The challenges we face in providing quality education for all seem to have no limit. Yet, in the College of Education we work daily to address these challenges, finding solutions that work here in Arizona, across the country, and around the world.

You will find encouragement in the stories in this edition of Imagine. As you will see, our students, staff, and faculty are developing new approaches to education that suggest optimism. Our faculty works on ways to address cyberbullying, the new channels for bullying provided by new digital media. We are working with school administrators across the state who struggle to provide education in high-poverty schools. We have a program in Mexico that provides educational and community development, while simultaneously educating our students on the value of intercultural understanding.

Our alumni are no less impactful. Whether it is developing policy and practice in early childhood education or working on rehabilitation programs in war-torn Afghanistan, our alumni achieve success on some of the most vexing educational challenges. And, as you will see in our Alumni News section, a degree in education can serve as a foundation for careers in religion, law, nursing, writing, and, of course, as teachers and administrators in P-12 and higher education.

You also will see the impact that private support can have on our students and programs. Just read the story about our friend Paul Lindsey, for one. As you are inspired by these stories in Imagine, consider how you can help through your gift to the UA College of Education.

Ronald W. Marx
Doing something for others is not new to Paul Lindsey. “I remember running food drives in high school and scholarship drives at the UA, but that was other people’s money. Now, I can be more direct and focused,” says Lindsey, a Buckeye, Arizona, native. Lindsey grew up in Germany and Phoenix and attended the UA on a series of small scholarships. He worked in Tucson’s mental health field and became the founding board president and, eventually, executive director of COPE. He later became a commercial real estate broker and started Chapman Lindsey Commercial Real Estate Services. He then purchased Coldwell Banker Success Realty and grew it from three branches and 200 agents to nine branches and 600 agents, plus a property management company and a title insurance agency. He sold all three in 2005. Today, Lindsey owns Arizona Stagecoach and Salon Nouveau, plus he is an investor in several other Southern Arizona companies.

Then there’s the philanthropy. “I never imagined I would have much wealth. We were not wealthy at home,” says Lindsey. “But involvement in the community was always stressed. Through a series of lucky breaks and a few good decisions, I am in a position to pay back some of the good luck I have enjoyed in the past.

“A Pathway for Solving Social Problems

“I have always considered education as the only true pathway for solving some of the social problems that are complicating our lives as Arizonans and Americans.”

Which brings us to the college’s Paul Lindsey Internships in Education, Lindsey’s brainchild.

“I got the idea for this program through a series of discussions with UA College of Education leadership. So much of education training is in the classroom, and rightly so, but there are many other forums where a well-trained teacher can have an impact. This is in keeping with my passion for bringing education into the community in a direct way, a little outside the traditional model.”

Lindsey interns build leadership and management skills through real-world experiences via public educational outreach programs.

Aaron Hoholik, who will receive his master’s degree this semester, was a Lindsey intern with the International Rescue Committee Tucson. It was a good fit. Now, he’s the youth program coordinator and he’s hosting his own Lindsey intern.

“Collaborating with local refugee youth, I was able to use all of the tools I learned in my classes. I have continued to build upon my experience, which has allowed me to share my experience back in the classroom,” Hoholik says.

We hope the idea takes off elsewhere. “Any community and any educational institution would benefit from this sort of program. I would be thrilled to help replicate it elsewhere,” says Lindsey.

Sounds like a true entrepreneur — and a true philanthropist.

Kathryn Zaleski interns with the Iskashitaa Refugee Harvesting Network. “One of the refugees from Congo, whose entire family is highly involved with Iskashitaa, tailored the dress for me with leftover fabric I brought back from Tanzania,” she says.
What’s the one profession that makes all other professions possible?

Teaching!

And that’s one of the reasons we were honored to thank all teachers with Teacher Day at UA in April.

For the first time, the open house for teachers and their families was held on campus in celebration of National Teacher Appreciation Week. As you can see by these photos, the event was a smashing success. Along with Tucson Values Teachers, we offered a treasure chest of goodies plus free admission to UA museums, galleries, and science centers for all teachers and three members of their families. Now, we’re gearing up for next year. Be sure to join us, so you don’t miss out on all the fun!

Teacher Day at UA 2012

April 28
10 a.m. to 2 p.m.
on the UA Mall
(in front of the Flandrau Science Center)
Percentage of the UA budget that comes from state taxes, student fees, and investment earnings. The remaining 71 percent must come from private gifts and research grants.

30,000
Children's books given to the college’s Worlds of Words International Collection this year

356
Students who walked in May’s College of Education convocation ceremony

316
College of Education students who received scholarships supported by private donors

3,000+
Family and friends who attended the convocation ceremony

$370,000
Total amount of scholarships we distributed last year

$1,346
Average graduate scholarship

$977
Average undergraduate scholarship

130
People who attended the 2011 Annual Scholarship Donor Appreciation Breakfast

645
UA alumni in Alaska

107,680
UA alumni in Arizona

By the Numbers
2011 Erasmus Circle Fellows

**Professor Sheri Bauman**  
*Disability and Psychoeducational Studies*

Sheri Bauman’s record of productivity and rigorous scholarship has earned her an international reputation. Her research in bullying and cyberbullying culminated in a National Science Foundation-funded conference of international scholars, which she convened last September. This conference brought together experts in cyberbullying from all over the world to develop a common set of definitions and an international research agenda. Bauman is highly sought as a speaker for local, national, and international conferences. Notably, she is the first North American scholar ever invited to participate in the European Cooperation in Science and Technology conference. She also was filmed for a documentary on cyberbullying for SAFE Communication. She recently released a book, *Cyberbullying: What Counselors Need to Know*, and, over the past two years, she published 13 peer-reviewed papers and book chapters and has another six papers and chapters in press. She has attained these scholarly accomplishments while also serving as the editor of *Association for Specialists in Group Work*, the premier journal for group-counseling research.

**Associate Professor Rose Ylimaki**  
*Educational Policy Studies and Practice*

As an associate professor in Educational Leadership, Rose Ylimaki clearly has distinguished herself as an emerging faculty leader among her colleagues and students. Her scholarship advances the study of leaders for the 21st century, and she is involved in an international project funded by the Wallace Foundation examining school leadership models worldwide. She also serves on the editorial board of the *American Educational Research Journal*. Ylimaki recently published the book, *Critical Curriculum Leadership: A Framework for Progressive Education*, and she is the coauthor of *U.S. and Cross-National Policies, Practices, and Preparation*. Student evaluations of her courses are consistently among the highest in the department. Her positive rapport with her classroom students as well as her advisees is noteworthy. Students report that her classes are rigorous, the discussions are provocative, and coursework expectations are challenging. To quote one student, “She expects nothing less than the best from each of us and establishes an atmosphere where we truly want to deliver.”
Gifts to the UA College of Education exceeded $954,000 this year, fortifying existing programs, lifting up new efforts, and, in every way, advancing the mission of this college to prepare teachers, administrative leaders, and education researchers of the highest caliber.

How Your Gifts Strengthen Education
Now and for the Future

Student Scholarships
Scholarships for undergraduate and graduate students provide vital tuition assistance and, importantly, they also convey support, encouragement, and reinforcement to future teachers, administrators, and education researchers. In 2010-2011, a total of 316 students received scholarships averaging $1,100. Imagine what scholarship support means to our students and our faculty.

Visual Impairment Graduate Student Assistance
Since we’re home to the state’s only programs to prepare rehabilitation counselors and educators of the deaf and blind, we know our impact on this community is far reaching. So, too, is the impact of the program’s alumni. When funds for graduate student support did not meet spring semester needs, our visual impairment program coordinator, Professor Jane Erin, reached out to the program’s alumni. A total of $4,845 was given in support of this vital program and many of those contributions were first-time gifts.

Project FOCUS (Focusing Opportunities with Community and University Support)

June E. Downing Scholarship for Inclusive Education
The Department of Disability and Psychoeducational Studies was awarded a $2.5 million, five-year federal grant to develop an innovative transition program for students with intellectual disabilities ages 18-21 wishing to enter college. This fall, the first cohort of students entered the UA. To defray their tuition costs, a scholarship fund has been established with private donations. The June E. Downing Scholarship for Inclusive Education is named for the late Associate Adjunct Professor June E. Downing, who was a national leader and advocate in the fields of inclusive education and moderate, severe, and multiple disabilities. After an impressive career in special education, Downing moved back to Tucson and continued her professional writing, advocacy, and national and international educational consultation. A student wrote of Downing: “You pushed me to think, to ask why not, to problem solve, to make what used to be impossible, possible.”

Early Childhood Education
A new partnership between the College of Education and the Helios Education Foundation will change the way early childhood teachers are prepared. In the collaborative project, family and community members will be included as educators of future teachers. The partnership — CREATE, Communities as Resources in Early Childhood Teacher Education — increases the likelihood that all young children in Arizona are taught by excellent teachers.
The UA College of Education is an indispensable and important component of the University of Arizona. The college enjoys strong support from the university and ambitious and effective leadership in our dean, Ronald W. Marx. In the interest of retaining his leadership and securing successors who will continue to cultivate the college’s success, we are establishing a $1 million Dean’s Endowment in Education that will ensure leadership of the highest caliber in perpetuity.

The good news is, we are well on our way! We already have received a cash gift of $300,000 plus a $350,000 matching challenge. The challenge criteria are that we raise the entire $350,000 so the endowment will be complete and that we raise it (via pledges) before December 31, 2011. Pledges can be paid out over three to five years.

**Dean’s Endowment in Education: Help Us Meet the Challenge**

**Literacy Zones**
The Department of Teaching, Learning, and Sociocultural Studies, through its Literacy Zones programs, employs graduate students to work with area neighborhoods, bringing together community, education, business, government, and nonprofit members to enhance a culture of literacy. These programs allow College of Education students the opportunity to explore school-community relationships in neighborhoods that are ethnically and socioeconomically diverse and the chance to apply theoretical knowledge in real-life settings. Private donations supported the development of proposals for significant, multiyear funding of Literacy Zones programs.

**Passport to High School**
These week-long summer institutes empower graduating eighth-graders from low-income families to view their high school experience as the pathway to college. Future teachers encourage the eighth-graders to set lofty goals and arm them with the necessary life skills they’ll need to negotiate the path to achievement. Private support allowed the eighth-graders to attend free of charge.

**Native SOAR (Student Outreach for Access and Resilience)**
Private donations funded the development of a proposal for significant funding over three years for this mentoring program to encourage and support college aspirations for Native American high school students. Native SOAR will be a service-learning program that uses culturally competent, trained UA undergraduates and will include the family network as a source of strength. The proposed program comprises mentoring between undergraduate and high school students, group educational forums where UA students lead workshops for high school students, and community and family gatherings where college knowledge is shared.

**Cooper Center for Environmental Learning**
The Cooper Center is located in the foothills of the Tucson Mountains and operates as a partnership between the College of Education and the Tucson Unified School District. College of Education faculty members offer programs that provide environmental education to thousands of visitors each year. School children, adults, educators, college students, and volunteers visit this desert site to learn about ecology, science, and the beauty and wonders of the Sonoran Desert. Private donations supported these programs.

**As you can see, time is of the essence.** Faculty positions supported by endowment funds are perhaps the greatest factor in securing quality, credibility, and competitive appeal. They establish the position as one of high priority for the university and reflect the incumbent as a national leader in his or her field.

It is a worthy endeavor, and this is a once-in-a-lifetime opportunity.

Your gift will help propel the UA College of Education onto the national stage and secure its continued success as a leader in educational policy, practice, and research.

**Director of Development Stacey M. Turner**
520-621-7143 smturner@u.arizona.edu
The Honor Roll

The College of Education faculty, staff, and students appreciate these gifts received between July 1, 2010, and June 30, 2011.

For more information on any of these giving opportunities, please contact Stacey Turner at 520-621-1743, smturner@u.arizona.edu, or P.O. Box 210069, Tucson, AZ 85721. If your gift was overlooked or reported inaccurately, please accept our sincere apologies and send corrections, as well.

**IMAGINE**
UA-educated teachers perform above the state average. Not only that, our student teaching program is the only one in the state and among just 25 percent across the nation to receive a positive rating in a nationwide review of undergraduate student teaching programs.

How do we prove it? For the latter, an Arizona Department of Education survey of Arizona principals — the first of its kind — reported that UA-educated teachers repeatedly met or exceeded expectations by the end of their first year of teaching.

And the national statistics? The National Council on Teacher Quality released its report, *Student Teaching in the United States*, having 134 public and private college and universities on their elementary education programs. The UA received a “good” review, one of a few institutions in the southwestern region to receive either a “good” or “model” mark. Also, the UA’s efforts were highlighted twice in the report.

Young adults with intellectual disabilities have been somewhat ignored, historically.

The UA is among fewer than 30 institutions across the nation — and the only institution in the state this year — to be awarded U.S. Department of Education funding to initiate programs to support students with intellectual disabilities.

Twenty-seven colleges and universities in nearly two dozen states each will receive up to $2.5 million over a five-year period under the federal program, launched to improve the high school to college transition for students with intellectual disabilities. Our college received the full $2.5 million.

"We have a model of what we think is meaningful college life for students with intellectual disabilities," said Disability and Psychoeducational Studies Assistant Professor of Practice Stephanie MacFarland, the principal investigator on the grant.

MacFarland is collaborating with Dan Perino, who heads up Tucson Unified School District’s Community Transition Programs to initiate Project FOCUS, Focusing Opportunities with Community and University Support.

Project FOCUS trains students in a range of skills to live and work more independently while also being socially engaged. Another key focus in the program is training students for competitive work after they graduate. This semester, 10 students, ages 18 to 21, participated in UA student orientation during the summer and took a class about collegiate life. The group also participated in campus organizations and events and began their part-time coursework.

In addition to the College of Education and TUSD, others involved in the program’s planning include the state Division of Developmental Disabilities, Southern Arizona Region Rehabilitation Services, the UA Disability Resource Center, and the Sonoran University Center for Excellence in Developmental Disabilities.

"All students deserve a chance at success in life, and this innovative program will extend those opportunities to students who have more barriers than most," said Dean Ronald W. Marx.
AN ABANDONED HOME Becomes a Shining Star for Teachers and a Small Community in Mexico

Associate Professor Todd Fletcher puts his heart and soul into a life-changing community center that provides the perfect training ground for teachers

by Gabrielle Fimbres

Todd Fletcher is a man on a mission, devoted to helping teachers improve the school experience for special education English learners.

As part of that mission, a piece of Fletcher’s heart will always be more than a thousand miles south of the University of Arizona, in rural Mexico.

Fletcher, who joined the UA College of Education in 1985, has created an educational community center in Cajones, Mexico, about 10 miles outside of Guanajuato.

For decades, he has led Verano en Mexico, a summer school program for education students. He was inspired to give back to the community that has been so hospitable to UA students and faculty.

“I had an inspiration to do something more concrete to make a difference and to do something for the community,” Fletcher said. “We set up a school where international faculty can present and can really do something to impact these children and families.”

In 2009, Resplandor International was born.

For the past three summers, faculty and students from around the globe — and many from the UA — have traveled with Fletcher to this lush Mexican community that has limited resources. They have formed close bonds with the children and families of the area, offering everything from early childhood education and earth sciences to cooking, guitar, and Zumba classes.

Resplandor also serves as a rich training ground for teachers and professionals. Arnulfo Velasquez, teacher in residence at the UA College of Education, who also sings with Arizona Opera, has spent two summers with Fletcher at Resplandor, teaching guitar and singing to children and adults, some with special needs.

“It was a wonderful experience,” Velasquez said. “We were able to integrate music and sign language with some of the deaf kids in the community. It was tremendous.”

Velasquez credits Fletcher with having the vision to build a life-changing community center — and making it happen.

A love for Latin America

But how did this kid from Iowa end up putting his heart and soul — and a chunk of his savings — into the abandoned home in the middle of nowhere that would become Resplandor?

Fletcher spoke little Spanish when he enrolled in the University of the Americas, a bilingual school in Puebla, Mexico, where he received his bachelor’s degree in education. He fell in love with Latin America, and ended up teaching in Nicaragua.
When political strife forced him to leave Nicaragua in 1978, he moved to Oregon for more schooling. There, he met psychologist Richard Woodcock, who was looking for help in developing a psychoeducational test in Spanish. Fletcher traveled to Peru, Costa Rica, Spain, and Mexico to help develop an evaluation tool that would be appropriate for English-learning students in the U.S.

“I knew nothing about special education back then,” Fletcher recalled.

He conducted his dissertation research in Mexico City, working in public and private schools, comparing two psychological tests — in Spanish — used to measure cognitive abilities and academic achievement.

### English learners often misdiagnosed

After receiving his doctorate in educational foundations and special education from Oregon State University, Fletcher joined the UA College of Education in 1985 to develop bilingual special education in response to a growing community need. He coordinates the specialty program in bilingual/multicultural special education in our Department of Disability and Psychoeducational Studies (DPS).

“This is kind of where bilingual education started,” Fletcher said of the UA. “I was hired to develop a program to prepare teachers and develop skills in evaluating children who are primarily Spanish speakers.”

Today, it is one of only a handful of bilingual special education programs in the country. “Bilingual special ed really didn’t exist before this,” Fletcher said. He brought in distinguished scholars who were instrumental in helping him develop the course work.

Fletcher said English learners are often misdiagnosed as having special needs because of language and cultural differences.

“These kids need to be better understood,” he said. “Teachers are not well prepared to understand the language and cultural differences. This lack of understanding can be difficult to overcome.”

Fletcher developed a core of four classes and received a federal grant to fund scholarships for students to be trained as bilingual special education teachers. “It enabled students from diverse backgrounds who might otherwise not be able to access the university to come here,” he said.

Over the years, the UA graduated about 10 bilingual special education students each year. A couple of years ago, funding for scholarships was terminated, but Fletcher continues to teach. One of his classes, *Cultural and Linguistic Diversity in Exceptional Learners*, is required for all DPS graduate students.

To complement what his students were learning in the classroom, Fletcher developed the five-week program *Verano en Mexico* in 1986.
Being there
Every summer, Fletcher leads groups of students — from the occasional high school student to doctoral candidates — to Mexico City and Guanajuato. They live with a host family, meet with Mexican education officials, spend time in schools, and learn Spanish.

“They experience the culture firsthand,” he said. “No matter how much you read and study, it’s important to be there. It’s a transforming experience.

“A lot of students come from schools in Mexico, so it is helpful if future teachers can have an understanding of the culture and education system there,” he continued. “The whole goal was to develop cultural competency. These are not simple students to work with, and the reality is that all teachers today have that population that they are working with. It is important that they have assessment and instructional skills they need.”

Jeannie Favela, assistant superintendent at Sunnyside Unified School District, said Verano en Mexico helped prepare her for real-world teaching. She attended the program in the late 1980s.

“I didn’t know much about the education system in Mexico, especially special ed,” Favela said. “That was very helpful.”

Favela, who grew up on the Nogales, Ariz., border, learned about where her students were coming from.

“Dr. Fletcher has mentored me and kept track of me,” Favela said. “We still collaborate. I have great regard and admiration for his program.”

Powerful work
Resplandor grew out of Fletcher’s summers in Mexico and his own travels.

“When I studied in Mexico, I got all of these wonderful experiences,” he said. “I want to give students an opportunity to gain what I gained and to have the opportunity to transform their lives personally and professionally. It’s very powerful to work in the community, to work with families and feel like you are making a difference.”

The UA community has supported the project through fundraisers and through faculty and students who teach there.

The center provides after-school programs as well as summer classes for children ages 4 to 16, as well as adults.

“One of the goals is to provide residents with what they need to stay in their communities,” Fletcher said. “The families and the communities are really happy.”

He adds, “They love participating at Resplandor.” And it provides an excellent training ground for teachers.

“We will use the center to train teachers and professionals, locally, nationally, and internationally,” he said.

Patricia González, bilingual special education teacher at Davis Bilingual Magnet School in Tucson, received her master’s degree from the UA in May 2011. She said Fletcher’s classes, along with her summers at Resplandor, prepared her to teach.

“Dr. Fletcher was my professor, my advisor, and he has been a strong supporter of my studies,” she said. “He’s been a wonderful mentor. As a teacher, I feel I have learned so much and I am more effective because of Dr. Fletcher and his classes.”

At Resplandor, González, who took the photo on the cover of this year’s Imagine, has taught everything from reading to Zumba.

“It’s really an honor more than anything to be part of the program,” she said. “I am so grateful and blessed to be a part of it and to know these children and families.”
**NEW FACULTY: Welcome to the College of Education!**

**Disability and Psychoeducational Studies**

**Assistant Professor Michael T. Hartley** comes from North Carolina, where he was an assistant professor at East Carolina University. He earned his master's degree in rehabilitation counseling from the University of Wisconsin-Madison and his doctorate in rehabilitation counseling education from the University of Iowa. He worked as a rehabilitation counselor to assist individuals with disabilities to live and work independently in the community. His research interests are psychosocial aspects of disability and professional ethics.

**Professor David L. Wodrich** was the Mary Emily Warner Professor in the Teachers College at Arizona State University, where he received his doctorate and served in a doctoral school psychology training program. He also was the director of psychology at Phoenix Children's Hospital, where he conducted research and served students with chronic illnesses and learning and behavioral problems. He is editor in chief of the *Journal of Applied School Psychology* and fellow of the American Psychological Association. His research concerns the effect of chronic illnesses on school success and attention-deficit/hyperactivity disorder.

**Educational Policy Studies and Practice**

**Assistant Professor Nolan L. Cabrera** received his doctorate from UCLA and bachelor's degree from Stanford University. His research focuses on the impact the New Start Summer Program has on low-income, first-generation, and racial minority college students. Prior to coming to the University of Arizona, he worked on Sylvia Hurtado's NIH-funded project regarding diversifying the sciences. Other research interests include race and racism in higher education, Whiteness formation, diversity, and affirmative action.

**Ozan Jaquette** is an assistant professor of higher education whose research interests include organizational theory, postsecondary education finance, and quantitative methods. His research program analyzes the organizational behavior of colleges and universities in relation to the pursuits of revenue generation and prestige. Jaquette, who received his doctorate from the University of Michigan, analyzes how colleges and universities generate enrollments from desired student populations.

**Teaching, Language, and Sociocultural Studies**

**Teacher in Residence Todd Autenreith** was born and raised in the Pittsburgh, Pennsylvania, area and moved to Tucson in 1976. He is a two-time UA alum and received a master's degree in language, reading, and culture in 1994. Since 1986, he has worked in the Flowing Wells School District as an elementary and middle-school teacher and coach. He is the site coordinator for the Coyote Trail Methods Cohort and a language arts instructor.

**Teacher in Residence Amanda Bogle** taught first and second grades in the Marana Unified School District for eight years. She received her bachelor's degree in elementary education from the UA in 2004 and master's degree in early childhood education, with a minor in literacy and language arts, from NAU in 2008.

**Assistant Professor of Practice Sonya Gaches** recently left the elementary classroom where she was a developer of and teacher in a first- through third-grade multilanguage program for 13 years. Prior to that, she was a first-grade teacher. An Arizona State University student, she is preparing to defend her dissertation, which analyzes teacher narratives of classroom experiences. Other research interests include issues related to children's rights as associated with the United Nations Convention on the Rights of the Child.

**Assistant Professor Sara E. Tolbert** received her doctorate in education from the University of California, Santa Cruz. While there, she focused on improving the education of cultural and linguistic minority students by improving the preparation of teachers who serve them. Before that, she worked as a science educator with underserved communities in the U.S., Latin America, and New Zealand. Her research expertise includes equity and access in science education, preservice and inservice science teacher education, science instruction for English learners, and cultural studies of science education.

**Teacher in Residence Arnulfo Velasquez** prepares future teachers by introducing math methods from a classroom perspective. He received his master's degree in bilingual/multicultural education from the UA College of Education. He has been teaching math in the Tucson Unified School District for 13 years at the middle-school level. In 2004, he was awarded the Bilingual Teacher of the Year. He is on his way to completing his doctorate degree from our Department of Language, Reading, and Culture.
Grant Busters

Our Research Support Team continues to help the College of Education obtain impressive grants. Here are our recently funded grants:

**CENTER FOR THE STUDY OF HIGHER EDUCATION**

**Getting Connected: Harnessing the Power of Social Media Technology to Enhance Community College Student Success**

Sponsor: The Bill & Melinda Gates Foundation

$735,442

Regina Deil-Amen and Cecilia Rios-Aguilar of Claremont Graduate University

Implements social-media plans in eight community-college districts to measure and assess the potential for such approaches to increase student engagement, integration, retention, and attainment.

**DISABILITY AND PSYCHOEDUCATIONAL STUDIES**

**Project FOCUS, Focusing Opportunities with Community and University Support**

Sponsor: U.S. Department of Education

$2,500,000

Stephanie MacFarland

An innovative transition program (for students with intellectual disabilities ages 18-21 wishing to enter college) that trains students in a range of skills so they may live and work more independently while also being socially engaged. Another key focus of the program is training students for competitive work after they graduate.

**Children’s Research and Policy Studies**

**Project Autism Spectrum Specialist Tuition and Scholarship Support Grant**

Sponsor: JAMM Foundation

$37,084

Richard J. Morris

Continues a doctoral-student research training project focusing on applied research and related policy studies on disability and juvenile delinquency, competency to stand trial in delinquent youth, and socioemotional and educational factors related to recidivism in adjudicated and nonadjudicated youth offenders.

**The COMANI (Community of Support to Early Childhood, Comunidad de Apoyo a la Niñez) Project**

Sponsor: U.S. Department of Education Postsecondary Programs

$180,000

Todd Fletcher

Fosters knowledge development and exchange among educational institutions in Canada, Mexico, and the U.S. to build the capacity of faculty, students, and human-service professionals to work with local communities in promoting the increased participation and inclusion of children and families with and without disabilities.

**Southwest Preparation of Teachers of Visually Impaired Learners**

Sponsor: U.S. Office of Special Education Programs

$799,639

Jane Erin

Prepares teachers of students with visual impairments and orientation and mobility specialists at the University of Arizona and provides a distance-education program in Nevada to prepare 10 new teachers of visually impaired students.

**Preparation of Orientation and Mobility Specialists in Tucson and Phoenix**

Sponsor: Arizona Department of Education

$164,531
Jane Ehrn
Prepares six new orientation and mobility specialists through a distance-education program based in Phoenix, combining face-to-face learning and distance learning through Elluminate.

Preparation of Orientation and Mobility Specialists in Tucson and Phoenix
Sponsor: Arizona Department of Education
$452,490

Jane Ehrn
Prepares teachers of visually impaired Arizona students through an ongoing capacity-building program that combines onsite meetings and distance learning through Elluminate.

Rehabilitation Long-Term Training Ph.D.
Sponsor: U.S. Department of Education
$149,981

Cindy Volk
Provides professional preparation at the baccalaureate level for high-quality educational interpreters for deaf and hard-of-hearing children in PK-12 rural and urban settings through integrated training and practice opportunities and partnerships with professional-development sites in local and regional school districts.

Safe and Supportive Schools
Sponsor: U.S. Department of Education
$1,200,000
Kris Bosworth
Supports Arizona high schools in creating and maintaining safe, supportive, and drug-free environments and provides technical assistance to build capacity in teachers, counselors, and administrators to continue, adapt, and expand prevention interventions.

TEACHING, LEARNING, AND SOCCERUalian STUDIES

Provides an intensive six-month professional training to educational supervisors of indigenous teachers in Mexico.

Mexican Indigenous Teachers Program
Sponsor: U.S. Agency for International Development and the Mexican government (Secretaría de Educación Pública) through Georgetown University
$357,360
Norma González, Richard Ruiz, Patricia Azuara, and Vanessa Anthony-Steena
Hosts 20 scholarship recipients in a cultural and professional exchange. Teachers serving indigenous communities in Mexico acquire new theoretical and practical knowledge that helps them improve their teaching practices.

Literacy Communities as Global Gateways to Innovation
Sponsor: Longview Foundation
$30,000
Kathy G. Short
Supports the development of online and onsite literacy communities in K-12 settings that focus on the use of global literature to build international understanding. Examines the ways in which these communities support instructional innovation and their problem-solving strategies.

Bringing Global Cultures and World Languages into K-8 Classrooms
Sponsor: Center for Educational Resources in Culture, Language, and Literacy
$20,000
Kathy G. Short
Focuses on the use of Language and Culture Book Kits and international consultants to examine how these resources for global cultures and languages influence the instruction and perspectives of K-8 teachers and librarians related to global education and intercultural competence.

Collaboration Grants
Military Collaboration Multi-Disciplinary Partnerships
Sponsor: U.S. Department of Agriculture
$2,000,000
Lynne M. Bonden
(Lead PI, College of Agriculture, Family and Consumer Sciences Cooperative Extension), John L. Taylor
Develops and uses video techniques and observation instruments for research, professional development, and the evaluation of youth programs on and off military bases around the world.

Arizona Master Teachers of Mathematics
Sponsor: National Science Foundation
$1,800,000
Matthew Felton
(Lead PI, Department of Mathematics), Rebecca McGraw
(Department of Mathematics), Erin Turner, and Marcy Wood
Provides extensive training to master-teacher fellows. Includes leading professional learning communities, analysis of authentic artifacts of practice, coaching and mentoring strategies, equity in mathematics teaching and learning, organizational structures and systems thinking, and preservice teacher education.

IMAGINE FALL 2011
Other Duties As Assigned

by Margaret Regan
There's no such thing as an ordinary day at work for alum Susan Helseth

Susan Helseth's résumé lists an unusual qualification: "Experience working in conflict and postconflict environments under harsh conditions."

Helseth's not kidding. The day she was to speak with Imagine, Taliban suicide bombers blew up the British Council building in Kabul, Afghanistan, the city she's called home for the last nine years.

At least nine people died and 22 were wounded in the attack on the cultural center. Helseth was fine, but the planned online interview didn't take place.

Still, she said later, via email, "Kabul is relatively safe in comparison to other places in Afghanistan. There is a large military presence of both international and national forces." She and her husband live in a secure U.N. compound, and Helseth rides "only in armored vehicles to and from work."

Helseth's work has everything to do with the decade-long war, which pits the U.S., the United Kingdom, and the Afghan government against the Taliban insurgents. Helseth is a disability specialist — she earned a master's in rehabilitation counseling in 2000 at the UA College of Education — in a country where land mines have wreaked havoc on the civilian population.

The mines are concealed in places ordinary people routinely go, and about half of the 18,000 fatalities they've caused over the long years of the war were children. Even that high number is undoubtedly less than the actual death toll.

"Many people die and their deaths are not recorded," Helseth notes.

Her task is to advocate for those who survive the blasts but have lost an arm or a leg, or have become disabled in some other way. A father who has lost the arms he uses to support his family or a child who can no longer walk suffer obvious physical traumas, but the fallout is also psychological and economic.

Prosthesis technology in Afghanistan is well behind the level of high-tech artificial limbs in the West — and the country is limited by budget constraints.

"The donor countries, including the U.S., provide millions for public health," Helseth says, "but when compared to what is spent in the U.S. or U.K. on healthcare, what the Afghans can afford is small ... and must go a long way."

Finding ways to mitigate barriers
Formerly the deputy director of the United Nations Mine Action Centre for Afghanistan, Helseth now works for the Afghanistan Disability Support Program. She doesn't work with individual survivors; rather, she focuses on developing large-scale programs aimed at helping great numbers of people.

The goal, she notes, is "to help the government build capacities to provide for persons with disabilities."

Her work is rewarding, she says, and she's proud to watch the disability-rights movement grow in Afghanistan. Just this past June, the nation ratified a new U.N. Convention on the Rights of Persons with Disabilities.

"People with disabilities pushed, worked together, and worked with the government in very constructive ways to make it happen," she says. "I am really proud of my colleagues."

It frustrates her, though, that the wartime dangers keep her from meeting face to face with the people whose cause she champions. "I do not get the opportunity to visit with families or the beneficiaries of our activities," she says. "That saddens me as I have always enjoyed going to the field and meeting people."
Helseth speaks Dari, one of the many local languages, and as a woman living in a Muslim country, she tries to accommodate local sensitivities. She wears a headscarf out in public and dresses conservatively, in long skirts or pants, and long-sleeved tops, “although I am known to roll up my sleeves,” she adds, half-joking.

But she’s never experienced any discrimination at work.

“I am well respected, but I am also older — a mother, wife, grandmother — these things bring me status in Afghan culture.”

Gender does become an issue in her disability work. It’s often hard for disabled girls and women to get the care they need, she notes. The problem is a Catch-22. After a certain age, Afghan girls, particularly in rural areas, are permitted to be taught only by female teachers. Not many get enough education to continue on to university or other post-high school diploma programs. So not only are there not enough female teachers, there are very few female medical practitioners. And just as they can’t be taught by men, “women and girls cannot go to see a male doctor or physiotherapist.”

Helseth’s program brainstorms ways to go around these difficulties, adapting activities so women can participate.

“You may need to pay for a family member as chaperone to a woman attending training. You may need to provide accelerated learning programs to bring women to the same level of education as men. You may have to provide transportation and housing for women, separate classrooms, female teachers, etc.

“You have to figure out what the barriers are, then try to mitigate them.”

**A taste for traveling**

Helseth didn’t always contemplate working in a war-torn foreign country. As an undergrad at Arizona State University, she majored in art, specializing in ceramics and fiber arts. (“I still sew to this day,” she says, and recently completed a “crazy quilt using all the bits and pieces of fabric and buttons from old clothes.”)

And once upon a time, she baked cakes in her own business in New Haven, and did PR at the Peabody Museum of Natural History at Yale.

But from the time she was a child she had an international outlook.

“I had a taste of traveling when my parents joined the Peace Corps in the ’70s,” she says. She and her husband started out raising their three children in Arizona, but when opportunities abroad presented themselves, “we took them.” The kids grew up mostly overseas.

Helseth and her husband have worked in a number of countries; she’s had assignments in Pakistan, Kenya, Sri Lanka, and Ethiopia. In Islamabad, Pakistan, she managed a restaurant/bar and the pool and tennis courts at the private American Club. And she consulted on a craft project at the nonprofit Save the Children, also in Islamabad.

“My career has been eclectic, to say the least,” she says.

By the time she arrived at the UA for the master’s program in rehab, though, she knew she “wanted to make my career outside the U.S. and focus on victims of war,” she says. “This was after spending several years in war-torn and landmine-impacted countries” and seeing the suffering of the victims.
The College of Education prepared her for the many challenges she’s faced, she says, and helped launch her career in disability awareness and advocacy.

Her supervising professor, Charlene Kampfe, who recently retired from the College of Education, inspired her “with an attitude of possibility and a connection with people that was without judgment and consideration. I find that inspiring in a world full of skeptics and pessimists.”

**Cautious optimism**
In Kabul, mired in a seemingly endless war, Helseth needs that optimism. She lost a dear friend, a woman who was kidnapped by the Taliban and then killed during a rescue attempt. And now that her family includes two little granddaughters, “I think about my safety a bit more and am probably more cautious than I was before.”

President Obama has promised a drawdown of U.S. troops in Afghanistan in 2012, and Helseth is as yet unsure how long she will stay.

“We will have to wait and see what comes next for me,” she says, though she notes that she and her husband recently bought a house in Arizona, where their three grown children live.

In the meantime, “I am very much at home in Afghanistan,” she says. And she has much to do. No matter what happens with the U.S. and its allies, landmines will remain a significant problem in Afghanistan for years to come.

“Living and working in Afghanistan is good work,” she says, “and I am proud of the work I do.” So are we.
Ernie on Page 25.)

Barbara Ann Marshall Stockwell ’61 was widowed in 1975, following 17 years of marriage to Edwin Stockwell. She then became the sole owner and manager of Stockwell Honey Co. of Arivaca, Ariz., founded in 1943. In 1991, she turned the business over to her son and his family. Barbara has been a member of the Pima County Cooperative Extension Board of Directors since 1978, serving most years as an agriculture rep, and now is an alternate. She’s also been a board member of Trico Electric Cooperative since 1979, the Southwest Transmission Cooperative since 2001, and the Grand Canyon State Electric Cooperatives Association for many years. In addition, Barbara has been a 4-H leader for 28 years and she is a 45-year member of Cooperative Extension Homemaker Clubs (now the Family and Community Education Association) at local, county, and state levels. She is very involved in the Arivaca community (60 miles from Tucson) and enjoys reading, travel, and walking. Barbara writes, “It’s been a great and busy 50 years — no complaints!”

Leticia R. Amador ’63 is the coauthor of Becoming Human: Just Saying You’re Human Doesn’t Do It. In the book, “human” is not used to simply mean Homo sapiens, but to meet certain criteria distinct from that found in animals, namely the ability to care for others beyond the ability of animals. The book means to trigger a social movement to remove the ignorance Leticia believes most people have about our species’ genetic “animalness.” She writes, “The major reason for our ignorance is that most of us interact (feel, think, and behave) as ‘animal beings,’ with only the instincts inherited from animal nature. Although we are not common animals, reality dictates that our dominant heritage is that of animal nature.” Becoming Human further poses that we are a unique “transitional” species with the potential to produce not only members with the limited caring of animal beings, but also members with the expanded caring of human beings.

Vivian Carole Smith ’69 ’72 ’80 ’86 won the Arkansas Tech University Faculty Award of Excellence for Teaching. Vivian Carole is an associate professor of middle-level education. She has been elected to serve as the chair of the Arkansas Tech Faculty Senate during the 2011-2012 school year.

Thomas “Tom” Tyree ’70 ’76 was given the University of Arizona Alumni Association Public Service Award for his outstanding dedication to the public at a UA College of Agriculture event held in Yuma in January 2011. Tom (shown at far left in the photo) is the Yuma County Superintendent of Schools. His office sets school-district tax rates, assists in all school board elections, records teacher certification and homeschooling services, and administers alternative-education programs to youth at risk in Yuma County.

Alison Winfree-Pickrell ’78 retired in 2006 after teaching special education in the Iredell County (North Carolina) school system for 30 years. Since that time, she has published four novels, with a fifth on the way in 2011. Four out of five of these books have a special-needs person as a main character and incidents drawn from Alison’s many years of teaching. Videos and info about each book and Alison are on her website, alisonwinfreepickrell.com, and her publisher’s website, oaktara.com.

Jess Andrew Kemberling ’79 ’81 is the coauthor of a book, Making Stewardship a Way of Life: A Complete Guide for Catholic Parishes, published by Our Sunday Visitor. Andrew shepherds more than 4,600 families at St. Thomas More Parish in Centennial, Colo. Under his leadership, St. Thomas More has received numerous awards, including the International Catholic Stewardship Council...
Archbishop Thomas J. Murphy Memorial Award for outstanding work in promoting stewardship as a way of life. One of 10 children, Andrew was born in Tucson and entered the Holy Cross Abbey in 1981 and made his solemn vows in the Benedictine order in 1985. He received his master of divinity degree at St. John's University in Collegeville, Minn., and was ordained in June 1988 by Bishop Arthur Tafoya of the Diocese of Pueblo.

Tina Corbett '82 is a teacher at Abia Judd Elementary School in Prescott, Ariz., where she proudly displays her UA memorabilia collection in her classroom. Tina is retiring after 36 years of teaching and plans to take some of her prized UA collection with her and to “will” the remainder to other UA alumni who are teachers in the Prescott area, promoting Wildcat spirit even further. Tina has served for 20 years as president of the UA Alumni Association Prescott chapter and recently helped host the UA Department of Athletics annual Road Trip to Prescott, attended by a standing-room-only crowd of Wildcat fans.

Susan Brichler Trujillo '95 '98 practices in health law and litigation and dispute resolution in the Phoenix office of Quarles & Brady. Susan’s practice includes the representation of commercial healthcare clients in contract and employment-discrimination disputes, licensing and regulatory issues, and the representation of commercial clients and healthcare professionals before state agencies and regulatory boards. Susan has won the Arizona State Bar President’s Volunteer Service Award for her pro-bono work with the Wills for Heroes program. The program operates in 10 states, providing free wills, living wills, and powers of attorney for first responders including police officers, firefighters, corrections officers, and paramedics. Wills for Heroes volunteers are attorneys that donate more than 100 volunteer hours to the program.

Avery R. Moon '98 and Shannon S. Moon '98 welcomed their first daughter, adorable Marin Churchey, in August 2009. This Wildcat family resides in the San Francisco Bay area.

Sarah K. Rees Edwards '00 was given a University of Nebraska at Omaha (UNO) Alumni Association Alumni Teaching Award at the Faculty Honors Convocation Breakfast in April 2011. The award honors distinguished classroom teaching. Peer committees in each college choose recipients, each of whom receives a $1,000 award and a commemorative tablet. Sarah is an associate professor in the department of teacher education in the UNO College of Education. Her primary focus is secondary literacy and culturally responsive teaching. Sarah coordinates undergraduate and graduate English language-arts programs at UNO. She also is the cofounder of Metropolitan English Teacher Link and organizes the College of Education Culture Walks.

Steven M. Corey '06 is the 27th president of Olivet College in Michigan. Prior to this appointment, Steven served as executive vice president of Prescott College in Prescott, Ariz., since 2001. During his tenure at Prescott, Steven directed all aspects of the college’s administrative and operational policies, objectives, and initiatives. He also managed the college’s overall financial policies as chief financial officer. In 2006, Steven was appointed by Governor Janet Napolitano to serve on the Arizona State Commission for Postsecondary Education. He also has been an active member in the Prescott community, where he has served on several boards. A native of Clovis, Calif., Steven’s family includes his wife, Traci, and their daughter, Karli.

Jacqueline Zaleski Mackenzie '07 '10 lives in a central-Mexico village. She recently attended the Reforma Conference in Denver, where her book, Empowering Spanish Speakers — Answers for Educators, Business People, and Friends of Latinos, published in 2011, was presented. Jacqueline also spoke at the UA College of Education and Center for English as a Second Language on how to overcome academic hurdles for Spanish speakers by having educators apply cultural-sensitivity techniques.

Nico Leetch Clark '08 is shown (standing at the far right in a red T-shirt) with her 6th-grade class of future ‘Cats in the Paradise Valley Unified School District #69. Nicole’s class sings Bear Down, Arizona, with great Wildcat enthusiasm!

Brianne M. Gonzales '08 and Joshua E. Laster were married in June 2010 at the Paris hotel in Las Vegas. The wedding party, in UA navy blue and cardinal red attire, included Alexandra Pesqueira '09 and Ashley Harris '09, current Wildcat Michael Gonzales, and Alina Alvarez and John Wyman. The proud parents of the bride are Edward Gonzales '73 and Barbara Gonzales '75 '77. Brianne and Joshua live in Las Vegas, where Brianne has returned to college to pursue a nursing degree and Joshua is a staff sergeant in the United States Air Force.
If you're passionate about education and want to stay involved with the College of Education, join the College of Education Alumni Council.

ALUMNI COUNCIL MEMBERS:

• Receive regular mailings about college events
• Serve on regional committees to plan programs for alumni and current students
• Conduct annual award programs for outstanding educators and school volunteers
• Participate in public programs to inform citizens of issues affecting K-12 and higher education
• Plan Homecoming activities for the college
• Conduct social and professional development events for students and graduates
• Have fun together!

Meet us at the College of Education tent during Homecoming, or contact Alumni Council President Tyrone Copeland at cpcph@aol.com.

You're invited to join us as we welcome graduates from the Class of 1961 to the Golden Circle

Enjoy a continental breakfast in the Worlds of Worlds International Collection of Literature for Children and Adolescents College of Education, Room 453 Friday, November 4, 8-10 a.m.

• College update from Dean Marx
• 2011 College of Education Alumna of the Year, Jane Russo ’72, ’77
• Alumni awards

Space is limited; reservations are necessary!

Contact Jennifer Varela at jenvarela@email.arizona.edu or 520-621-3413, or mail your request to P.O. Box 210069, Tucson, AZ 85721

For updates, go to www.coe.arizona.edu/homecoming
McCray’s Magic
On the court and in the classroom
by Gabrielle Fimbres

As a little boy growing up near downtown Tucson, Ernie McCray couldn’t wait to start kindergarten.

But when the day came, he was disheartened by crying classmates and dull lesson plans. He suggested more energized methods of instructing to his teachers, who didn’t take too kindly to the advice.

McCray knew from that moment that he wanted to teach. “It was a calling,” he said.

This University of Arizona College of Education grad has much to be proud of. He was a teacher and principal for 37 years. He made connections with children with serious emotional problems and impacted countless young lives.

And then there’s the record.

McCray, the second African American student to play basketball at the UA, set the school’s single-game scoring record with 46 points in a 104-84 win over Cal State-Los Angeles on Feb. 6, 1960. The record stands today.

“I was shooting inside, outside, all over the place,” recalled McCray, 73. “I was pretty much bouncing them off my head.”

Pretty big stuff for a kid who had to take a back seat to Anglo children at the Saturday morning movies.

McCray started out life in Tucson, the son of a musician father and a college-graduate mother who worked as a custodian. His father wasn’t a daily part of his life, but McCray always knew he was loved.

“I had a great time in the neighborhood,” he recalled. “You had so much love and support.”

As he got older, he couldn’t understand the segregation that surrounded him. “I would go into restaurants thinking maybe this time they would serve me. It was confusing for me because I was valued and treasured at home. How can I be loved by all these people in my home and in my neighborhood but then all these other people hate me?”

He saw that hatred eat away at friends. “People were overdosing on heroin. They felt worthless. I never believed all those things people would say.”

McCray knew he had great things in his future, including college. His passion for basketball earned him a full scholarship to the UA.

McCray received a bachelor’s in education in 1960 and a master’s in elementary education in 1962 from the UA. He has spent the past half-century in San Diego.

He was drawn to alternative methods of teaching and used acting and rapping skills to engage kids. “If we’re not excited about teaching, how are we going to get kids excited?”

This great-grandfather lost his wife of 34 years, Nancy, a few years back. He is involved in numerous projects and stays fit through long walks and dancing to Prince in his living room.

His philosophy on life is simple: “If you love people and respect people and carry yourself in a respectful way, it will come back to you.”
Naomi Karp has spent a lifetime improving education for our nation’s children. For her achievements, the University of Arizona College of Education alumna was recently awarded an honorary doctor of humane letters degree.

But you won’t find Karp resting on her laurels.

After a decade of teaching special education in Tucson and a quarter century in Washington working to improve education on a federal level, Karp is back home bolstering early education.

“I firmly believe that all children are equal and all children can learn if we give them the right support,” said Karp, who is directing a grant to build a high-quality regional professional development system for teachers of young children.

“To this day, when I look at a child care center, I ask myself, ‘Would I want my child or a child I know there?’ If the answer is no, I don’t think any child should be there.”

Karp, a Tucson native, is the daughter of pioneering attorneys Rose and James Silver. Her mother was the second woman to graduate from the UA College of Law. Her father helped start the Beacon Foundation.

Karp earned a bachelor’s in psychology from the UA in 1964 and a master’s in education in 1966. She taught children with emotional issues in Tucson until the late 1970s when her husband, Gene Karp, was called upon to serve U.S. Sen. Dennis DeConcini, D-Ariz., in Washington, D.C.

“I thought we were going for two years and we were there for more than 26,” she recalled.

She became a program specialist with the National Institute on Disability and Rehabilitation Research in the U.S. Department of Education. She was later named director of the National Institute on Early Childhood Development and Education.
“I loved seeing how you could take an idea, put a little money behind it and see how it would make a difference.”

Karp was involved in a project to develop educational television programming, resulting in PBS shows Dragon Tales and Between the Lions. Old episodes of Sesame Street were restored and new ones were developed.

The Karps returned to Tucson in 2003, and she now works for United Way, overseeing a $2 million First Things First grant.

“We are bringing up the education level of early childhood ed teachers,” she said. “A well-educated teacher impacts program quality and children’s outcomes.”

Karp said the nation is losing generations of children, many new to this country, through poor education. “All of us children of immigrants have a special duty to support children of immigrants today. Public school is the vehicle to do that.”

She credits her education for helping her make a difference. “I could not have gotten where I am without my UA background.”

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