Imagine
TAKING EDUCATION TO NEW HEIGHTS
The last few months have been at once frightening and exhilarating. With the recent worldwide financial crises swirling around us, it is hard not to think the worst. Yet it is critical that we maintain a clear-eyed vision of the role of education in social and economic development. Without an effective educational system, it is difficult to support our democratic institutions and even more challenging to sustain a vibrant and growing economy.

In this issue of Imagine, we have highlighted stories that portray an optimistic picture. Our faculty, staff, and alumni are making amazing contributions to Arizona and to the nation, even across the globe. In these pages, you will discover why the College of Education is at the forefront of what makes education so crucial to the success of our country.

To illustrate:

• Jeannette Maré-Packard, a faculty member in the Department of Special Education, Rehabilitation, and School Psychology, overcame grief at the loss of her young son by brightening our community and recognizing special people who make Tucson a better and kinder place to live.

• The Department of Teaching and Teacher Education, with leadership from Department Head Bruce Johnson, is working with the Tucson Unified School District to give new life to the Cooper Center for Environmental Learning. Under our intergovernmental agreement, the school district maintains the facility, and the College of Education provides programming to teach children and youth about the environment and sustainability.

• You will read about Professor Shirin Antia, a key leader in the education of deaf and hard-of-hearing children, and the world-class research of alum Barry Zimmerman, one of the nation’s premier scholars of self-regulation.

There is no way to include all of the remarkable and far-reaching work underway in the College of Education in a single issue of Imagine. I hope this sample provides a sense of the commitment and energy that we have in the pursuit of our mission.
Imagine
FALL 2008

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We’ve gone green! Imagine is printed on recycled paper.
“Colorful, whimsical, childlike.” That’s how Jeannette Maré-Packard describes the handmade ceramic chimes — appropriately named Ben’s Bells — that helped her survive the pain no parent should ever have to endure.

Ben’s Bells began in March 2003, one year after her son Ben died of croup, just before his third birthday. By now, most Tucsonans have heard of the charming little chimes that honor the boy’s memory.

“I didn’t know how I was possibly going to survive Ben’s death, but I knew I had to for my other son, Matthew,” says Maré-Packard. “So I worked very hard to incorporate healthy coping strategies into my life. The idea of random art came to me when I was visiting my parents on the coast of Oregon just a few months after Ben died. There was a glass artist who was making glass fishing floats and leaving them along the beach for people to find. I decided I wanted to do something surprising and beautiful, using randomly placed art.”

Little did she know how magical and life-changing her idea would become. “We had no idea it would grow to this. The need for kindness is absolutely universal — everyone can be touched by this message,” says Maré-Packard, who has been an adjunct instructor in the college’s interpreter training program since it began in 2000. (She teaches linguistics to interpreting students and runs the practicum program. She also does theatrical interpreting at the UA and for several theater companies in Tucson.)

Several times a year, hundreds and hundreds of Ben’s Bells are hung randomly in public places around the Tucson community and beyond. The only way to get a bell is to find one or to be “belled” (see sidebar next page). The bells are discovered hanging from trees, in parks, and even in front yards. If you are fortunate enough to find one, you have been “belled.”
Now, the powerful little bells are spreading across the nation. “We were approached by some people who had been directly affected by the shootings here at the College of Nursing, and they asked if we could make Ben’s Bells for Virginia Tech (in response to the shootings there in April 2007),” Maré-Packard says.

“This was a bit outside of what we normally do, but with the support of many, our board decided we could pull it off. I made contact with a student group there, and they were thrilled to receive us and to help us hang the bells. Seven of us flew out and met about 30 Virginia Tech students. We put out 300 Ben’s Bells just two days before the anniversary of the shootings. It was a profoundly powerful experience, and the stories that we received from bell-finders were completely amazing.”

Today, Ben’s Bells has a staff, which helps Maré-Packard keep balance in her life between her work at the College of Education, the bells, and her family. Speaking of family, Ben’s Bells is truly a family affair. “We are all involved with Ben’s Bells. The whole family spends every Friday evening at the Ben’s Bells Studio (816 E. University Blvd.),” says Maré-Packard.

And that family has grown: Four years ago, Maré-Packard and her husband, Richard Dean Packard, a math teacher at Tucson High School, adopted two girls from Russia. Leeza, 12, and Nika, 8, joined Matthew, now 12.

As for Ben’s Bells, Maré-Packard says, “I have never had so much faith in anything. Ben is in charge, and I just keep things rolling.”

I have never had so much faith in anything.

Getting “belled”

Typically, the only way to receive a Ben’s Bell was to find one hanging in Tucson, following the twice-a-year distribution by Ben’s Bells volunteers. The latest phase of the project began in 2005, with weekly “bellings” for people in the Tucson community who make the world a better, kinder place to live. The recipient is announced Fridays on Tucson’s 92.9 The Mountain radio station, and an in-depth feature on the recipient appears in the Arizona Daily Star every Saturday. If you know people who deserve a Ben’s Bell, nominate them at www.929themountain.com/pages/jennie_itm.html (click on Ben’s Bells Project).
As of this fall, the UA College of Education is operating a hands-on desert camp dedicated to environmental learning.

“Our goal is to help people from the Tucson community understand the Sonoran Desert and how to live appropriately in it,” says Bruce Johnson, associate professor and head of the Department of Teaching and Teacher Education.

Local schoolchildren — and adults — have the chance to wander among the saguaros and prickly pear in the pristine tract in the city’s western foothills. And while they’re drinking in the beauty, they’ll be learning practical lessons about how to harness solar energy and capture rainwater.

Formerly called Camp Cooper, the newly named Cooper Center for Environmental Learning has a long history in the Tucson Unified School District. In the 1960s, the district bought several acres for a new school on the slopes of the Tucson Mountains, adjacent to Tucson Mountain Park. No school was ever built, but the district held onto the land and a prescient teacher began taking his students out to learn about the desert by walking among the cacti. Those initial desert lessons were eventually formalized as an environmental program, cabins were built to house students overnight, and an environmental staff of two taught lessons about owl pellets and animal tracks to generations of students.

Tight finances last year forced the district to solicit a partner, and the UA College of Education’s proposal fit the bill. Under
a three-year agreement, TUSD retains ownership, but the UA took over the operation as of July 1, Johnson says. “They could have sold it for quite a bit of money, and they didn’t want to do that.”

The university hired the new director, Mike Mayer, a veteran environmental teacher, while TUSD will still pay the salary of Colin Waite, a longtime educator at the camp. The UA eventually will fund both positions.

With the help of a $30,000 grant from Qwest, the UA is busily planning curriculum changes. “The funds will be used for a new program for middle-school students, Sunship III,” Johnson reports. “Seventh graders will spend three days at Cooper learning about how energy and materials are used in ecosystems and in our society. They will also see sustainable systems at Cooper, such as solar electricity generation and rainwater harvesting, and learn how to gather data about the energy and materials they use and produce.”

Back at school, the kids will continue to gather data from the camp via the Internet. The plan is that in the next year, as eighth graders, they’ll evaluate energy systems at their own schools.

Under UA management, Cooper will open up to other school districts and charter schools — and operate weekend programs for adults — though 80 percent of the time will be allocated to TUSD students.

The partnership is a win-win for all the parties. A piece of open space has been preserved in rapidly developing Tucson, TUSD is relieved of some of its financial burden, and UA master’s students in environmental learning have a place to practice their classroom lessons.

“It gives us a field base to offer courses and practical experiences to our students,” Johnson says. “Down the road, we plan to involve our undergrad students.” And Tucson schoolkids “who’ve never seen a beautiful piece of desert” will get a chance to study outdoors, in the best environmental classroom of all.

English-Language Learners (ELLs) continue to be disadvantaged by standards-based educational reforms under No Child Left Behind, and Teaching and Teacher Education Assistant Professor Ana Christina Iddings wants to know why.

Iddings — whose research focuses on the sociopolitical circumstances of recent immigrant children in American schools — located an elementary school in a rural area of the Southwest where there had been a sudden population shift, accounting for about a 300-percent increase of immigrants in the last eight years. This school is in a state that has adopted English-only legislation and has underperformed (per No Child Left Behind) for the last two years. As part of the study, Iddings worked with the teachers and some of the families in the school to create and implement forms of assessment preparations that took into consideration the linguistic, social, and cultural assets of ELLs. These were:

• An after-school program, where children were encouraged to engage in thoughtful experimentations and meaningful dialogue to explore topics of study
• One-on-one tutoring sessions involving students’ native language
• Peer-led discussion groups, where children worked together to connect the texts they were studying with their own experiences

The study looks promising, as all focal students presented gains (in some cases, up to 2.7 grade levels), suggesting that highly interactive forms of assessment preparations are necessary for unveiling the ELLs’ knowledge, learning, and understanding. “The focus shifted from assessment to teaching,” says Iddings. “By the end of the year, teachers were saying, ‘Look at our (ELL) child here... look at our growth!’”
Teachers in Southern Arizona need our support.

“Teachers believe in themselves and what they’re doing, but they don’t believe this community values them,” says Ron Shoopman, president of the Southern Arizona Leadership Council.

The council is involved in a campaign called “Tucson Values Teachers,” launched in early October. The campaign addresses the challenges teachers face through public awareness, professional education, incentives, and educational resources. The program not only has the support of Southern Arizona schools, it also has the support of Southern Arizona businesses.

“Teachers are every bit on the front lines of survival for this nation. If they don’t succeed, we will not succeed as a nation,” Shoopman says.

The effects of a well-oiled school system show up in a growing economy, quality and well-paying jobs, and cultural opportunities — to name a few of the advantages. Likewise, an underperforming school system creates high dropout rates and lower education achievement, affecting lifetime earnings, which then affects tax revenues, followed by fewer public services.

College of Education Senior Faculty Fellow John Pedicone, who also serves as vice president of the council, adds, “Every superintendent in the Tucson region included a team of teachers from his or her district to participate and help frame the direction this community will take to focus on the importance of education and the importance of teachers.”

Education Comes Out of the Schoolhouse

Study after study conclude that quality teachers are the single most important factor in student achievement. These same studies also show that fewer of our best and brightest enter the teaching profession. Nearly half of those who choose teaching as a career leave within five years — many citing a lack of support from parents and administrators, low salaries, and overcrowded classrooms. How to fix these seemingly insurmountable problems?

Under the leadership of Dean Ronald W. Marx and Professor Walter Doyle (from our Department of Teaching and Teacher Education), the College of Education prepared a detailed background report for Arizonans who had gathered at the 92nd Arizona Town Hall last April in Prescott to tackle these issues. The group included government, business, education and civic leaders, as well as various political perspectives. Importantly, it also included classroom teachers.

Using the Arizona Town Hall process, and the extensive background report, this diverse group spent three days in intense discussion. At the conclusion, the group produced a written consensus report that called for a fundamental redesign of Arizona’s pre-K-12 education system. Nine specific goals were identified as key to necessary reform. The goals, and the strategies and deadlines for accomplishing them, are outlined at www.aztownhall.org.
This afternoon, 8-year-old Selena will go deep into the rainforest to study why gorillas can’t swim. Tonight, she’ll don a corn-dance costume to participate in the Harvest Dance of Zuni. And tomorrow, she’s off to the largest continent in the world to discover why habitats are being decimated by poorly controlled industrial and agricultural exploitation.

This little girl, who lives in a high-poverty area in Tucson, explores these cultures simply by opening a book.

Books immerse children into story worlds that allow them to value cultural differences and recognize common humanity. The integration of international books in classrooms and libraries still remains an elusive goal.

The UA College of Education is at the forefront of this quest. In our basement, you’ll find a magical place — a place where lives change, thanks to the power of books. Our Worlds of Words: International Collection of Children’s and Adolescent Literature is the largest international collection in the United States. Now, we’re taking this collection to the next level, and we need your help. We are renovating an old library space on the fourth floor to house Worlds of Words. Your contribution to the $1.5 million conversion of the nearly 55-year-old space is greatly needed.

Please contact Director of Development Nina Daldrup at 520-621-7143 or ekd@u.arizona.edu to find out how you can help us transform this outdated and timeworn area into a storybook world of illumination and knowledge!

Erasmus Circle Fellows

Iliana Reyes
Assistant Professor
Language, Reading, and Culture
Iliana Reyes’ research on young children’s acquisition of bilingualism and biliteracy is widely published and presented nationally and internationally. Because there is no other research like hers, it is sorely needed and will make a huge impact on early childhood education. Likewise, student reviews of her teaching are always very high. Students sing her praises with comments such as, “She is one of the most caring and smartest teachers I have ever had. I dream of being just like her.” In addition to local service, she helped organize the first U.S./Mexico Binational Symposium for Educational Researchers, held in Mexico City. A gracious and generous professor, she is highly respected by all faculty members and excels in teaching, research, and service.

Gary Rhoades
Professor and Director
Center for the Study of Higher Education
A distinguished leading scholar in the field of higher education, Gary Rhoades and his research are praised nationally and internationally. His scholarship is extremely productive and influential, with considerable impact on the understanding and practice of higher education. His research on college access expands traditional notions of the college process and challenges scholars and practitioners to consider the collective role of families and communities. The consummate advisor, teacher, and mentor, he is in high demand for his advice, wisdom, and guidance — with office hours booked weeks in advance. His leadership and scholarship attracted six faculty members to the department. He is involved in shaping their research and guiding the department toward a deeper commitment to social-justice issues.
Highlights from

THE ERASMUS CIRCLE

The Erasmus Circle is a society that provides significant unrestricted financial support for the College of Education. In the process, the group also has a lot of fun! Here are some highlights from 2008.

Corporate Happy Hour January 23

The Erasmus Circle began the year high atop Williams Center with its annual Corporate Happy Hour cohosted by Merrill Lynch and the Southern Arizona Leadership Council. Jazz Studio set the mood, and members mingled as the setting sun cast a deep lavender glow across the Santa Catalina Mountains. SALC president Ron Shoopman and Dean Ronald W. Marx spoke of new opportunities for business and education collaborations, a priority gaining serious attention since the Tucson Regional Town Hall.

Education Is Key, 2008 Membership Celebration at Skyline Country Club March 4

A magnificently glittering room greeted guests when the doors opened on the Fourth Annual Membership Celebration. UA President Robert Shelton welcomed all and reminded us of the teachers who made a difference in our lives. Dean Marx highlighted the 2008 Erasmus Circle Fellows and Scholars, shining examples of the college’s award-winning faculty and students. UA Foundation President James H. Moore Jr. and his wife, Shelli, led an enlightened tribute to donor Emily Meschter and the first five Rodel Promising Student Teachers just completing their commitments to teach for three years in high-need schools. They each received gift certificates for CRIZMAC Art & Cultural Education Materials for their classrooms from the Erasmus Circle. Erasmus of Rotterdam burst upon the scene at evening’s end to dazzle guests with classical wit and wisdom.

Corporate Happy Hour September 30

Obsidian Gallery provided a unique setting for the fall Corporate Happy Hour as guests admired the extraordinary art and contemporary crafts on display. Gallery owner Monica Prillaman provided a fascinating overview of the current gallery show and encouraged us to enjoy the music, beverages, and delicious food, while browsing the unusual, mostly metal, sculptures and artistic furniture. Dean Marx spoke of the college’s tremendous progress with new faculty and groundbreaking initiatives, but was careful to acknowledge the challenges ahead.

Fellows and Scholars Reception at the Home of Ron and Anne Marx November 2

Nearly 80 Erasmus Circle patrons, members, fellows, and scholars gathered at the Marx home on this beautiful fall afternoon. It was a wonderful opportunity to learn more about how the Erasmus Circle investment in scholarships and faculty awards is making a difference across the globe. Erasmus Circle Fellow Iliana Reyes talked of her recent trip, made possible by her fellowship award, to Reggio Emilia, Italy, to study world-renowned programs in early childhood education. Scholarships were awarded to 34 outstanding graduate and undergraduate students.
Give light and the darkness will disappear of itself. — Desiderius Erasmus (c. 1466-1536)
Mark your calendars for these upcoming events!

- The Erasmus Circle celebrates its fifth anniversary in 2009!
- Don’t miss *The History of Mexico According to Diego Rivera*, a free holiday lecture and craft market for members and friends, December 9, 7 p.m., at CRIZMAC, 1642 N. Alvernon Way.
- Fifth Annual Membership Celebration, March 10, at the Arizona Inn.

Announcing the first-ever Erasmus Circle Travel Excursion to Guanajuato and San Miguel de Allende, Mexico, in June 2009. Join Dean Marx and see the College of Education’s *Verano en Mexico* program in action. We will visit the birthplace of Diego Rivera and enjoy museums, galleries, incredible shopping, and many more festivities celebrating education and the arts.

If you’d like to be a part of any of the Erasmus Circle events, contact Director of Development Nina Daldrup at 520-621-7143 or ekd@u.arizona.edu. We look forward to hearing from you!
In this issue of Imagine, we gratefully acknowledge gifts made from May 1, 2007, through June 30, 2008.

The Honor Roll of Donors is produced by the UA College of Education Office of Development. For more information or to make corrections, contact Director of Development Nina Daldrup at 520-621-7143 or ekd@u.arizona.edu.

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E. Patricia ’77 & Keith Hamilton
Glen ’60 & Donald Hamilton
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Curtis ’64 & Connie Hansen ’71
Nancy Hanten ’86
Richard & Audrey Hansd’ ’79
Ellen ’80 & Richard Harris
Mark ’92 & Carolyn Harlan ’95
Casandra Harper ’10
Tommy ’88 & Cantil Harper ’53
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Margaret Harling
Gail Harris ’89 & Peter Hargis
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Susan ’69 & John Harrison
Linda ’71 & Clinton Harris
William & Deborah Harman
David Harvey ’73

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Sylvia ’72 & Ronald Hauser Bruce & Trucynda Hawkins ’83 Barbara Hawley ’81
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Marilyn ’75 & W.H. Heathman Elizabeth Heilman ’88
Diana ’60 & Gary Henderson Donald & Alice Henderson ’74 Tyce & James Henderson ’74
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Patricia & Harold Hennes ’71
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Kyle Herman ’00
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Linda ’70 & Dale Heyne Charles Hettrick ’66
Donna Hill ’91
Marie Hill’69
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Sandra ’63 & Phil Kruger ’64
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Amie ’56 & Lawrence Sandrel ’56
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Ernest & Jo Ann Sayre ’89
Linda Scalise ’87
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R. Leigh & Ellen Schartz ’74
Donna & Timothy Schell ’88
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James Schorr ’76
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Jeanette Schowaker ’79
Jean Schoner ’79
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Lynda ’78 & Vicki Schutzler ’79
* Denotes deceased
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**AILDI Founders Scholarship**
Anonymous
James H. Mielke

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<th>Alumni Council's Dean</th>
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<td><strong>John L. Taylor Endowed Scholarship</strong></td>
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Max Moe Memorial Scholarship
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Scholarships in Honor of Suellen Roediger & Sharon Kay Roediger
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* Denotes deceased
From the earliest age, Barry Zimmerman was exposed to a master teacher: his father, Victor Zimmerman. The family lived in small-town Wisconsin, and the schools were so tiny that administrators had no choice but to assign Zimmerman to his father’s classes in English and history. And at home, his father taught him trumpet, the instrument he’d played in jazz bands to put himself through college during the Depression.

“Dad was demanding,” Zimmerman remembers, speaking by phone from his home in North Jersey. “I learned a lot from my father.”

But he learned more than trumpet-blowing techniques or the finer points of grammar and American government. Zimmerman saw firsthand how an excellent teacher teaches — by modeling, and by insisting that students “self-regulate” by practicing and studying on their own.

As Zimmerman wrote in a published reminiscence, “Although my father never studied psychology during his teaching career (which lasted from 1935 to 1972), he intuitively used instructional methods that involved influential sources of learning, such as goal setting, modeling, emulation, strategy use, and self-monitoring.” (The Ones We Remember: Scholars Reflect on Teachers Who Made a Difference, Information Age Publishing, 2008)

Inadvertently, the father’s lessons became the basis of the son’s career.

Barry Zimmerman, 65, is now Distinguished Professor of educational psychology at the Graduate Center at the City University of New York. Armed with a 1969 doctorate from the UA College of Education, as well as a 1965 UA bachelor’s degree in social studies and English, Zimmerman has made the

Most of his success, he says, “came from my dad.”
process of learning the lifelong focus of his research.

His scholarly output is enormous. He has written or edited 13 books or journal volumes, more than 200 research articles, chapters, and conference papers. He’s served as president of a division of the American Psychological Association (Educational Psychology) and won grants from the U.S. Department of Education, the Institute for Educational Sciences, and the National Science Foundation.

He studies “how students learn to take responsibility for learning and performing ‘self-regulation,’” he says. As scholarly as his work is, Zimmerman takes care that his research has practical applications in the classroom. “I developed a model to guide research and intervention.”

In his most recent project, done in collaboration with John Hudesman, his colleague at the Graduate Center, Zimmerman was invited into an inner-city technical college in Brooklyn. The students typically have graduated from city high schools with poor academic and study skills, and in college “have a very high dropout rate, 79 percent. The college asked us for an intervention.”

Zimmerman applied a model that he’d previously developed for middle schools, in which teachers teach the students learning skills, from managing their time to choosing an appropriate study environment to note-taking and preparing for tests.

The students kept diaries of “when and how they studied, and whether they accomplished their goals” and recorded the information on graphs. By looking at charts of their preparation — and their test scores — they were able to see that when they studied for a test while talking on the phone and watching TV, they got lower grades. The data were eye-opening for the students.

“The students learn that their strategies don’t work, not that they’re not capable,” Zimmerman says.

Like the math students, the parents learned to keep records. They were to check the lung function of their children twice a day and plot the data on color-coded charts. If the lung function was in the low green zone, the child was stable. Scores falling into a yellow zone called for caution and those in a red zone warned that an attack was imminent. The mothers were able to determine for themselves when — and when not — to rush the child to the hospital.

“The project was quite successful. Compared to control groups, our groups had fewer wheezing coughs, missed less school, and had fewer emergency room visits,” he says.

And also like the math students, the mothers felt newly empowered by their knowledge. Subsequently, they became “some of the most effective teachers of other mothers. They would tell them, ‘I didn’t feel competent, but if I learned to do it, so can you.’”

If Zimmerman’s career path seems a foregone conclusion in hindsight, it was not so obvious when he arrived in Tucson by train in 1962. He had spent one year at St. Norbert’s College in Wisconsin, but a brutal winter — and a dorm mate’s poster of the UA’s Old Main — sent him packing to the sunny Southwest.

“I found the campus congenial,” he says. “I formed close friendships. I met my (future) wife, Diana (Conley), in a restaurant near Main Gate.”
Zimmerman has made the process of learning the lifelong focus of his research.

But casting about for a career, he switched majors seven times. He finally decided to become a schoolteacher, like his father.

His undergrad advisor, Donald Barnes, “had a big impact on me.” Encouraged by Barnes, he decided to go on to grad school right away to complete the master’s for his teaching career. But grad school changed his goals.

“As I got into the coursework, I became increasingly interested in the process of learning instead of just the subject matter. I was fascinated with the process of self-regulation, fascinated to see if there were better ways to do it.”

A new faculty member in educational psychology, John Bergan, inspired him, not only by demonstrating a “respect for the discipline,” but also by his own research.

“I became aware of the benefits of an academic career in educational psychology,” Zimmerman recalls.

After earning his Ph.D. in 1969, he joined the UA faculty, teaching at his alma mater until 1974, when he switched to the CUNY Graduate Center. He’s been there ever since, becoming Distinguished Professor in 1996. He’s had several visiting scholar appointments elsewhere, at Stanford and most recently at the University of Padua, Italy.

“There’s a lot of interest in self-regulation research around the world, but especially in Europe,” he says.

Zimmerman teaches only doctoral students, and right now he has about a dozen. “Too many!” he jokes. “Ideally, I’d have around six. But it’s hard to turn them down. There’s a new generation of researchers, and I’m pleased to have a part in their careers.”

In the next few years, he hopes to “transition to more research and less teaching. My wife and I are looking forward to wintering in Tucson. We look forward to the educational and cultural attractions of the UA.”

His parents followed him to Arizona in the early 70s. Victor Zimmerman ended his career in Bisbee, where he taught for one year and then retired to Tucson (Barry Zimmerman’s mother and one of his two daughters still live in Tucson).

In the last 20 years of his life, Victor returned to his trumpet, playing in a senior-center dance band. He died in 2000, proud of his son’s success. But Zimmerman says his father deserves the credit. Most of his success, he says, “came from my dad.”

Our Department of Teaching and Teacher Education is exploring a mentoring program for teacher candidates. The program would involve alumni who teach in elementary schools and teacher candidates in the college’s elementary education program.

What would this mentoring experience be like? Face-to-face? Facebook? Online? What would be included? We would like your input. If you have suggestions or would consider being a mentor once the program takes shape, send your name and contact information to Donna Jurich, Director of Elementary Education, djurich@email.arizona.edu, 520-626-5307.
A great love of music, but an even greater fear of performing has provided the College of Education with one of its most prolific researchers and respected professors.

by Ana Luisa Terrazas
As a young girl in India, Shirin Antia, professor in the Department of Special Education, Rehabilitation, and School Psychology, studied piano and was so talented that her teacher wanted her to compete professionally. But there was one problem: “I froze up in performance,” says Antia.

Fortunately, Antia discovered another path: teaching deaf children. One of her childhood friends was deaf, and the girl’s mother opened a school in Calcutta for deaf children. Antia volunteered at the school, and a career in teaching unfolded before her. But it wasn’t quite as easy as it sounds.

“My first year of teaching was disastrous. I came home every night crying and exhausted. I should have paid the school for that first year!” Antia says of teaching profoundly deaf children at the Western Pennsylvania School for the Deaf.

“I had a lot of discipline problems. Teachers rule in India, and the kids don’t argue. I didn’t know how to deal with some of the behavior problems.”

All the while, Antia continued taking classes. “Being around adults at the University of Pittsburgh helped me keep my sanity,” she says.

**Fountain of energy**

The additional schooling paid off. After almost five years, she joined the University of Pittsburgh where she soon became a senior teaching fellow. In 1980, she came to the UA College of Education as an assistant professor. Today, as a full professor, she investigates the social and academic status — and progress — of deaf and hard-of-hearing students in public schools.

Longtime friend and collaborator Michael Stinson, professor at the National Technical Institute for the Deaf, notes, “She is a warm, enthusiastic fountain of energy and is truly committed to improving the education of these children.”

Antia also coordinates the graduate program to prepare teachers. Somehow, she still finds time to be the associate editor of *The Journal of Deaf Studies and Deaf Education*.

An active researcher with numerous publications and several research grants to her credit, she is prolific, having garnered nearly $4 million in federal funding for personnel preparation. Antia’s research focuses on academic and social inclusion issues of deaf and hard-of-hearing children in public schools.

“She is widely recognized throughout the nation by her deaf education colleagues as both an excellent researcher and an effective leader,” says Harold A. Johnson, professor at the Michigan State University College of Education. “Her groundbreaking research provides a critical knowledge base needed to both support students and enhance teacher preparation.”

The editor of *The Journal of Deaf Studies and Deaf Education* concurs. “I really look up to Shirin — even if she is a foot shorter than I am!” says Marc Marschark, professor and director of the Center for Education Research Partnerships at the National Technical Institute for the Deaf and professor at both the University of Edinburgh and the University of Aberdeen.

“**She has so much physical and intellectual energy that I love trying to keep up with her.**”

Photo by Jen Ryder
“She has an incredibly broad view of deaf education, founded in both research and practice. She is my model for bridging the two, and she has so much physical and intellectual energy that I love trying to keep up with her.”

Expectations of an Indian woman
Born soon after India’s independence from Great Britain, Antia grew up in an age when women did not become professionals. “My father had a very sophisticated world view,” she says. “He never set any limits and never once indicated that this career path was something I should not do.” Other family members had a little more trouble. “Some thought I was way too assertive and that I didn’t meet the expectations of an Indian woman and the role I should have in the household.”

But Antia has balanced her family and scholarly lives remarkably well and adds, “I am proud that I have been able to do this.” She and husband George Price have one daughter who is studying race relations at Smith College. Antia’s family life has been “tremendously” happy, as has her life in academia. “I’m in love!” she explains. “I would never want to be anywhere except in academia. I especially enjoy the collaborations and working with people all around the country and the world.”

Working with her students surely tops the list. “I’m in awe of them, and I’m so honored when they tell me, ‘You put me on the path.’ These students are so skilled — I never remember being as skilled as they are.”

Antia is advisor to doctoral student Kendra Benedict, who says, “Without Dr. Antia’s dedication, this program would not exist. I am so fortunate to have one of the foremost leaders in the field as my mentor.”

For her part, Antia gains “a huge amount of satisfaction — intellectual, emotional, and social — from my work,” she says, as she sits down at the piano to master a Bach prelude, strictly for her own relaxation, of course.

Shirin Antia, 520-621-0944, santia@u.arizona.edu
Related sites: www.acedhh.org/careers.htm
www.deafed.net
Welcome, New Faculty!

**Educational Leadership**
One of the few scholars to give serious attention to the intersections among curriculum theory, politics, and educational leadership, Associate Professor Rose Ylimaki (Ph.D., University of Wisconsin at Madison) brings a wealth of experience to the University of Arizona. Her research examines successful practices of principals in challenging, high-poverty schools in the U.S., England, and Australia and the impact of No Child Left Behind on curriculum-leadership practices. Her teaching interests reflect her broad-based, interdisciplinary background in curriculum and leadership theory.

**Educational Psychology**
Assistant Professor Christopher Johnson (Ph.D., University of Michigan) investigates the creation of new methods estimation in educational research. Also a member of the BIO5 Institute, he holds a doctorate in estimation theory and applied statistics. In addition to teaching and understanding how students learn algebra, his research examines the relationship between literacy instruction and reading comprehension and the extent to which this relationship remains in a causal framework. His teaching specialties include maximum likelihood and hierarchical linear models.

**Language, Reading, and Culture**
Assistant Professor Sheilah Nicholas (Ph.D., University of Arizona), Hopi, is of the Sunforehead Clan from the Village of Songoopavi on Second Mesa, the Hopi Reservation. Her efforts to reclaim her speaking ability in her first language, Hopi, led her to her dissertation, “Becoming ‘Fully’ Hopi: The Role of the Hopi Language in the Contemporary Lives of Hopi Youth.” She returned to her community to give back in the form of language-teacher training and professional development. She continues to travel there to provide oversight and training.

**Special Education, Rehabilitation, and School Psychology**
Professor and Department Head Linda R. Shaw (Ph.D., Florida State University) joins us from the University of Florida, where she was director of the Rehabilitation Counseling Program. A licensed mental-health counselor, her research focuses on disability human rights, rehabilitation ethics, and professional issues in rehabilitation counseling. She is the president of the Council on Rehabilitation Education, the national accreditation body for rehabilitation counseling programs. She has served as president of the American Rehabilitation Counseling Association and chaired the Ethics Committee of the Commission on Rehabilitation Counselor Certification.

**Teaching and Teacher Education**
A former middle-school science teacher and environmental educator with two degrees in geology, Assistant Professor Kristin L. Gunckel (Ph.D., Michigan State University) focuses on the problems associated with the prevalence of poor science curriculum materials in the classroom. Her research examines the learning progressions that guide the development of new science-curriculum materials, and she develops tools to support preservice teachers in learning to use curriculum materials more effectively.

**Teaching and Teacher Education**
Drawing on her work on the Navajo reservation, Clinical Professor and Director of Elementary Education Donna Jurich (Ph.D., University of Arizona) examines culturally responsive teaching and its application in rural and urban contexts. She studies the relationship between teachers’ life histories and their teaching practices and is concerned with preparing teachers who work for equity and excellence for all children, especially those in high-needs schools. Her research also focuses on college-university collaboration and initial teacher preparation.

**Teaching and Teacher Education**
Assistant Professor Marcy B. Wood (Ph.D., Michigan State University) traces her research interests back to her experiences teaching third and fourth grade in Albuquerque, specifically the mathematical learning of students who were not successful in mathematics classrooms. She has taught elementary math methods to undergraduates and presented workshops on complex instruction and math pedagogy to practicing teachers. In addition to the social construction of identity and conceptual metaphors, her research includes learning and teaching K-8 mathematics as viewed through the lenses of discourse analysis, sociocultural theories, and cognitive theories.
Vonda Tarr '58 '64 writes that she has “been married for 50 terrific years” to Howard Tarr ’59. For the past 40 years, they have lived in San Diego, and they attend Homecoming every year! In addition to the events on campus, they have a family gathering with Vonda’s mom, 95 and sharp-as-a-tack; Vonda’s sister, also a UA alum; her husband; and everyone’s children and grandchildren. Vonda also writes that she and Howard have lived in Tucson; Biloxi, Miss.; the outskirts of Tokyo, Japan; Ontario, Calif.; Owensboro, Ky.; and Syracuse, N.Y. Vonda taught special education children for 32 years.

Elizabeth R. Snake ’62 ’69 taught high-school English and Spanish in Parker, Ariz., for two years. She then moved into federal civil service and a 28-year career as civilian librarian for the U.S. Army in public-type technical and classified libraries in Yuma, Ariz.; Carlisle, Pa.; Honolulu; and Fort Leavenworth, Kan., becoming the head of archives for the U.S. Army Command and General Staff College. After two years of retirement in Tucson, she began work as the school librarian for SS Peter and Paul Catholic School in 1997, a position she holds today. Elizabeth plans to retire in June 2009 with 40 years as librarian behind her. She plans to knit, crochet, and volunteer at the school while continuing her 30-plus years as a semiprofessional religious soloist, avid reader, and moviegoer.

James R. “Jim” Stephens ’67 ’69 is a retired Army officer living in Spanaway, Wash. His novel, Camera Soldiers: The Philippine Odyssey, tells the fact-based story of combat cameramen during MacArthur’s “Return to the Philippines.” Jim reports that the book is getting excellent reviews. The photo shows Jim as a private-first-class combat photographer on a Philippine beachhead in 1944. For more, see www.camerasoldiers.com.

Steve Lynn ’58 ’74 is a vice president of communications and government relations for Tucson Electric Power and UniSource Energy Corporation. He was named 2008 Man of the Year by the Tucson Chamber of Commerce.

Leonard Fuller ’71 spent many years working in public administration and earned a graduate degree in philanthropy and development. In 2000, he and his wife, Roberta “Bobbie,” moved to St. Charles, Minn., where Leonard is the executive director of the Diocese of Winona Foundation. Leonard and Bobbie have two grown daughters and eight grandchildren, including two sets of twins.

Althea Curtis ’74 reports that she has nearly completed her counseling internship at Providence Service Corporation in Tucson.

Jill Goldstein Page ’78 left Tucson after performing her student teaching and ended up in Houston, Texas, teaching elementary school. She now is retired after 30 years working as a reading specialist. Jill looks forward to volunteering, working with kids and animals, and maybe traveling. Unfortunately, her 23-year-old daughter, Sara, is not a Wildcat. Jill continues her relationships with college roommates who now live in Scottsdale, Ariz., and is always looking for “old” friends from the UA. Jill is shown with her boyfriend, Howard.

Nancy Martinez ’83 is the director of special education for the Prescott Unified School District. She has been with the district for 21 years.

Carol Stanley Wood ’86 teaches at Andersen Junior High in Chandler (Arizona) Unified School District. This is her 22nd year in Chandler. Carol now teaches the READ 180 Program, promoting literacy for the junior high school.

Cindy Street Daniels ’87 was named Outstanding Arizona Educator by the UA College of Education in 2006. She now is the assistant superintendent of Chino Valley (Arizona) Schools, and owns and operates Schoolhouse Solutions, an education consulting company. She has two children, Addie, 7, and Alex, 9.

David Abraham ’88 has moved to Israel, and he plans to enlist in the Israeli Defense Forces. David is shown with Sivan Buchinis, a young adult with special needs with whom he works during summers spent in California.

Graduate

EDUCATIONAL LEADERSHIP

David L. Hosley ’71 is a retired Air Force colonel and academic dean. He held executive positions in the Department of Defense, Department of the Air Force, the U.S. Space Program, and in the U.S. college and university system. David now serves on airport, manufacturing, education, and
land-development boards and committees, including career academies for high schools and an executive space forum for the commercialization and tourism of space.

Nancy Veliz ’71 ’77 writes, “I found out that retirement does not fit everyone like a suit. I tried it out, even wore it a little, but decided it wasn’t a perfect fit.” She now loves being back to work full time as the assistant principal of Patrick Henry Elementary School in Alexandria, Va., and there is no doubt in her mind that working with young children keeps one young and active. If you’re in the Washington, D.C. area, give her a call — her number is in the telephone book.

Wade McLean ’73 ’76 ’86 (Cohort 2) is the interim superintendent of the Whiteriver Unified School District on the White Mountain Apache Reservation.

Debra Bergman ’75 (Cohort 3) was the College of Education Winter 2007 Commencement graduate student speaker.

Steve Poling ’79 (Cohort 11) is the principal of DeGrazia Elementary in Marana, Ariz. He presented to Marana Unified School District K-12 school counselors about how schools can more effectively work with students from kinship families.

Ron Rickel ’80 ’02 (Cohort 4) is the superintendent of the San Manuel Unified School District. One of the district’s schools, San Manuel Junior and Senior High School in Mammoth, earned an A-plus rating for 2007-08. It is the only high school in Pinal County, Ariz., that exceeds state performance and progress standards.

Roxanne Lopez ’81 ’89 (Cohort 9) coordinates Amphitheater Public Schools’ Project EXCELL, a $29.2-million, five-year grant to retain and attract high-quality teachers and increase student achievement in Title I schools. In addition, she coordinates Career Ladder and 301, the district’s performance-pay programs.

Jane Pyne ’81 ’02 (Cohort 5) teaches at Northern Arizona University’s Tucson campus.

Kim Holaway ’82 ’87 ’04 (Cohort 6) was elected Mayor of Eagar, Ariz., and took office in June 2008.

Domingo “Andy” Entaria ’83 is the principal of Guab National High School in the Philippines.

Lisa Melvin-Long ’85 (Cohort 9) is the lead author of an article, “The Evolution of a Homegrown Data Warehouse: TUSD Stats,” which appeared in Data-Driven School Improvement, by E. Mandinach, & M. Honey (Teachers College Press, 2008).

Daniel Schuler ’85 ’06 (Cohort 3) is the assistant principal at Sabino High School in Tucson Unified School District.

Robert Pitts ’87 ’93 ’05 (Cohort 3) is the new principal of Robison Elementary School in Tucson Unified School District.

Mike Bejarano ’88 (Cohort 7) is the principal of Ironwood Ridge High School in Tucson’s Amphitheater Public Schools.

Joyce Geranos ’88 ’92 ’99 (Cohort 3) is retiring from Tucson Unified School District after serving as the principal for Ford and Collier Elementary Schools.

Tsuru Bailey-Jones ’90 and Kevin Dougbery ’91 (Cohort 10) were selected as UCEA Jackson Scholars. The honorees join a network of graduate students of color who are studying in UCEA members’ educational leadership doctoral programs and who are planning to enter the professorate. For more information about this distinction, visit http://ucea.org.

Paul Melendez ’92 (Cohort 9) is the director of the Ethics and Honor programs in the Eller College of Management. He organized the second-annual High School Ethics Forum in May 2008. Contact him at pmelendez@eller.arizona.edu for more information about the program.

Cindy Ruich ’92 ’03 (Cohort 12) and Hugh Thompson (Cohort 11) are the College of Education’s 2008 Erasmus Scholars. The 2007 scholars were Kevin Stoltzfreund and Roxanne Lopez ’81 ’89 (Cohort 9).

Melissa Peterson ’94 ’96 (Cohort 8) is the director of New Teacher Induction for Tucson Unified School District.

Greg Miller ’99 is the new director of Career and Technical Education for the Tanque Verde Unified School District.

Anna Schwartz-Warmbrand ’01 ’07 was promoted to reading coach at Craycroft Elementary in Sunnyside Unified School District.


David Mendel ’07 (Cohort 12) is the assistant principal of Rincon High School in Tucson Unified School District.

Tiffany Mckee ’07 (Cohort 12) is assistant to the principal at Old Vail Middle School.

Mark Saliba ’07 (Cohort 3) won the 2008 Arizona School Administrators Outstanding Dissertation Award.

Jake Kasper ’08 is the new residence hall director at the University of Colorado at Boulder.

EDUCATIONAL PSYCHOLOGY

Angela Garcia-Sims ’67 ’70 enjoys her consulting work with school districts, universities, and colleges. She organized a recent conference on early San Diego-region history which featured scholars, entertainers, and descendent of old San Diego.

Burt Sellick ’67 ’79 and his wife, Fin, are celebrating 55 years of marriage. They live in Thunder Bay, Ontario, Canada. Burt and Fin holiday in Tucson in September and October, renewing friendships with former colleagues and friends.

Rosie Garcia Murrieta ’82 ’90 plans to work for the Tucson Unified School District as an ESL teacher in a middle school for two more years before she retires from teaching. Rosie plans to enroll at the UA to perform internship hours so she can work full-time as a bilingual school psychologist.

Robyn Flaim Cruz ’95 has been an associate professor and coordinator for dance therapy in the Expressive Therapies Division of Lesley University in Cambridge, Mass., since 2005. She has just accepted a new position as core faculty in the Lesley University Ph.D. Program in Expressive Therapies. Robyn has served as editor in chief of The Arts in Psychotherapy (Elsevier Science) since 2002 and now is serving as second term as president of the American Dance Therapy Association.

HIGHER EDUCATION

Lew Riggs ’60 ’67 received the 2007 H. Ted Podleski Distinguished Service Award from the Arizona Osteopathic Medical Association for service to the profession of osteopathic medicine in his capacity as executive director of the Tucson Osteopathic Medical Foundation.

T.J. Willis ’08 is the assistant director of campus activities at North Carolina State University. T.J. was recently elected to the Association of College Unions International Board of Trustees. The two-year term began in March at the conclusion of the 2008 annual conference in New Orleans.

SPECIAL EDUCATION, REHABILITATION, AND SCHOOL PSYCHOLOGY

Linda Jean Spector ’73 has enjoyed a very long career in the field of learning disabilities. Her family moved from Los Angeles 12 years ago to Ann Arbor, Mich. She is the special education director, executive director, and lower-school admissions director at a private school for high-functioning students with learning challenges in grades 3-12. Linda asks everyone from the ’71-’72 LD master’s program to get in touch with her.

Jennifer Goekel ’07 competed in the 2008 Paralympic Games in Beijing, held in September 2008. Jennifer, who has competed in track events for the past decade, qualified to compete in the 100-m, 200-m, and 400-m wheelchair track events. She also competed in the 2004 Paralympic Games in Athens, Greece, where she placed fifth in the women’s T54 1500-m event. Jennifer lives in Tucson, where she works as a certified rehabilitation counselor at DIRECT Center for Independence, and she trains with the UA Wheelchair Track and Road-Racing Team.

TEACHING AND TEACHER EDUCATION

Bernice Pomeroy ’63 plays organ and piano at Patagonia Community Church, gives piano lessons, and enjoys gardening.

Kathleen Ann Starks Barber ’72 ’92 ’06 taught mathematics at Mountain View High School in the Marana Unified School District, and now teaches eighth-grade prealgebra and algebra I at Utterback Athletic Trainers in the Tucson Unified School District.

Gerald W. “Jerry” Bell ’72 was inducted into the inaugural class of 18 peer athletic trainers in the Class of 2008 Fellows in St. Louis during the National Athletic Trainers’ Association Annual Meeting and Clinical Symposium in June 2008. Jerry and his wife, Barbara Stonecipher, are retired in the University of Illinois Urbana-Champaign area. They have two grown children and enjoy their retirement and quality time with their grandchildren, Katie and Nate.

Michael “Mike” McVey ’98 is an assistant professor at Eastern Michigan University in the Teacher Education Department’s Educational Media and Technology program. Mike formerly taught special education in Tucson’s Sunnyside Unified School District.

Kristin Reidy ’99 ’01 is the assistant principal at Marana Middle School.

IMAGINE ALL 2008
Imagine Research
TAKING EDUCATION IN NEW DIRECTIONS
The need for quality educational research is greater than ever before. As we face challenges to our economy and the effectiveness of our education system, we need to ensure that our efforts to improve education are based on the very best evidence.

Our country’s P-12 and higher-education systems need policies that will secure — for every American — the opportunity for quality education, regardless of circumstance. Moreover, as we have all come to realize, the world is more interlinked and interdependent than it has ever been. Our understanding of our own educational programs must be based on our understanding of education across the globe. It is in this context that the College of Education faculty and graduate students conduct research.

The articles in this issue of Imagine Research represent just a small sample of the quality research that is underway in the College of Education. As you will see, these articles, which represent the scholarship in each of our six departments, demonstrate careful conceptualization, rigorous research, and utility. They feature a range of research that situates our work in this country in a context of a shrinking international arena.

By generating new knowledge through this sophisticated scholarship, we improve our understanding of the wide-ranging elements that comprise education as we contribute fresh approaches to teaching, learning, and development.

Ronald W. Marx
Dean and Professor of Educational Psychology
School principals can exert a measurable positive influence on student achievement, according to a growing body of research (e.g., Leithwood & Riehl, 2005; Leithwood & Jantzi, 2000; Mulford & Silins, 2003). Positive leadership appears to account for as much as 5 percent of the overall variation in pupil test scores. This figure may seem low, but it represents a good portion — almost 25 percent — of all in-school variation over which educational policymakers have some control (Hallinger & Heck, 1996). Leadership, then, is of singular importance.

The renewed interest in the effects of good leadership on pupil performance comes at a time when multiple factors are potentially reshaping the role of school leaders.

In my research, I have studied successful principals in U.S. schools — with successful defined in terms of student achievement gains over the course of the principal’s tenure (Jacobson, Johnson, Ylimaki & Giles, 2005; Ylimaki, 2007; Ylimaki, Jacobson & Drysdale, 2007). My work is part of an international study of successful school principals (ISSPP) in eight countries — England, Canada, Denmark, Sweden, Norway, China, Australia, and the U.S. — with 83 principals studied to date. Research teams in all eight countries are conducting the ISSPP study in three phases. They conduct qualitative case studies, surveys, and digital video case studies to help train future leaders.

The U.S. sample primarily consisted of urban school principals in the Northeast and South, and data sources included interviews with principals and others familiar with their practices, as well as field notes and relevant documents. While there are limitations to how much we can generalize from the data, our study does represent one of the largest leadership case studies to date.

My findings suggest that exemplary principals demonstrate four leadership practices necessary for school success: setting directions, developing people’s talent, redesigning the organization, and managing the instructional program.

**Leading a High-Poverty School**

Successful principals take on even more leadership tasks when they serve in high-poverty schools. The children typically are of lower socioeconomic status and come from culturally diverse families (e.g., Ylimaki, 2007; Ylimaki, Jacobson, & Drysdale, 2007).

The principals I studied began their tenures by physically securing the school building. They coupled these security initiatives with efforts to make the school more beautiful for children and adults alike, and school staff joined in with members of their multicultural communities to define beauty. For example, one African American woman principal worked with a community organization to create a park in an unkempt vacant lot in front of the school. They also teamed up to add a multicultural mural on the entrance wall.

Creating a safe, inviting environment also required each principal to become a visible presence at key times during the day. In fact, some of the principals actually taught in classrooms, which is common in the United Kingdom but rare in the United States. By teaching, each principal was signaling to the teachers, staff, and students that s/he was fully aware of what was going on in the school and watching to be sure that everyone was performing at the high levels expected of them. This presence was not intended to intimidate
teachers, but rather to reassure them that student misbehavior would not be tolerated. It also was meant to reassure students that they would be treated with respect and compassion. (I conducted a follow-up study focused specifically on principals’ curriculum leadership practices [Ylimaki, forthcoming].)

Members of the school community scrutinized how the principals handled themselves in various circumstances and under different conditions. What they saw in each case was behavior that modeled commitment to the core beliefs they were trying to instill, i.e., “If we work together in the service of improving the life chances of our children, we can succeed.” We heard repeatedly from every one of the groups interviewed, including the students, that the principal’s role-modeling was crucial.

Common threads in principals’ strategies were immediately apparent, but so too were key differences. Each of these principals had his or her own style of leadership; they interacted with others in certain ways and had particular social and cultural relationships. Plus, they inherited schools that differed in context and circumstances.

Challenges
There are rewards as well as challenges in international study. Funding varies in different countries, and language differences can make it difficult to put together uniform surveys. For example, in Norwegian there is no word for accountability. Since these are issues the teams wanted to study in each country, the language difference was a challenge.

Within the U.S., most of the case studies were conducted in the Northeast and South. In order to get a better sense of how these findings might relate to school leaders elsewhere, the study needs to be expanded to other regions of the country. It also should include schools of varying sizes, located in rural, suburban, and urban districts. The principals to be studied must represent both genders and varying racial and ethnic backgrounds.

During the 2008-09 academic year, I plan to develop a research team at the University of Arizona to examine successful schools along the Mexico/U.S. border and beyond, as well as schools on Native American reservations.

ACKNOWLEDGEMENTS
Additional members of the U.S. research team include Corrie Giles, Steve Jacobson, Lauri Johnson, and Sharon Brooks from the University at Buffalo.

REFERENCES


Many professors believe that group projects motivate students to learn, but that’s not always the case. Previous research has found that collaborative or cooperative-learning practices in university classrooms have a positive correlation with student motivation (Courtney, Courtney, & Nicholson, 1994; Daniels, 1994; Hancock, 2004). However, when my coauthors and I examined group learning more closely, we found that those positive results occur only under certain conditions. Group activities don’t automatically translate into more highly motivated students.

We learned that not all cooperative/collaborative learning, particularly informal group learning that involves quick in-class activities, is good for student motivation. Based on the results of our research, we believe that instructors in higher education are better off using more formal forms of collaborative learning or cooperative learning, such as projects that require students to work together throughout the semester, to increase students’ motivation to learn. For group projects to be successful, it’s particularly important for instructors to de-emphasize competition, be supportive, let students choose their own group members, and especially try to build a sense of community in their classrooms.

Positive Classroom Communities

In one of the first studies, my coauthors and I found that classroom community is a critical part of successful group learning (Summers, Beretvas, Svinicki, & Gorin, 2005). In a classroom with a strong sense of community, students had a feeling of belonging and high-quality relationships with each other. Students who take classes that require group work typically experience higher levels of classroom community. When instructors use cooperative-learning activities that use structured tasks and closely monitor students while working on these tasks, students feel a stronger sense of community (Johnson & Johnson, 1998).

Motivation

The next step in my research was to find out if the link between cooperative learning and classroom community was related to students’ motivation to achieve. The data showed that mastery of the subject, interactive learning, and classroom community were all higher for students engaged in cooperative learning than for students not involved in cooperative learning. We also learned that students’ perception of interactive learning positively influenced the relationship between their motivation to achieve and their sense of classroom community, but only for students in cooperative-learning groups (Summers & Svinicki, 2007).

Two types of motivation were significant predictors in our model: mastery motivation, characterized by students’ desire to expand their skills and knowledge, and performance-avoidance motivation, characterized by students’ desire to avoid failure and embarrassment. Thus, it seems possible that when a university-learning group gets competitive, some students became motivated to learn — but only to avoid looking bad. I found the same phenomenon in a previous study in sixth-grade classrooms. When the sixth graders belonged to...
collaborative-learning groups that valued group work, they became more motivated, out of fear that they would embarrass themselves in the group (Summers, 2006). While students in cooperative-learning classes tend to be more motivated and perceive a strong feeling of classroom community, some students are motivated by a fear of failure rather than an orientation toward success.

**Having Autonomy**

In collaboration with one of my graduate students, Keith Ciani, from the University of Missouri, I found that one way to increase students’ motivation was to let students in collaborative-learning groups choose their own members. In a study scheduled to be published later this year (Ciani, Summers, Easter, & Sheldon, in press), we found that intrinsic motivation and classroom community were significantly predicted by students’ ability to choose their own groups. This was true even when teachers were autonomy-supportive, meaning that the students perceived the teachers as understanding, caring, and trusting (Reeve, 2002). Such teachers naturally tend to have students who are more motivated. But in this case, the students were highly motivated only when they got to choose their own groups.

In another study, my colleagues and I were interested in learning whether classroom community, support for autonomy (i.e., giving more choice, control, and support to students), and collaborative learning could diminish incivility in the classroom. We defined incivility as students’ rude or obnoxious behavior, such as allowing their cell phones to ring or reading the newspaper. What we found was unexpected: In classrooms that used formal collaborative learning (i.e., long-term projects assigned for out-of-class work), instructors were more intolerant of incivility. Giving more choice, control, and support to students in collaborative-learning groups leads to more discussion of their projects during class and a higher intolerance of incivility among instructors. In other words, the instructors may perceive a corresponding loss of control in their classrooms if groups are being particularly disruptive (Summers, Bergin, & Cole, in press).

This research was conducted in universities, but future studies may apply these findings to K-12 classrooms, community colleges, and small private colleges.

**REFERENCES**


The border between Mexico and the U.S. helps define the problematic relationship between two very different countries. Dividing and overlapping, the two nations have a long and contentious history that includes disputes over territory, invasions, and outright wars.

In 1994, the U.S. and Mexico, along with Canada, signed the North American Trade Agreement (NAFTA) in an effort to increase economic integration in the region. But the attacks of September 11, 2001, ratcheted up security concerns, and the U.S. began to consider the border a major challenge to its national security. Today, cross-border migration and drug trafficking are among the most difficult issues between the two countries.

Exchanges between educational institutions are not exempt from these international tensions. In addition, economic, cultural, and sociopolitical asymmetries between universities on opposite sides of the international line create further complications. In my research at the Center for the Study of Higher Education, I examine collaboration between universities along the border. With the help of doctoral students Brendan Cantwell and Blanca M. Torres-Olave, we gather data for these qualitative case studies at institutions in Arizona, California, and Texas, and in the Mexican states of Sonora, Baja California, and Chihuahua. The purpose of this research is to develop a better understanding of what the border space means both to these universities and to the two countries.

Border Crossings
Globalization is commonly understood to be a process whereby borders are diminished (Beck, 2001, Castells, 2000, Waters, 2001). Despite the globalization envisioned by NAFTA, the border has hardened, and evidence suggests that divisions in the educational sphere are being intensified.

Cross-border collaborations require traveling across the border, a journey that has become decidedly more difficult in recent years. Mexicans headed north fear being treated badly by border officials or being discriminated against once they arrive in the U.S. Americans headed south fear crime and drug trafficking, and worry about their personal safety. Nevertheless, the two groups don’t experience equal hardships. I have found three main asymmetries — or inequalities — that shape relationships between universities in Mexico and those in the U.S:

1) Asymmetric graduate student exchange. i.e., an unequal number of students obtaining a degree in the other country. According to the Organization for Economic Cooperation and Development (2006), in 2002, there were 12,518 Mexican students in the U.S. while only 830 Americans were studying in Mexico. All our cases reflect this pattern.

2) Asymmetric research collaborations. Given the major differences in terms of economic resources between U.S. and Mexican higher-education institutions, some American faculty members feel that Mexicans expect them to contribute more resources when collaborating on research projects. They also say their Mexican colleagues do not understand they have limitations to get funds. Conversely, Mexican faculty
members feel they need to pay to collaborate with their American counterparts. One Mexican professor said, “Americans invite us and we pay for everything, (but when) we invite them, we pay for everything for them.” It seems there are also disagreements in the type of research and products expected. Some U.S. professors admit that Mexican scholars are not interested in the same research publications.

3) Asymmetric exchange of nondegree-seeking students. Prejudices and language are major obstacles in understanding the flows of nondegree-seeking students between Mexico and the U.S., especially in terms of the limited number of U.S. students going to Mexican institutions and the limited desire Mexican students show for going to the U.S.

As one Mexican student (currently enrolled in a U.S. institution) said, “We all have prejudices. I think there is a lack of information — ignorance because you do not know the place.” Both groups of students also fear being singled out. U.S. students assume that endemic corruption would prevent them from traveling without being hassled by bribe-seeking officials. Mexican students fear discrimination, racism, being mistaken for illegal immigrants, and overall poor or abusive treatment by Americans. Language is another obstacle for many students. For those who are fluent in both Spanish and English, however, language can be empowering. It allows them to engage in exchanges with confidence and, through mutual understanding, to dissolve the representations that hinder collaboration.

Players on the Border Stage

Despite these intensifying challenges, cross-border collaboration persists. In interviews with faculty members, graduate and undergraduate students, and administrators, we identified the main participants. Most of the Mexican faculty interviewed were graduate students at U.S. universities and had a good understanding of the academic system on both sides of the border. They were able to understand and adjust to cultural differences, could speak both Spanish and English, and were determined to pursue cross-border exchanges. International graduate students from Mexico often take the lead in developing collaborative projects.

We found more collaboration in areas where there are common objects of study, such as ecology, hydrology, geology, meteorology, public health, linguistics, and geography. One professor points out, “Climate does not have a border,” and others mention that public-health problems do not get solved by “just crossing the border” (Maldonado-Maldonado & Cantwell, 2008).

Crossing to the Future

The collaborative relationships between higher education institutions in these countries are not always positive for both partners. Sometimes they reinforce the asymmetry — the inequality — of their relationship. Nevertheless, the Mexican graduate students studying in the U.S. help increase contact and understanding across the border.

As this research continues, it will help illuminate the complex mechanisms that drive cross-border collaborations as well as their limitations and potential benefits. In our research, space (the border and its meaning) is central because it is the context that shapes collaboration, with a very problematic and intense attachment between the two border sides. We hope that it will inform policy as well, so that institutions of higher education can foster greater understanding and more sustainable relationships across the border.

REFERENCES


Growing Up
Bicultural and Transnational

by Eliane Rubinstein-Avila
Associate Professor
Language, Reading, and Culture

RESEARCH EXPERTISE
Youth literacies, immigration and education, qualitative research, the social practices of bilingualism and multilingualism, formal and informal urban learning contexts

Immigrants of the late 19th and early 20th centuries for many reasons distanced themselves from their prior national identities and their languages of origin. By contrast, newer immigrants to the U.S. are more likely to live in a transnational space (Louie, 2006). That is, they occupy two or more simultaneous worlds characterized by an array of bicultural social expectations.

Immigrant youths today — those who immigrated with their parents at an early age — are often referred to as the 1.5 generation. Along with the second generation — U.S.-born children of immigrants — these youths are likely to be brought up in a transnational space. But it can be difficult living in competing worlds. The social conventions and daily practices of their multiple cultures may not always be aligned; in fact, they may even conflict with the U.S. mainstream.

Staying Connected to the “Old Country”
Contemporary immigrants remain distinct from the general population for a variety of reasons. Unlike previous immigrant groups, 80 percent of recent immigrants to the U.S. are people of color; most of them hail from Latin America, the Caribbean, and Southeast Asia. Thus, unlike their predecessors, the new immigrant groups do not blend into the mainstream population, even after the second-generation offspring shed the foreign accents of their elders.

Even if today’s immigrant youths do not physically travel back and forth to their country of origin, they are likely to stay engaged with it. Our global economy and advances in technology are in play, of course, helping them stay in contact with their home country. Their immediate families send remittances abroad to support the extended family left behind. Their parents may be building homes back home to which they hope to retire one day. Immigrant teens easily keep up with the latest news from the home country, and they participate actively in the elections of public officials.

The Challenge for Schools
Immigrant youths typically attend crowded and under-resourced schools in the U.S., which helps shut them out from the proverbial American dream.

Educators, especially those at the secondary level, typically learn little about these issues during their teacher-training programs (Rubinstein-Avila, 2006). Still, it’s essential for teachers to understand what it means for their students to grow up in transnational spaces. Several studies have shown that when youths successfully balance their multiple cultures, they reap protective benefits (Bankston & Zhou, 1995). When immigrant teens assimilate rapidly into American culture — losing their mother tongue and devaluing their families’ traditional values — they can face disastrous results. These students are prone to dropping out of school, getting involved with gangs, and even getting caught up in the juvenile justice system. Immigrant youths who grow up bilingual and bicultural, on the other hand, are more likely to be well adjusted and productive and to develop healthy binational or multinational identities (Suárez-Orozco & Suárez-Orozco, 2001).
The Problem of Different Literacies

My own research with Spanish-speaking immigrant youths from Mexico, Central America, and the Dominican Republic demonstrates that learning English is not the only challenge they face. I found that their prior experiences in school and their literacy practices were often not recognized by their U.S. schools or used as building blocks for literacy in English. One middle-school student I interviewed, Miguel, came to the U.S. at age 9 with two years of formal schooling. He was oblivious to the fact that his knowledge of Spanish could serve as a bridge to developing competency in English (Rubinstein-Avila, 2004). The transfer of competencies between students’ first and second languages is not automatic, nor one-directional, but until educators understand how immigrant students acquire a new language, they will be unable to support these students adequately.

Even students who arrive with solid literacy competencies in their first language find that the transition to literacy practices in U.S. high schools can be extremely challenging. For Yanira, a young Dominican woman, the first year of high school was marred by confusion. From her perspective, what counted as literacy across content areas, and even whose knowledge counted, was disjointed and unclear:

“*In Santo Domingo, they expected us to learn and remember the information straight from the book or from copying the teacher’s notes (on the board). But here (in the U.S.), I am not so sure what exactly we should be learning. They sometimes say, 'Write about what you think.' They say, 'Go get information on the Internet,' or they say, 'The answers are all in the chapter.' It’s confusing… What I find (on the Internet) is… it’s not always the same, and what I think may not be correct.”* (Rubinstein-Avila, 2007, p. 585)

The formal schooling of immigrant students may have been interrupted for several months, or even years, yet these students often are expected to learn English and master the various school subjects at an unrealistic rate. They also are expected to adopt cultural norms, concepts, literacy practices, and conventions that are likely foreign to them. It’s important for teachers to understand what it’s like for immigrant youths to live and learn in transnational spaces. Only then, will they be able to help these students make connections between the resources they bring with them from their home countries and those in their new country, and bridge the gap between differing literacy practices and school subjects. Most importantly, they can help ensure their students’ success in U.S. high schools and beyond.

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In Chinese societies, there is a strong social stigma against individuals with mental illness. Chinese families tend to conceal mentally ill family members from the public. As a result, the majority of Chinese people with mental illness and their family members tend to be ambivalent about rehabilitation as well.

But Confucian ideology and teachings serve as a kind of counterbalance. Still influential in Chinese culture, philosophy, and social structure, Confucianism strongly advocates the virtue of sacrificing individual needs for the good of the group. It places great emphasis on obedience, proper conduct, control of emotion, and acceptance of social obligations. Therefore, out of politeness and obedience, many Chinese people with a mental illness may actively participate in rehabilitation activities without necessarily developing an internal motivation for change.

My research explores the application of the stage of change (SOC) model — used in psychiatric rehabilitation — in Chinese societies, including Taiwan, Hong Kong (China), and Singapore.

What is SOC?
In psychiatric rehabilitation, counselors often struggle with clients who are not ready or motivated to change. It’s not uncommon to hear clients say, “It’s wasting my time to come here because I don’t have any mental health issues that I need to deal with,” or, “I don’t think I need to change anything about my life... what I need right now is just a decent job. That’s the only thing I am coming here for.”

According to a survey of psychiatric rehabilitation services in Maryland (Hatfield, 1989), nearly 45 percent of clients refused to participate in any type of program. Six percent dropped out, either because they denied having a mental illness or because they were dissatisfied with their programs. Preparing clients for future employment is a central theme of rehab; factors such as symptom management, interpersonal relationships, coping behaviors, and educational training can be critical for clients to succeed at getting and keeping jobs. If they’re unable to acknowledge these needs and deal with them, or if they’re unwilling to change, their rehabilitation might not proceed. Counselors might consider such clients not ready for rehabilitation and reject them for services. Even if they do participate, such clients might not have a satisfactory outcome.

But psychiatric rehabilitation is increasingly emphasizing the zero-rejection principle. The trend is to assess a client’s readiness for change and to develop intervention programs for clients in different stages of readiness, including those not traditionally included in psychiatric rehabilitation programs. The SOC model (Prochaska & DiClemente, 1982) is particularly useful for conceptual-
izing and assessing readiness for people with problem behaviors, such as smoking, substance abuse, and resistance to counseling.

In the SOC model, people go through four major stages in their quest for behavioral change: precontemplation, contemplation, action, and maintenance. Research on this model has suggested that intervention programs matching individuals’ readiness stage are more effective than the more rigid traditional rehabilitation programs. In addition, self-efficacy, the confidence in one’s ability to accomplish a specific task, and outcome expectancy, the expectation of probable outcome, were identified as key factors in helping clients move to higher stages of change.

In psychiatric rehabilitation, Hilburger (1995) and Rogers, et al. (2001), have successfully used the SOC model to assess clients’ readiness level and to classify them in one of the four stages of change. Until now, no research has looked at the use of the SOC model in Asian cultures.

**SOC in Chinese Societies**

Generally speaking, my research supports using the SOC model in psychiatric rehabilitation in Chinese societies (Chou, Chan, & Tsang, 2004). However, the readiness profiles of my Chinese sample are quite different than those found in the U.S.

A great proportion of my participants are ambivalent about their mental illness, but they conform to expectations and participate in psychiatric rehabilitation programs. Their readiness profiles suggest that even though they actively participate, they do not fully acknowledge that they have a mental illness or that they need rehabilitation.

I have developed task-specific scales to assess one’s belief in his or her ability to manage mental illness for people in different stages of change (Chou, Chan, CarDoso, & Wu, 2007). My study revealed that participants who demonstrated higher self-efficacy and more positive expectations of the rehabilitation outcomes were found to be in higher stages of readiness. Specifically, the findings suggest that an effective treatment plan for people in the early stages of change should focus on cognitive-oriented programs (e.g., exploring the positive outcomes of performing good social, coping, and help-seeking behaviors). The focus should then shift gradually to skill-oriented programs (e.g., helping people develop their confidence in mastering their own skills in maintaining interpersonal relationships, symptoms, and help-seeking behaviors) as the client moves through the higher stages of change.

I am working with psychiatric rehabilitation centers in Singapore, Malaysia, and Hong Kong to develop stage-matched intervention protocols to promote clients’ readiness to engage in meaningful rehabilitation. In the next phase of my research, I hope to replicate these Chinese studies in Chinese-American societies and develop intervention programs tailored to clients in different readiness stages of change. In particular, I will focus on developing culturally sensitive rehabilitation programs for individuals who are ambivalent about the value of rehabilitation.

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Creating the Next Generation of Science Curriculum Materials

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RESEARCH EXPERTISE
Study of science teaching and learning in K-12 classrooms, design and research of science curriculum materials, design process of learning environments, investigating science learning in informal settings

What kinds of instructional experiences spark students’ interest in science and deepen their understanding of science concepts?

What if students were to investigate their own neighborhoods when they study ecology? What if they followed their own noses to study the chemistry of smells?

Some students are engaging in these real-life science activities right now. Their teachers are using innovative curriculum materials that have emerged from the new science of learning.

The New Science of Learning

The emerging field of the learning sciences (Sawyer, 2006) creates successful conditions for learning in a variety of educational settings. The goal is to better understand the cognitive and social processes that promote learning and to use this knowledge to help teachers teach more effectively and students learn more deeply. Drawing on contemporary learning theory and research, learning scientists are developing new curricula aimed at engaging students’ interest and helping them understand important ideas.

An example of this exciting work can be found at the UA-affiliated Wildcat School, where the middle-school science teachers are implementing a new science curriculum called Investigating and Questioning Our World through Science and Technology (IQWST). Now being used in only a few select schools around the country — the Wildcat School is the only site in Arizona — IQWST is representative of a new generation of research-based curriculum materials. Developed at the University of Michigan and funded by the National...
Science Foundation (NSF), IQWST materials emphasize real-life scientific activity. In IQWST classrooms, students engage in scientific investigations that relate to their curiosities about the everyday world.

For instance, in one unit, students learn important concepts in chemistry by engaging in tasks framed around the question, “How can I smell things from a distance?” The middle-school students investigate why different things have different smells and how odors travel. As they pursue answers to the overarching question, they make observations, conduct tests and experiments, collect data, weigh evidence, write explanations, and discuss and present findings.

**Urban Ecology**

My own curriculum-design work also contributes to the next generation of science instructional materials. For the past two years, I have been involved in a collaborative effort to create ecology course materials for use in secondary schools. Funded by the NSF and led by colleagues at Boston College, the Urban Ecology Curriculum introduces high-school students to the ecology of their own neighborhoods. All too often, environmental science in urban schools entails learning about ecosystems that are outside of the cities in which the students live. By contrast, these new materials have students explore and document their own urban ecosystem. The Urban Ecology Curriculum is now in use in a small number of select high-school classrooms in Tucson.

A central goal is to help students see their urban environment as part of a living southwestern ecosystem. For example, in a unit on urban biodiversity, students conduct a field study to answer the question, “What is the bird biodiversity of my neighborhood?” They use binoculars and field guides to collect data on the birds in their urban neighborhoods. They analyze the birds’ numbers and distribution and investigate how birds survive in the city.

The materials capitalize on an important finding from learning research — students more readily grasp the meaning of science activities when they can con-
nect them with their own lives and interests (Bransford, Brown, & Cocking, 2000). Unique features of the curriculum include a digital text, field activities, and inquiry-based instructional strategies, as well as alignment to important learning goals found in state and national science standards.

The Future of Science Learning
Science programs like IQWST and the Urban Ecology Curriculum are not the norm in classrooms, but research suggests that these types of curricula are highly effective for learning. Promising results have been garnered from schools that use instructional materials like these. Students gain important knowledge and skills, appreciation for scientific practices, and new dispositions for learning. Yet, we still have much to learn about how to design instruction to meet the needs of our increasingly diverse schools and to help all our students learn fundamental science.

This article provides just a glimpse of the research-based instructional materials that are transforming science classrooms. As this work continues, we gain a better understanding of how instructional interactions shape learning and how science curricula can be effectively designed to enhance teaching and learning (Harris, Marx, & Blumenfeld, in press).

Scientific literacy is vital in our rapidly changing world. The science classrooms of tomorrow are being designed today, and the interdisciplinary efforts of learning scientists promise to create a new generation of science-curriculum materials well suited for the 21st century.

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