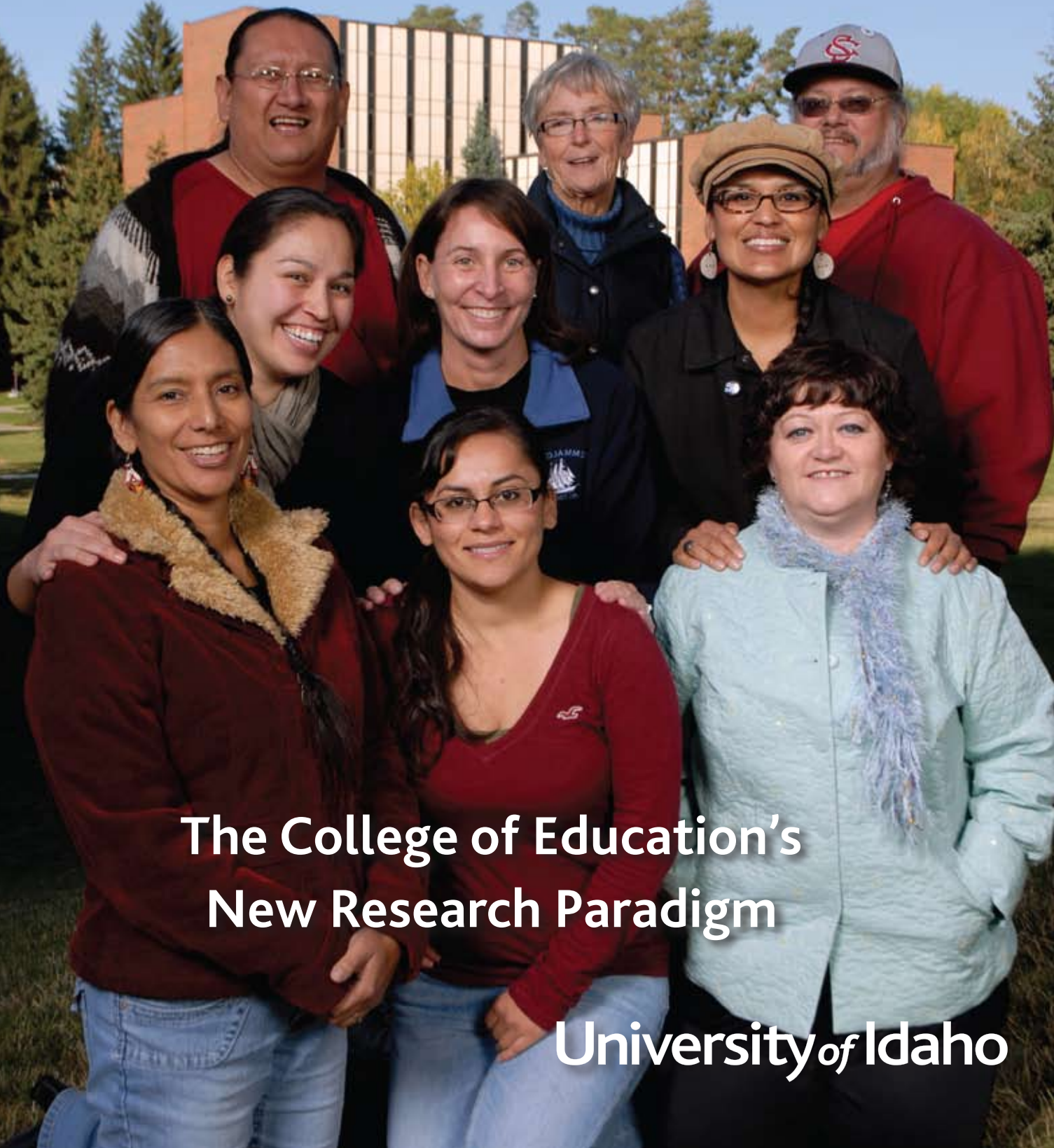


envision

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



**The College of Education's
New Research Paradigm**

University of Idaho

envision

Fall 2011

Editor/Writer

Cheryl Dudley

Contributing Writers

Lauren Bowersox

Donna Emert

Celia Flinn

Sally Greene

Jim Gregson

Justin Houghman

Anne Kern

Bryan Maughan

Matthew Sowder

Matthew Wappett

Creative Director

Julene Ewert

Photographs

As credited

University of Idaho

College of Education

P.O. Box 443080

Moscow, ID 83844-3080

cdudley@uidaho.edu

To sign up for the monthly College of Education e-newsletter, e-mail: cdudley@uidaho.edu or visit www.uidaho.edu/ed and click on News and Events.

The University of Idaho is an equal opportunity/affirmative action employer and educational institution. ©2011, University of Idaho.

envision magazine is published by the College of Education for alumni and friends. Published two times a year, the magazine is free to alumni and friends of the University.

Send address changes to: P.O. Box 443080, Moscow, ID 83844-3080. Send information, Class Notes and correspondence regarding alumni activities to: Cheryl Dudley, College of Education, University of Idaho, P.O. Box 443080, Moscow, ID 83844-3080. (208) 885-0119, E-mail: cdudley@uidaho.edu, www.uidaho.edu/ed

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.

Table of Contents

DEAN'S MESSAGE

- 1 Corinne Mantle-Bromley

FEATURE

- 2 Indigenous Research Theories

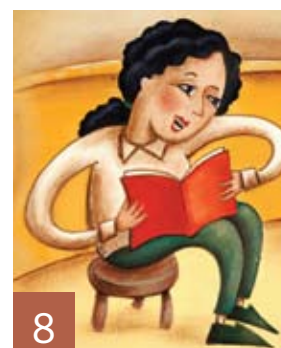


STUDENTS

- 6 Expeditionary Learning
8 The Teaching Profession
10 Professional Practices Doctorate

FACULTY

- 12 Innovations in Climate Education
14 A Wappett in Poland
16 NSF Grant Strengthens Mathematics

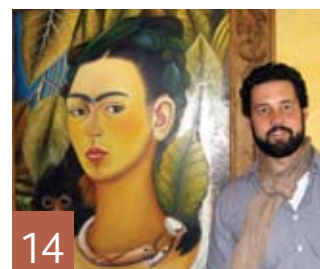


PROGRAMS

- 17 STEM2
19 The Carnegie Project
20 Our New Student Services

ALUMNI

- 21 Window on a Wider World
25 Alumni Notes



DEPARTMENT & CENTER NEWS

- 26 Curriculum & Instruction
27 Leadership & Counseling
28 Movement Sciences
29 Center for Disabilities and Human Development



DONORS

- 30 First-Generation College Student Creates Scholarship



LOOKING BACK

- 32 Dean "Sam" Samuelson

Cover: First row, R-L: Maria Morales, Lynn Bacerra, Angel Sobotta, Middle row, R-L: Savona Holmes, Renee Holt, Shannon McGowan Back row, R-L: Frank Finley, Georgia Johnson, David Warner. Not Pictured: Steve Yoder, John Herrington, Kelly Newell, Rudy Shebala. Photograph by Luis Guerrero

From the Dean's Desk

Dear Alumni and Friends,

The University of Idaho's tagline, "Legacy of Leading," is nowhere more visible than in the accomplishments of College of Education alumni. You are successfully leading school districts and schools in an era of reduced budgets and political tension. You are instructional leaders in your buildings, community leaders for recreation and outdoor activity, leaders of athletic safety and best practices both on and off the playing field, and successful leaders of organizations that depend on human resources and collaboration. You are also faculty members and administrators in higher education, leading next generations of students to find their own success.

It has been an amazing first year as I have traveled across the country, meeting some of you and learning of your incredible leadership accomplishments. Dr. Irene Gaskins '57, in Media, Pennsylvania, designed, built, and led Benchmark School for children with reading difficulties. She has contributed significantly to the world's understanding of literacy, and teaching children with special needs. Dr. Helen Washburn B.S.Ed. '63, M.Ed. '67 has retired to McCall, Idaho, after serving as the President of Cottey College – ensuring that young women graduates have the knowledge, skills, and confidence to serve as our next generation of leaders. Dr. Roger Quarles M.Ed. '01, Ph.D. '11 has recently taken a faculty position in educational leadership at Boise State University. Dr. Sean Burlile M.Ed. '02, '06, Ph.D. '07 leads Vocational Rehabilitation with the U. S. Department of Veterans Affairs ... for the state of Idaho. The list goes on and on, as does my pride in your accomplishments.

Something else that makes me proud is the reaction across the country to a year of hard knocks for our nation's teachers. As states (including Idaho) move away from continuing contracts and toward yet-to-be defined merit pay systems for teachers and administrators, it is too easy for some to conclude that teachers are responsible for our nation's lackluster performance on standardized tests, graduation rates, and postsecondary attendance rates. Most Americans, however, do not come to this

simplistic conclusion. In the 43rd annual Phi Delta Kappa (PDK)/Gallup Poll of the Public's Attitudes Toward the Public Schools, most Americans (71 percent) have trust and confidence in public school teachers. And for those under the age of 40, which is most parents, this percentage is even higher. This percentage is important given another finding: 68 percent of respondents report hearing more bad stories than good in media reporting about teachers. Perhaps a statistic that is most important for the long-

term health of the teaching profession, 74 percent of respondents would encourage the brightest person they know to become a teacher (a slight increase from last year). To see the results of the entire poll, go to: http://www.pdkintl.org/poll/docs/pdkpoll43_2011.pdf. The poll provides a comprehensive snapshot of Americans' beliefs about teachers, teaching, and our public schools.

I've been thrilled to meet alumni across the country this past year. I have been equally thrilled to meet our current students. They are scholars and leaders, excited about their futures and intent on making a difference. They hold high expectations of their programs and make their faculty proud.

Your support, whether it is in the form of encouragement of a potential student to become a Vandal, mentoring a current student, or a financial contribution to one of our scholarship funds, to a specific department, or to the Dean's Excellence Fund, makes it possible for us to excel. As you read about our students, some special donors, and faculty efforts, I hope we make you as proud to be a University of Idaho education alum as we are of you.

Sincerely,



Corinne Mantle-Bromley, Dean



Indigenous Research Theories:

The College of Education's New Research Paradigm

By Cheryl Dudley

Mainstream America has historically silenced Indigenous epistemologies. The knowledge and culture owned by Native American tribes has been undervalued by Western culture – particularly in academic circles. With a high Indigenous population in Idaho, academia's refusal to value tribal students' way of knowing resulted in a major problem for Native American education – such a problem that 68 percent of University of Idaho tribal freshman drop out after their first year.

But in 2010, the University of Idaho College of Education began to understand the problem when several tribal members from the area asked faculty member Georgia Johnson to create a doctoral program based on an Indigenous paradigm. Johnson, who is a historian focused on American Indian education, was one of few professors who could fully understand the tribal members' request.

After crafting a doctoral-level research course and working with University administrators to make it official, Johnson began teaching Education 504: Indigenous Knowledge and Research Models in Education last spring. One important outcome of the new program will be an alternate way of reaching tribal populations by ensuring that teachers placed in the elementary, middle and high school classroom value and encourage tribal knowledge and culture. That process becomes a full circle, beginning at the university level, where teachers learn how to teach.

"Tribal students bring a world of knowledge to the University," said Johnson, "but until now we really haven't known what to do with them. We've now designed courses



Yolanda Bisbee and Art Taylor

that flush out and bring academic rigor to Indigenous knowledge.” Johnson, who has been teaching at the University for 18 years, works part-time in the American Indian Studies program and part-time teaching research classes in the Indigenous research program. She noted that the University is on the forefront of an important breakthrough in the way we work with tribes. “There are no Indigenous research courses that we know of anywhere else,” she said.

The first group of students that started the new doctoral program last spring within the indigenous research paradigm includes Arthur Taylor, Yolanda Bisbee, and D’Lisa Pinkham, all from the Nez Perce tribe. Last winter the group had the opportunity to present their work at the Washington State University Globalization Conference, where they drew the interest of several WSU students. This fall, six of those students are taking the Indigenous research course at the University of Idaho under a memorandum of understanding between the two universities.

“Throughout my entire teaching career I’ve had about 17 master’s students from the Nez Perce tribe” said Johnson. “I didn’t know that if we built it, they would come.”

Indigenous students in the fall 2011 class

Rudy Shebala – Navajo
Frank Finley – Salish
Renee Holt – Navajo/Nez Perce
Angel Sobotta – Nez Perce
David Warner – First Nations/Mexican
John Herrington – Chickasaw
Lynn Becerra – Chicana/Latina
Maria Morales – Chicana/Latina

Non-Indigenous students in the fall 2011 class

Kelly Newell
Shannon McGowan
Savona Holmes
Steve Yoder

College Connections

Scott Clyde, director of the U-Idaho TRiO programs, took Education 504 last semester. “This class was a huge opening for me,” he said. “I came from the dominant Western perspective and I didn’t know how much I needed this class.” Through his doctoral work, Clyde hopes to better understand and serve the TRiO tribal population.

David Paul, assistant professor in the Department of Movement Sciences, is studying the relationships between the built environment and obesity in children and adults. His work with tribal school populations has been informed and enhanced through working with Georgia Johnson’s experience with indigenous research methodologies.

Anne Kern, Brant Miller, and Justin Houghman are working with tribal schools through a NASA grant to help teachers implement climate change education to students.

Understanding the Reason

Arthur Taylor, the University of Idaho Tribal Liaison, was one of the tribal members who approached Johnson about creating the doctoral program for Indigenous populations. “The kind of education we receive in the tribal community from parents, grandparents, and people in our families really drives how we believe – how we think about things,” he said. “We’ve created a program here at the University of Idaho that values what our grandparents taught us, which is the basis of our education and how we think about the world. Native people have always made their own medicines, practiced natural resources management, protected wildlife species, made sure that the forests are healthy and the streams have nutrients for fish and wildlife. But in school, tribal youth are taught not to recognize this knowledge as having any value.”



Art Taylor

Consequently, by the time tribal students enter a university, they feel inadequate and academically unprepared. But under the new Indigenous paradigm, teachers will learn how to value and keep tribal students’ cultural knowledge intact, allowing the students to create, learn, mold, and craft their educational experience along with their cultural knowledge. Ultimately, tribal students will be much more effective when they return to their tribes after graduating from college.

“When I graduated from high school, I was told that I needed to go to college,” said Taylor, who noted that tribal communities view education as very valuable. “But the first things I heard after college from my tribe was, “You’ve changed. You’ve forgotten who you are.”” Only when we allow tribal students to create and write their family stories and talk about their family’s best practices as esteemed knowledge can there be a paradigm shift – from being changed by Western thought, to being a true asset to the tribal community.



Indigenous Research Class

How Does the Program Work?

Indigenous knowledge is place-based and uses stories to provide an understanding of the world and how to interact with one another. Storytelling is the way in which tribes pass this Indigenous knowledge down through the generations, and tribal members are adamant about protecting this sacred knowledge. Keeping this important way of learning intact is foundational in an indigenous learning paradigm.

To incorporate this learning style into the program, Johnson assigned readings to the class that are written by a variety of tribal members, including Snohomish, Salish, Cree, Saukteaux, Yakima and Nez Perce. These readings and ensuing discussions provide a foundation for the indigenous framework and help students understand how and why their research should support the social, linguistic, and spiritual practices of an Indigenous philosophy. The texts include "Research is Ceremony: Indigenous Research Methods," by Shawn Wilson, and "Indigenous Methodologies: Characteristics, Conversations, and Context," by Margaret Kovach. Professor Johnson also placed several other readings on reserve at the library. Student groups lead discussions in class, and each student prepares a final project.

Most of the tribal students in the class felt they had historically misunderstood Western Culture thought processes while simultaneously feeling misunderstood by others, which caused them frustration. "Understanding Western social theory is really difficult," said Renee Holt, a third-year doctoral student who is working on her dissertation proposal. "I've also learned through my writing that professors don't understand me." The course is helping these students bring academic rigor to their own way

of knowing and being, creating a powerful new synergy to their learning process.

Each class member spoke about why he or she is taking the class and what it means to them. The consensus: the information they're learning is empowering.

"I work in range management and ecology, specializing in horses," said Rudy Shabala. I grew up with indigenous teachings and never wanted to lose that. Now we can reach out, we can combine our knowledge from home with our education here."

Nontribal students were quick to express the value of the class as well. Shannon McGowen, a first-year doctoral student, said, "There are so many different ways of knowing and being, but I found that anybody can take the class and get so much out of it."

Much of what the students are learning boils down to one important lesson their ancestors taught: Never stop learning. With a powerful draw to learn more and to understand their world and bring value and education to their communities, Indigenous populations can now enter a circle of learning shaped within a paradigm that speaks their language.

"My biggest draw to this class was humility," said WSU student and doctoral candidate David Warner. "In this circle, I feel like I am walking on sacred ground."

To find out more about Education 504: Indigenous Knowledge and Research Models in Education, contact Georgia Johnson at georgiaj@uidaho.edu.

STUDENTS

Expeditionary Learning

Elementary Education Students
Partner with Palouse Prairie
School Teachers



Margaret Vaughn instructs her students



Kindergarten teacher Jenielle Branen

By Cheryl Dudley

The College of Education has a long reputation of partnering with local schools to enhance learning and provide students the opportunity to engage in hands-on learning experiences. But never before has the partnership been so collaborative and two-way as with Margaret Vaughn's Ed-Curriculum & Instruction (EDCI) 322 class and the Palouse Prairie School.

Palouse Prairie School is a tuition-free public charter school located in Moscow that opened its doors in 2009. Summer Clayton of Atlanta was hired as principal to head the school.

"From the moment we opened our doors, the University was coming to us and asking for partnerships and internships. But Margaret came to us and asked what we needed in relation to

instruction, which was a first," said Clayton. "Up to this point, the partnerships seemed to be one-sided and took a lot of our energy. But Margaret has taken the lead in helping meet our needs. Our teachers are getting professional development and a chance to engage with the U of I students. It's a real collaborative process."

On November 7, Vaughn's class, made up of all juniors and seniors, met at the school, prepared to learn about the workshop model of teaching and to observe teachers in the classroom. The goal was for students to prepare their own curriculum and return the following week to teach class under the mentorship of Palouse Prairie teachers. Kindergarten teacher Jeneille Branen, a founding teacher at Palouse Prairie School, introduced the U-Idaho students to the teaching method and what was expected of them that day. "We expect you to just observe today, and to be respectful of each student," she said.

Vaughn and her class were eager to observe the expeditionary learning method in the kindergarten and 2nd – 3rd grade classes. Expeditionary learning promotes an environment that empowers children to be part of a community and is project-based. For example, one class is studying the Palouse earthworm and will be creating a book about it. Students not only learn about the earthworm, but also learn how to write content and how to design a book. The curriculum serves an authentic purpose where students become invested in learning all the components of the project.

"We offer kids an intimate environment and create structures that incorporate team building and character development in the classroom," said Clayton. "Kids learn how to create interpersonal relationships and how they fit into and contribute to a community."

Branen, who has a master's degree, appreciates the opportunity to work with the University of Idaho. "I feel like I've grown more at this school than anywhere else," she said. "Margaret is providing professional development to the teachers, and is helping us plan lessons."

The 29 University of Idaho students weren't completely sure what to expect, but were excited to be observing a classroom setting. Molly Palmer, Hawley Conger, Laura Greenwood and Travis Merriman shared their enthusiasm for learning the new model and also what led them to pursue a teaching career.

"I had a really good experience in school," said Merriman. "It made me want to become a teacher."

"But some students want to become teachers for the opposite reason," said Palmer. "Because they had really bad experiences and didn't want any other kids to have to go through the same thing."



From L: Molly Palmer, Hawley Conger, Laura Greenwood, Travis Merriman



Jeneille Branen works with kindergarten students at Palouse Prairie School



A University of Idaho student works with a kindergarten student at Palouse Prairie School

Vaughn, who is a new faculty member in the College of Education, understands the value of practicum experience. She's excited to provide her students the opportunity to spend their class time observing and working in a real classroom environment, while, in turn, helping the teachers in areas of need.

"We hope to carry on this collaboration," said Vaughn, who noted that some of the students are also working at Lena Whitmore School in Moscow. "Having been a classroom teacher and now a faculty member, it's been easy for me to see both sides and set up a partnership that's collaborative."

The Teaching Profession

By Cheryl Dudley

One of the most important gifts all Americans enjoy is the freedom to choose a career that fits their talents and interests. Passionate teachers, who know they've found their calling in life, find their profession one of the most rewarding on the planet. While they may battle the emotional commitment and constantly changing politics of the profession, seeing a student learn is well worth the misunderstandings of so-called "public opinion."

The news media's constant negative rap about schools and teachers may alter public opinion – but a recent poll shows that Americans aren't really listening. As a matter of fact, the majority of Americans are pleased with public school teachers, according to the most recent annual Phi Delta Kappa (PDK)/Gallup Poll of the Public's Attitudes Toward Public Schools.

"We are encouraged by the fact that Americans are satisfied and confident with their public school teachers and that they rate so highly the challenging work that these teachers do," said American Association of Colleges for Teacher Education President/CEO Sharon P. Robinson.

The poll also explored opinions about teacher unions, salaries, recruitment, and retention; digital learning and technology; school choice; and other important issues. You can read more results in here, or go online at pdkintl.org/poll/docs/pdkpoll43_2011.pdf.

Why Become a Teacher?

Becca Palmer '99, '02 isn't concerned with media opinion, because she finds her profession too rewarding to care. When she discovered the College of Education teaching degree at the University of Idaho, "I found my calling," she said.

Palmer is the 2011 Thomas O. Bell Prize winner, and teaches drama, speech and Honors English at Lakeland High School in



Rathdrum, Idaho. She is in her 11th year of teaching. "Although I'm tired at the end of the day, I'm also inspired and filled up inside," she said.

According to Palmer, teaching is a rare profession. "Everything you put into it, you'll get 100 times more back," she said. "It's so rewarding to watch the light bulb go on in a student. Every day I get more from the kids than they get from me, which makes me want to work hard."

Palmer recently received a letter from one of her students who graduated in 2008 and is now a senior at Seattle University, soon graduating as an officer with honors. The student said he thought often of Palmer and what an inspiration she had been in his life.

"When I read that, I thought, Yep, I can do this another day. I can't think of any other profession where you get such positive feedback," she said.

Teacher Sue Hovey agrees. "I originally thought I wanted to be a writer and study journalism," she said. "But I quickly realized that I wanted to teach, and I've never, ever been sorry."

Instant Gratification

Hovey taught government, history, and sociology at Moscow Junior High and Moscow High School for 30 years. During that

time, she was active as the local president of the National Education Association and chair of the Professional Standards Committee. In addition to teaching, she's been actively involved in policymaking and fighting for teachers' rights.

"If you believe that teaching and the health of our nation is important, you can fight for what you believe in," she said.

In 1983, a publication came out titled "Nation at Risk: The Imperative for Education Reform," which contributed to the ever-growing sense that American schools are failing. "This publication really hurt our educational system," said Hovey. "So in response, the Education Resources Information Center formed a task force and published, through the Carnegie Corp., "A Nation Prepared: Teachers for the 21st Century." The report proposed creation of a National Board for Professional Teaching Standards (NBPTS), which would strengthen the educational preparation of teachers.

Hovey was chosen as one of the 26 teachers who formed the planning board for the NBPTS. In 1995 the program was implemented in Idaho, funded by the Albertson's Corporation. After Albertson's funding ended, the University of Idaho's program was the only one that continued in the state. Hovey has been the facilitator for the NBPTS program at the University of Idaho since its inception, and each year helps 10 to 12 new teachers begin the certification process. She also helped Washington State University create their NBPTS program.

"One of the exciting things about working with these teachers is that they're doing so much more, but they still have such a passion and care so much about what they do," said Hovey. "The profession is the only one I know that provides instant gratification and rewards, and that's true whether you teach kindergarten or college."

Hovey shared a postcard that hangs above her desk from a former student. On the back is a note that reads:

I told my mom that you were the best teacher I ever had. She asked me if I had ever told you and I said 'No.' So she said, 'Why don't you tell her now.' I'm sending this card to tell you. I think you'll like the front, too.

"Every so often my day ends on a sour note, but remembrances like the post card from this student help me put the day back into context," said Hovey. "I can come back the next morning, sure again that teaching is my calling and the classroom is my place."

"I enjoy working with students who thirst for knowledge, but that's not the only reason. I am a teacher because just being in school is enjoyable. I work with other adults who value learning, who are the brightest, funniest, most tenacious folks I know, and my professional life would be incomplete in any other environment. And so I teach."
—Joel Pals, *Choral Music Teacher, Moscow Junior High and Moscow High School.*

KDP poll results:

- 76% of respondents believe that high-achieving high school students should be recruited to become teachers.
- Nearly 75% would encourage the brightest person they know to become a teacher.
- 67% said they would like to have their child become a public school teacher.
- 77% said preparing students for a college or career is the most important reason for high schools to use more computer technology in classrooms. Only 14% said that a school should achieve this by hiring fewer teachers to reduce costs.

What Americans said in the poll:

Teaching as a career: We think it would be great if our children became teachers, and we think having more science teachers is just as important as having more scientists.

Unions: About half of us believe teacher unions are hurting public education. However, governors should tread cautiously because we're more likely to support teacher union leaders than governors in disputes over teacher collective bargaining.

Salaries: When calculating a teacher's salary, consider multiple factors, including the principal's evaluation, advanced degrees, and experience.

Layoffs: When making decisions about layoffs, listen to what the principal says about a teacher, and weigh that evaluation more heavily than the rule of last hired – first fired.

Quality teaching: We'll take larger classes with more effective teachers over smaller classes with less effective teachers; and access to higher-quality instruction via the Internet over learning in a classroom with a less effective teacher. The message: Quality counts.

Choice: We increasingly like charter schools, but we remain unconvinced that vouchers are a good idea.

E-readers: We think e-readers are a better idea for older students than younger students.

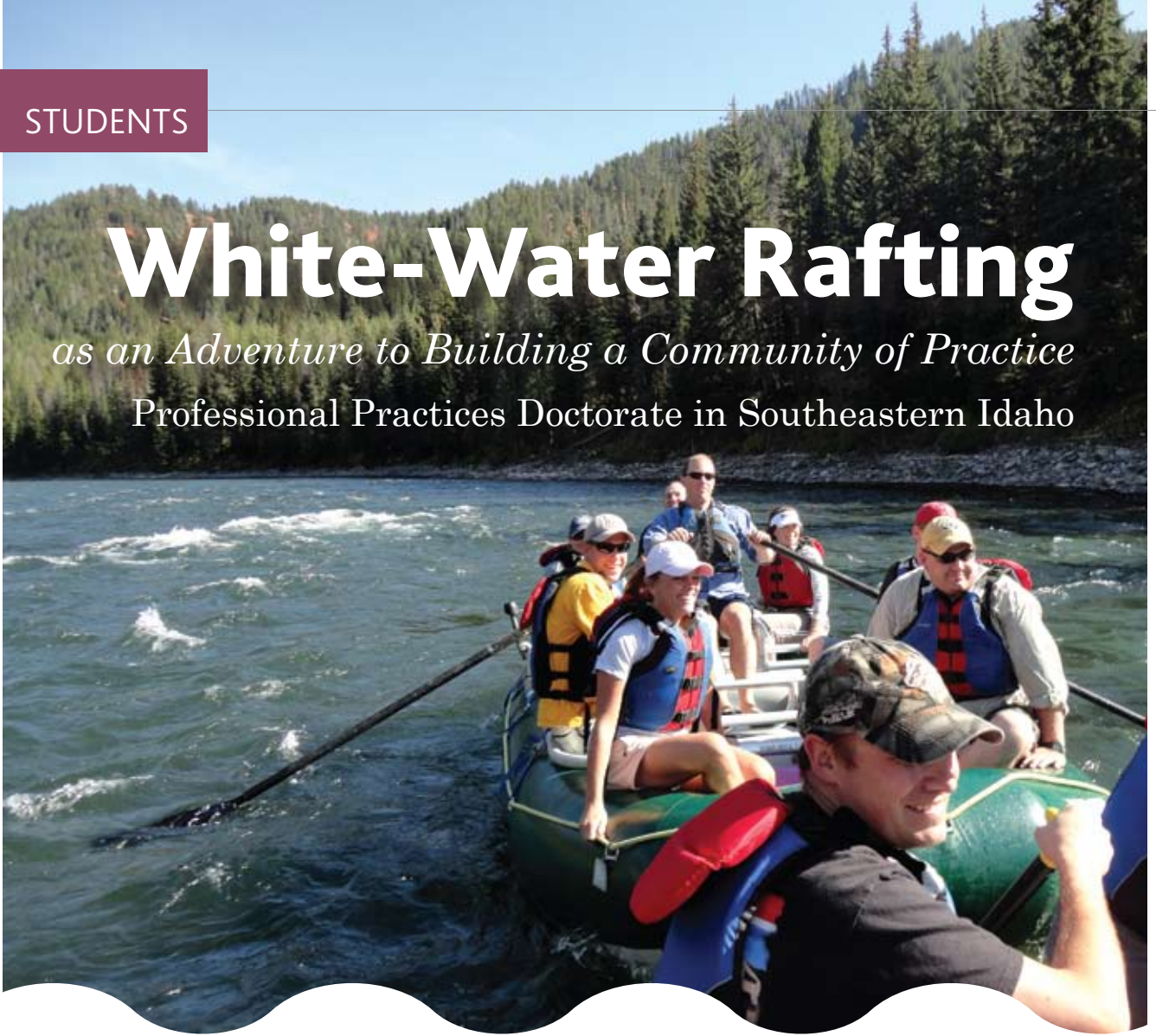
Finances: Lack of money is the biggest problem facing public schools; we don't worry as much about poor student discipline and drugs as we used to.

Perceptions of Quality: We're proud of the schools we know and think less of the schools we don't know – it's a matter of local pride.

White-Water Rafting

as an Adventure to Building a Community of Practice

Professional Practices Doctorate in Southeastern Idaho



By Bryan Maughan, Director of Professional Practices Doctorate program

On September 24, 2011, a group of 17 Professional Practices Doctorate students boarded rubber rafts and began their journey down what then appeared to be the calm Snake River. It was a beautiful autumn day unlike any others. The fiery reds, oranges and yellows of the changing leaves surrounded the majestic pines and rocky ridges. Hooded mergansers danced near the shore and the mood of the adventurous floaters was jovial and lighthearted. While in the calm waters, the floaters on the rafts felt safe, relaxed, and cast their eyes about surveying the beauty of nature. Not many things are as peaceful and refreshing as mountainous scenes such as these. On the other hand, there are few things as unpredictable and dangerous as the white-water rapids these peaceful nature lovers were soon to encounter.

In the Snake River there is a set of rapids the natives call the Big Kahuna. According to experienced guides it is a difficult set of rapids to consistently predict. The unpredictability creates fear and excitement. In the face of real and potential danger everyone's eyes are drawn from the surrounding beauty to the reality of the turbulent waters, and their minds fill with questions. Will the raft fold together like a taco or flip? Have water levels changed the size and existence of some of the rapids? Will the weather change? Will the chemistry of people in the raft and their level of experience increase the danger? What will be floating in the water in front and behind? Is the equipment strong enough? If someone falls overboard, how will they be rescued?

Like the reality of concerns or problems in the territory of a professional practice, practical issues drove our learning. It was what Lester referred to as "knowledge-in-use" (Lester, 2004).

We took the Big Kahuna head on. It was an exhilarating ride. One person was thrown from her spot at the front of the raft toward the middle and while trying to gain some control dug her shoe into the leg of person across from her – ouch! Someone was hit with a paddle, and others were holding on for dear life. Despite being tossed about, nobody was injured. In fact, and strangely enough, laughter erupted when it was all over. All in all, it turned into a meaningful bonding and learning experience. After our rafting experience, we had a chance to reflect on teambuilding, leadership, and other organizational and social issues.

We leveraged this experience by using a metaphor from Peter Vaill's work, "Learning as a way of being: Strategies for survival in a world of permanent white water." Together we entered an environment that created a powerful learning opportunity as we considered the implication of connecting theory to practice. It also became an opportunity to develop a professional learning community – a community of practice. It was enlivening to be a part of a group of professionals with diverse backgrounds who hardly knew each other – and connect while experiencing something both beautiful and dangerous.

Today's complex environments of change and problem solving require multiple perspectives, which include people who are in the context of the problems (in the raft). As a cohort, these doctoral students will spend the next three years doing extensive research together. They are full-time professionals enrolled as part-time students in our new Professional Practices Doctoral (PPD) program. However, their involvement in course work is intended to heighten their awareness of emergent issues and existing problems they would like to study and better understand. Research is done from within the frontier of where knowledge is being generated. This applied research program enables students to offer scholarly solutions that are innovative and timely.



Top row from left to right: Jim Hopla, James Williams, Scott Steed, Mitch Simmons, Cheryl Empey (in red). Middle row from left to right: Dave Barker, Siri Pinnock, Julie Buck, Lee Barney, Nathan Relken, Brett Yadon, Susan Orme. Bottom row from left to right: Heather Bosworth, Trina Caudle, Tom Anderson, David Teichert, Rachel Huber

Our PPD program began in June of this year. The College of Education recently joined a movement to make education more powerful in addressing industry problems at local and eventual global levels. This program is housed in the Leadership and Counseling department, where one of the highest objectives is to strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond. This program will help increase opportunities for faculty and students to connect with stakeholders in a way that makes learning meaningful.

The Carnegie Project on the Education Doctorate (CPED) initiated the movement. According to Perry (2011), "The intent of this national project is to redesign the Ed.D. and to make it a more relevant degree for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the learning organizations that support them" (2011, CPED).

The program is now in full swing in southeastern Idaho. The present cohort consists of professional educators and administrators from within higher education, as well as leaders from local school districts and a business owner. In the end, participants will produce three publish-ready articles that will be accessible to local and global audiences. This powerful and practical program will help inform other educational developments throughout the state.

References

- Lester, S., (2004). Conceptualising the practitioner doctorate, *Studies in Higher Education* 29 (5).
Taunton, UK: Stan Lester Developments.
Perry, J., (2011). About CPED, Carnegie Project on the Education Doctorate, retrieved October 12, 2011 from: <http://cpedinitiative.org/about>.



Photo by Jason Abbott

NASA Innovations in Climate Education Project

Collaborative development of a climate change curriculum for classrooms in the Intermountain West (ICE-Net)

By Anne L. Kern and Justin Houghman

The majority of the world's scientific community agrees that climate change is occurring. Of major concern is the increase of greenhouse gases that include carbon dioxide, methane and nitrous oxide. The Intergovernmental Panel on Climate Change reports that these greenhouse gases have been spiking upward since the dawn of the industrial era, and are now at the highest levels in more than 650,000 years. The challenges of climate change are immediate, long-term, and politically charged.

The University recently received a \$547,727 grant from the NASA Intermountain Climate Education Network (ICE-NET) to assist Idaho teachers in teaching their students and community the science behind climate change (CC). The way the project will accomplish this is by engaging teachers in the collaborative development of a place-based climate change curriculum, thereby helping to deepen their knowledge and understanding of the science of climate change and how to teach these topics and concepts. The curriculum will include explanations of how climate models work, how to weigh the validity of studies on climate and climate change, and to how collect, access, and assess new data to add to or enhance currently existing models. Teachers from eight schools in predominantly Native American communities across Idaho and Northeastern Washington are working with University of Idaho Science and Education Faculty to develop these CC teaching/learning activities and curriculum.

Faculty and students in the University of Idaho's Colleges of Education, Science, and Natural Resources are responsible for administering the ICE-Net project. Collaboratively, they work on specific elements of the project toward an interdisciplinary vision of CC education. The project team is composed of Drs. Anne Kern, Brant Miller, Justin Hougham, Crystal Kolden, John Abatzaglu, Lee Vierling, Ed Galindo, Karen Humes, Von Walden, and graduate students Steven Gillis, Vincent Jansen, Frank Finley and Bree Reynolds. The team is broken into two interdisciplinary areas of focus: climate science concepts and education delivery. The Science team is working to develop a Climate Science Conceptual Matrix that breaks down climate science facts and issues into the simplest concepts. These concepts are connected to classroom activities and curricula that are aligned with state science content standards. The matrix will be available online for use by project teachers and eventually made accessible for a wider audience of educators.

The Education team is responsible for the planning and delivery of summer professional development workshops and all follow-up work. This past summer, two teacher professional development workshops were held at the McCall Outdoor Science School (MOSS) that focused on concepts of climate and weather, teaching for cultural congruence, and the use of technology for engaging students' inquiry experiences. Currently, they are developing the college's Adventure Learning at the University of Idaho (AL@UI) to deliver ICE-Net curriculum and teaching activities to the classrooms of project teachers. The pilot expedition, AL@UI: CC 0.1 is expected to be online and ready for delivery to project classrooms by the spring of 2012.

Critical to the teaching of CC concepts is the awareness and reverence for teaching CC content in Native American communities. The project team is working with local tribal communities and educators to develop a culturally congruent understanding of CC, and thus use that understanding in developing place-based and appropriate curricular methods and activities for teaching Native American students. It is through this project we hope to gain understanding and develop a partnership for supporting Native American students and their schools.

The project team is utilizing a blended learning approach, with online resources for teacher outreach and support as well as face-to-face time. These residential visits aim to provide on-site support for teachers while collecting needs evaluation data and observations for the project. While on-site, ICE-Net team members will help facilitate lab activities, co-create classroom instruction with teachers and teacher teams, and get feedback on the project curriculum. The project activities and artifacts from these visits will be incorporated in the AL@UI online

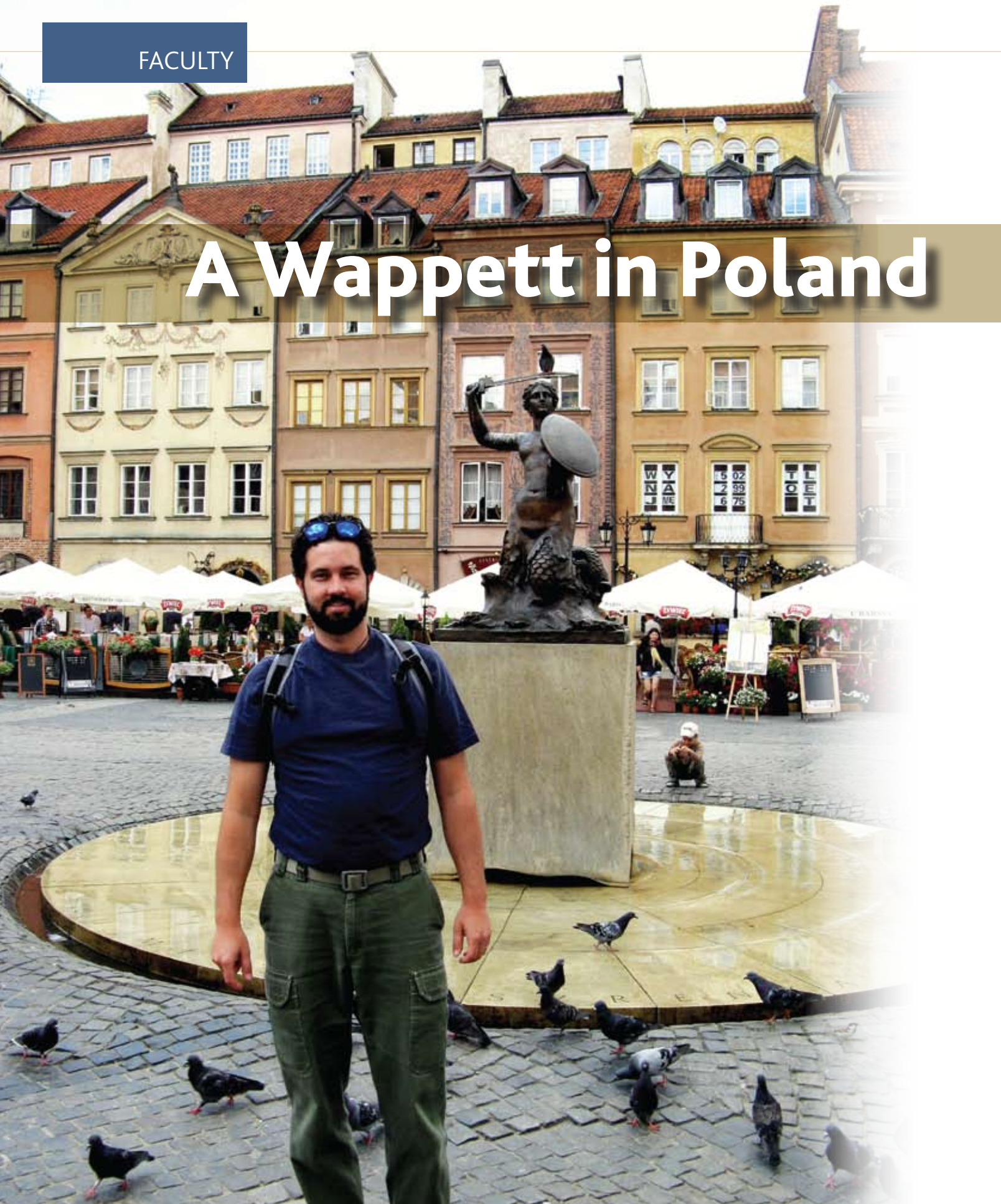
delivery. Ultimately, this content will be accessible to the other schools in the project, providing support for a community of learners investigating similar issues and sharing methods explored along the way. One exciting feature of this Web-supported AL@UI adventure will be the connection to expert chats facilitated by U-Idaho scientists and educators. These sessions will be synchronized between ICE-Net schools and experts contributing to the project, as well as offering feedback on artifacts and science data the school students have shared online. This dynamic exchange should help engage learners, connect science to classrooms, and support new methods for teaching.

Over the course of the next two years, ICE-Net will host a number of additional summer workshops to share what has been developed thus far and provide enhanced support for continuing and newly recruited project teachers. The project will also continue to support project teachers, both through the AL@UI environment and in the classroom, through at least the life of the project. We hope the summer gathering will serve as a valuable meeting for project personnel and partner teachers to collaboratively assess the activities of the academic year, plan the activities for the next year, and evaluate the objectives and progress of the overall project.

We anticipate the impact of the overall project will be to provide teachers access to well developed and tested climate science activities and curriculum that puts culture and place in the forefront. We believe students and teachers engaging in the curriculum will be from a diverse range of cultures and places and will collaboratively be able to develop respect for both CC science and place. We hope the lasting impact of the ICE-Net will be a community of educators that are connected through professional development opportunities and online collaboration spaces.

Bringing together scientists, university educators, and high school teachers forms the basis for ICE-Net project. This group will work together to further the understanding of CC science and education across communities in the Intermountain West, and will be strengthened through the NASA network of educators and scientists. There is great potential for growing the network of educators in this region to address the globally important idea of climate science education. Most importantly, this project can reach students across the West and support them in understanding the world around them in a place-based contextualized way, all the while inspiring them to engage in science or STEM related pursuits. Climate science literacy can be a gateway to a bright future for students across the country. It is our hope that the immediate challenges of CC can be addressed and attended to by our students.

A Wappett in Poland



Presenting Spatial Theory to the Third International Conference on Education for All

By Matt Wappett

One of the difficult aspects about living in Moscow, Idaho, is that the “rest of the world” can feel very distant. While comforting at times, this distance can hamper efforts to situate our research in more global contexts. For this reason, I like to try to get out of the country every few years to engage in broader global discussions about my research and to interact with other researchers who are addressing the need for greater educational opportunity for students with disabilities.

This past summer I was invited to present a lecture and workshop at the Third International Conference on Education for All, hosted by the University of Warsaw in Poland. The University of Warsaw is leading the way in central Europe on research and practice related to the inclusion of students with disabilities from preschool through postsecondary. It was a genuine pleasure to spend several days with the multinational group of scholars who were invited to support their efforts.

My particular contribution to the conference was in the area of spatial theory and how we use space, both institutional and interpersonal, to communicate belonging and to further the goals of inclusion. For example, my lecture addressed my opinion that “Education for All” has not been fully realized in the global context, because the philosophy and practices that support inclusion have never been fully accepted within the colleges and universities that prepare teachers. This discursive division is a result of the exclusion of “special” students from compulsory education in the mid-19th century, resulting in a segregation of academic discourse that has created two parallel systems of educational thought, research, and teacher preparation – each with their own sets of values and priorities.

My research in this area draws upon the critical lens of social geography and spatial theory to analyze how the divided

nature of teacher preparation programs in institutions of higher education serve to reify the differences between disabled students and “normal” students. For example, in almost all colleges of education in the U.S. and abroad, teachers are trained to work with “special” students or “normal” students; this fundamental discursive distinction reinforces stereotypes that serve as barriers to inclusion and belonging. I showed how abstract constructs like attitude, perception, policy, funding, and pedagogy all serve to create seemingly separate “spaces,” that shape the training that occurs in colleges of education. These “spaces”, both real and abstract, often reinforce dominant notions of privilege, power and ability that fundamentally undermine the “education for all” ideal.

Although my lecture was well received, it was my workshop on how to use school and classroom space to support inclusion that really hit home for many of the participants. In my research, we have found that inclusion is often just a placement, and the true goal of “belonging” is never achieved in inclusive schools and classrooms. My workshop looks at how we structure social and geographic space in the school and the classroom to communicate belonging and status, and then provides concrete strategies to help teachers create a culture of belonging for students with disabilities by restructuring classroom space to facilitate more interaction among students with and without disabilities.

The workshop addressed the silent discourse of exclusion that is often communicated through the concrete space of the classroom, nonverbal actions, body language, and behaviors. Social geography, proxemic theory, and kinesic theory provides the tools to analyze and interpret the silent discourses that shape social interaction and the social construction of interpersonal space. The diverse audience of researchers and practitioners from Turkey, Poland, Belarus, Serbia, Senegal, Mongolia, Great Britain, Australia, South Africa, Russia, and Portugal provided a wonderfully diverse dynamic that enhanced the practical strategies and message of the workshop and helped create a cross-cultural dialogue that really emphasized the power and importance of diversity and belonging.

About Matt

Matthew Wappett is interdisciplinary training director and assistant professor in the College of Education, and is located in the Center on Disabilities and Human Development. His research focus is disability studies, inclusion, geography of disability, mind/body academics and contemplative pedagogy.



\$4.99 Million NSF Grant Benefits Idaho and Washington Teachers

By Cheryl Dudley

The University of Idaho, in partnership with Washington State University, has been awarded a \$4.99 million National Science Foundation (NSF) grant to help Washington and Idaho teachers strengthen mathematic reasoning skills in students.

The grant is part of the NSF's Math and Science Partnership program called "Making Math Reasoning Explicit" (MMRE). It will provide funding to create a series of summer institutes, and academic year professional development support for elementary and secondary mathematics teachers in northern Idaho and eastern Washington.

"This project is an exciting opportunity for us to work more closely with teachers in our region," said Anne Adams, U-Idaho assistant professor in the College of Education and one of four principal investigators on the project management team. "I love working with teachers, especially when we are all focused on helping students understand mathematics."

By making students' mathematical reasoning explicit and asking students to justify their reasoning, teachers will learn how each student is thinking about mathematics and use this information to make instructional decisions to meet various students' needs. Students will hear a variety of strategies for solving problems and gain different perspectives and approaches to reasoning, and use this information in their own thinking.

Learning how to explain and justify abstract mathematical concepts can help teachers and students apply problem-solving skills to everyday life. "Too often students are taught the hows of mathematics, but they don't understand why a particular procedure works," said Libby Knott, WSU professor of mathematics and also a principal investigator for the project. "If you learn to support and justify your conclusions, those reasoning skills are transferrable to daily life."

Adams agrees. "The project will allow us to provide support for teachers as they move to teaching the new Common Core Mathematics standards, which require them to engage students in problem solving and reasoning about mathematical

relationships," she said. "Such reasoning leads to deeper understanding both of mathematics and of the work of mathematicians."

The first cohort of teachers to participate in the project will be selected from Washington districts Bridgeport, Brewster, Creston, Davenport, Grand Coulee Dam, and Wilber; and Idaho districts Boundary County, Kellogg, Lake Pend Oreille, and West Bonner. District administrators from each teacher's district will also attend each summer institute for three days.

Selected teachers will participate in MMRE for three years. During the first year, teachers will study proportional reasoning and develop their understanding of justification and generalization. They will also develop leadership skills to provide an emphasis on mathematical reasoning in classroom activities. The second-year teachers will focus on expanding and sharing knowledge with other teachers within their building, and will ultimately receive strong leadership support to extend their training expertise throughout their school district.

This project represents a close partnership between higher education professionals and school professionals. Regional teachers and administrators are working with university faculty to develop courses and workshops for the project. The project will also allow university faculty to conduct research about how students engage in reasoning and justification about mathematics, and how teachers develop ways to help students.

Investigators and senior personnel on the project include a consortium of university faculty from U-Idaho and WSU, and one K-12 superintendent:

- Anne Adams, assistant professor, UI Department of Curriculum and Instruction
- Tom Asaki, associate professor, WSU Department of Mathematics
- Rob Ely, assistant professor, UI Department of Mathematics
- Jennifer Johnson-Leung, Assistant Professor, UI Department of Mathematics
- Libby Knott, professor, WSU Department of Mathematics
- Jim Kowalkowski, superintendent of the Davenport School District, and director of the Washington Rural Education Association
- Jo Olson, assistant professor, WSU Department of, Teaching and Learning

The Mathematics and Science Partnership (MSP) program at NSF responds to the growing national concern for the educational performance of U.S. children in mathematics and science. Through MSP, NSF awards competitive, merit-based grants to teams composed of institutions of higher education, local K-12 school systems, and their supporting partners.

STEM2

By Matthew Sowder,
Director of Northwest Nations Upward Bound

In a constantly changing environment, today's learners must be more than proficient in their particular content area. They must be highly flexible thinkers able to identify and address complex problems and opportunities. The College of Education is meeting this need by providing learning experiences that are highly interdisciplinary, integrative and adaptable.

Science, Technology, Engineering, and Math (STEM) are important subjects. However, when the pedagogy also includes Social Justice, Transformative Education, Engaging Curriculum, and Meaningful Outcomes (STEM2) the subject matter is no longer just something learned; it becomes part of a relationship between learner, subject matter, and community.



The Upward Bound Mobile Food Bank truck before renovations.

The Northwest Nations Upward Bound program in the College of Education is currently working to ensure this type of pedagogy and instruction for its students. We started with the foundational question of how to make STEM interesting to teenagers followed by how to make STEM meaningful. Knowing that community should inform curriculum, we began to look for an interdisciplinary, integrative, and adaptable learning experience for our students.

When we began a dialogue with local community groups, the unfortunate reality of local poverty and hunger became very visible. With a project now in mind, we began to work with Sojourner's Alliance, a local nonprofit agency that works with poverty and hunger on the Palouse. We listened to their clients and staff to understand how we could create a curriculum for our Northwest Nations Upward Bound students that would meet the needs of this population.

"The poverty rate in Moscow is at 21 percent," said Steve Bonnar, director of Sojourner's Alliance. "This reality goes unnoticed by many in the community, which is part of the reason that food banks in Latah County are routinely empty." And even when they do carry an inventory, it lacks necessary proteins, such as meat, cheese and eggs.

Designing the Curriculum, Finding Solutions

We realized that, not only was there a need for more food in our local food banks, there was also a need for more community awareness of the problem of poverty and hunger. With these issues in mind, the curriculum began to come into focus, and we began to search for solutions.

The University of Idaho is internationally known for its College of Natural Resources and also has an extensive biological and agricultural engineering department. Within this department, a considerable amount of research and education is being done within the area of biodiesel production. Biodiesel is a renewable energy with multiple applications. Within our community and region, the crops needed for fuel production are highly viable and sustainable. From this knowledge hatched the idea of a biodiesel-powered mobile food bank.

Next we began discussions with local businesses to focus more community awareness on the problem. We explained our understanding of poverty and hunger on the Palouse, our resources at the University, and the purpose of our project: merging science and social action.



The Upward Bound Mobile Food Bank Truck.

In order to have a mobile food bank, we needed a vehicle. Through our discussions with community businesses, we stumbled upon a perfect match. Guitar's Friend, a local music store, had retired their equipment moving truck for a newer model. This 14-by-6-foot van was the ideal solution for our mobile food bank: a diesel-powered truck in need of a few repairs and some major TLC.

Our discussions with local businesses paid off, and the Moscow community jumped in to help. Brian McGraw, owner of Advantage Auto, supplied a fresh paint job with donated paint courtesy of Northwest Auto. Helbling Machine Shop donated auto parts, which Roger Crozier, owner of Guitar's Friend, used to repair the vehicle. Donations for operating costs came from Moscow Bagel, Corner Club, and Blue Sky Dental. Allegra printing and Cutting Edge Design provided large-scale graphics for the truck, and Inland Northwest Broadcasting donated advertising.

We were ready to roll.

Implementing the Project

Every summer the Northwest Nations Upward Bound program brings 20 low-income high school students to the University in an effort to ensure they become first-generation college students. We immerse the students in courses designed to provide college simulation. For the purposes of the mobile food bank project, we designed a science course that examined the chemistry fundamentals of biodiesel production, the environmental impacts of alternative and sustainable energy,

and our dependency on petroleum.

Our students began working with faculty from the Department of Biological and Agricultural Engineering to understand and produce biodiesel. Our first processed batch was donated to the Good Samaritan Retirement Community to fuel their lawn care equipment. This was a success, and since then we have donated over a 100 gallons of biodiesel – all student-produced.

We then began to work on fuel production for our truck as well as working on the truck itself. By the completion of our project, we had a working vehicle with enough biodiesel for the following academic year, filled with more than 700 pounds of food collected by our students during the course of our summer program.

We made our first delivery to the Troy Food Bank on August 17, 2011.

Northwest Nations Upward Bound continues its efforts to link learning with social issues. We've partnered with Inland Northwest Broadcasting for promotion and advertising; Vandal Athletics to allow our Mobile Food Bank to be at the Kibbe Dome for all home games to collect food; and the U-Idaho's ISEM (Integrated Seminar) program for University of Idaho student involvement.



Read more about the biodiesel truck.

The Carnegie Project on the Education Doctorate

By Jim Gregson, Associate Dean

The University of Idaho College of Education was recently accepted, along with 26 other universities, to the Carnegie Project on the Education Doctorate (CPED) as part of a national effort aimed at strengthening the education doctorate, Ed.D.

Our admission into the program is part of Phase II for CPED, supported in part from a Fund for the Improvement of Secondary Education. Since 2007, CPED has engaged some two dozen colleges and universities that have committed resources to critically examine the doctorate in education. It is important to note that the CPED initiative is part of a larger Carnegie Initiative on the Doctorate that involves 84 doctoral degree-granting departments in six fields or disciplines (i.e., chemistry, education, English, history, mathematics, and neuroscience).

The intent of the Carnegie Project on the Education Doctorate is to redesign the Ed.D. and make it stronger and more relevant for the advanced preparation of school practitioners, clinical faculty, academic leaders and professional staff. The purpose of professional practice doctorates is to prepare students to take their place as practicing members of a profession rather than assume an academic position, which requires having a program of research.

College of Education faculty members conceptualized and started delivering the Professional Practice Doctorate to Brigham Young University-Idaho faculty and community members in southeast Idaho this fall semester. While our doctoral emphasis is focused on transformational learning and leadership in higher education and organizations, this initiative constitutes a pilot program that will serve to shape and inform the Ed.D. program for other emphases, such as adult/organizational learning and leadership, educational leadership and administration, and curriculum and instruction.

In addition to reinvigorating the Ed.D. at the University of Idaho, College of Education faculty are taking advantage of this initiative to address other current challenges. For example, new technologies are altering and accelerating the way knowledge is shared and developed. While the college is committed to facilitating deep and rich mentoring experiences in its doctoral programs, it also continues to experiment with emerging instructional technologies to meet the needs and serve the interests of students who are full-time working professionals

who may be geographically distant from professors at Boise, Moscow, and Coeur d'Alene. College of Education faculty members also understand there is a critical need to connect academic work to business, industry, agencies and communities. As a result, mentors for professional practice doctoral students will often be those in leadership roles outside the academy, and many doctoral program experiences will be situated in specific private and public sector contexts.

The professionals that comprise the cohort of professional practice doctoral students already have degrees and years of work experience in such fields and disciplines as architecture, science, technology, English, mathematics and education. It's an exciting population in that the nature of the inquiry which many of them have articulated occurs in the borderlands between fields – blurring boundaries and challenging traditional disciplinary definitions. Such an inter- and multidisciplinary focus challenges those of us in doctoral-granting universities intellectually, but also accompanies other challenges that push us in a pragmatic sense, too. For example, shifting student demographics, a shrinking public investment, and growing pressures for accountability have contributed to this initiative being conceptualized differently in delivery as well as content.

The College of Education joins the Carnegie Project on the Education Doctorate to ensure that the academy moves forward on two fronts: rethinking and reclaiming the research doctorate (the Ph.D.) and re-conceptualizing and reengineering the Ed.D.

to more effectively address complex problems associated with practice. To accomplish this, professional practice doctoral students will: (a) engage in action research throughout their program as student as well during of their capstone experience, (b) contribute to and be mentored within a learning community that extends beyond the ivory tower into professional communities of practice, (c) emphasize particular signature pedagogies, and (d) critically examine issues related to teaching, learning and leadership, and experiment with approaches to improve practice.

Historically, higher education has aimed to enhance the possibilities of life for its students. The liberal arts and sciences have sought to do this through cultivating in students a "life of the mind." Professional schools, on the other hand, have traditionally focused on providing the means whereby students might "make something of themselves" by acquiring competence in specific skills valuable to others. The Carnegie Project on the Education Doctorate proposes an education with the aim of "practical reason," focusing on the interdependence of liberal education and professional training.

Even if you are on the right track, you'll get run over if you sit there.

– Will Rogers

Our New Student Services Office



Back row L-R: Sally Green, Andrea Chavez, Nicole Mohrmann, Ingrid Spence; Front row L-R: Suzanne Lambeth, Lauren Bowersox

Over the last year, the College of Education has created a new Student Services office located on the second floor of the Education Building. The unit was designed to provide a variety of useful services, including undergraduate advising for mainly freshman and sophomores, teacher certification, and internship/practicum placement.

The staff can answer the questions that most students have regarding advising issues and holds, financial aid reinstatements, disqualification and probation, admission to the teacher education program, career fairs, course registration, student teaching and practicum internship placement, the Student National Education Association club and meetings, and background checks and fingerprinting. With these efforts, we hope to improve the quality of customer service so that students receive correct information in a timely manner. Our goal is also to alleviate the advising load of our faculty so they may devote more time to their scholarship efforts. Ultimately, we hope that Student Services will play a vital role in increasing our recruitment and retention efforts.

Lauren Bowersox is the coordinator of the Student Services office as well as the certification officer. She helps students with their application for admission to the teacher education program, teacher certification, Praxis testing information and disqualification and probation. Lauren coordinates with

Associate Dean Gregson to ensure students have the best resources available in our office.

Andrea Chavez and Suzanne Lambeth are our advising specialists. Andrea is advising all freshmen and sophomores in elementary education and secondary education majors in the Department of Curriculum and Instruction. Suzanne is working with recreation majors and freshmen and sophomore exercise science and health students in the Department of Movement Sciences and will also coordinate their internships and practicums.

Sally Green is the coordinator of field experiences. She oversees all student teaching placements, both in-state and out-of-state. She works closely with a variety of school districts to provide placements for student so they can receive the best possible hands-on experience.

Ingrid Spence is the community partnership coordinator for the Moscow area. Ingrid works closely with our public schools to foster a partnership between the University of Idaho, students, and teachers in our community. She also facilitates the local SNEA (Student National Education Association) program at the U-Idaho.

Nicole Mohrmann is the administrative assistant for the office. Not only is she handling front desk customer service, she is also assisting with the teacher certification program, student teaching internships, and the Wright Fellows grant.

You're welcome to visit us in the Education Building Room 209, or call us at (208) 885-6039. Visit us online at <http://www.uidaho.edu/ed/teachered> or e-mail your questions to coe@uidaho.edu.

Window On a Wider World

A U-Idaho Alumna Leads an Amazing Program in Texas



By Cheryl Dudley

In one room of the Don Harrington Discovery Center in Amarillo, Texas, elementary students rotated their way around a fake sun. In another room, they watched water seep through a flask of sand as a scientist demonstrated how an aquifer works. After that, students learned about erosion in the Palo Duro Canyon, the water cycle from a meteorologist, and liquid nitrogen's capacity to change states in a flash from engineers.

That was the day's agenda for fifth-graders who attended the WOWW Science Collaborative designed to emphasize lessons about the Earth and energy. These Texas students were brought to the Discovery Center by a nonprofit corporation called Window On a Wider World (WOWW) – a science, arts and culture collaborative that aims to bolster educational experiences for K-5 students.

College of Education alumna Ali Tiegs M.Ed. '98 is executive director of WOWW.

She says, "In my years of experience as a teacher and administrator in public education and in the nonprofit world, I am a firm believer that engaging a learner with hands-on experiences is the most effective method of understanding concepts for children of all ages."

Tiegs studied at the University of Idaho under a teaching assistantship in 1997-98, and enjoyed helping aspiring teachers relate classroom experiences to the real world. "I really valued the opportunity the University of Idaho offered in a teaching assistantship to obtain my master of education degree," she said.



Ali Tiegs is executive director of WOWW.

ALUMNI



The title of her thesis was "The Integration of Fine Arts in the Curriculum." During her studies, Tieg's adviser, Sally Machlis, introduced her to the Elk City, Idaho, school administrator, where a fine arts program had been implemented and funded through the Albertson Foundation and the Annenberg Foundation. The following year, Tieg's was offered a position there to be a Fine Arts and Literature Grant Facilitator, where she interned for her administrative credentials.

Just a year later, in 1999, Tieg's earned an Ed.S. in educational administration in Boise. "All my professors and colleagues during my graduate studies at both campuses provided relevant and meaningful material for future career experiences, including staff development opportunities on brain research with Dr. Terry Armstrong," she said.

In 2004, while working in Colorado as an education consultant, Tieg's heard about a position in Amarillo working for the newly built Globe-News Center for the Performing Arts. The position, to create an education program for fine arts, fit her background and education perfectly. "I was hired immediately and began my career in the nonprofit world," she said. "I feel very blessed to have this career opportunity in a field of interest that was initiated at the University of Idaho."



Forming WOWW

When the board of directors of the Globe-News Center for the Performing Arts realized they had an opportunity to impact the education of children, they began looking for a program model that might work. The search resulted in the formation of Window On a Wider World, modeled after a long-standing arts-in-education program in Dallas known as Big Thought. A pilot program was started in the fall of 2006 with seven schools that partnered with local organizations to provide enriching learning experiences for K-5 elementary school children.

"Our first year of operation in 2006 directly benefited 2,712 students and this past year more than 56,000 students benefitted from programs," said Tieg's.

Here's why it works: WOWW provides enriched education programs through arts, science and cultural experiences facilitated through 35 partner organizations, including theatre, symphony, opera, ballet and nationally known children's programs. It's truly a unique partnership that impacts the children in and out of a classroom setting.

Teachers benefit from WOWW because it opens children's minds to the wider world around them. It's also a way to facilitate a variety of art, science and cultural experiences for students. Unlike simple field trips, experiences are tied into a curriculum with state standards before and after the activity.

Through a strategic yearly plan of expansion, elementary schools are invited to participate in WOWW, and each WOWW school provides an investment of \$5 per student. WOWW



Window On a Wider World

Mission: Window On a Wider World is dedicated to enriching the education of Texas Panhandle students through arts, science and cultural experiences.

Vision: Window On a Wider World will magnify the impact of every child's learning experience in and out of the classroom, thus enriching their education.

Website: windowonawiderworld.org

allots \$6 per student to "spend" on programs and/or transportation to and from programs in the resource guide. In addition, WOWW provides professional development for continuing GT credits at no cost to educators. Retired teachers, known as WOWW Reps, are hired and assigned to work with each WOWW school to book programs for the entire year. WOWW Reps also work with the partner organizations to create and provide programs with curriculum ties and TEKS (Texas Essential Knowledge & Skills) standards.

To measure the program's success, West Texas A&M researchers are studying the way students learn by tracking the academic impact of the WOWW program. "Students have more opportunity for critical thinking and higher cognitive learning," said Mark Riney, chair of the education department at A&M.

The WOWW program can be replicated in any community in America, urban or rural, beginning with conversations between educators and the nonprofit organizations that offer education programs for children.

"Collaboration is one of the keys to the success of the program," emphasized Tiegs. "My conversations with teachers reaffirmed that they wanted to include outside sources in

"My conversations with teachers reaffirmed that they wanted to include outside sources in their classrooms, but did not have the time to assign the standards and curriculum ties. When organizations, educators and universities work together to achieve a common goal, the winners are our children."

– Ali Tiegs

their classrooms, but did not have the time to assign the standards and curriculum ties. When organizations, educators and universities work together to achieve a common goal, the winners are our children."

During a time of state budget cuts that directly affect the ability of schools to implement traditional field trips and off-campus learning experiences for their students, Window On a Wider World is a brilliant way in which non-profit organizations can step up and provide students with important hands-on arts, cultural and science learning experiences that deeply enrich their education. And one University of Idaho graduate is proud to have been provided the education and leadership training to help her guide such a valuable endeavor towards a new future of learning for Texas children.

"It is in the realm of leadership I gained during my graduate studies that I now have discovered a career that allows me to utilize my education background and experiences to impact thousands of children throughout the Texas Panhandle," said Tiegs. "I hope in the next few years to have all 63 school districts in the Texas Panhandle be involved in WOWW. That includes 26,000 square miles and 26 counties! There really is no limit to how far this program can reach."

Karen Gilson, the wife of Loren Gilson '65

shares, "I wanted to share with you about my husband, who is a 1965 University of Idaho graduate. He has been very successful with his education in the past 46 years. He worked in the state of Washington for 32 years, then went to Idaho for 10 years. He now works in Valley, Washington, and has been the primary person in creating an innovative high school called Paidiea High School. He has been so successful in the past years, since graduating from U-Idaho, I thought I would let you know."

Penny Jean (Bird) Morrison '76

says, "After teaching in Idaho and Oregon for the past 33 years, I have taken a medical retirement. I am a third-generation Idaho educator. I graduated from the University of Idaho in December 1976 with a B.S. in Elementary Education and Special Education. I taught as a substitute teacher during the spring of 1977 – what a wonderful way to polish up the skills learned while student teaching – and then was hired to teach kindergarten in Hines, Oregon, during the 1977-78 year. My husband,

Charles Morrison '75, and I returned to Idaho at the end of the school year. I took a year off to await the arrival of our first son. In the fall of 1979 I joined the Buhl School District as Special Education Teacher, and then in 1981, I was hired by the Bliss School District, where I remained for the past 30 years teaching kindergarten, first grade and special education. I retired in May 2011 due to ongoing health issues. I am looking forward to continuing the adventure of being a lifelong learner, learning new skills, becoming more active in both the Order of the Eastern Star and the Order of the Amaranth, watching my grandchildren grow, and visiting all the dinosaur museums as we explore our country, and Canada."

Robert Pipkin '67

who now lives in Scottsdale, Arizona, shared his company brochure with the College of Education. He is a successful motivational speaker, former all-American college basketball player, and educator with extensive certifications and awards. Robert has earned the Dodge City College Distinguished Alumnus Award, the Greater Pittsburg YWCA Racial Justice Award, the African-American History Black Family Award, the Sewickley Community Center Man of the Year Award, and the Alquippa Sports Hall of Fame Award. He has also been a member of more than 12 professional organizations and has studied under Anthony Robbins, Zig Zigler, Les Brown, and John Maxwell. His company, R.A.L. Educational Consultants strives to change the lives of children. He has presented more than 20 workshops and has been featured in the New York Times, USA Today, and several Pennsylvania publications. Robert and his wife, Yvonne, have two grown children, Todd and Kwellin.

Attention Teachers!

Earn Your Master's Degree with a
\$12,054 Wright Fellowship

Every year the University of Idaho selects up to 10 teachers to become distinguished Wright Fellows. Apply by January 15, 2012 for the summer 2012 cohort! Download an application at uidaho.edu/wrightfellowship.

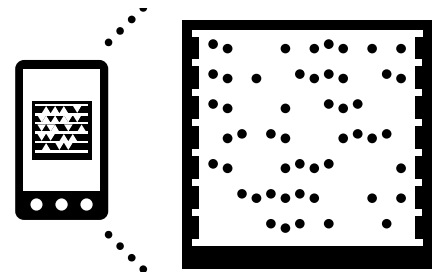
The program is:

- An \$12,054 scholarship to cover tuition and help cover costs
- Practical and research-driven
- Designed for busy teachers' schedules
- Finished in four terms: two six-week summer sessions on campus with three weekends in fall and spring
- Available for teachers anywhere

We're saving you a place

Contact
Nicole Mohrmann
(208) 885-6039
nicolem@uidaho.edu

University of Idaho
College of Education



Get the free mobile app for your phone
<http://gettag.mobi>

DEPARTMENT AND CENTER NEWS

C&I

Curriculum and Instruction

Student Teaching: Preparing for Challenges

By Sally Greene

The student teaching internship is the culminating field experience of the teacher education program and is an integral part of the preparation of teacher candidates. We are continually looking for ways to enhance this experience for our students. This year we are piloting two different programs, a Teaching Performance Assessment and a Co-Teaching Model of Internship to help our teacher candidates prepare for the challenges of having their own classroom.

The American Association of Colleges of Teacher Education (AACTE) and Stanford University have formed a partnership to develop the Teacher Performance Assessment Consortium (TPAC), a 21-state initiative involving more than 100 teacher preparation programs. The basic purpose is to create an initial teacher licensing assessment that can be available nationwide. Teacher candidates must show that they have the knowledge, skills and abilities required of a beginning teacher.

It is very similar in design to the models used for National Teacher Board Certification, the Connecticut Beginning Teacher Portfolio, and the Performance Assessment for California Teachers (PACT), which has been required for initial licensure since July 1, 2008.

Massachusetts, Minnesota, Ohio, Tennessee and Washington are accelerating their participation in the project due to the expectation that their states will allow or require the use of TPA (Teaching Performance Assessment) in licensure, accreditation, and/or certification as early as 2012.

Teacher candidates are asked to submit a work sample of 3-5 lessons that build upon a big idea or an essential question. They submit artifacts such as lesson plans, student work, and a video of their teaching. They also provide a commentary explaining their instructional decisions and reflect upon their teaching and how they could improve the learning of students. Last spring, six teacher candidates voluntarily participated in the pilot and we hope to have even more participate in the national field test this spring.



The Co-Teaching Model of Internship is an alternative to the traditional model of internship where the teacher candidate gradually takes over control of the classroom. In the co-teaching model, both teachers (cooperating teacher and teacher candidate) work together with groups of students sharing the planning, organization, delivery and assessment of instruction. Teacher candidates are expected to contribute ideas and engage with students from the very beginning of the experience.

Both teachers are actively involved and engaged in all aspects of instruction, which results in greater student participation and engagement. With today's diverse classrooms, this model allows greater opportunities to provide individual help for students and has been shown to increase student achievement.

Co-teaching requires the teacher candidate and cooperating teacher to build a strong relationship so they can collaboratively plan, teach and assess the students in their classroom. Eleven teaching pairs in the Moscow area volunteered to participate in a workshop this summer to learn strategies to help them implement this model and work on their collaboration and planning skills with their teaching partner. We are currently introducing this model to teacher candidates in their undergraduate course work and plan to provide more workshops for cooperating teachers throughout the year.



Students Demand for Real-World Education

By Donna Emert

The University of Idaho Coeur d'Alene's fall 2011 enrollment numbers are up 5.4 percent. This upward trend is due in large part to the growth of UICDA's regionwide graduate degree program in educational leadership, and undergraduate degree programs in psychology, organizational sciences, early child development and early education, and elementary education. Undergraduate and graduate degree programs and ongoing professional development for educators are a mainstay of UICDA course offerings.

The programs are representative of what students and the marketplace are demanding: academic training tempered by real-world experience.

Many of the current 529 UICDA students bring experience with them, working as they pursue degrees and certificates. Students also find experience built into the curriculum.

For example, the Educational Leadership Program is designed to accommodate working teachers and education administrators. "They're living it while they learn it," said Kathy Canfield-Davis, who co-directs the program. "Their schools and classrooms are the laboratory. They're able to apply what they're learning, putting it directly into practice."

"Today schools are faced with really unprecedented challenges, including the economic downturn and the ongoing implementation of new policies to meet changing federal and state requirements," said Canfield-Davis. "With resources diminishing, it's going to take creative and smart leadership to make sure kids receive the best education we can give them."

The University of Idaho is leading the way in educational leadership. Contact us to learn about our educational leadership cohorts and how you can earn a graduate degree designed to fit your busy schedule.

Movement Sciences

HEAL Idaho

Obesity has reached epidemic proportions in the United States. In Idaho, the rate of obesity among adults nearly doubled between 1995 and 2009, from 14.2 percent to 25.1 percent. Recent studies have reported that 30 percent of Idaho children are overweight or obese.

To reverse this devastating and costly health trend, several organizations in Idaho, including the College of Education Department of Movement Sciences, have collaborated to produce the Healthy Eating, Active Living (HEAL) Framework that focuses on policy and environmental changes to enable Idahoans to increase physical activity and make healthier food choices.

Chair Kathy Browder, Helen Brown, and Grace Goc Karp played instrumental roles in developing the Framework, which will serve as a guide and benchmark for HEAL Idaho activities. Initiated by the Idaho Physical Activity and Nutrition Program (IPAN) in the Bureau of Community and Environmental Health, in the Idaho Department of Health and Welfare, the Framework includes research-based solutions to the obesity epidemic. As facilitator, IPAN provides administrative support, communication coordination, and fiscal management.

The intent of HEAL is to create an environment where all Idahoans understand, value and have access to healthy food options as well as places and opportunities to be active.

The Framework is based on the Centers for Disease Control and Prevention's five highly preventable risk factors: calorie imbalance, insufficient fruit and vegetable consumption, physical inactivity, lack of adequate breastfeeding screen-time and sedentary behaviors.

The Framework is modeled after the Social-Ecological Model, which integrates personal and environmental change agents and describes how health promotion is not only measured by individual behavior changes, but also by organizational, community, and environmental change, policy development, and economic supports. Specific priority areas for HEAL are focused on three areas: infrastructure and capacity building for the statewide obesity prevention efforts, nutrition, and physical activity.

The Department of Movement Sciences aims to create healthy active living lifestyles through its academic programs, work in the community, and the research it conducts. Its multidisciplinary approach inspires and educates students to adopt healthy active lifestyles using principles of economic and environmental sustainability. Ultimately, the department will impact the health of society through research, education, and community engagement to assess, evaluate and implement strategies outlined in the HEAL Framework. The University has built partnerships across Idaho and will continue working closely with key leaders and stakeholders to realize the HEAL aims of reducing obesity and improving the health of all Idahoans.



Photo by Cheryl Dudley

Creativity Blooms in Persons with Disabilities

By Celia Flinn

Ask Shahna Sprecher, 39, who began drawing and painting at five, what's important to her. She may not answer directly, but she will no doubt point to her tote bag as if to say, "Creating art is the primary focus of my day. Every day." One glance at the bulging bag, and you know that she means it. A chaotic assemblage of an artist's tools – drawing books, tracing paper, boxes of colored markers, pens, and paintbrushes – pushes skyward, each tool waiting its turn to be used.



Shahna Sprecher

Today, Shahna, with her impish sense of humor, hunches intently over a desk. Sporting her signature spiky haircut, she is working on a piece of art she may decide to submit to ArtWalk next year, an annual cultural community event held in Moscow, Idaho.

Since 2004, when the Center on Disabilities and Human Development (CDHD) made its first call for artists to participate in ArtWalk, Shahna, along with numerous other local artists with disabilities, has taken advantage of the opportunity to show and sell her art.

"Artwalk is such a wonderful outlet for our participants," says Valerie Cutshall, administrator of C & R, a local agency that works with children and adults with disabilities. "The benefits of helping someone find a creative outlet can provide alternative means of communication," she says. "It can assist a person in learning how to express feelings and emotions in a positive way."

Toby Schultz, 38, who is described as friendly, positive, and fun loving, has participated in ArtWalk since the first show, as well as being chosen for inclusion in CDHD's annual calendar.

When asked why he paints, Toby says, "I guess it's the country thing that gets me excited the most. I like to make pictures of nature, old boats, animals, barns and landscapes." Toby looks forward to creating something new each year that he can show to other people at ArtWalk.

"It's fun hearing what people have to say about my work, and it's usually good," says Toby with a grin. So good, in fact, that Toby has his own fan club. At the opening, his work is usually among the first to sell.

Bobbie Lucker, 43, energetic, funny and who sings like a bird, also participated in ArtWalk this summer. "Participating

in an event like this gives Bobbie a sense of pride and accomplishment," said Pat Lucker, her mother.

Bobbie, who is autistic, is not new to showing her art. While in high school in 1989, Bobbie was selected to attend the International Very Special Arts (VSA) Festival in Washington, D.C. Her work was shown alongside projects created by other persons with disabilities from throughout the U.S. and 42 foreign countries.

"Included in the VSP Festival was a poignant self-portrait," explained her mother. "The large colorful painting depicted a carousel. Standing nearby was a little girl, with curly hair, glasses, and a tear in her eye. She was responding to the sign on the carousel that read, 'Sorry! Closed!'"

Anyone who knows Bobbie is aware of her love of carousels, kites, and National Public Radio. At this year's ArtWalk, along with the work of 32 other local artists, Bobbie will be showing more of her kites.

"Staff and faculty have enjoyed bringing ArtWalk to the Center," says Julie Fodor, CDHD Director. "In the last eight years, CDHD has accepted, matted and framed 321 pieces of art. It has become an opportunity for us to give back to the community."

Each year CDHD creates a calendar using the artwork of the artists who participate in ArtWalk. The 2012 calendars will be available in November for \$10 and may be purchased online at idahocdhd.org.

For more information on ArtWalk or the CDHD ArtWalk Calendar, contact Julie Magelky, CDHD Dissemination Director, at jmagelky@uidaho.edu (208) 885-6000.



First-Generation College Student Creates Scholarship 49 Years After Graduating

Julius Edward "Pete" Peterson has established the Julius E. Peterson Education Scholarship Endowment in the College of Education to be awarded annually to at least one undergraduate student. Peterson's entire estate, estimated to be about \$500,000, will be divided evenly between the College of Liberal Arts and the College of Education.

Following his high school graduation from North Denver High School, Peterson enlisted in the U.S. Navy. Two years into his four-year enlistment he was selected for an NROTC scholarship to attend the University of Idaho.

Pete was a first-generation college student and became very involved in campus life at the University. He was a member of the Lambda Chi Alpha Fraternity, Intercollegiate Knights, Borah Foundation Committee, Greek Caucus, Elections Commission, and also held several offices in his fraternity as well as leadership positions in NROTC. Pete also worked as a waiter at the Nobby Inn (now The Breakfast Club) and was head waiter at his fraternity. During his junior year, he received the Lambda Chi Alpha Leadership Award, and during graduation ceremonies received the American Legion Navy Award.

Pete graduated from the University of Idaho in 1962 with a bachelor of arts in political science. Following graduation, he was commissioned ensign in the U.S. Navy and served during the Vietnam era. During his service in the Navy, Pete attained the rank of lieutenant and received several medals, including the National Defense Service Medal, the Vietnam Service Medal with Bronze Star, and the Vietnam Campaign Medal.

Following his time in the Navy, he attended Stanford University and earned a master of arts in secondary education in 1968. He then taught in the Jefferson School District in Daly City, California until he retired in 1998. During his career he was a member of the California Teachers Association and served as a mentor teacher. He received several National Endowment for the Humanities Teacher Fellowships in geography (National Geographic Society), the U.S. Constitution (University of California, Berkeley), Shakespeare (Columbia University), and children's literature (Princeton University).

Pete has traveled extensively to Europe, South America, Mexico, Central America, Asia, and Africa, as well as within the U.S. and Canada. He continues to travel as much as possible. He also volunteers for the Idaho State Historical Museum, the Idaho Shakespeare Festival, and is a substitute teacher in the Meridian School District. His hobbies include volunteering, traveling, swimming, bicycling, hiking, reading attending theater, films and concerts, entertaining friends and developing new friendships. And of course – Vandal football.

Pete decided to establish this scholarship in order to help other first-generation college students. He hopes that someday others will consider doing the same, creating opportunities for future Vandals to pursue a college education.



What's Your Wish?



A new nonprofit organization, ClassWish.org, can help teachers get the classroom resources they need without spending their own money.

Budget cuts leave many schools without the supplies and equipment students need to explore and thrive. Books, computers, art supplies, musical instruments, science equipment, sports gear, and even basics like paper are in short supply in some schools. And teachers often spend their own money – an average of \$1,200 per year – to supply them.

Here is how the program works:

- Teachers visit the site to create Wish Lists of the items they need to equip their classrooms
- Visitors see exactly what is needed and make tax-deductible donations to help
- Many companies match employees' donations, which can double school funding
- ClassWish has the items shipped directly to the teachers at no cost

Benefits

Here is how the program helps:

- Provides children with better-equipped classrooms
- Reduces the financial burden on teachers, which is a major contributor to teacher attrition
- Reduces the \$2.2 billion a year that the Alliance for Excellent Education reports districts now spend in replacing public school teachers who have dropped out of the profession

About ClassWish:

The board of advisers includes such education and business leaders as:

- Nancy Pelz-Paget, director of the Education and Society for the Aspen Institute
- Sharon Robinson, Ph.D., CEO of the American Association of Colleges for Teacher Education
- Chris Graves, global CEO of Ogilvy PR
- Scott Cutler, EVP of the New York Stock Exchange
- Betsy Morgan, former CEO of The Huffington Post

Visit the organization's website at ClassWish.org, and see if you'd like to help.

Dean Samuelson: A Man With a Vision

Many remember Dean Everett "Sam" Samuelson as not just a great administrator, but also as a mentor and well-spoken man who got things done. There's no doubt he left a permanent mark on campus during his tenure from 1963 to 1989 – in more ways than one. Many recall what a fine leader he was for the college.

Samuelson developed the first doctoral programs in educational administration and guidance and counseling for the College of Education. He was also responsible for the construction of the College of Education Building, the Industrial Education Building, the Physical Education Building and Swim Center, and the Kiva.



Kiva



Everett "Sam" Samuelson

Samuelson had originally wanted a full auditorium in the College of Education Building, but the U.S. Department of Education refused to fund it. By changing the name of the auditorium to a "kiva," he was able to finesse the project, stating that the round building would be an educational resource for the college.

"The Kiva, or large lecture room, was of considerable interest to many," says Samuelson in some of his writings about the college. "The Kiva concept originated with ancient Pueblo communities in the American Southwest and is theorized as a room used for spiritual ceremonies." When the State Board of Regents reviewed the plans for the Kiva, they referred to it as "Samuelson's Carousel."

Samuelson was also dean when the College of Education received its first external grant in 1965 from the 3-M Foundation for \$2,500. The funds were used to purchase overhead projectors and a fax machine.

In 1964, the College of Education had its first National Council for the Accreditation of Teacher Education (NCATE) visit. At that time, the newly created doctoral programs received three-year provisional accreditations. A year later the programs were fully accredited.

In 1968, Dean Samuelson submitted a program to the U.S. Office of Education for a stimulation grant to develop a special education training program in the College of Education. After the grant was awarded, the college started the first special education training program in Idaho.

These accolades are just a few of the astounding accomplishments made by Dean Samuelson, the third dean of the College of Education, during his tenure. Not only was he a powerful administrator, he was admired and esteemed by many.

The dean's wife, Lois Samuelson, is working on her husband's biography – gleaned from his own writings throughout the years. The book will no doubt honor a man who, while at the helm of the College of Education, sailed it to new heights.

And next time you look at the Kiva, perhaps you'll remember it as "Samuelson's Carousel."



Your Gift

We believe the community of friends, alumni and supporters of the College of Education are what make us special.

Through collaboration and commitment to excellence, our work will positively impact generations to come and afford to others the same life-changing opportunities many of us have had. By supporting our work here, you become part of our legacy and will positively impact future generations.

If you would like to give to the Dean's Excellence Fund, which supports faculty and students' research and outreach, or a student scholarship fund, contact:

Christina Randal
cdrandal@uidaho.edu
(208) 885-7537

Or visit our giving page online at www.uidaho.edu/giving

P.O. Box 443080
Moscow, ID 83844-3080



Nonprofit Org
US Postage
PAID
Permit 679
Boise ID

We Want to Hear From You!

Name: _____

Class Year: _____

E-mail: _____

Address: _____

City: _____

State: _____ Zip: _____

Telephone: _____

Tell Us What's New:

*Please send to: University of Idaho, College of Education,
P.O. Box 443080, Moscow, ID 83844-3080, or you can
send an e-mail to: cdudley@uidaho.edu.*

