Ketchum, and worked there four years.

Against her family's wishes, Erika married her best friend from high school and soon had a daughter. Her life was going well, but she still wanted more. Eyeing a college degree as her next goal, she decided to take some classes from the College of Southern Idaho. She had the support of her fellow teachers and principal – but not her family. They were uncomfortable with her attending college in another town. So when their daughter was two years old, Erika and her husband moved to Boise so she could attend BSU on a McNair Scholarship and finish her undergraduate studies.



But then an unexpected obstacle emerged. Because her husband had stayed in the U.S. beyond his work visa, he was forced to return to Mexico for 14 months while the paperwork was being done and he could return. Erika was left alone to raise their daughter, work, and attend school.

"I would get up at 5:00 a.m., get my daughter ready, take her downtown to the Boise Daycare Center, then drive all the way to Kuna to do my student teaching, come back to Boise and get her, then take my classes in the evenings from 6:00 p.m. – 9:00 p.m.," said Erika. "My family told me I just needed to come back to Mexico. But I told them no, we have a mortgage and a car payment and a life here."

When Erika finally finished her bachelor's degree in education, she didn't feel like going through the ceremony – but her professors insisted. So with no family, her husband in Mexico, and few friends, Erika participated in the commencement ceremony in May 2007. Five months later in October, her husband was finally able to come back to the U.S.

"I could be a lawyer by now because I know everything about immigration," she said. "We couldn't afford a lawyer, so I did a lot of research. I wrote letters, my professors wrote letters for me, and finally he was able to come home. It was very stressful."

FINDING THE TREASURE

After earning her bachelor's degree, Erika returned to Kuna to teach the first grade. When the school decided to implement a dual-language program, she became a leader and dual-language teacher. Classes at Kuna are taught in English 80 percent of the time and in Spanish 20 percent of the time.

"By the third grade, our students are taught 50-50 in English and Spanish. They pick it up so fast at that age," said Erika, who was happy that the lessons she learned during her difficult days in ESL classes in Sun Valley were beginning to pay off. She was finally turning her trials into treasures.

"Erika has been a shining example to her students and fellow teachers," said Chuck Silzly, the principal at Kuna School. "She is very soft-spoken, yet demands the attention of her students. She has a heart for kids and a willingness to keep learning to help our school achieve academic excellence."

Hoping to do even more for ESL students, Erika decided to get a master's degree, so applied to the University of Idaho, where she could take her classes online while still working. She earned her master's degree in 2010.

"I first met Erika when she came to my office with her young daughter, asking for information about graduate programs in leadership," said professor and Counseling and Leadership Department Chair Dr. Russ Joki. "She came in with a list of specific questions and an intense focus on goals. It was clear she knew what she wanted and that she had a resolve to get it done."

Over the course of her master's program, Erika set her goals a notch higher.

"When I started the program, I wanted to be a principal because I knew I could make a difference," she said. "But I would never be a principal in a regular school – only in a bilingual or ESL school because that's where my heart is. Now that I have my certificate, I want to be a superintendent or a professor. I wanted to make a difference in my classroom, then in the school, and now I want to make a difference in the district, or as a professor where I can reach more teachers."

Joki admires the breadth of experience Erika has to offer others. "She completed the program online with great success," he said. "Her writing was always carefully researched and articulated. She has so much to offer us – both faculty and students – about an ESL leadership perspective."

More than anything, Erika wants to help others – particularly those she can identify with who struggle to fit in and learn the English language. She also never forgets about her family in Mexico.

"If I can do this, they can do it also," she said. "I have encouraged my brothers to continue their education, and my older brother is now at BSU. I know I can do anything I want if I work hard, and so can they."

What Erika has accomplished has taken a strong commitment and hard work. Against the odds, she forged her life into something that will truly benefit others.

"Erika has given voice to the ESL student and family," said Joki. During her final master's presentation, we all realized that this person has lived what she was describing and knows how leadership should respond to the needs and interests of the students. Our profession needs more Erikas in it."

Erika plans to begin a doctoral program with the University of Idaho in the near future.



SOLVING Geographic Illiteracy



NATIONAL
GEOGRAPHIC

Written by Donna Emert and Cheryl Dudley

Can you find Saudi Arabia on a map? In a 2006 survey, only one out of 10 Americans aged 18 to 24 could. Other similar research shows that America is in a state of geographic illiteracy – ranking only above Mexico in geographic knowledge.





The College of Education is poised to help solve this national crisis. As a new member of the National Geographic Alliance Network (NGAN), the University of Idaho is now the state's representative. As such, the institution will receive \$30,000 annually to integrate NGAN resources into preservice and in-service teaching experiences for K-12 geography educators in the state. The College of Education will take a leadership role in shaping geography education for the state, and has become part of an ambitious goal of ensuring that 80 percent of all 18-year-olds in the U.S. are geographically literate by 2025.

"As the Idaho representative of NGAN, we will work closely with NGAN, faculty in geography, the State Department of Education, other institutions of higher education, and K-12 geography teachers and other educators across the state," said Melissa Saul, University of Idaho's NGAN coordinator and social studies teacher-educator in the College of Education. Ultimately, Saul and her team will create a strategic plan in the state for improving geography education.

Saul brings a global perspective into her knowledge of K-12 education. Working with a Fulbright-Hays Group Projects Abroad grant, she led 13 interdisciplinary professors, teachers and students in a study-abroad experience focusing on the Palestinian/Israeli conflict. One goal of the trip was to develop curriculum for K-12 educators to teach U.S. students about global awareness, human rights, conflict resolution and the history of the Israeli/Palestinian conflict.

In January, Melissa Saul, Justin Hougham and Steven Branting attended a Capacity-Building Course workshop in San Diego, where they focused on systemic change, strategic thinking and planning, evaluation, and organizational design to help them as

they move forward with Idaho's geography education strategic plan. Participants analyzed a set of case studies to assess what does and does not produce lasting results statewide.

They learned that revamping geography education must take into consideration new technologies. Understanding global positioning and tracking technologies like GPS and GIS systems are becoming an essential element of 21st-century geography education. University of Idaho Science, Technology, Engineering and Math (STEM) Coordinator and College of Education faculty member Jim Gregson is working with Saul to integrate the use of GIS and GPS into Idaho geography education. That technology helps make geography more interesting and hands-on for students.

"Becoming a member of NGAN enables us to collaborate with institutions across the nation and to connect with them on related issues like climate change and demographic change," said Gregson. "We're connecting University of Idaho research with other institutions' research and moving that research into our K-12 schools."

Learning geography creates citizens who are better able to understand how to solve some of the major issues facing our world, including energy dependence, war and regional conflicts, and climate change. Decision-makers need geographic knowledge in order to understand our complex cultural and environmental relationships. Improving our geography teaching methods in Idaho is a huge step in creating responsible, knowledgeable future leaders.

For more information on the NGAN and its affiliates, go to www.ngsednet.org.



LAPWAI STUDENTS MEET JESSE JACKSON

When D’Lisa Penney-Pinkham’s fifth-grade class in Lapwai boarded the bus for the University of Idaho Moscow campus, they found it hard to contain their excitement. The Lapwai Elementary school-fourth through sixth-grade students were to be the honored guests of Dr. Jesse Jackson, who visited campus on February 7, 2011.

“With budget cuts, Idaho doesn’t fund field trips anymore,” said Pinkham, who is also a College of Education doctoral candidate and member of the Nez Perce tribe. “But through networking, collaboration, and sharing resources, the University of Idaho helped transport Lapwai fourth-, fifth- and sixth-graders to campus to partake in the Jesse Jackson speech.”

The College of Education, in collaboration with the College of Letters, Arts and Social Sciences and the Native Studies Center, helped fund two busloads of children to campus, and also provided them with pizza and drinks. College of Education students escorted the elementary children to the Kibbie Dome and sat with them – the first seven rows of seats were reserved just for them – during Dr. Jackson’s speech.

“It was an incredible learning experience and we are so appreciative of the efforts of many to accommodate us,” said Pinkham.

According to Pinkham, the Civil Rights Movement is relevant in a historical context to Lapwai and the Nez Perce tribe. The indigenous people of the United States didn’t become citizens until the 1924 Indian Citizenship Act, and many nations around the world are currently actively engaged in civil rights movements. The Lapwai students’ learning about the Civil Rights Movement, the Civil War, and Emancipation Proclamation provided them with a foundation of knowledge.

“WE KNOW HOW IMPORTANT IT IS TO GROUND OUR CHILDREN IN THEIR TRADITIONS AND CULTURE,” SAID PINKHAM. “WE’VE TAKEN OUR LEARNING A STEP FURTHER TO EVALUATE HOW WE COULD BE A PART OF DR. JACKSON’S LEGACY AND BE SERVICE ORIENTED.”



"Being physically present to watch and listen to Dr. Jackson brings these issues into real life," says Pinkham. "We are challenged to place ourselves in history and find our voice. Our social studies textbooks are not written from our perspective, and we critically think about what we read to build a global perspective."

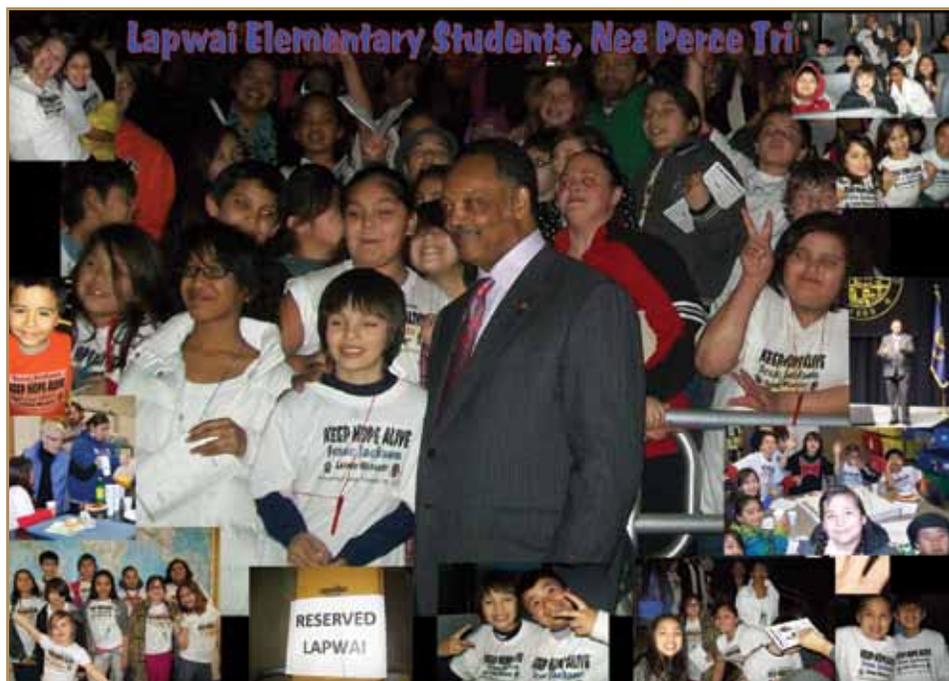
Fifth-grader Terri Jo Calfrobe was not only excited to be in front of such a well-known leader, but she also listened closely to what he said. Here is what her essay said:

"I was just overwhelmed and thankful that I was able to have that experience because most kids wouldn't have an opportunity to see Dr. Jackson. He said some inspiring things that made me start to think, and it almost made me cry. After he was done talking, the whole class said, 'We love you, Jesse Jackson!' It was the best experience that I have ever had in my 11-year-old life. I now know how important the Civil Rights Movement was and I knew that I wasn't going to forget that day and the day Jesse Jackson kissed me and told me that he loved me, so for that he will always have a place in my heart."

"We know how important it is to ground our children in their traditions and culture," said Pinkham. "We've taken our learning a step further to evaluate how we could be a part of Dr. Jackson's legacy and be service oriented. How fabulous is it to have an opportunity for our young people to listen to such a prominent civil rights leader!"

The bus ride home after the Jackson speech wasn't typical. The students were buzzing with excitement as they thought of Jesse Jackson coming over to greet them, shaking their hands, and telling them he loved them. "I expected sleepy-eyed kids to walk through my classroom doors Tuesday morning, but that is not what I got," said Pinkham. "They were as excited as the night before, and still walking on air!"

"As I evaluate the current concerns with our education reform, I know that through the generosity of our neighbors we will still do what is best for our students," said Pinkham. "What a success! Thank you for helping to make that happen."



NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARD CERTIFICATION



Sue Hovey

The College of Education is one of few colleges nationwide that assists teachers through the rigorous process of earning their National Board Teacher Certification. National Board Certification is an advanced teaching credential that complements a state's teaching certificate. It is valid for 10 years and can be renewed.

NBPTS certification provides teachers and schools the tools they need to define and measure teaching excellence. Teachers submit four portfolios: three that are classroom-based and one that relates to accomplishments outside the classroom. Teachers must also demonstrate content knowledge in response to six exercises developed for their chosen certificate area.

The College of Education NBPTS assistance program is facilitated by Sue Hovey and is funded by the College of Education. Each year, Sue works with up to 10 teachers, most in different stages of their portfolio-building process.

how we help

Congratulations to the following teachers who were awarded National Board Certification or renewal in 2010:

- Rachel Aiello, Special Education, Moscow Junior High School, Moscow
- Jennifer Olson, English, Moscow Junior High School, Moscow
- Kristine Petterson, Social Studies, Moscow High School, Moscow
- Jenette Dunworth, Troy High School, Troy
- Julie Gall, Literacy-Reading, Hoffman Estates, Illinois
- Becky Picard, Physical Education, Genesee Elementary School, Genesee

Nationally Certified Teachers who passed the renewal requirements:

- Tama Bergstram, Art, Bonners Ferry High School, Bonners Ferry
- Lisa Dreadfulwater, Elementary, Nezperce Elementary School, Nezperce
- Jacky Mosman, Elementary, Nezperce Elementary School, Nezperce
- Nancy Mueller, Elementary, Coeur d'Alene District, Coeur d'Alene
- Michelle Faucher-Sharples, Elementary, Coeur d'Alene District, Coeur d'Alene
- April Weber, Social Studies, Troy High School, Troy
- Lynn Wessels, Elementary, Nezperce Elementary School, Nezperce

To find out more about National Board Certification through the University of Idaho, contact Sue Hovey at shovey@uidaho.edu.

Safe Routes to School

By Helen Brown



Meeting the challenge of reversing the epidemic of obesity requires a comprehensive and continual effort among families, schools, communities, health care providers, the private sector, and government. Many efforts are in place across the U.S. to address and change the way Americans eat, move, live, and travel in an effort to balance energy intake with energy expenditure.

Addressing the complex issue of obesity has shifted from a focus largely on individual behaviors to changing the built environment to improve opportunities for safe activity. Several significant studies have linked active transportation as well as planning and community design to increased physical activity.

Research on the safety and importance of children walking and biking to school began in the U.S. in the early 1970s, prior to the spiraling upward rates of obesity. Borrowing the name Safe Routes to School (SR2S) from Denmark, the first U.S. SR2S pilot program was funded in 1997. In 2005, Congress passed legislation that established the National Safe Routes to School Program, administered by the Federal Highway Administration. The University of Idaho Movement Sciences Department

(formerly Health, Physical Education, Recreation and Dance) created a unique partnership with the City of Moscow to initiate the SR2S program when funding for Idaho communities became available in 2008. Prior to the SR2S program, several area schools lacked sidewalks connecting residential areas to their schools, greatly restricting active transportation.

The U-Idaho SR2S program incorporates the four required approaches to increasing safe biking and walking:

- Encouragement to entice students to try and sustain walking and biking
- Education to teach students important walking and biking safety skills and safe driving education and awareness for all drivers
- Enforcement to ensure drivers obey traffic laws to ensure safe walking and bike riding
- Engineering to plan and create an infrastructure that supports all forms of safe active travel including sidewalks, bike lanes, safer crosswalks, pathways and trails.





Movement science faculty Helen Brown and Grace Goc Karp direct the SR2S program. Brooke Lowry, SR2S coordinator, works with SR2S teams in each of the six Moscow elementary schools and the junior high to deliver effective programs and strategies to improve safe, active travel to school. Prior to SR2S funding, several schools lacked sidewalks connecting populated residential areas to local schools. Now each school is connected to a safe sidewalk, permitting access to active travel to school. The emphasis on SR2S and active travel in the Moscow community is evident by the numerous sidewalks, bike lanes and other infrastructure improvements that have taken shape across the community.

In addition to infrastructure, the U-Idaho SR2S program has developed several ongoing and much anticipated events to encourage walking and biking to school. Every fall, more than 1,500 local students join 4 million students worldwide in International Walk to School Day. To encourage students to actively commute year around, SR2S initiated the "Polar Walk" held each February. The polar bear theme represents the snowy nature of the walk and the importance of reducing carbon emissions to protect species from loss of habitat and endangerment. May is bike month and SR2S celebrates active travel with "Fill the Racks." University of Idaho students and U-Idaho athletes take part in each of these events as they walk with students, cheer them on, and model active travel.

Each year Professor Goc Karp's physical education pedagogy students teach two safe biking lessons to more than 400 fourth-graders. Her students gain experience integrating walking and biking skills into curriculum planning and the fourth-graders learn safety skills. Other opportunities for student and parent education occur throughout the school year and culminate with the June Officer Newbill Kids Safety Fair.

SR2S worked with district and charter schools to develop "Travel Plans" outlining their school's particular aims and needs to increase active travel. This past year, two schools interested in reducing their school-site traffic congestion worked with SR2S and U-Idaho

professor and transportation engineer, Mike Lowry. Lowry's transportation and engineering graduate students assessed, planned and developed comprehensive recommendations to improve school safety and decrease congestion. The students' work will help inform and direct future school and city improvements to enhance safety and increase active travel.

Lowry also worked with U-Idaho Core students to incorporate junior high students' active travel artwork into a large chalk-drawn mural on the school site in celebration of Bike Month. Graphic arts student Amber Sirk has worked with SR2S staff to create artwork for SR2S publications, promotions, and campaigns. Also, our "One Less Car" campaign was recently adopted statewide to reduce school-site safety hazards.

Another current SR2S project involving Lowry includes the creation and publication of interactive maps for each school zone, available in both paper and electronic versions using GIS technologies. Students and parents will be able to access the maps on school websites and chart their safe routes to school. Teachers could integrate lessons on mapping, GIS, and active travel in their classrooms and the maps will provide local planners and school administrators with needed information to plan infrastructure improvements and school zone transportation issues.

Safe Routes To School infrastructure, encouragement, education, and enforcement have resulted in much safer routes to schools in Moscow. As the Department of Movement Sciences moves toward its goals of promoting healthy, active lifestyles, Safe Routes to School is a tangible and measurable project, reassuring us that we're on the right track.





SHARING RESEARCH

Three new faculty members in the College of Education share their research

Department of Movement Sciences

CHANTAL VELLA: RESEARCHING THE CAUSES OF OBESITY IN WOMEN

I moved to Moscow in January 2011 from El Paso, Texas, where I had studied chronic disease risk factors in Hispanic women. At the University of Idaho, I am developing a research laboratory to engage in clinical research studies and am interested in identifying behavioral and physiological factors that contribute to obesity and cardiovascular disease risk in young and adult women, and if the factors that affect risk, change as women age. The factors I'm interested in studying are the amount and distribution of fat in the body, the levels of fat-specific proteins in the body, the amount of time spent in sedentary activities, and the amount of daily physical activity.

In the U.S., approximately 52% of young women aged 20-39 years are overweight or obese. Additionally, there is a three-fold increase in overweight and obesity as women age from the teen to adult years. Concurrent with this rise in obesity is a rise in cardiovascular disease risk, such as an increase in blood sugar levels, blood pressure, and/or cholesterol. Cardiovascular disease is the leading cause of death in women, accounting for nearly 39% of all female deaths annually. Yet only 13% of women perceive heart disease as their greatest health problem. Surprisingly, many young adult women have cardiovascular disease risk factors, but we don't understand the behavioral factors or physiological factors that contribute

to this risk. Therefore, accurately identifying women "at risk" and identifying factors associated with risk is of emerging importance.

The amount of fat in the body and the distribution of fat in the body may be important factors contributing to cardiovascular disease risk in young women. Research has shown that if you carry body fat in your belly area, as opposed to your hips and thighs, your risk of diabetes and cardiovascular disease increases significantly. Additionally, research is finding that body fat is metabolically active and produces specific proteins that can increase inflammation in the body. Inflammation plays an essential role in the development of insulin resistance, diabetes and cardiovascular disease. When women gain body fat, the levels of these fat-specific proteins change. I'd like to find out if the change in these fat-specific proteins contributes to cardiovascular disease risk in young women, or if this change only influences risk as women age.



Chantal Vella

cardiovascular disease increases compared to someone who is active throughout the day and engages in very little sedentary activities. I'd like to quantify the amount of time young women in the Moscow area spend in sedentary activities and if the time spent in sedentary activities is associated with obesity and cardiovascular disease risk factors. I'd also like to determine if including several small bouts of exercise into a woman's daily routine and decreasing the time they spend in sedentary activities translates into positive changes in risk factors.

It is still unknown how much you need to exercise to maintain health and decrease your risk of chronic disease. The U.S. Department of Health and Human Services recommends adults engage in 30-60 minutes of moderate intensity aerobic activity at least five days per week to maintain health. This

We all know exercise is important for health, but the latest research from Australia suggests that even if you exercise daily but spend most of your day engaging in sedentary activities, such as watching TV or working on a computer, your risk of obesity and

recommendation is a general guideline for adults aged 18-64 years of age. I'd like to determine if this recommendation is sufficient for young women who are overweight and have factors that put them at risk for cardiovascular disease. To answer this question, I plan to develop a series of six-month intervention studies to determine the amount and intensity of activity necessary to improve the health of these women. These women will be followed over a one- to two-year period to determine if they maintain their activity levels after the intervention and how their risk factor profile changes over time.

Overall, I hope to gain a better understanding of factors that contribute to risk in young adult women and translate these findings into community programs to maintain the health and well-being of young women in Moscow.

Department of Curriculum and Instruction

MARGARET VAUGHN: LITERACY EDUCATION

Margaret Vaughn is an assistant professor in Curriculum and Instruction, where she teaches undergraduate courses in literacy methods and works with preservice and in-service teachers to explore and generate ideas and practices



Margaret Vaughn

meaningful to literacy instruction. Her research interests include adaptive teaching, issues of agency and preservice teacher education.

Vaughn examines the intersection between the classroom structures teachers and students co-create to promote literacy identities across the curriculum. In addition to experiencing the primary context of literacy, students also negotiate and co-construct their literacy identities through their participation in activities across the curriculum. Through this process, students negotiate their sense of what literacy is, who they are within the world of schooling, and whether literacy is for them. Student identity, skill and agency are co-developed as they interpret and improvise within such settings.

Of interest are the ways in which educators develop a vision for their teaching and adapt their instruction to meet the needs of their students. Understanding teacher visioning and the ways it may relate to adaptive instructional actions may uncover patterns of teacher thinking that may be essential in preparing preservice teachers. Although curriculum mandates and standardized testing pressures often limit teachers' sense of autonomy and freedom in their classrooms, teachers who possess and enact their visions may be more likely to overcome such obstacles.

Vaughn's dissertation work examined two elementary school teachers, their visions for teaching, and their adaptive instruction during literacy. She studied the extent to which these teachers adapted their instruction to meet the needs of their students and how their instruction impacted students' sense of agency.

Vaughn is currently involved in a variety of studies that revolve around adaptive teaching and issues of agency in the community. She has begun a longitudinal study with the University of Idaho preservice teachers to examine the visions these teachers conceptualize, their obstacles to enacting their visions, and the particular negotiations they enact in order to teach according to their visions.

Additionally, she is currently working with local elementary schools to develop a teacher action research group focused on literacy instruction, where teachers interested in pursuing a topic of concern meet to discuss their ideas and generate action. She will study these teachers' decisions and the patterns of social interaction such as discourse, organizational practices, and sanctioned activities and routines that will help foster shared understandings about meanings, forms, and uses of literacy.

Vaughn is interested in the social interactions and activities to explain the development of identity, skill, and agency. She examines the spaces within the literacy classroom and the practices shaped by the culture of the classroom (and school and district) and how these determine how literacy is defined, instructed and evaluated.

Department of Curriculum and Instruction

BRANT MILLER: STEM AND ADVENTURE LEARNING GO HAND-IN-HAND

Brant G. Miller has had a variety of experiences that inspired his desire for learning and exploration prior to coming to the University of Idaho. His research interests include the identification of science agency in K-12 students through culturally based science, technology, engineering and mathematics (STEM) curricular experiences, and adventure learning (AL) environments.

Brant's dissertation study looked at the development of science agency in upper elementary youth as a result of experiencing a culturally based and integrated STEM curriculum. For the study, Brant defined science agency as an expressed behavior that illuminates positive dispositions toward STEM as an integrated construct for the purposes of taking action in a student's individual life.

The project from which the study was conducted was a highly coordinated effort to combine the culturally based context of snow snakes with STEM content within an AL environment. Snow snakes (*goonigenebig* in Ojibwe) is both a traditional Native American game and a physical object. The game was historically played in tribal communities in the United States and Canada where the climate was conducive to such wintertime pursuits. A snow snake (object) is a carved piece of wood that is said to emulate snakelike movements as it travels down an ice track. The game pits competitors against each other to see who can throw a snow snake the farthest.

The STEM content took the form of mathematics (scaling and data), and science (force and motion) within an engineering prototype iteration that used available materials and tools (technology) for success. As a result of this study, Brant found that science agency was fostered in students through meaningful content, community involvement and technological affordances.

The snow snake curriculum was written and delivered using the AL framework, which promotes both face-to-face and online interactions and experiences. Brant has been intimately involved with AL through his dissertation work and through his involvement with the archetype AL program.

An experience to note regarding Brant's insatiable desire to connect engaging contexts with meaningful content was his participation in GoNorth! Greenland 2010 (polarhusky.com). During this expedition, Brant and the rest of the GoNorth!

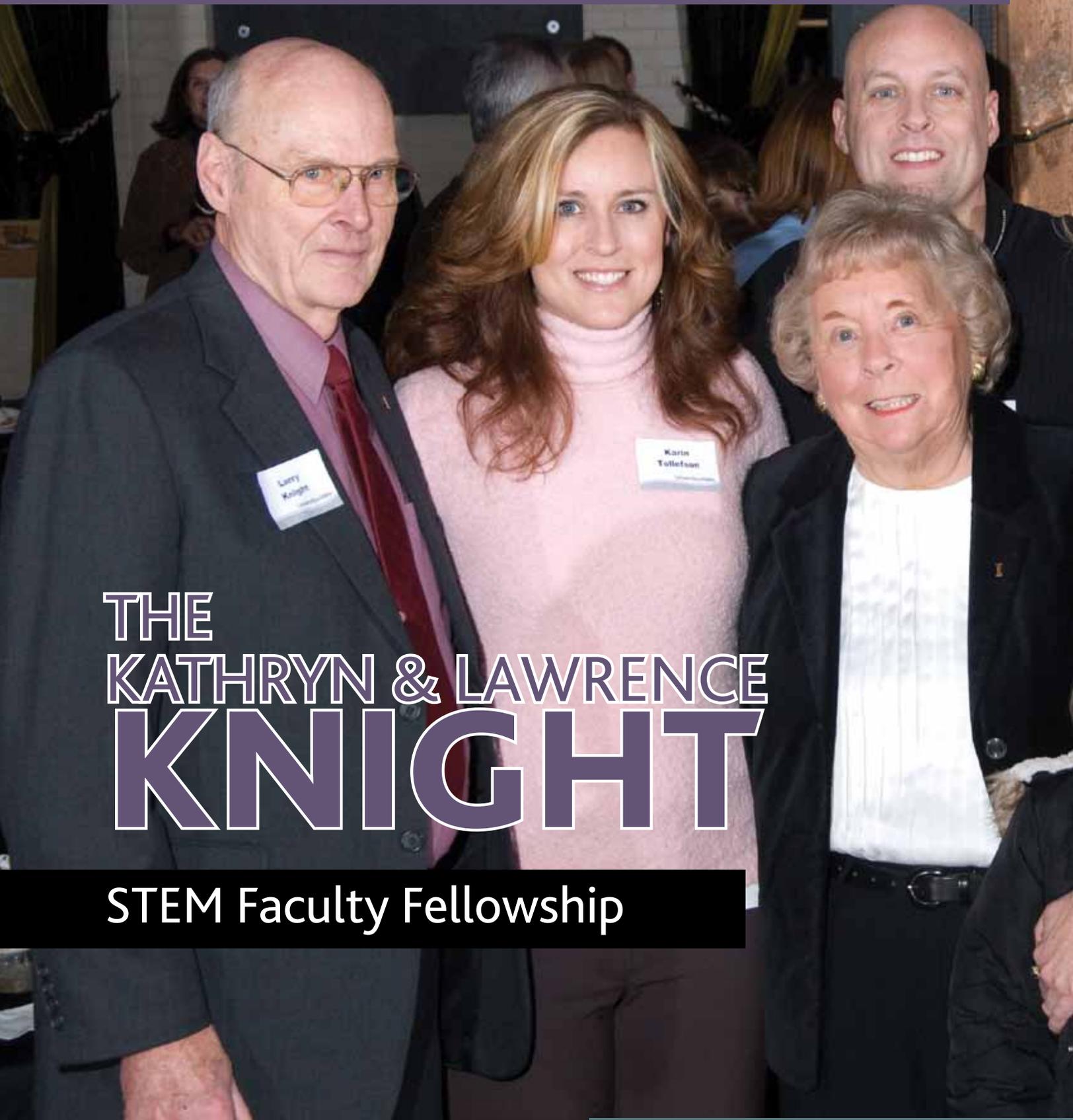
team dog-sledded across the Greenlandic ice sheet while at the same time delivering an education program to students all over the world using the latest satellite and computer technologies.

By looking at the development of science agency in part through AL environments, Brant sees great potential in pursuing his research interests at the University of Idaho. In the few months Brant has been with the College of Education, he has developed multiple grant proposals that would provide the opportunity to look at the development of science agency in students at the McCall Outdoor Science School (MOSS), and also developed an AL environment that would take students through AL water expeditions based out of MOSS.

One of Brant's favorite quotes is by the Alaska Native scholar A. Oscar Kawagley, who said, "The purpose of education is to die satiated with life." To Brant, this quote epitomizes the possibility of education in which students can learn in a myriad of meaningful ways. "This is an incredibly exciting time to be at the University of Idaho," says Brant.



Brant G. Miller during GoNorth!



THE KATHRYN & LAWRENCE KNIGHT

STEM Faculty Fellowship



Alumni Kathryn and Lawrence Knight have generously committed \$150,000 to support the science and mathematics education programs at the University of Idaho. The gift will create the Kathryn and Lawrence Knight STEM Faculty Fellowship, which will provide ongoing support to the colleges of education and science.

Improving the quality of science, technology, engineering and math (STEM) education in the state and beyond requires collaboration between the two colleges, and both college deans are committed to multiplying opportunities in mathematics and science education. Recruiting and retaining faculty who challenge and inspire students becomes more difficult as we rely more on private dollars. The Knight's donation will enable us to attract and retain faculty already leading STEM education efforts.

Science, technology, engineering and math education prepares skilled workers and researchers who can make constructive contributions in their fields of employment and creates graduates who are capable of finding solutions to the problems faced by the world today. The area of STEM education in the U.S. has been a topic of concern for several years, and the University of Idaho is currently poised to lead the way in STEM education in Idaho.

The University of Idaho has taken the lead in researching why many students in Idaho do not readily pursue studies in STEM disciplines, particularly given the increasing national and international demand for professionals trained in these fields. University research covers a broad scope, including the sociological and cultural affects on students' decisions to pursue STEM fields of study. Researchers also intend to identify appropriate interventions and study whether these interventions are effective. U-Idaho researchers and educators believe integrated, experiential learning is one piece of the puzzle.

The University has a number of new STEM education projects, and a new mathematics education professor will contribute significantly to these endeavors. We anticipate that a new faculty member will take a leadership role in the University's outreach to K-12 students, such as in the mathematics department's Gateway to Mathematics program, which offers math courses to high school students across the state. We also anticipate that the new faculty member will provide leadership in the procurement of external funding for research and teacher professional development.

Students and faculty of the colleges of education and science continue to reap the benefits from the Knights' previous and ongoing involvement on University advisory boards and investment in our colleges. As accomplished graduates of the University of Idaho with a family legacy of Vandals, the Knight family understands firsthand the sense of pride and tradition that runs so deep in our alumni family.

Kaye Knight received her education degree and Larry Knight received his pre-med degree from the University of Idaho. Dr. Knight completed his medical degree at the University of Washington. The couple has spent their careers in service to a number of organizations, and from the University of Idaho have received the President's Medallion for financial support of the University of Idaho, the Jim Lyle Alumni Award for volunteerism, and the University of Idaho Silver and Gold Award for outstanding service to the University.



THE MICHELLE BONASERA MEMORIAL SCHOLARSHIP



Michelle Kathleen Bonasera, a Kappa Delta and exercise science and health major at the University of Idaho, lost her life on February 13 when her vehicle went off the road near Moscow while she was returning to campus. Investigators believe she fell asleep at the wheel. She was only 19 years old. Her passenger, André Maxwell, also an exercise science and health major at the University and a Kappa Delta, suffered multiple injuries, but has since made a strong recovery. To honor Michelle and the positive impact she had on all those who knew her, the College of Education has established the Michelle Bonasera Memorial Scholarship. Once the scholarship fund reaches \$25,000, the college will award a \$1,000 scholarship per year forever.

"We want everyone to know how hard work, a big smile, and a genuine love of people can make even the shortest life touch so many," said Michelle's mother, Vicki. "Unfortunately, Michelle is the fourth Coeur d'Alene High School student to lose their life in an auto accident since May, 2010. Something tells me we all need an inspirational thought through all of the tragedy."

Michelle was born on June 7, 1991 in Coeur d'Alene to Vicki and Dave Bonasera. She has a younger brother, Blake. Although only five-foot-one-inch tall, she was large in presence. Her infectious smile and boundless energy brought a ray of sunshine to those around her. Michelle played volleyball for the Coeur d'Alene High School Vikings, and was also a member of DECA. When she came to the University of Idaho to study exercise science, she had plans to become a physical therapist. Michelle also loved boating and snowmobiling. In the summer, she worked at the Snack Shack on the boardwalk marina in Coeur d'Alene, and also helped her Dad at the family business, Bonasera Mobile Repair.

"We had no idea until her memorial service how many people's lives Michelle impacted," said her parents. "More than 700 people came to pay their respects to our daughter." A chartered bus transported numerous U of I students to the memorial service. Dean of Students Bruce Pittman remarked that he had never seen such an impact over a student's death.

Michelle's high school DECA teacher, Jon Hastings, and Georgia Powell, president of her sorority, spoke at her service. "Her energy seemed endless and was contagious," said Hastings. "You couldn't be around her without contracting her enthusiastic attitude and positive persona."

"For how little she was, she packed a punch," said Powell. "We don't want to lose her spirit."

Michelle's and Andreé's Kappa Delta Sorority sisters initiated a drive to collect funds to help each of the families. The Bonasera family says their share will go towards Michelle's scholarship fund at the University.

Andreé continues to recover from her physical injuries and plans to return to the University of Idaho in fall 2011. "I know it's going to be different," she said, "and she won't be there. It's going to be hard." Andreé' and Michelle were close friends.

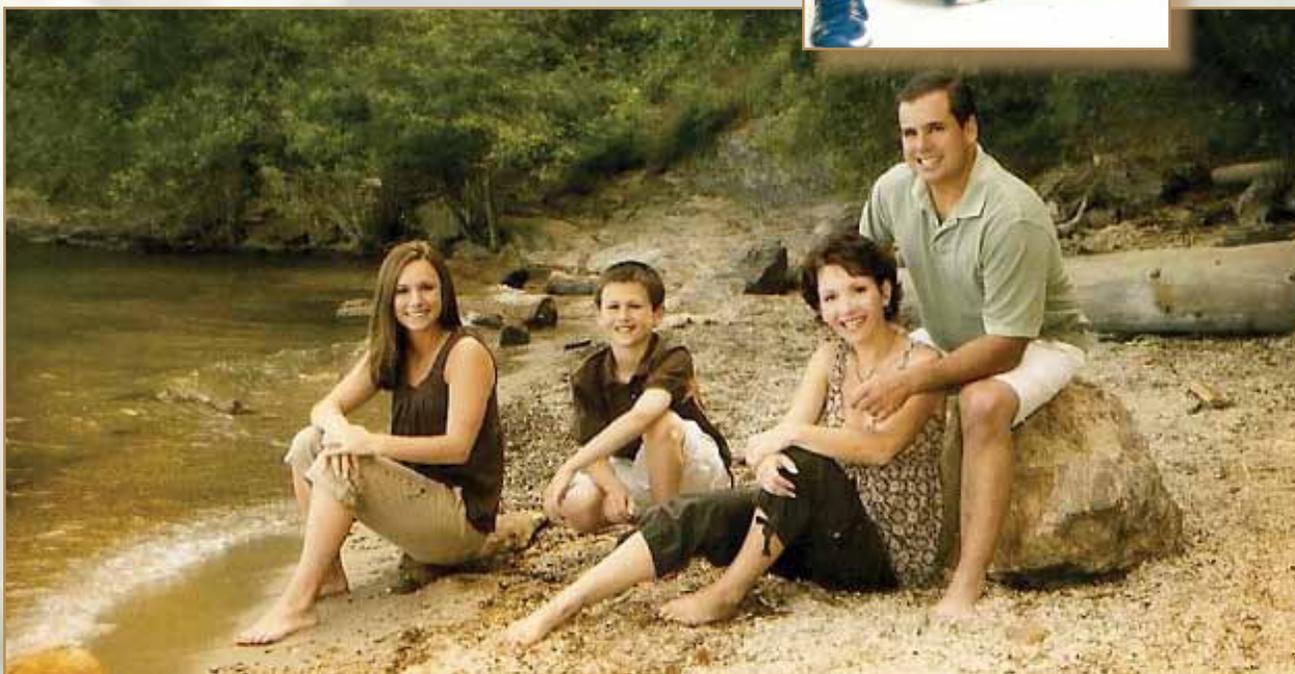
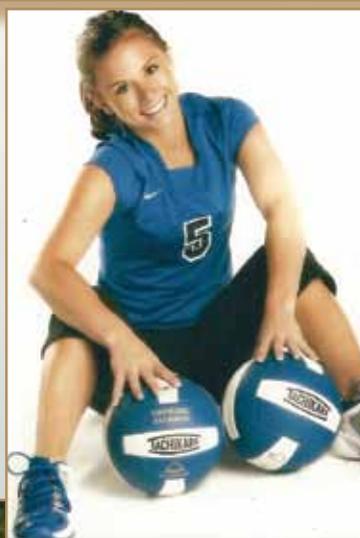
"How I always think of it is Michelle is my guardian angel princess," said Andreé.

Michelle's parents hope to show what a positive influence a young person can have on a community. "If anything positive is to come out of this, it will be the scholarships to help other students reach their goals," said Vicki.

To give to the Michelle Bonasera Memorial Scholarship, go to www.uidaho.edu/giving; or mail your gift to:

**University of Idaho Foundation
Michelle Bonasera Memorial Scholarship
P.O. Box 443147
Moscow, ID 83844-3147**

**Contact:
Christina Randal, cdrandal@uidaho.edu; (208) 885-7537**





Make a gift and take advantage of the state of Idaho new Tax Education Credit!

Effective January 2011 through December 31, 2015, the state of Idaho passed legislation that will allow you to direct a portion of your Idaho tax liability to the University of Idaho and allow you to make a multiyear commitment to Idaho. Idaho code section 63-3029A increased the tax credit made available to all with an Idaho tax obligation over the next five years.

FROM THE LEGISLATION: For individual taxpayers, the tax credit is limited to 50% of your total charitable contributions, and further limited to the lesser of \$500 (\$1000 on a joint return) or 50% of your total Idaho tax liability. The maximum annual amount of the credit is increased from \$100 (\$200 on a jointly filed return) to \$500 (\$1,000 on a jointly filed return).

For corporate taxpayers, the tax credit remains equal to 50% of the contribution and limited to 10% of the corporation's total Idaho income tax liability. The maximum annual credit is increased from \$1,000 to \$5,000.

THE POWER TO CONTROL WHERE YOUR TAX DOLLARS ARE SPENT IS NOW YOURS!

You can give your money to the Idaho Capitol in the form of taxes, or you can receive a credit and donate your money to the College of Education and support continuing academic excellence at Idaho! Please consult with your tax adviser and take advantage of this tax credit being made available by the state of Idaho, and help OUR University.

FOR MORE INFORMATION: Contact Christina Randal, (208) 885-7537, cdrandal@uidaho.edu

TAX BENEFITS

You may qualify for **TAX DEDUCTIONS** and **CREDITS** when you give to the University of Idaho College of Education. Here's how:

Donation to College of Education	Federal Deduction	State Deduction	Idaho Credit	Net Cost Per Year
\$ 60.00	\$9.00	\$4.00	\$30.00	\$17.00
\$125.00	\$19.00	\$9.00	\$63.00	\$34.00
\$250.00	\$38.00	\$19.00	\$125.00	\$68.00
\$500.00	\$75.00	\$37.00	\$250.00	\$138.00
\$1,000.00	\$150.00	\$74.00	\$500.00	\$276.00
\$2,000.00	\$300.00	\$148.00	\$1,000.00	\$552.00

*These figures reflect the 2011 rates for a joint return of \$40,000 taxable income and are based on the taxpayer who itemizes his or her personal deductions. The tax credit is 50% of taxpayer's donations to educational institutions for the year up to a maximum of \$1,000 credit on a joint return.

C&I

Curriculum and Instruction

A Look at our Career and Technical Education Degree

The College of Education's interdisciplinary programs in career and technical education allow students unlimited creativity. Combined with their own experience, interest, and talents, students are provided with the additional knowledge and skills to become a teacher or a manager and leader in their workplace. Our focus on STEM disciplines equips students to become leading-edge educators in our fast-evolving technological world.

OUR CAREER AND TECHNICAL EDUCATION DEGREE HAS THREE AREAS OF EMPHASIS:

- Business and Marketing Education – become a teacher or leader in the workplace
- Engineering and Technical Education – STEM-centered and interdisciplinary
- Occupational Education – Earn a teaching certificate in one of more than 100 occupations, from nursing to diesel mechanics

Our unique programs bridge the gap between theory and application. In our classrooms and laboratories, students have the opportunity to immediately apply their classroom knowledge to hands-on projects. This application is an important and highly popular element to our program that prepares students in ways unlike other programs.

Our programs cover a broad range of subjects that can provide students the potential for rapid financial growth, increased levels of responsibility, and a high degree of satisfaction and demand. With strong ties to business and industry, CTE programs prepare students to take a lead in the real world.

WHAT CAN YOU DO WITH A CTE DEGREE?

As a graduate from the University of Idaho Career and Technical Education program, you will be in the ranks of the best-prepared teachers and professionals in the nation. Our premier programs will equip you to be the best in your career in the field that sparks your passion.

Graduates of this program become teachers in secondary education and master teachers in postsecondary institutions. They also become administrators or program directors in educational institutions, business or industry.

READY TO GO THE NEXT LEVEL IN YOUR CAREER? BECOME A TEACHER

Technical education teachers are in very high demand right now. Our programs are flexible, and will open the door for students to use their professional knowledge and experience to teach others. Our program includes an optional teacher certificate for grades 6-12, where students can teach in their field of choice, or take their professional knowledge and become certified to teach at the college level. Our 12-credit professional-technical teaching certificate will qualify students to teach what they know best – and the credits you earn can apply to a master's degree program as well.

BECOME A PROGRAM DIRECTOR, ADMINISTRATOR, OR LEADER

A degree in CTE is flexible. It allows you to focus on the specific career that best fits your professional expertise, interests, and goals. Our program attracts many nontraditional students, including former military and ROTC students, who find that they want to transform their military training into a career in the private sector.

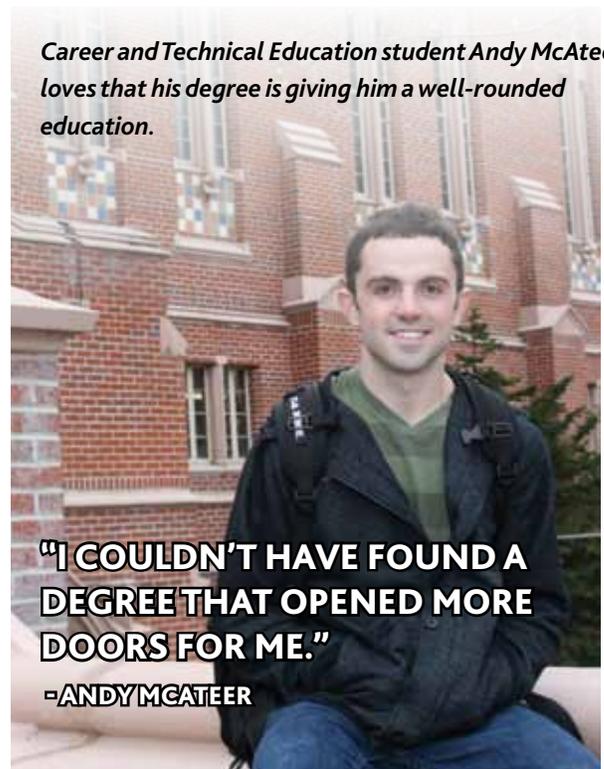
TRANSFORM YOUR CAREER

If you've been a working professional for a number of years and are looking for a change, consider becoming certified to teach. We offer professional-technical teaching certifications in more than 100 different occupations. Transform your knowledge into a brand new career.

Career and Technical Education student Andy McAteer loves that his degree is giving him a well-rounded education.

"I COULDN'T HAVE FOUND A DEGREE THAT OPENED MORE DOORS FOR ME."

-ANDYMCATEER



Movement Sciences

Bold Standard: Idaho Unveils First-in-the-Nation Doctorate in Athletic Training

By Amanda Cairo

The Department of Movement Sciences is taking a big step forward with the creation of a doctoral program in athletic training, planned to begin this summer. The two-year program is designed for working professionals and combines academic and hands-on experience during residency programs.

"We feel strongly that this is where the future of our profession is heading," said Alan Nasypany, athletic training education program director. "It's very attractive to athletic trainers who want to improve their clinical practice and achieve the highest clinical degree in the field." Nasypany and movement sciences associate professor Jeff Seegmiller led the charge to create this first athletic training advanced clinical doctorate. The State Department of Education has also approved an entry-level master's program for athletic training.

"When we knew there was an opportunity to lead the nation in advanced clinical doctorates for athletic trainers, we began laying out the blueprints for what it would look like," said Seegmiller. "The result is a model that has potential to enhance healthcare for patients facing the burdens of musculoskeletal disease."

Those blueprints came from examining the University's athletic training program and the athletic training profession. Realizing the potential, Nasypany and Seegmiller broke new ground that will enhance student leadership and carry the profession and the University into the future.

Students will spend two four-week summer sessions at the University of Idaho over two years working on research and academics. They will complete the rest of their training on location with an approved mentor doing clinical residencies and through distance education.

"It's very attractive to athletic trainers who want to improve their clinical practice and achieve the highest clinical degree in the field," said Nasypany.

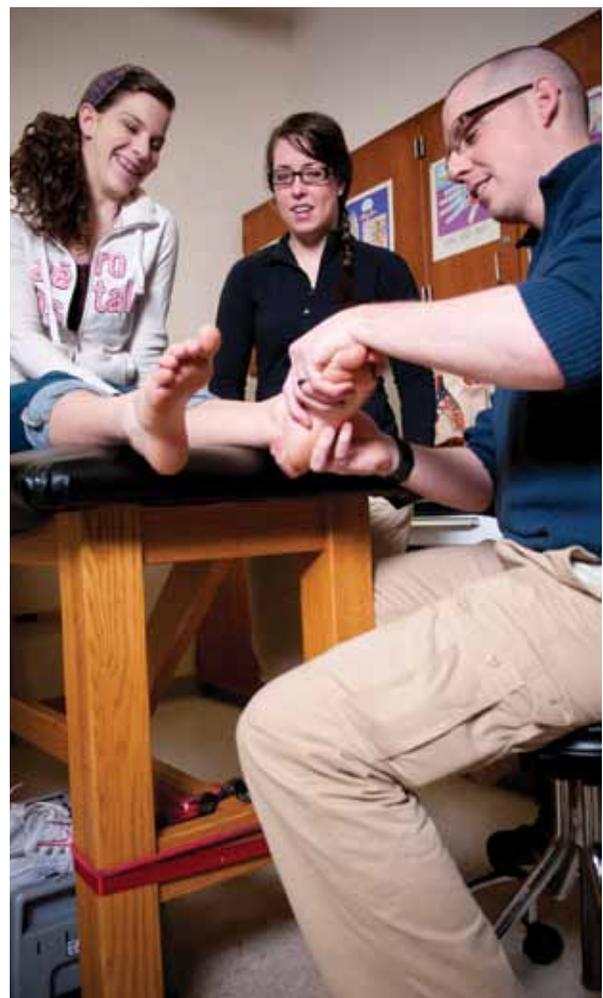
At the 2011 Athletic Training Educators' Conference in Washington, D.C., Nasypany and Seegmiller put program fliers

in the conference packets that garnered a lot of attention. Many educators feel, as a master's degree becomes entry level for athletic trainers, more doctoral programs will be needed.

"We are convinced we have a program that will make the University and the state proud," said College of Education Dean Corinne Mantle-Bromley. "We look forward to welcoming the first cohort of doctoral candidates to our new program."

The application deadline for this year's program was May 15. A larger cohort will start with the program in the summer of 2012. The program cost is estimated at \$16,000.

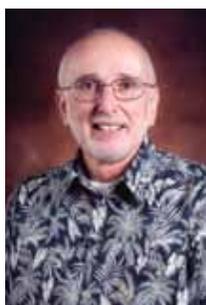
For more information about the program, contact: Alan Nasypany at alann@uidaho.edu.



The Meridian School District Leadership Academy

A UNIQUE AND SUCCESSFUL PARTNERSHIP BETWEEN IDAHO'S LARGEST K-12 DISTRICT AND THE COLLEGE OF EDUCATION

By Russ Joki



For the past five years, the College of Education and Idaho's largest K-12 school district, the Meridian system (enrollment K-12 of almost 36,000 students), have developed and delivered a Leadership Academy that prepares future principals and superintendents. Beginning this spring semester, the partnership also introduced an education doctorate

component.

While the partnership with Meridian School District is the largest with continuous enrollment, the educational leadership faculty in Coeur d'Alene replicated the concept with leadership institutes that partnered with the Coeur d'Alene, Post Falls, and Lakeland school districts.

College of Education Dean Cori Mantle-Bromley calls such partnerships "outstanding examples of collaboration between higher education and K-12 educators. Whenever faculty and practitioners teach and learn together, our profession benefits."

The first leadership partnership was in Sandpoint nearly seven years ago when I responded to a call for proposals from the Sandpoint superintendent for an on-site master's degree program.

When Sandpoint selected the University of Idaho over two other universities, the need for additional faculty in Coeur d'Alene became evident. A national search selected new educational leadership faculty, Kathy Canfield-Davis and Don Wattam, who would be based in Coeur d'Alene to help deliver the Sandpoint partnership.

Penny Tenuto, assistant principal at Sandpoint High School and College of Education doctoral student, helped make the program a resounding success. The program graduated



Jan Horning

30 master's and specialist degree students over a two-year period. Since then, Penny has become our newest educational leadership faculty member and is now based at the University of Idaho Boise campus.

As the Sandpoint partnership prospered, I looked for opportunities in the Boise area. The partnership came together when Meridian School District's deputy superintendent, Jan Horning, who earned her doctorate in 2004, met me over coffee to talk about education reform. Jan mentioned she was retiring as the part-time director for a new district project that would recruit and train Meridian teachers as school principals. I told her that I had negotiated a similar project with the Sandpoint school district. The "Aha!" brought out the pens-and-napkins moment, and we sketched a partnership proposal between the College and District that Jan would present to MSD superintendent Linda Clark.

ONLINE OR ON-SITE?

The Academy's strength is its ability to change curriculum content and instructional methods in response to educational reform, and Jan's leadership is absolutely essential. She's the one who does all the inside-the-district promotion and is an outstanding Vandal alumna.

To date, the partnership has graduated two cohorts of about 50 students with master's and specialist degrees with two other cohorts underway. Students are eligible for the Idaho principal endorsement at the end of the 30-credit program. If a student already holds a master's degree, college faculty advise enrollment in the specialist degree program, which is one degree away from a doctorate.

All of the Academy classes are delivered on-site, as opposed to online. In an era of technology and school reform, an on-site program goes against the trend, but there are good reasons for using the more traditional in-class approach.

When we started the partnership, Dr. Linda Clark, the MSD superintendent, decided to go with onsite courses because it allows the district to observe student progress, teach classes, and make employment decisions. All of the courses are offered in the district's professional development rooms at the MSD central offices.

An on-site program does not mean the MSD or the College faculty are not technology savvy, according to Horning. She noted that MSD Superintendent Clark was recently awarded Idaho's Technology Leadership Award in recognition of her commitment to online learning and technology-smart schools. And, the MSD central office is a technology rich environment, she added.

Online learning has its strengths, but in this case, on-site was the obvious choice for making in-person assessments of future MSD administrators. In order to assess the MSD Leadership Academy talent pool, the partnership shares teaching responsibilities between College faculty and MSD administrators.

THE CURRICULUM

Among the MSD leaders who teach a class in the Academy are Clark, Horning, a team of MSD curriculum specialists, and the MSD attorney.

"I thoroughly enjoy teaching the classes," said Clark who teaches the Policy and Politics of Leadership course. "It gives me the opportunity to learn the names and talents of future MSD principals and administrators."

Academy Director Jan Horning teaches the Principalship course and oversees the Principal Internship.

"Given the fast pace of Idaho's K-12 reform law, it's essential that our courses keep up with new standards for school administrators," Horning added. "It's a joy for me to watch the growth of our teachers into talented administrator candidates. We have hired many of them after graduation."

The MSD curriculum specialists teach the student assessment course and the MSD attorney teaches the special education law course.

Each of the Academy courses follows the College syllabus, but also includes specialized units aligned to MSD's strategic plan and policies. Remember that old criticism of education courses – the one about not matching reality? That's never an issue with Academy courses. We use school district budget forms in the finance class and district personnel forms in the supervision class. When the Academy student graduates, the transition to an administrative position is smooth.

NEW DOCTORATE

Last fall, Horning approached me with the idea of adding a doctoral component. She knew the district had some administrators who wanted to complete their doctorates and the Academy seemed like a logical starting place.

In response to her idea, the College met with interested students and launched an educational specialist degree this semester with three career tracks: a nondegree superintendent endorsement track, a specialist degree superintendent track, and an Ed.D. track. We now have candidates enrolled in all three. One of the strengths of our program is our ability to create options, and this new cohort has multiple career paths for MSD administrators.

Once again, the College is sharing teaching responsibilities with MSD leaders. I started the multitrack cohort with an Advanced Finance class. This summer, students can enroll in the School Facilities course, and next fall Superintendent Clark will teach a course titled "The Superintendency."

For students interested in the doctoral degree, the College offered two quantitative research courses this semester on-site. And, after seeing how successful the Law School was with the Law School Admission Test tutorials at the Boise Center, Jan and I are planning a Graduate Record Examinations tutorial.

Other Boise area school districts have watched the success of the Academy, and have approached me for information.

Dr. Russ Joki is University of Idaho Boise educational leadership professor, (Ed.D. 1980) and chair of the Department of Leadership and Counseling, which offers online degrees in Educational Leadership and Adult, Organizational Learning and Leadership.



MSD 2010 Cohort

Coeur d'Alene Leadership Academy: *Making leaders, and why it matters*

By Donna Emert

If there were a formula for creating leaders in the laboratory, it would combine such characteristics as commitment, vision, insight, knowledge, experience and the ability to calmly bring those assets to bear in times of crisis.

The College of Education's Educational Leadership Program creates leaders for the real world. To ensure those leadership qualities can be directly applied, the program curriculum incorporates issues and experiences relevant to the participants' schools and districts.

Aaron Drake, a recent graduate of the Coeur d'Alene Leadership Institute, offers a dramatic case in point: Drake served his educational leadership program internship as an administrator at Woodland Middle School, where he teaches sixth-grade reading, writing and math. On the day he was acting in an administrative capacity, a student stabbing occurred in his school. He looks back on how he handled the crisis with no regrets.

Drake ran to the classroom where the event occurred, recognized other adults were tending to the victim, ran outside searching for the student who fled the scene, put the school on lockdown, managed staff, answered to the police and fielded phone calls from district office personnel before they arrived on the scene.

"There really wasn't much I would have changed," said Drake. "I feel that my experience in the educational leadership program gave me a knowledge base for how to react during a crisis."

To share vital lessons learned, Drake debriefed fellow students in the Coeur d'Alene Leadership Institute about the event, and they discussed different approaches to the situation.

The Woodland student survived the ordeal; Drake helped lead students, faculty and staff through it, and learned indelible lessons.



Dean Cori Mantle-Bromley (left) with the 2010 graduating Coeur d'Alene Leadership Institute class.

“The impacts of leadership reverberate in crisis situations and in day-to-day operations,” says Assistant Professor Kathy Canfield-Davis, educational leadership program coordinator in northern Idaho.

“Now more than ever, schools face a barrage of challenging issues,” she said. “Students enter the program because they want to make a positive difference in our young people’s education. Our job is to make sure when they leave the program, they have confidence, integrity, resilience, humility and optimism, all characteristics of effective leadership. We want them to have the knowledge, skills and dispositions to make good decisions when things are going well, and during times when they will face pressure.”

When Canfield-Davis was hired to serve in northern Idaho in 2006, her first course of business was to revitalize and reestablish the educational leadership degree program in Coeur d’Alene; then, working with Assistant Professor Don Wattam, the College successfully offered the program at Sandpoint. More recently, Canfield-Davis and Wattam established the Lakeland-Post Falls Leadership Academy, and launched a third program, the Coeur d’Alene Leadership Institute, in 2009.

The program’s challenging curriculum helps students find their leadership style and build their leadership capacity.

“The Coeur d’Alene School District is fortunate to partner with the University of Idaho, because the Coeur d’Alene Leadership Institute provides an opportunity for teachers and administrators to pursue advanced degrees and improve their leadership skills. The educational leadership program benefits both of our institutions, which positively impacts the students in our community.”

– Hazel Bauman, Superintendent of Coeur d’Alene Schools

“The academic rigor of the program kept me on my toes,” said recent educational leadership graduate Michelle Williams, who teaches 7th-grade life science and 6th-grade science at Canfield Middle School. “It was challenging, thought provoking, and pushed me to become a better researcher.”

Williams said the major leadership skills she honed in the program include: conducting quality research, building positive relationships, creating and developing solutions, and being an active listener.

Williams says that the program has improved her teaching and helped to expand her contribution to the district. The enhanced knowledge she gained from the Leadership Institute will shape the way she participates in the future of education. Ultimately, she hopes to make a difference.

“The program is designed to provide our students the opportunity to thoughtfully analyze diverse approaches to leadership and to model those approaches,” said Wattam.

The educational leadership program offers master of education, education specialist, and doctoral degrees in education. It also includes certification for K-12 principal and/or superintendent and an endorsement only program for those already holding advanced degrees. A nonadministrator certification track is also available.

To accommodate educators and administrators statewide, the program offers much of its course of study online, strongly supported by face-to-face classes and one-on-one advising.

The University of Idaho Educational Leadership program is approved by the Idaho State Board of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE). All course work meets certification standards required by the Idaho Department of Education.

TRiO

*Educational Opportunity for
Low-income, First-generation, and
Disabled Americans*

The ETS/TRiO Ambassadors: Tomorrow's leaders paying it forward

By Andrea Brockmeyer



TRiO Educational Talent Search leaders in Coeur d'Alene have designed a new ambassador program to develop leadership skills in high school upperclassmen. Student participants must maintain a 2.5 GPA or above and demonstrate a willingness to learn leadership, public relations, communication, and interpersonal skills.

Ambassadors spent their first year setting up government and organizing a fundraising activity called the ETS/TRiO Rock for College Music and Arts Festival. Continuing Educational Specialist Michael Koep divided the students into committees to plan the event. Ambassadors improved their leadership abilities by planning the event and seeking community sponsors.

The festival was located at the Long Ear Record Store on June 4 and was a family-friendly event meant to inspire kids to prepare for college. During the concert acts, which included local high school and middle school bands, TRiO graduates told their stories about where they came from, what college is like, and how important it is to prepare for and attend college. There were also food vendors, face painters, raffles and giveaways, and a gallery of local student art. Vendors donated 10 percent of sales to TRiO.

The goals of the Educational Talent Search Ambassadors are to increase Educational Talent Search membership, assist ETS advisers and TRiO professionals, and encourage ETS participants to pursue postsecondary education. These future leaders are paying forward the skills that lead to success.

Northwest Nations Upward Bound: Creating learners



By Matthew Sowder

Teaching in the CORE Discovery program at the University of Idaho for the past eight years led me to realize that many students are either unable or unwilling to engage in discussion and analysis. Classroom discussions are most often conversational, and writing lacks questioning and analysis.

While CORE Discovery courses are designed to increase freshman students' critical thinking skills, analytical skills, and cultural understandings, students consistently view information as independent of themselves, situational, and compartmentalized. This says that, although our secondary institutions are doing well graduating students – Idaho is ranked 16th in the nation – we may not be graduating true learners.

As director for Northwest Nations Upward Bound, I believe our focus should be assisting our participants' transitions from student to learner.

The overall mandate of all Upward Bound programs is to assist low-income and first-generation students in their transition from secondary to postsecondary institutions. But first our participants must make the transition from student to learner.

We challenge our Nations participants with learning outcomes not typical in secondary schools, and demonstrate how those outcomes align with what is expected at the postsecondary level. Learning outcomes are the ability to work with problems, critically analyze, and discuss that analysis in verbal and written form, as well as the ability to find, create, and show relationships between the subject matter, the learner, and the world around them.

We do this by performing actual experiments in laboratories at WSU and U-Idaho; by modeling and expecting academic discussion and analysis until it becomes second nature and desired; and by collaborating with numerous dynamic instructors across the University in a variety of social science fields.

And we do more. We go outside our comfort zones. We travel. Not just to sightsee, but to gather data for projects. We further our understanding of the literature we have read. Our perspectives increase by immersion in a variety of cultures and social problems, from assisting schools in New Orleans to Civil Rights museum tours through Alabama, Mississippi,

TRiO **continued**

and Tennessee. From the excitement of Broadway shows in Manhattan, to the solace of Ground Zero, our participants are confronted with situations that allow them to utilize their existing academic talents and to be challenged with new ones.

This summer brings our project its most challenging excursion yet – Detroit. We are partnering, collaborating, and co-instructing a one-week course in postsecondary literature and composition with an Upward Bound program at the prestigious educational community of Cranbrook, located ten miles north of Detroit. We have selected a common read and will hold academic discussions and writings. Both sets of participants will work toward a deeper understanding of rural and urban poverty, analyze differences, and find relationships and patterns in similarities.

At Nations we challenge our participants to view the world and their situation in it, not only from the classroom but also with a front row seat – actively pursuing problems, questions and understandings. With a 92 percent project retention rate and a college enrollment rate of 66 percent (twice that of the state of Idaho) we believe we are on our way to this reality.

Northwest Nations Upward Bound is a federally funded program through the Department of Education. The College of Education project receives \$293,000 in annual support.

Clearwater Valley Upward Bound

By Stacey Smith

When asked about the partnership between Lapwai High School and Clearwater Valley Upward Bound, it's clear why LHS principal Mike Halverson has been supportive. "Having the UI Higher Education Center in the center of the school has made a big difference for everyone," he says. "It keeps our kids more aware of what's going on at the University and makes them feel more comfortable attending.

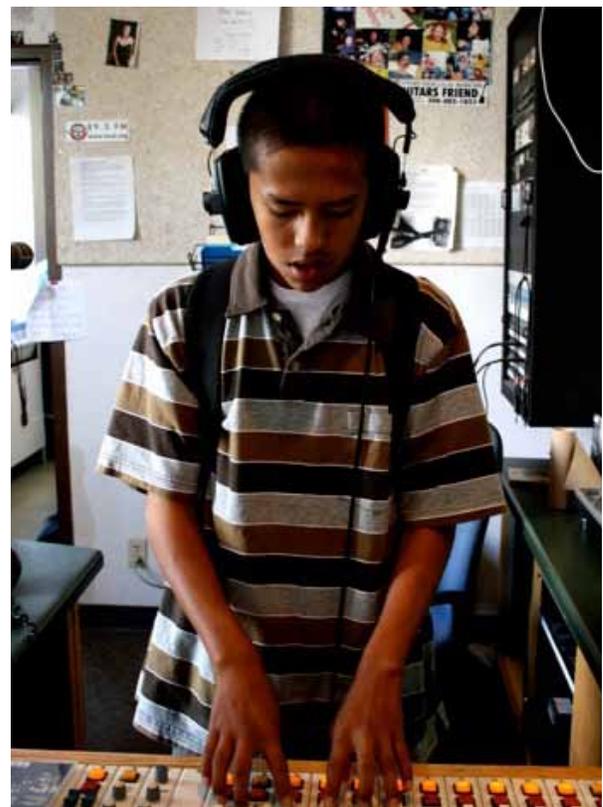
Nearly 95 percent of Clearwater Valley Upward Bound students enrolled in college last year, but we've learned that getting our students to college isn't enough. Working with our students from ninth grade on has allowed us to encourage and support their potential to achieve more. As a result, our students are becoming National Merit Scholars, interning at incredible places like the Johnson Space Center, and being accepted into some of the most competitive postsecondary programs in the country. These student achievements are

incredible on their own – never mind the fact that, according to the statistics, these low-income and first-generation students weren't supposed to go to college in the first place.

But, as Halverson states, "Where CVUB has been the most effective, where I have seen the most change in our students, is the difference in the kids who weren't planning to go to college." The staff of CVUB is quick to point out that this is a result of a much larger effort than they alone are capable of achieving. Community partners such as the Nez Perce tribe, school board members, administrators both in the community and on campus, teachers, University faculty, support staff, parents, and students have all worked together to promote an environment that encourages and prepares these students to fulfill their potential.

In the Spring of 2010, CVUB established a partnership with the Nez Perce tribe that allowed for the distribution of Nez Perce Tribal Education Funds to CVUB's low-income, first-generation students for the purpose of providing dual-enrollment courses through the University of Idaho.

By being student-focused and co-located, this program is able to bring resources from both places for our students. We are able to walk with our students as they bridge the gap between their communities and the University. And, most importantly, we are able to change our students' stories.



Upward Bound Math Science

By Kate Schalck

Thirteen Upward Bound Math Science (UBMS) students from Lewiston, Clarkston, Asotin, Post Falls, and Coeur d'Alene designed this year's spring break road trip. The plan was to tour three college campuses in the Boise-Nampa area, two STEM businesses and several cultural and educational stops during the four-day trip.

Students had researched the sites and prepared presentations for staff and parents prior to the trip. By planning the events, tours, lodging and food, the participants were given responsibility for the overall success of the trip.

Students visited Micron Technology, Inc., where they learned about solid-state memory devices and career options. "I liked learning how zip drives were made and what they were made from," commented one student. The classroom presentations were followed by a tour of the Micron facility and the opportunity to look through windows into various "clean rooms" where Micron products are manufactured.

The UBMS group next visited the Discovery Center of Idaho, a nonprofit organization dedicated to hands-on science learning, where they participated in a demonstration about the flow of electricity. The students enjoyed seeing the contrast between the nonprofit DCI and the for-profit Micron Technology, Inc.

After the DCI presentation, the students spent time exploring the 160 different, interactive, hands-on science exhibits. Students also visited three colleges: the College of Idaho, the College of Western Idaho, and Boise State University. In addition, they experienced some unique cultural activities, like the Nez Perce National Historic Park, the Idaho State Capitol Building, the Old Idaho State Penitentiary, and the Ann Frank Human Rights Memorial.



*Pictured from L to R, front row: Jon Evans (sophomore at KHS), Taylor Cornman (junior at KHS), Ashley Smith (junior at KHS), Devin Howell (sophomore at WHS), Amanda Hess (sophomore at KHS), Meranda Pfaff (sophomore at WHS), and Michael Davis (junior at WHS).
Pictured L to R back row: Marcee Hartzell (SVUB Director), Ali Bretthauer (SVUB Project Specialist), and Nate Galford (junior at KHS).*

Silver Valley Upward Bound

By Marcee Hartzel

Eight Kellogg and Wallace Silver Valley Upward Bound Students attended the University of Idaho Sneak Peek event on Friday, March 22. The students saw firsthand what makes Idaho one of the leading universities by:

- Touring and exploring the campus
- Checking out the on-campus housing options, and tour sororities and fraternities
- Learning about student activities, events and services
- Meeting faculty and other students

Summer Program

Silver Valley Upward Bound students traveled to Moscow June 12 to complete a service-learning project similar to Pennies for Peace, established by author and philanthropist Greg Mortenson. Since planning the curriculum, the details of Mortenson's own story have come under fire.

Nonetheless, after hearing Mortenson speak, Upward Bound students were left inspired and have since made a commitment to help children in need with their own service-learning program. Our curriculum will still focus on illustrating the power each individual can wield when they set out to do good and to make a difference in the world. We also plan to use the recent controversy about Mortenson as a springboard for discussions about ethics, humanitarianism and the balance between doing good and doing well.

Students will choose a local initiative, keeping in mind the goals of the summer project to promote peace, education and sustainability. Students will research local needs and make the determination as to how the funds will be utilized later this summer.

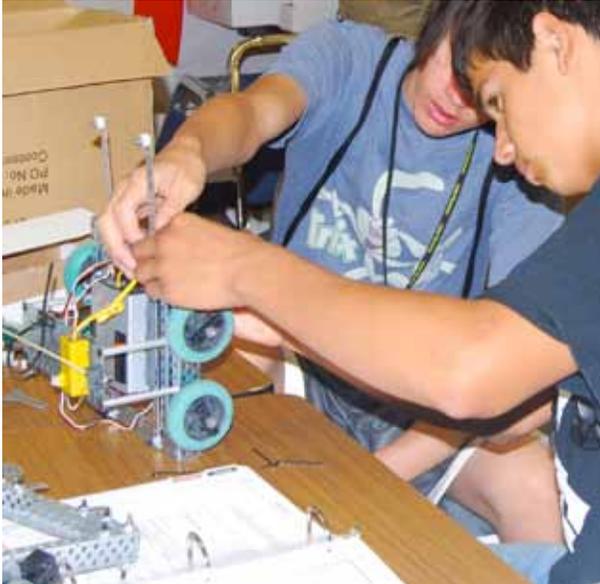
In addition to the service-learning project and the TRiO Quest activity that involves creating original short video productions, the participants will also take a dual-credit Sociology 101 course, a Business and Economics entrepreneurship workshop, and work with the Career Services Center. SVUB will spend the latter half of their summer program in Post Falls participating in a Robotics and Engineering Camp through Discover Technology (formerly North Idaho Discovery Association), where students will build and program robots made from Legos.

"The challenge is to keep the students inspired to aim high, do their best and make a positive change in the world," said Hartzell. "Our service projects always focus on civic responsibility and informed activism. Our projects aim to promote the idea that education can produce change in values and attitudes, change in behavior, and empowerment for social

TRiO continued

justice. Those are very difficult values to teach, and often difficult values to sustain.”

Upward Bound is a federally funded precollege program. Silver



Valley UB currently serves 50 students in the Wallace/Kellogg school district. For more information on Silver Valley and other University of Idaho UB partnerships, programs and projects, visit: www.uidaho.edu/upwardbound/svub.

Educational Opportunity

By Amber Huffman

Laura Sprague is a little older than most of the students in the Ada County campus café, but she wears an eager manner that fits right in. She's a full-time student at CWI community college, thanks to help from the TRiO Educational Opportunity Center at the University of Idaho Boise Center.

Laura needed a better job with more hours to help support her family, so she took all the necessary steps to find one: attended classes on how to find a job; learned how to write a resume; and studied interviewing techniques. Despite her diligence, motivation, and hard work, she couldn't find a job that would provide her with more income.

Although she'd been craving a better education, Laura didn't

know how she could make it happen. She knew that education was key to finding the job she really wanted. She recalled how proud she was of her own mother for taking government courses while caring for seven children. It was an example Laura wanted to pass on to her own children. She'd thought about enrolling at ITT Technical Institute, but found it would cost \$90,000 a year. While appreciating the value of a college education, "it was a mountain trying to get to college," she said. And student loan debt was just not an option.

One day someone suggested Laura contact the TRiO Educational Opportunity Center at the U-Idaho Boise and explore the possibility of attending college with the help of financial aid. Laura called Project Director Meg Stephenson to find out about the program.

Laura was cautiously optimistic. She asked her husband to go with her to meet Meg in order to "make sure it was right, and that we wouldn't go into debt." What they found in the TRiO Educational Opportunity Center was just the opportunity they had been praying for.

"Meg told us all about the program, and was very encouraging to us. She helped us understand what we needed to know, and helped me fill out all the forms." Meg helped Laura apply for college and for the Pell Grant that would help pay her tuition. She also helped find the financial aid Laura qualified for as a member of a large family. The extra aid covered Laura's class fees and books.

It didn't take long for Laura's Pell Grant to be approved. "What a relief, joy, and challenge that was! It was a relief, because I could actually go to college. It was a joy, because I would have a great future job if I stuck it out. It was a challenge, because I had to work hard to get good grades," said Laura.

Laura took her challenge seriously and earned high grades her first semester. "I was very happy! It took a lot of hard work, and my brain was on fire," she laughed.

This semester Laura joined the Business Professionals of America and began working at the Idaho Center and participating in competitions. In a statewide BPA competition involving all of the smaller colleges of Idaho, Laura won first place in keyboarding for the state and placed fourth in fundamental accounting. She is now preparing for the 2011 national competition in Washington, D.C.

Laura is an example of what happens when opportunity and encouragement meet hard work and tenacity. With the help of TRiO and the Educational Opportunity Center in the University of Idaho Boise, she was given the tools she needed to build her future and set an example for her children.

NOTES FROM ALUMNI

KRISTEN ANDERS-GARCIA ('04) OF FERNLEY, NEV.

Kristen teaches second grade at Fernley Elementary School. She has been there for six years. She is currently team leader for her grade level. In the 2009-10 school year, Kristen received Employee of the Year and has been running the Green Team for three years.

JO EDWARDS ('69), OF OLYMPIA, WASH.

"I retired in 2008 from teaching grades two through five in Olympia my entire career. I am now substituting. I also have an MSP testing academy group at a Title 1 school. They have grant money, and we tutor small groups for 10 hours during March and April and the first days of May before the state test that starts in May. Most of these students give up their lunch recess to get extra help. This will be my fourth year working with a group of students. We have found that those students who are close to passing just need an extra boost. We teach strategies and vocabulary in reading and math."

DEBBIE HASKIN ('73) OF ELK GROVE, CALIF.

"Not much new. I still love competing in barrel racing, working at our place and business and spending time with family and friends. I walk four miles a day and play tennis. Love the kids and grandkids."



Debbie on the home stretch barrel racing.

ANN HAMILTON LIVELY ('90) OF BUHL, IDA.

"My father was a diehard Vandal right to the very end and would have been very proud to have experienced all the grandkids wearing their Vandal sweatshirts. My father, Pat Hamilton, enrolled in the University of Idaho in 1946 and was a member of the Sigma Nu Fraternity house. In his eyes there was only one place to attend college. At his funeral on January 13, 2007, the Vandal Fight Song roared through the church, and it was such a fitting end to his life because it truly meant so much to him.

"Here is a list of my brothers and myself who graduated from the University of Idaho: Mike Hamilton, 1978; Pat Hamilton Jr., 1979; Kevin Hamilton, 1980; Vince Hamilton, 1983; Tim Hamilton, 1985, Ann Hamilton, 1990. All five boys were members of Sigma Nu, and I was a Gamma Phi Beta.

"My mother did not attend college, but pushed us all to achieve a high education. She is a true supporter of the U of



Hamilton Family grandchildren wearing their Vandal gear

I. For Christmas, she purchased all her grandchildren Vandal sweatshirts. The grandchildren are just starting to graduate high school, and to date two are attending the University of Idaho with many to follow.

"We are better people and parents because of our experience at the University of Idaho. As you can see by the photo, we have raised happy, healthy and intelligent children. Don't they look good in their Idaho Vandal digs!"

BARBARA WARNER HIPPLE ('77 MS)

"While reading *Envision* of Fall 2010 and enjoying the article of the Crowley family, I noticed the omission of my child's teacher and my colleague. Ward's wife, Helen Crowley, was on the staff at West Park Elementary (I came on staff in 1971). She was my child's second-grade teacher in 1969 and was loved by many – parents and colleagues. I was disappointed not to have read of her experience in education as well as her role of mom and wife."

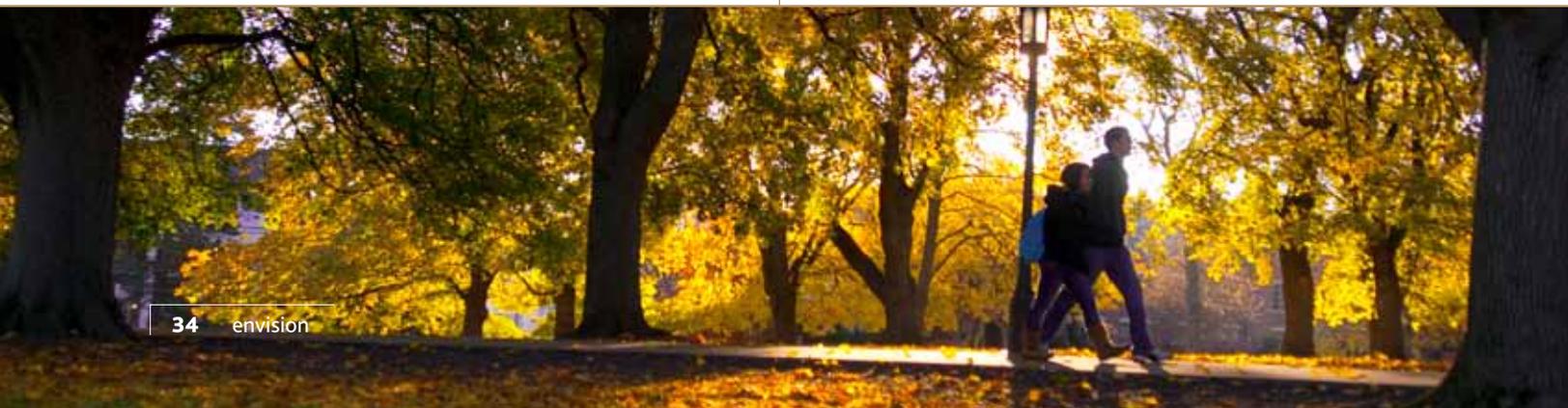
CALEB HOPWOOD ('11)

"I applied for medical school this last fall. Many of you wrote letters of reference for my application. I was recently accepted to two of my top schools and, after much thought, have decided to attend the University of Washington in Seattle. I want to thank you for all you have done to contribute to my education. You are my greatest professors, faculty mentors, and doctors that have inspired me. I would never have made it to this point without you and I sincerely hope you continue to give of yourselves to students who are lucky enough to come under your tutelage. Thank you again from the bottom of my heart."

JEAN WESTON KOSTERS ('56) OF COOL, CALIF.

"I couldn't help but be interested in the article in the Fall *Envision*, *Alumnus Darren Johnson Lands his Dream Job in Germany*. Too many teachers get caught in the web of tenure and salary schedules.

"I graduated from U of I in 1956 and promptly accepted a job in Alaska in order to get the two years experience to join DoD and teach my way around the world. The life that followed has been rewarding and exciting: New Mexico, Philippine Islands, Delaware, Arizona, Idaho, Washington, D.C., Italy, and California. Also, marriage, two children, five grandchildren and three great-grandchildren and retirement have been wonderful.



"I would like to thank the University of Idaho education that allowed me to realize my dream of teaching my way around the world. I had plans for it to take me to faraway places. I never worried that I did not have 'tenure' and I never failed to get a new position. I had been well prepared."

RUTH ANN KNAPP ('66)

"I graduated from the U of I in 1966 with a B.S. in Education and B.S. in Music Education. Both have kept me in good stead. I recently retired after teaching elementary music and classroom (two years due to millage failure) for 45 years – 43 in Saginaw, Michigan, public schools. I am currently working on a campaign to run for Saginaw Board of Education in November 2011 for a 6-year term. I've been attending meetings since 1975 – when I decided that, if they were going to cut the music program, they would know whose job it affected. When they did cut the program, my B.S. really helped as I was certified to teach classroom.

"During my career, I've held positions in Saginaw, Michigan, and National Education Associations, as well as serving two separate terms as president of the Michigan Music Educator's Association. I continue to serve on their board. Honors include: Michigan Music Teacher of the Year, Arts Educator of the Year, Saginaw Hero by the NAACP, and Lowell Mason Fellow by the Music Educators National Conference."

MARYA DOBLER MARTIN ('65)

"We keep busy with lots of volunteer work, but we also just returned from a delightful trip, driving across the U.S., then flying to the Bahamas for two weeks of sailing with friends on their boat (just the four of us; my husband dislikes groups or crowds of people).

"Then we leisurely drove back across the U.S., stopping to visit with several friends along the way. Our return trip took three weeks; just another reason why I enjoy being retired. As long as we have our health, we both plan to travel a lot. Not that I am asking for any sympathy; I love to travel and I am delighted to say that my husband frequently indulges me with trips.

"I would like to connect with other U of I alumni in the Idaho Falls area who attended the University between 1961 and 1965. I would like to re-establish contact with any that I may have known in the past."

[Note: for those wanting to contact Marya, please send your e-mails to uiednews@uidaho.edu]

JEFF MCCANN, (DEC '09)

Jeff is a football tight-end coach, world history teacher, and strength and conditioning coach at Thousand Oaks High in California.

Since his August 2010 arrival, McCann has revamped the Lancers' strength and conditioning programs for football, boys' basketball, baseball, and boys' water polo.

"He's the best that I've been around," said Thousand Oaks football head coach Mike Lebin. "Ask any person on our team – there's not one person that won't say his name."

During his master's program in 2008-09, McCann was a strength coach at the University of Idaho. He worked with the Vandal football and men's basketball teams and also prepared workouts for women's teams in swimming, golf and tennis.

"It was a great learning experience," he said.

JOEY MOSHOLDER (DEC. '10)

"I finished my master's last December, and the whole second half of last year I was doing internships at two hospitals here in Boston. Over the summer, I worked at Beth Israel in the stress lab doing exercise treadmill testing for people who either had, or were suspected of having heart disease. We did diagnostic testing there, so patients would come in and we would exert them by having them walk on a treadmill while monitoring their EKG and their symptoms.

"From August to December 2010, I was at another hospital doing cardiac rehab. There we would work with patients in a group setting who had just had some major cardiac event like



a heart attack, bypass surgery, or stents put in, and basically rehab their heart by exercising them. The two internships were very different, but amazing experiences.

"After I finished my program, I went home to Seattle for about a month to relax and decide what I was going to do next. I decided to come back to Boston for awhile because the job market here is much better than back home. Jobs are still very scarce, but one of my supervisors at a previous internship contacted me and told me about a cardiac rehab position that was becoming available at a sister hospital and she quickly urged me to apply. Long story short I interviewed and got the job!"

FRANK REICH ('51) OF MISSOULA, MONT.

An article in the Missoula, Montana, Missoulian for September 2010 told the story of College of Education alumnus Frank Reich, who at 83 years old has jogged 24,000 miles – almost the circumference of the Earth.

It all started about 40 years ago when Frank's daughter gave him a jogging log. He started running "just to keep up with the kids," says Frank, who moved to Missoula in 1956 to head the city's parks and recreation department. Six years later he became the district's first director of physical education. Since 1964 he has also managed the 95 acres of grass lawns owned by the schools. He retired from his physical education position in 1986, but continues to maintain the lawns and run – halted only by rain. "I don't start on rainy days," he said. "I'm getting old enough to pick my days."

ED SCHMIDT ('70) SECONDARY EDUCATION MAJOR OF SANTA ROSA, CALIF.

"I am married with two great children, Emily and Austin. I have been managing water supply and water reclamation systems since leaving the Army Medical Service Corp in 1972."

ANDREW WHITE ('10, PH.D.), OF BOISE, IDA.

"I was elected to the Board of Regents at Concordia College in Portland, Oregon. I continue to run my business. Purchased a home in Switzerland; and founded the Swiss America Project, which is a community service program whereby Swiss and Americans perform community service in America and Switzerland."



IN MEMORY

*Michelle Bonasera, current student,
passed away February 13, 2011*

*Willeen (Shaver) Platt ('40),
passed away in July, 2010*

*Mary Belle Paasch ('43),
passed away December 24, 2010*



TO 1971

DR. KELLY'S CARRELS



An excerpt from Terry Armstrong's book
"Wrangling Snakes"

By Terry Armstrong

No education professor of the 1960s, 1970s and 1980s was more feared than Dr. Ed Kelly. Kelly represented rigor, personal discipline, and high expectations for all graduate students. His forte was educational philosophy.

His Ph.D. was from prestigious Pennsylvania and he often wore his Ivy League underpinnings on his sleeve. His particular brand of philosophy was that of linguistic analysis. In short, he described himself as a plain language philosopher.

Kelly would be appalled at the plethora of terms used by educational professionals today. Woe be to anyone who would use words such as whole language, learning style, constructivism, restructure, multiple intelligence, in-depth learning, integrative inquiry, meaningful activities, cooperative learning, key concepts, empowering students, scientific literacy, alternate assessments, school reform, or quality circles in his class without being subjected to a withering fire of piercing, exact questions. Although every student met with Dr. Kelly's wrath sometime during their study with him, few would argue that his methods were not effective.

During the 1969-1970 school term, the College of Education moved to its present building. We were filled with pride as we supplied offices and classrooms with newly acquired materials. Sometime during this year, Kelly was given the responsibility of assigning and administering the graduate student carrels on the fifth floor. His office in 507A oversaw all that went on in the area. Nothing escaped his critical review and inspection. Food and drink were forbidden in the area, but resourceful graduate students circumvented rules with clever coffee brewing schemes using hidden coffee pots and clandestine cord arrangements.

I was a young assistant professor who kept his mouth shut regarding most of these shenanigans.

I did have direct knowledge of one bold practical joke aimed directly at Kelly. This is the first time I admit my knowledge of the scam. The graduate students involved shall remain nameless except for Ernie Weber, now deceased, who was the ringleader. For some reason, one carrel was not assigned by Kelly during the 1971-72 school year. It was vacant, pending arrival of a mid-year doctoral student. However, neighboring students began using the place to pile coats and leave messages and news items. Kelly immediately notified all fifth-floor occupants that the carrel was not to be used as a collection point, and no one was authorized to use the space in any way.

Ernie Weber was irked – perhaps a little fun would ease tensions and provide some relief to the tyranny on the fifth floor. His

plan was simple – create a fictitious Ph.D. student and fill the vacant carrel with personal effects in such a way as to terrorize Kelly. The "new" student grew in stature and presence weekly. First, pictures of a loving wife and infant children, artwork, memos, jars of pens, paper, journal articles, books, sweaters; all the accouterments of a hardworking graduate student soon appeared in carrel four.

Soon the person had a name: Dode Freeman, reported to be an area consultant for the Far West Educational Laboratory. It was alleged that he was most often on the road spinning his expertise far afield.

Kelly was mad. His first attempt to contact Dode was a memo left on Dode's carrel chair. Ernie countered this with a nice article about Dode in the graduate student newsletter. Dr. Kelly began to grouse to faculty about the unauthorized uses of carrel four by some Californian.

We were admonished to have Freeman see Dr. Kelly immediately when we saw him. This cat and mouse game of one-upmanship ended just before Christmas when one day we walked by carrel four to find it completely empty. Not one shard of evidence remained. Pictures, rows of texts, memos, pink slips, clothing, tablets, binders, and notes – all gone. A quick but discreet surveillance of the fifth floor showed that Dr. Kelly had personally boxed up all of Mr. Freeman's personal effects and had the four boxes carefully stacked in his already cramped office.

Soon, everyone on the fifth floor knew of the repository. No one could visit the feared Dr. Kelly in his office without stealing furtive glances at the trove of junk purported to be Dode Freeman's personal stuff without gleeful but sublimated mirth. Dr. Kelly did ask me if I knew Dode – I said I didn't. He further asked, "What the *#? did he plan to do with all those old books?" I again replied I didn't know. I do know that the whole joke was good relief for about fifteen dedicated graduate students. Ernie Weber, a former student body president at Boise State University, would become a first-rate school administrator in Oregon. His brief career ended in a car crash. We remember him as an advocate for improving school climate. I don't know how Kelly would define that one.

Dr. Terry Armstrong is professor emeritus of the University of Idaho College of Education. His hilarious memoir, "Wrangling Snakes: Reminiscences of an Idaho Teacher," is available at the University of Idaho bookstore. All profits are donated to Terry's University of Idaho scholarship fund.

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