

# THE Blackboard

UNIVERSITY OF WYOMING  
COLLEGE OF EDUCATION

FALL 2004

## Professional Learning Communities frame field experiences

**R**esponse to evolving school district needs and national demands for accountability has led the University of Wyoming College of Education to revise the process and the expectations for field-based experiences required of all teacher education students.

Professional Learning Communities (PLCs), which provide concentrated field placement sites for UW teacher education candidates, are designed to offer focused, integrated opportunities to ensure quality content and pedagogy experiences. Simultaneously, PLCs are also designed to offer shared professional development opportunities for mentor teachers and their colleagues in PLC districts. The “community” represents pre-service teacher education candidates, P-12 students, P-12 faculty, university faculty, and administrative liaisons and connections within the school districts and UW College of Education.

Four Wyoming sites established pilot efforts in 2003-04: Albany County School District 1 in Laramie, Laramie County School District 1 in Cheyenne, Sheridan County School District 2 in Sheridan, and Fremont County School Districts 14 and 25 in Ethete and Riverton (the Wind River Indian Reservation). These initial sites grew out of historical partnerships with school districts in the state (the Wyoming School-University Partnership), volunteers for this initiative, many UW grant-funded explorations, and support from the Wyoming Department of Education.

Participants spent the 2003-04 year finalizing memoranda of understanding with each site, getting acquainted

with new administrators in some of the districts, establishing site-based PLC management teams, establishing goals for the PLC, and implementing start-up shared professional development activities.

“The College of Education is comfortable with the fact that we made good progress toward those goals, and that we

did it very quickly,” Kay Persichitte, director of teacher education, says.

A driving force in adopting the PLC model calls for increased accountability and COE faculty involvement in field experiences for student teachers.

“We’re held responsible for ensuring that every

one of our graduates has the content preparation and the pedagogy preparation to meet state and national standards,” Persichitte says. “We must be able to document that every one of our teacher education graduates knows their subject area, and they know how to teach it.”

Monitoring field experience quality and mentoring improvements in pedagogy for preservice teachers has been a great challenge for the Laramie-based faculty when candidates are hundreds of miles dispersed.

The PLC framework provides a structure for education faculty to have increased contact with students in field experiences and to become much more directly connected to contemporary practice and issues in our public schools. Learning communities also change the districts’ role in preparing the next generation of teachers.

An expanded version of this story is available at [ed.uwyo.edu/news/blackboard.asp](http://ed.uwyo.edu/news/blackboard.asp).



*Student teachers Sara Mitchell, Marisa Smith, Jessica Paul, Jamie Voigt and Crystal Kempter*

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status, sexual orientation, or  
political belief.*

## New plan guides 2004-09 decisions

The College of Education has a new roadmap to the future with the approval of its 2004-09 academic plan.

Developing the document was an inclusive process that involved college-wide town meetings, feedback from key constituents around the state, and information from department academic plans.

"Since it is a plan for the whole college, we wanted to make sure that the directions that we were moving were the directions that the faculty felt were important," Dean Pat McClurg says of the broad interaction generated in the process of developing the plan.

The document identifies four major goals and a series of action items to achieve them. (See sidebar for a list of action items.) The college's major goals:

- ❖ Ensure high quality curricula aligned with professional accreditation and certification requirements and legislative mandates including "No Child Left Behind."
- ❖ Employ a range of effective delivery systems.
- ❖ Increase the visibility and reputation of the College of Education.
- ❖ Foster a climate that attracts and retains quality faculty and students.

Faculty and administrators also identified four areas of distinction that will help guide decision making in terms of programming and resource use. Those areas of distinction:

- ❖ Access to quality P-16 education
- ❖ Research in teacher education
- ❖ Importance of early learning, and environment and
- ❖ Natural resource education.

Those areas represent opportunities to involve faculty from all areas of the college.

"We felt that we had existing strengths across departments," the dean says. The resulting areas will draw upon contributions from faculty in all seven academic departments.

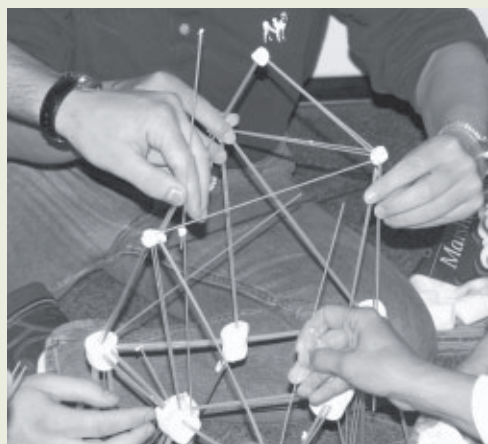
Identifying areas that best represent the strengths of current faculty and the needs of the community not only helps the college distinguish itself as a leader in the field, but it also will assist in prioritizing use of resources, human and otherwise.

"There are many, many important things to do; but there are only so many resources," McClurg says. "We had to go through the hard process of identifying a smaller set of goals that we're going to accomplish in these five years."

Department heads and college administrators have identified a series of high-priority action items for the next year. They also have developed timelines for implementing goals and assigned them to existing committees and two task forces established to address plan activities that did not fit within the existing college structure.

Links to the College of Education plan, its seven department and the Science and Mathematics Teaching Center, are available online at: [http://ed.uwyo.edu/web/academic\\_plans.html](http://ed.uwyo.edu/web/academic_plans.html).

The UW plan is available at [http://uwadmnweb.uwyo.edu/AcadAffairs/Acad\\_Plan\\_Implementation/Acad\\_Plan\\_Implementation.htm](http://uwadmnweb.uwyo.edu/AcadAffairs/Acad_Plan_Implementation/Acad_Plan_Implementation.htm).



Educational leadership and counselor education graduate students learn the "softer" side of collaboration during a recent class.

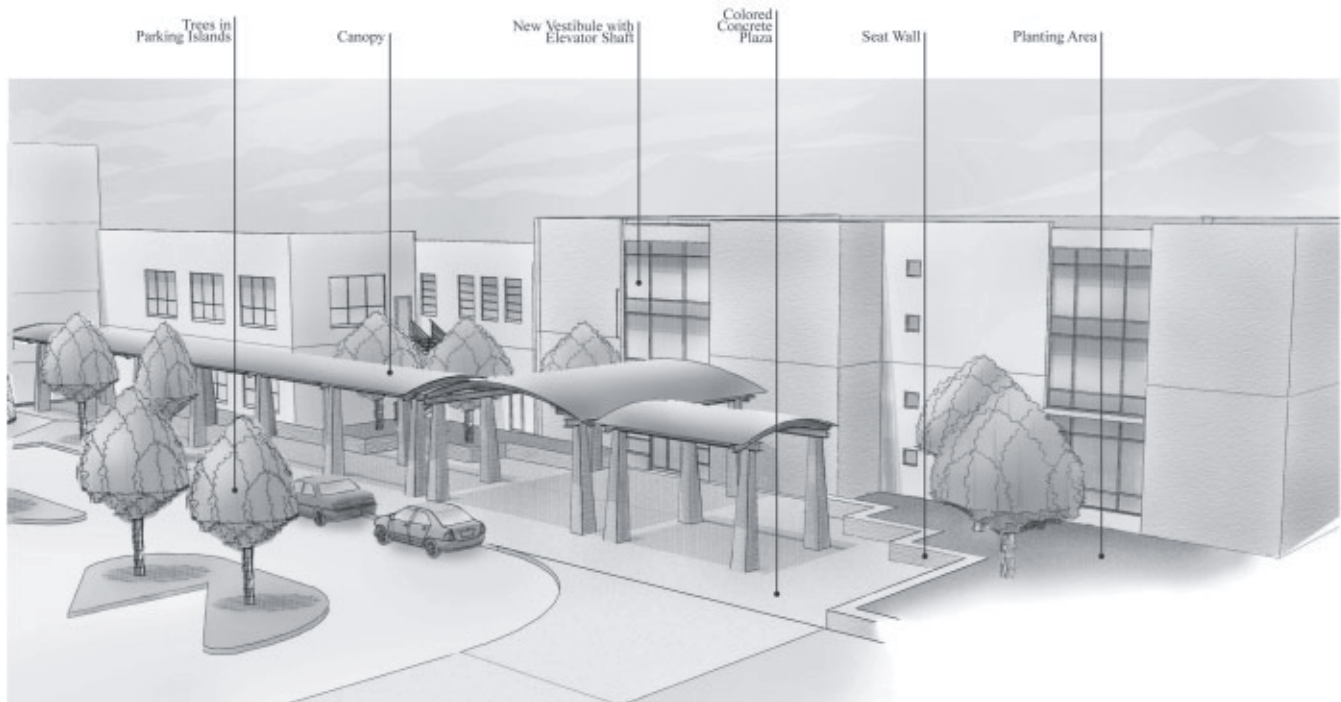
# A Vision for the Future

By Pat McClurg, Dean

Faculty and student excitement is growing as we anticipate teaching some spring courses in three new classrooms completed during the first phase of a multi-year renovation of the Education Complex. Each of the three classrooms is equipped with state of the art technology that future teachers will utilize

connecting the Education Classroom and the College of Education, attractive landscaping, and the site work needed to transform a parking lot into accessible curbs and sidewalks.

Funding for the renovation comes from a combination of UW and private sources. Private gifts



in their school settings. Each teaching station includes a computer, document camera, a ceiling mounted projector with video and sound capability and an interactive wall-mounted white board that interfaces with the computer. Classroom furniture can be easily configured to accommodate a variety of class sizes and activities.

Phase two will begin early next year and includes the completion of the 2<sup>nd</sup> floor renovation with additional classrooms and a student area which will serve as the cultural hub of the college providing a comfortable gathering place for students to meet, have informal study groups, and receive important announcements.

When completed, the Education Classroom Building will contain ten new classrooms, two small seminar rooms, and two student lounges. More than 90% of the College's instruction will take place in the building which is adjacent to and just north of the College of Education. Plans are being developed for an inviting entrance and a covered walkway

will play a pivotal role in creating this inviting teaching and learning environment where state of the art teaching can occur. Gifts to the Education Classroom Building project will have a long-lasting impact on our education programs by providing an environment where best practices can be modeled and providing an environment that will attract and retain high quality students and faculty. Opportunities exist for naming areas and receiving recognition for various gift levels. Names attributed to the building, classrooms, and areas can honor a donor, a loved one or a cherished teacher while supporting future teachers and the teaching profession.

I invite you to examine the architect's perspective drawing of the north exterior – better yet – I hope you will be able to stop by for a tour! If you would like additional information on the new College of Education Classroom Building, please contact Sally Sutherland at (307) 766-2088 or e-mail [sallys@uwyo.edu](mailto:sallys@uwyo.edu).



## International counseling group honors UW's Becker

A University of Wyoming College of Education faculty member's impact on the professional development of his students has received recognition from the International Association of Marriage and Family Counselors (IAMFC).

The IAMFC presented Kent Becker, department chairperson and associate professor of counselor education, with its Best Training and Mentorship Award at the American Counseling Association's annual conference in Kansas City in April. The award honors "an individual who has been a significant mentor to graduate students, emerging professionals, educators and/or supervisors in the field of marriage and family counseling."

Students in the counselor education doctoral program nominated Becker for the award.

"It probably meant more to me than almost any other recognition I've received," he says.

"Kent engages students far above what would even be considered excellent in higher education," doctoral student Jeanne Rothaupt, a nominator, says. "He is

creative, warm, knowledgeable, an excellent counselor himself, and very approachable. One quality that I particularly appreciate as a student is his ability to listen deeply, and draw out the best of who we are. This is only one of his many exceptional qualities as a counselor educator."



*Sachin Jain, Kent Becker, Jeannie Rothaupt*



*The Fall 2004 Methods Special Education Institute provided pre-service teachers with opportunities to expand their ability to facilitate an inclusive classroom environment. They attended sessions on such topics as assistive technology and parent perspectives to build understanding of inclusion issues and practices.*

## Berube receives Ellbogen Meritorious Classroom Teaching Award

Educational leadership faculty member William “Bill” Berube received the University of Wyoming’s 2004 John P. Ellbogen Meritorious Classroom Teaching Award.

Berube is known as an outstanding educator not only by his colleagues and students in the College of Education, but also in the statewide public schools.

“Bill is as an excellent teacher who genuinely cares about his students. He is motivating, yet empowering; knowledgeable, yet respectful of what others know; kind and caring, yet holds high expectations,” says a colleague. “Bill is an expert teacher and one who knows his field, both theoretically and experientially. Students obviously appreciate his activities, assignments, discussions and readings.

“In addition, they appreciate how he is able to provoke and inspire them to think about the important ideas,” the colleague continues. “They talk about how much they learned and attribute that to the caring atmosphere that Bill created and maintained. In all he does in the classroom, he remains focused on the learning goals.”

Berube is a professor in the Department of Educational Leadership where he teaches graduate and undergraduate courses. He first came to UW in 1990 as the director of the Wyoming Center for Teaching and Learning at Laramie (UW Lab School) and joined the College of Education faculty that same year. Berube started as a school law specialist, but now teaches communication, organization/systems, human resources, direction setting, team building and human relations courses. He also works with cohort-based master’s, specialist and doctoral degree programs preparing teacher leaders, school principals and superintendents throughout the state. Berube currently advises 15 doctoral candidates, five master’s degree students and 10 undergraduate elementary education majors.

Berube received a bachelor’s (1973) degree in elementary education and physical education from Mayville (South Dakota) State College; a master’s (1980) in education administration from North Dakota State University; and his doctor of education (1985) from UW.



*Bill Berube*

“In my travels around the state and region, I hear comments and praise from teachers and administrators about Bill,” says another colleague. “By many he is considered a friend of education and an educational leader.”

Students also give Berube high marks for his classroom teaching style.

“Dr. Berube’s classroom and instructional skills are outstanding,” a student writes. “He has the ability to draw his students into discussions while maintaining a level of comfort and familiarity that is never intimidating. He willingly considers the thoughts and opinions of others and offers valuable insight into current topics in all areas of educational leadership.”

Another says, “During my collegiate career I have encountered many professional educators, but none have been more excited and enthusiastic about teaching than Dr. Berube.

“The attitude he brings to class everyday in unsurpassed by anyone,” the student adds. “His passion for the profession of teaching is unbelievable. He is one of those rare educators who truly views his career as a ‘labor of love.’”

# Study tour takes Roberts to Latvia, Lithuania

By Amy Roberts, Assistant Professor of Elementary and Early Childhood Education

EDITOR'S NOTE: Assistant professor Amy Roberts was among a select group of educators selected nationally to participate in a National Council on Economic Education study tour. Insights gained during the trip will enhance her teaching as a humanities faculty member in the college.

On April 30, my family and friends in Laramie were listening to National Public Radio host Robert Siegel interview journalists about the expansion of the European Union.

While my fellow Wyomingites listened to the broadcast I was in Vilnius, approximately nine hours ahead, timewise, preparing to participate in the memorable May 1 celebrations with fireworks, rock bands, and lots of enthusiasm.

The excitement and hope of the night captured the climate of the team of United States educators that I was associated with in the Baltics on a National Council on Economic Education (NCEE) study tour. Our snapshot encounter from April 22 to May 4 was divided between the Riga and Vilnius areas to observe societal transitions towards market economies and to share ideas with likeminded educators. Study tour activities included school visits to observe economic lessons in process, discussions of teacher training activities, presentations by ministry officials, and meetings with education leaders.

No doubt the May 1 joining of Latvia and Lithuania as members of the European Union was a historical landmark worthy of consideration, a reflection of the respective nations' political, social, and economic direction. Part of newly established direction includes an institutional commitment to education, as exemplified by Latvia's 1991 *Law on Education*, one of the nation's first decrees adopted upon the restoration of independence. The changes institutionalized by this law include the introduction of compulsory and optional subjects at the secondary level, the provision of autonomy to entities of higher education, and opportunities to establish private education facilities at all levels.



Amy Roberts and friends

The most amazing aspect of the study tour was the opportunity to witness the utility of sustainable international education endeavors that resulted from the newly established initiatives such as Latvia's *Law on Education*. It was apparent that the teachers, principals, and students we interacted with did not view the use of NCEE materials as a set of imported activities from the United States, or as informational materials or proven methods for instruction. Rather, NCEE materials were showcased as endeavors that embodied knowledge, skills, and experiences stemming from in-depth study, work, and collaboration with groups and individuals on a global scale.

The NCEE lessons endorsed autonomy and recognition for the unique contexts and institutions of participants' environments. Instruction in the fourth grade classrooms promoted active learning and the construction of knowledge that guided students to synthesize, generalize, hypothesize, and arrive at conclusions to produce new understandings. All in all, instruction was based on a problem-solving model in

*Continued — p. 14*



# Van Olphen, Rios lead Mexico study-abroad trip

By Marcela van Olphen and Francisco Rios

*"Travel is fatal to prejudice, bigotry and narrow-mindedness." Mark Twain*

College of Education faculty members Marcela van Olphen, assistant professor of secondary education, and Francisco Rios, professor of educational studies, took a group of six participants on a study-abroad experience to Mexico in June.

Funded, in part, by a travel -abroad "innovative course" study grant, this experience offered an opportunity to learn about Mexican culture in and out of school settings. Six students and their two faculty leaders began the program with a weekend class on the Laramie campus, which focused on learning about Mexican culture (specifically) and on how to learn about culture via study abroad (generally). They learned about the history of Mexico, important cultural elements of Mexican people and culture, and the characteristics of cultural competency. Discussions included the need for flexibility, open-mindedness, curiosity, and respect as some of the central characteristics of cultural competency.

Participants had the chance to spend the day in a Mexican school. They visited a K-12 school on the outskirts of Mexico City, giving them the chance to see elementary and secondary school given that school was still in session. Hosted by the elementary school principal, the group observed a physical education class using dance as exercise and spent time in two elementary classrooms. At the secondary school, the group was able to spend time in a math classroom where eighth grade students were learning fundamentals of statistics.

The group also had significant opportunities to experience Mexican culture. They arrived in the seaside/tourist city of Acapulco in the state of Morelos on June 5 after an overnight flight from Denver International Airport. After two days in Acapulco, the group took a bus to Taxco, the silver mining capital of the country with its charming cobblestone streets and



*Sight-seeing in Mexico*

narrow winding streets that run up and down the mountainside. After a full day in Taxco, the group traveled to the ruins at Xocicalco with its especially impressive temple of the serpent before heading on to the large city in Cuernavaca.

One of the key activities was walking around the streets of the city. Participants were able to get a sense of the "life space" of the people who live there. The group also visited museums of anthropology and art especially those museums in and around Chapultepec Park, Mexico City's central park.

An expanded version of this story is available at [ed.uwyo.edu/news/blackboard.asp](http://ed.uwyo.edu/news/blackboard.asp).

## Spiegelberg obtains major school reform grant

Wyoming is one of only 17 states to receive a competitive grant from the National Association of Secondary School Principals (NASSP) to support a statewide conference addressing high school reform issues.

The Bill and Melinda Gates Foundation funds the grants, valued at \$25,000 each. The Wyoming Association of Secondary School Principals (WASSP), led by executive director and College of Education alumna Emma Jo Spiegelberg (MED '85, Educational Administration), will administer the grant.

Wyoming's grant has five major goals, according to Spiegelberg:

- ❖ Challenge Wyoming high schools to engage change processes designed to ensure the success of every high school student.
- ❖ Certify a team of Wyoming school professionals as state-wide trainers after participating in a training workshop supported by the Department of Education and NASSP
- ❖ Provide professional development opportunities for secondary principals/assistant principals and their teams to address high school reform based on *Breaking Ranks II*.
- ❖ Develop a model for other rural states dealing with reform challenges.
- ❖ Offer opportunities for educators to earn UW or Wyoming Professional Teaching Standards Board (PTSB) credit for participation

Key to Wyoming's plan is a statewide conference based on recommendations outlined in *Breaking Ranks II: Strategies for Leading High School Reform* (<http://www.nassp.org/breakingranks/breakingranks2.cfm>).

Teams from all Wyoming secondary schools, led by their principals, will be invited to participate in the conference, to explore ways in which *Breaking Ranks II* can be used to guide reform initiatives aimed at strengthening student learning throughout the state.

Six Wyoming educators participated in a national "train the trainer" workshop this fall, qualifying them to lead educational workshops on *Breaking Ranks*. The training team will provide the bulk of educational programming during the state conference. Trainers are: Ursula Harrison, principal at Whiting High School in Laramie; Dirlene Wheeler, principal at Sheridan High School in Sheridan; Susan Kinneman, principal at Expedition High School in Green River; Randy Ludeman, principal at Sundance Junior-Senior High School in Sundance; Jeff Newton, principal at Mountain View High School in Mountain View; and Spiegelberg.

*Breaking Ranks II* draws from seven cornerstone strategies, in three areas, to improve student performance: core knowledge, connections with students, personalized planning, adapting to differences, flexible use of time, distributed leadership, and continuous professional development. A total 31 recommendations offer concrete ideas for implementing each strategy within the nation's secondary schools. Emphasis in *Breaking Ranks II* was on defining actions that school principals and teachers could directly address, over time.

Participants in the state conference should emerge with some achievable next steps, based on *Breaking Ranks II* recommendations, to ensure rigor and student success, Spiegelberg says. Selection of steps, and time frames for accomplishing them, will vary from school to school.

Recipients of the 2004 Lola B. Newcomb Beginning Teacher Support Grant returned to campus in September to describe the professional development opportunities funded by the award and share their experiences in the classroom. The Newcomb Grant, open to first-year Wyoming teachers who are UW graduates, supports a range of professional development activities, including conference participation, purchase of instructional materials and reimbursement of substitute time to allow for mentoring and classroom visitations. For more information on the Newcomb Grant, call or e-mail:

Debra Beck at [debbeck@uwyo.edu](mailto:debbeck@uwyo.edu)  
307-766-2066.





## WACTE Hall of Fame nod humbles Lydia Kercher

Induction into the Wyoming Association for Career and Technical Education (WACTE) Hall of Fame in June was a “humbling” experience for former College of Education faculty member and alumna Lydia Kercher (MS ’72, Business Education, PhD ’89, Adult Education).

“I consider this a rich blessing,” Lydia says. “To be recognized by WACTE as making contributions to teaching during my career is a special honor to cherish.”

Hall of Fame members are recognized for making a significant impact on the field of career and technical education at the national, regional and state levels.

Kercher devoted years of service to WACTE; the National Association for Career and Technical Education; and the Wyoming Business Education Association, a division of WACTE. The WBEA also inducted her into its Hall of Fame.

Former department chairperson and mentor Jim Zancanella encouraged Kercher to become professionally active while still in graduate school.

“Involvement in professional organizations gave me the opportunity to interact with colleagues at the local, state, regional and national levels,” she says, “to learn, share and grow in my profession.”

Lydia’s deep ties to the College of Education date back to 1970, when she signed on as a part-time vocational education instructor. Between that first assignment and her retirement in 1994, Kercher served in multiple roles and touched the lives of middle schoolers and college students alike. She taught middle school business education at the University School for several years and vocational education courses for the Wyoming Teacher Education Program. Many of today’s business education teachers in Wyoming schools passed through Lydia’s classes on



*Lydia Kercher*

their way to a degree. As a former middle school student once told her, “now we’re colleagues.”

Retirement has hardly been sedentary. Kercher enrolled in volunteer training for Laramie Hospice as she transitioned to her new role as a retiree. She also took an active role in Sunday School at her church.

“I miss teaching, the students and colleagues,” Lydia says, “but I do enjoy retirement!”

In addition to her two degrees from the college, Kercher also holds a BS in office administration (1968) from UW – and a PHT (“putting hubby through”), conferred by the dean of the Cornell University Graduate School, acknowledging her support of husband, retired agriculture professor Connie Kercher, during his graduate studies.



Carmelita "Rosie" Castañeda

## Castañeda book explores diversity

Exploring successful attempts to bring diversity into the college classroom is the subject of a new book by a University of Wyoming educational studies faculty member.

*Teaching and Learning in Diverse Classrooms: Faculty Reflections on Their Experiences and Pedagogical Practices of Teaching Diverse Populations* is based on dissertation research by assistant professor Carmelita "Rosie" Castañeda. Participants in her study included UMASS faculty who attended a year-long professional faculty development program titled, Teaching and Learning in Diverse Classroom Faculty and TA Partnership (TLDC Project). In this study faculty provided many different accounts of what diversity meant to them as instructors; they unanimously agreed that considerations for diversity were important to their teaching in diverse classrooms.

Interview respondents identified five key pedagogical practices crucial to teaching and learning in diverse classrooms: emphasizing student-focused methods; incorporating multiple teaching methods in instruction; fostering

learning communities via group work and student disclosure; encouraging assessment and feedback; and reflecting on their development as teachers.

"It's the way in which they continue to carry them out that helps students from multiple cultures be able to succeed in a class," Castañeda says.

Maintaining a student focus in the classroom can take many forms.

"These faculty recognize the importance of student-focused methods, such as interactive learning, integrating student experiences into the classroom, encouraging diverse opinions, and helping students set the terms of their assignments," Rosie says.

Faculty members also understood that collaborative learning takes on increased importance in a diverse classroom.

"Many cultures of color really are very familial and relational in their way of living," Castañeda says. "Many faculty tried to create that in their classrooms."

Focusing on the effective practices of veteran faculty devoted to building diversity into classrooms advances is an important step toward meeting the needs of increasingly multicultural student populations.

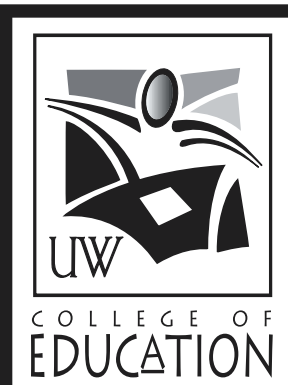
"Many times we focus on what monocultural teachers are doing, and we don't take that step to look at what veteran teachers who have made a commitment to diversity are doing," according to Castañeda.

Several common themes emerged when faculty were asked about support needed to succeed. Among the most critical: greater access to resources to allow updating of tools

used in the classroom, formal interaction among colleagues focusing on teaching strategies for diverse audiences, and accountability of administrators for advancing faculty efforts.

Castañeda appreciated the chance to interact with a group of educators whom she considered to be role models.

"It was an honor to talk with this particular group of faculty and to learn from them – and to challenge them, to thinking about their different practices," she says.



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## Bruce facilitates UW-UVG exchange opportunities

With significant help from associate professor Mary Alice Bruce, the Department of Counselor Education is on the brink of developing several international collaborative opportunities with the Universidad del Valle de Guatemala (UVG).

Bruce traveled to Guatemala twice during the 2003-04 academic year to deepen emerging professional relationships with UVG faculty members, discuss potential exchange and collaboration opportunities, explore internship opportunities for UW graduate students, and support UVG's efforts to establish a master's-level counseling program. Mary Alice also led a communication seminar for teachers, offered a course for school counselors and taught a practicum and internship clinical course in February and March.

Funds from a UW International Development Program travel grant supported a visit in August and September 2003. A Fulbright Senior Specialists Grant supported her spring 2004 trip.

Bruce's work extends ties between UW and UVG, which were initiated earlier by College of Education faculty members Peggy Cooney and Francisco Rios. During Rios and Cooney's visits, UVG psychology department staff expressed interest in connecting to UW's counselor education program. Mary Alice and fellow faculty member Michael Loos traveled to UVG in the summer of 2003 to begin exploring possibilities.

Thanks to the solid peer relationships forged during Bruce's visits, several opportunities have already emerged that benefit students and faculty at both institutions.

For example, three students enrolled in the UW counselor education master's program traveled to Guatemala in July and August for internships in local schools. Counselor education faculty supervised those internships via laptop computers and webcams.

A UVG faculty member entered the UW doctoral program in counselor education this fall; another UVG student will join the program in fall 2005. Bruce also is engaged in joint research with UVG faculty members that could lead to joint presentations and articles.

One of the more exciting prospects is a doctoral program linking students on both continents.

"The dream is to have our doctoral students in class and their doctoral students in class, and be able to connect to each other for Guatemalan/UW classes together," Mary Alice says. With the help of UW Director International Programs Lew Bagby, she currently is seeking grant funds to purchase the equipment needed to make that program possible.

Cross-cultural understanding and increased self-awareness are the primary benefits of any joint endeavor



*Mary Alice Bruce*

between UVG and the College of Education. Bruce notes the value of "understanding and opening our minds even wider, to realize how our values and culture affect us in counseling."

Personal experience during her time in Guatemala reinforced that message for Bruce, as she worked with school counselors and witnessed their outreach efforts into the communities.

"Their counselors are out in the HIV/AIDS clinics," she says. "They're in the children's cancer hospital, they're in the schools. They're reaching out into the community in so many ways."

Bruce accompanied a group of those counselors to a women's center serving residents of a remote village, to facilitate a wellness program.

"We talked about women's wellness issues such as pregnancy, self care, and health in general," she says. "It was a great experience, to see women helping women. Bruce continued that theme, facilitating a weekend women's spirituality group at Antigua, for UVG graduate students and psychology faculty.

She also consulted with UVG psychology department faculty involved in establishing a master's level counseling program there. A former chair of the Council for Accreditation of Counseling and Related Educational Programs board, Bruce advised faculty members on structuring for CACREP accreditation, a goal for UVG.



# Construction begins for Early Care Education Center

Preschool students from the University of Wyoming Child Care Center sank small shovels into soil to mark the official groundbreaking of the new UW Early Care and Education Center.

Approximately 100 people attended the ceremony July 6 at the building site on 30th and Lodgepole streets in Laramie.

“This is going to be a great facility. It’s not only going to be an excellent place for young students to be cared for and learn every single day in a safe and clean environment, but it’s a wonderful opportunity for our faculty and staff to combine the best of education and service for our community,” said UW President Philip Dubois.

“In addition to providing care for our children, it will provide a good, positive learning experience for our college students who will have that important role in later years of taking care of kids all over the state and region,” Galey said.

College of Education Dean Patricia McClurg added, “The more we learn about human development, the more we realize the critical importance of rich early childhood educational experiences. This growing research base coupled with changing national demographics has resulted in a growing demand for knowledgeable early childhood professionals.”

McClurg said she is confident the Early Care and Education Center will properly prepare these professionals and that it will positively impact the quality of early childhood education throughout the region.

“A facility where both state-of-the-art materials and strategies can be modeled and where research furthering our understanding of the complexities of human development can be conducted is an asset to the University of Wyoming,” she noted.

Scheduled to open in the summer of 2005, the center will serve approximately 90 to 100 children. It will offer university-level preparation for students in nursing, kinesiology and health, developmental psychology, and communications disorders.

Mark Bittner, coordinator of the Child Care Center and the Child Development Center, and Cleta Booth, a pre-K teacher and apprenticeship supervisor with the UW Lab School, will co-direct the new facility.



*Early Care Education Center groundbreaking*

The \$2 million, 9,220-foot training and research laboratory is a joint effort of the colleges of Agriculture and Education. It will consolidate the current UW Child Care Center, Child Development Center, School-Age Care Program and College of Education Pre-K program, and also allow for the addition of infant and toddler care.

“This is really a wonderful opportunity to consolidate several of our facilities. It is truly an interdisciplinary effort,” said College of Agriculture Dean Frank Galey.

# Early Childhood Program receives boost from Daniels Fund

A new University of Wyoming program will help meet a statewide need for professional development in early childhood education instruction.

The Wyoming Birth to Five Early Childhood Endorsement Program will “positively impact the quality of early childhood programs for infants, toddlers and preschoolers throughout the state,” says Margaret “Peggy” Cooney, an associate professor in the UW Department of Elementary and Early Childhood Education. She wrote the successful \$33,387 Daniels Fund grant proposal supporting the program, which launched this fall.

The endorsement program is designed to train teachers in the regional developmental centers that serve children with special needs, Head Start programs that serve children from low income families, private and nonprofit preschool and child care programs, and preschools in public schools.

“This program is unique in that it is designed to be flexible enough to accommodate individuals from diverse educational backgrounds and experiences,” Cooney says. “Thus, those working on bachelor’s degrees and those individuals who already have degrees can enroll in the program and receive university credit.”

Cooney says the program was developed because Wyoming currently does not have a certification program — separate from the elementary education certification program — for teachers of infants, toddlers, or preschool-aged children. In the spring of 2003, the Wyoming Professional Development Task Force, consisting of the many early childhood education organizations and institutions in the state, met to address the need for a Birth to Five Early Childhood Endorsement Program that could be accessible throughout the state.

From those meetings the task force recommended a program to train adjunct faculty from the state’s

qualified pool of early childhood professionals to help deliver the program.

UW faculty members taught the course to seven early childhood professionals with master’s degrees. These



*Program instructors (top) created hands-on experiences for conference participants.*



professionals will serve as adjunct faculty to deliver four courses during the 2004-2005 academic year. An additional seven courses will be added through longer-term training. Three of the adjunct faculty members will teach online courses and four will supervise practicum experiences and student teaching at local sites throughout the state, Cooney says.

## Program teaches math instruction via science and engineering activities

Engaging today's youth in mathematics and science is the foundation for sparking their future interest in the fields of engineering and science.

This is the motivation for "Thinking and Doing Mathematics," a new University of Wyoming program that helps teachers from throughout the state learn more hands-on approaches to teaching mathematics through engineering and science.

The university's colleges of Engineering, Education and Arts and Sciences hosted a recent free workshop for elementary, middle school and high school teachers. The workshop covered topics to improve mathematics education in the schools.

"Participants learned mathematics situations influenced by everyday challenges in the fields of engineering and science," says Jerry Hamann, associate professor of electrical and computer engineering. "The workshop lessons will be supported by classroom kits that can be incorporated into the coming year's lessons."

"Experts at UW will provide continued support and development of these activities through online forums and periodic school site visits," adds Linda Hutchison, associate professor of mathematics education and department head for secondary education.

This initiative will form a partnership between UW and Wyoming school districts.

"We are helping teachers help students," says Hutchison, who stresses that UW faculty will visit the schools to help implement the programs.

Hamann says, "Let's make mathematics and science more interesting so kids will want to continue their studies."

For more information call Jennifer Martin in the UW College of Education at (307) 766-3275 or e-mail [jmartin@uwyo.edu](mailto:jmartin@uwyo.edu).



*Workshop participants gained hands-on experience*

*International — Cont. from p 6*

which students were directed to find solutions to various problems.

Teachers and principals were diligent in their efforts to formalize the integration of civics and English education within the economic education curriculum. They noted that it will be a long and wearisome process, but one which is needed in order to meet the expectations of parents, students, and the State. Educational leaders might view this task as an example of the daunting challenges mentioned by the NPR interviewee when noting barriers such as the lack of extra resources for teachers' salaries, the need for development and maintenance of professional expertise, and the unavailability of innovative materials for content English language teaching.

Educators are also challenged by the complexity of issues that go hand in hand with the reestablishment of independence. Collapse, chaos, massive restructuring and a host of dislocating mechanisms have affected the lives of the majority of populations.

Nevertheless, teachers and principals are optimistic; they view the acceptance of economic education as a mark of change reflective of the nations as emerging democracies. In this respect, the work of the NCEE in Latvia and Lithuania is timely. In support, the Ministries in both countries are in process of reforming curriculum content and methodologies. Both struggle with transitioning from the education systems' authoritarian operations, entrenched during Soviet occupation, to ones that are learner centered.

Collaboration with NCEE in-country directors and teachers in the development of content standards and associated student evaluations are the products of Ministry level efforts. Ministry officials have been instrumental in the translation of NCEE materials from English to Latvian and Lithuanian, the publication of numerous texts for teachers and students, and the retraining of teachers.

An expanded version of this story is available at [ed.uwyo.edu/news/blackboard.asp](http://ed.uwyo.edu/news/blackboard.asp).



## Ed Paradis closes 32 years on COE faculty

While his long and fruitful career in higher education doesn't surprise Ed Paradis, the fact he spent virtually all of it at the University of Wyoming is a bit of a twist.

"I came here with intent to stay two years," he says. "That became 32."

Paradis retired from UW at the end of the spring 2004 semester, wrapping up a distinguished career as a member of UW's elementary and early childhood education faculty.

Higher education is a road Ed couldn't have anticipated as an undergraduate searching for his niche in the world; but it's one that has allowed him many opportunities to make a difference in Wyoming K-12 education, and in the lives of UW students.

Paradis initially resisted following his mother and sister into teaching. After more than one early detour, he ultimately chose the field and graduated from the University of Minnesota (UM) with an education degree. Ed landed a job teaching fifth and sixth graders at Huntington Beach, Calif., after graduation but burned out after two years. While considering other options, Paradis sought the advice of a former professor at Minnesota, who recommended graduate work in literacy studies.

Literacy offered a rich environment for developing an academic career. Differing approaches have emerged and shifted during Paradis' tenure in the field, without any true consensus developing over time. Ultimately, Ed's approach to literacy education has focused on helping individuals translate their philosophical framework – whatever it may be – into effective teaching methods that reach their students.

After an early assignment at the University of Georgia, Paradis looked to the Rocky Mountains for the next phase of his career. One factor in his decision to accept a position at UW was receptiveness by Wyoming school districts to field research by the institution's faculty.

"The research portion, especially working in the schools, was always very appealing to me," Ed says.

So was the openness of College of Education faculty, a strength Paradis says he continues to find today.

"It's a very healthy atmosphere for junior faculty – it's a healthy atmosphere for senior faculty as well." Paradis' role in that process has shifted over time, helping new faculty navigate the early stages of their careers.

Service responsibilities run disproportionately high for all faculty members at the state's only four-year institution.

"You have far more service requests than you can realistically handle," he says. "They're all important, and they're all valuable. But it's not possible to do it all... You have to choose."

Paradis has learned to combine research and service when they're a good fit. Ed has successfully blended the two over time, working with teachers in local schools while gathering data from the experiences.

Time in the K-12 classroom also helps keep the faculty member up to date and aware of the challenges today's teachers face. Paradis learned this lesson early when he took a sabbatical during the 1980-81 academic year to teach first and second graders at Osmond Elementary School in Afton, Wyo. It was a critical reality check.

"It stunned me," Paradis says. "Knowledge of reading instruction was important,

but surviving the day was much more difficult."

"It was a reminder to me that, if you're going to teach teachers, you have to stay in classrooms and you have to be aware of what's going on there."

Teaching undergraduates and graduate students offered other lessons. Content expertise is important, but a connection must be made at a more basic level first.

"The student doesn't care how much you know until they know how much you care," Ed says. "If they know you care, it's a whole different atmosphere than when the focus is on what you know."

"Retirement" for Paradis offers a mix of travel and work. He recently accepted a quarter-time position serving as interim director of the Wyoming School-University Partnership.



Photo: UW Photo Service/UWYO Magazine, Ted Brummond

Ed Paradis

## Celebrating 50 years of continuous accreditation

When the National Council for Accreditation of Teacher Education (NCATE) opened its doors on July 1, 1954, the University of Wyoming College of Education was among the organization's 283 original accredited institutions.

Fifty years later, UW's program is among 580 accredited by the premier accrediting agency for education professionals in the United States.

"We are proud of our long history of NCATE accreditation," College of Education Dean Pat McClurg says. "NCATE's rigorous review process provides an objective outside assessment that validates the high quality of our degree programs, strengthens the reputation of our college and increases the marketability of our graduates."

NCATE-accredited colleges of education produce more than two-thirds of the nation's new teachers every year. Thirty-nine states have adopted or adapted NCATE standards for their own state accreditation systems. The Wyoming Professional Teaching Standards Board has a state partnership agreement with NCATE that supports collaborative national and

state accreditation efforts for all UW programs that prepare teachers and other school personnel.

NCATE is dedicated to improving P-12 student learning by improving the quality of educator preparation. Accredited programs, like the Wyoming Teacher Education Program at UW, must provide evidence that teacher candidates know the subject matter they plan to teach and how to teach effectively so that all students learn.

"We have a critical responsibility to prepare teachers who know their subject area(s) and who are skilled in effective instructional strategies," according to Kay Persichitte, director of teacher education. "This is reflected in our theme: Preparing Competent and Democratic Professionals."

The NCATE accreditation system is based upon periodic external review visits to examine the quality of the education programs and graduates. The last NCATE accreditation visit to UW was in 2000. Full accreditation was granted and preparations are underway for the next visit in 2007.



*Dean Pat McClurg congratulates the 2004-05 College of Education Ambassadors at the spring banquet.*

## New HAT Fund challenge seeks match gifts

The College of Education Development Board's "Ninety in Ninety" campaign to bring the Honor a Teacher Scholarship (HAT) endowment to \$90,000 in celebration of the college's 90<sup>th</sup> anniversary in 2004 was successful.

Thanks to a \$10,000 challenge grant from the McMurry Foundation of Casper which matched gifts to the fund, the goal was reached in September.

The success of that campaign has inspired another Wyoming Foundation to create its own challenge grant

of \$28,000. Gifts to HAT made before December 31, 2005, will be matched dollar for dollar by a Wyoming foundation in honor of Wyoming teachers and the teaching profession.

Gifts to the Honor a Teacher Scholarship Fund build a permanent endowment for scholarships to students enrolled in the teacher preparation program. Honored teachers receive a letter of appreciation from the dean and are recognized with a certificate and pewter honored teacher lapel pin.

## Honor a Teacher — fund grows with recent gifts

In honor of all teachers from The McMurry Foundation in Casper, Wyoming.

**David Lavendar**, Hawaii Preparatory Academy, from Spencer Garland and family.

**Gretchen Van Der Heyden**, Hawaii Preparatory Academy, from Spencer Garland and family.

**Chad Kamrow**, Hawaii Preparatory Academy, from Spencer Garland and family.

**Al Newman**, Hawaii Preparatory Academy, from Spencer Garland and family.

**Mark Rice**, Hawaii Preparatory Academy, from Spencer Garland and family.

**David Meyers**, Laramie Junior High School, from James Garland and family.

**Toni Candelaria**, Laramie Junior High School, from James Garland and family.

**Troy Ibarra**, Laramie Junior High School, from James Garland and family.

**Walt Werner**, UW College of Business, from Mary Garland and family.

**Arden White**, emeritus faculty, UW College of Education, from M. C. (Peg) Tobin.

In memory of **Marjorie Simonton** from Linda Vosika, Don and Judy Richards, and Marlene Brodrick.

In honor of teachers from Fred and Jeanie Staehr.

**Tracy Poduska**, Director of Curriculum, Teton County School District 1, from Bill Pettus.

**Peter C. Ellsworth**, retired faculty, University of Wyoming, from Linda Hutchison and Ed Kemmpema.

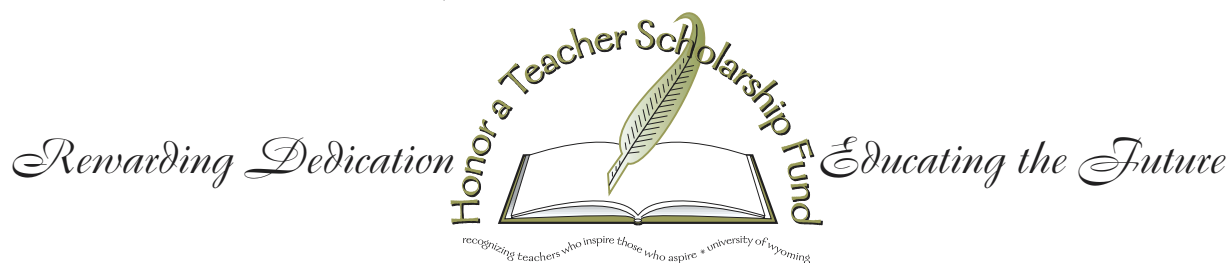
**Pete Vasek**, Laramie High School, from Charlie Ksir.

Continued — p. 18

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*Yes*, I want to honor a teacher who impacted my life, or that of a family member. Please accept my donation to the Honor a Teacher Fund to help ensure that future generations will have the same type of role model in their schools.

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**Sylvia Hansen**, Laramie Junior High School, from Charlie Ksir.

**Judy McBride**, elementary art, from Charlie Ksir.

**Babette S. Frazier**, retired kindergarten teacher, O'Dea Elementary School, Fort Collins, CO, from Thomas, Derek and Justin Frazier, and Rudy and Linda King.

**John Foy**, second grade, Verda James Elementary, Casper, from Annie Kepler, Julie Andrew, Trudi M. McMurry-Davis, Karen Hinchey, Jack & Mary Lamb, Melissa Erdahl, Susan Hawley, Eric and Heather Valdez, and George and Robin Cleek.

**Cleta Booth**, preschool, UW Lab School, from Allen and Peggy Trent.

**Jim Durkee**, retired faculty, UW College of Education, from Jim Lamprecht.

**Josephine Wampler**, Gosport High School home economics, Gosport, IN, from Caroline Hough.

In honor of all teachers from Linda King.

In memory of **Wynona Thompson**, Cody High School drama, speech, and all grades English and Literature, from Frances Audier and Ann and Al Simpson.

In memory of **Anna Andrew**, Slater (Colorado) country school, from Peg Espy.

In memory of **Gretchen Hancock**, Slater (Colorado) country school, from Peg Espy.

**Sue Simons**, chemistry, Kelly Walsh High School, Casper, from David and Bonnie Bitner.

In honor of teachers from Mr. and Mrs. Jack K. Nisselius.

**Maxine Robinson**, Wheatland Grade School, from Chuck and Katie Brown.

In memory of **Vivian L. Crerar**, Laramie County public schools, Cheyenne, from Nancy C. Crerar, Mrs. Hazel Lucke and Patricia A. Crerar.

**Jean Davies**, Goins Elementary, Cheyenne, Title I, from Debra Holloway.

**Susan Thomas**, Kelly Walsh High School and Washington Lee High School, from Harry Roberts.

In honor of teachers from Douglas B. Chapman.

**Karen Smith**, Laramie High School, business, from LeAnn Morris.

**Barbara Dobos**, Natrona County High School, Casper, English, from Brenda Eggleston Creel.

**Maxine LeBeau**, commemorating her 50 years of dedicated teaching service to the yoAuth of Albany County, from Gerald and Maxine LeBeau.

**Annette Bohling**, deputy superintendent of public instruction, Wyoming, and foreign language teacher, Laramie High School, from Judy and Glenn Catchpole.

In memory of **The Honorable Robert Frisby**, former state legislator from Park County, from Judy Catchpole, Steve Simonton and George Simonton.

In memory of **Bart Avery**, a teacher in New York, from Judy Catchpole, Steve Simonton and George Simonton.

In memory of **Mabel Fincher**, Fincher School, Cheyenne, sixth grade, from Mary M. Burman.

**Bob Blackwell**, retired High School science/principal, Wind River High School, from Doneen and Tom Fitzsimmons.

"All of my teachers!" from Jack Mueller.

**Donna Mathern**, Evansville Elementary principal, Casper, from Beth and Fred Catchpole.

**Fred Cawiezell**, retired teacher, Dean Morgan Jr. High, Casper, from Beth and Fred Catchpole.

**Judy Catchpole**, retired teacher/superintendent of public instruction, from Beth and Fred Catchpole.

**James Zancanella**, University of Wyoming, Vocational Education, from Lydia and Connie Kercher.

In memory of **Catherine Wiegand**, past principal of the UW Lab School, from Dr. Jeanne Mattick.

**Lisa McDonald**, fourth grade, Indian Paintbrush Elementary, Laramie, from Bill Dalles and family.

In honor of teachers from Ruth R. Ellbogen Foundation.

**Karen Werth**, Riverton, Title III director-ESL for English Llanguage learners, from Linda Voskia.

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- ☐ Please send information about planned giving opportunities.

For more information about gifts of securities, call Mary Ann Garman, 307.766.6300

# Alumni Bulletin Board

The *Blackboard* is pleased to share news about College of Education graduates with our alumni and friends.

Submissions to the Alumni Bulletin Board may be sent to the *Blackboard* editor via e-mail (debbeck@uwyo.edu), fax (307-766-6668) or mail (Debra Beck, UW College of Education, 1000 E. University Ave., Dept. 3374, Laramie, WY 82071).

**BOYD BROWN, MA '92, Educational Administration**, received the John Vaughn Excellence in Education Award from the North Central Association/Commission on Accreditation and School Improvement (NCA/CASI) at its 2004 convention in Chicago. He is the first Wyoming recipient of this prestigious national award. Brown is associate superintendent of Campbell County District 1. Before accepting that position recently, he served as a physical education teacher and principal of Campbell County High School in Gillette. Boyd has been affiliated with Wyoming NCA since 1998. He has served two terms as chairperson of the Wyoming State Committee, as well as membership on the NCA/CASI Board of Trustees. Brown also holds a physical education degree (BS '87) from the UW College of Health Sciences.

**KELLY R. (ALLEN) GOEDE, BA '90, Elementary Education**, is starting her second year as a preschool teacher at Fremont County School District 38, Arapaho School, on the Wind River Indian Reservation where she has worked for 10 years. Goede established the preschool to enhance early learning opportunities for children in that community. Kelly attended High Scope curriculum trainings in the summer of 2003 and 2004, in New Jersey and Michigan, which she used in creating the program.

**LANCE W. GOEDE, MS '95, Counselor Education**, has finished his ninth year at Central Wyoming College, and has begun a new position as director of student life, in charge of housing, student activities, intramurals and club soccer.

**ANNETTE L. HARMON, BA '87 Secondary Education-Social Studies**, was the only teacher in the Weber School District, Ogden, Utah, to receive National Board Certification in 2003. She was among on 17 teachers statewide to receive the certification. Annette earned her master of curriculum and instruction from Weber State University in 1996 and became ESL endorsed in 2004. She serves as Social Studies

Department chairperson and teaches geography at Rocky Mountain Junior High.

**CHRIS JOHNSON, MA '98, Adult Education**, completed a three-year assignment as an Air Force ROTC instructor at the University of Missouri. He won the 2003-2004 "Purple Chalk Award" for outstanding classroom instruction, the oldest professor recognition award on campus. Chris then was honored by the MU student organization with the 2003-2004 Excellence in Education & Leadership Award. Air Force ROTC recognized his accomplishments in the classroom by naming him a "master" instructor in ROTC. Johnson, his wife Nicky, and their 8 month old daughter Ali are now moving to Davis-Monthon Air Force Base in Tucson, Arizona where Captain Johnson will be an operations officer for the 355th Security Forces Squadron.

**BRETT MCFALL, BA '03 Secondary Education**, married Lori Dee O'Bryan on Aug. 2, 2003. They currently reside in Overland Park, Kansas, and plan to move to Europe or within the United States while Brett continues to play basketball.

**AMY (DILLMAN) PIERANTONI, BA 1999, Elementary Education and CODY PIERANTONI, BS 1999, Industrial Technology Education**, welcomed their second child, son Conner Marino on July 8, 2004. He weighed 7 lbs. 4 oz. and was 19 1/2 inches long. He joins big sister, Camryn May, 2 1/2 years old.

**CHRISTINE PITCHER ROSS, BA '71, Secondary Education**, recently earned the distinction of National Board Certified Teacher. National Board certification is a recognized and highly respected professional assessment that acknowledges accomplished teaching. Chris also received the "Most Valuable Teacher" Award for 2003-04 in the Southeast Area of Denver Public Schools. Christine is an eighth grade language arts teacher at Place Middle School in Denver, Colo.

**DON WOTHE, MED '64, Guidance and Counseling**, has been active since retiring from a 36-year education career in 1993. Among the ways he has managed to keep busy: engaging in mission work abroad, teaching a "family life" class, visiting his three children and 10 grandchildren, remodeling his home, serving as a polling judge, serving as an independent contractor, and taking part in a range of recreational and "senior" activities.

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