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UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION

SPRING 2004

College honors distinguished alumnae, former faculty

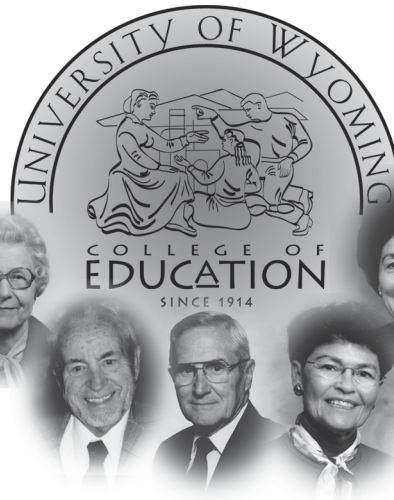
The College of Education honored the class of 2004 at its second Distinguished Alumni and Former Faculty Award recognition celebration in April.

Distinguished Former Faculty Award recipients are Jessie Mae “Holly” Halsted, Glenn Jensen, and Maurice Wear. Distinguished Alumni Award honorees are Susie McMurry and Josephine “Jo” McCue Temby.

Halsted came to UW in 1933, where she spent most of her years teaching in the Lab School. Halsted taught in the Department of Curriculum and Instruction from 1965-1971. Known as “Holly,” she supervised and served as mentor to generations of student teachers. Halsted passed away in 1985. A scholarship in her name supports outstanding elementary education majors.

Jensen directed the college’s graduate program in adult education and instructional services from 1964-1979. Under his stewardship, the department gained national exposure. Jensen’s

work with graduate students and extensive service in the state earned him the affectionate name of “Mr. Adult Educator.” The International Adult and Continuing Education Hall of Fame inducted Jensen in 2003.



Wear served the College of Education for 25 years (1966-1991) as a faculty member in educational administration, department head, and associate dean. His legacy is serving the students and practicing administrators in Wyoming in the area of school law. Known for his integrity, genuine honesty, positive nature and professionalism, Wear

received overwhelming support for his nomination.

Born in Hanna, Wyo., McMurry received her BA in elementary education from UW in 1970. A classroom teacher and lifelong advocate for children in need, Susie is one of the founding members of the Court Appointed Special Advocates (CASA) and the Child Advocacy Program. Susie has been a foster parent for more than 17 years; she also donates both her time and resources to several organizations in Casper.

Wyoming native Temby received both a bachelor’s (1944) and master’s degree (1964) in elementary education from UW. She taught at Beitel School in Laramie for nearly 30 years. Temby also served on numerous committees and held offices in the Albany County Education Association. With her former husband, Jo reared two children, both UW graduates. Her daughter, Jan, and granddaughter, Kimberly, continue the family teaching tradition.



Dean Pat McClurg

Spring signals transitions, new opportunities

Every spring the College of Education celebrates achievements of our students and faculty at our honors banquets and at our graduation ceremonies.

Our graduates positively impact the state and region as they transition to their new roles as professional educators.

Right at 50 percent of the University of Wyoming's teacher preparation candidates accept positions in Wyoming - and out of state competition for our graduates continues to increase. Jo Chytka, who directs the UW teacher fair, relates that administrators come to Wyoming because students are well prepared and exhibit a strong work ethic. Administrators comment on the University of Wyoming's outstanding job of preparing teacher candidates and return year after year because they are satisfied with the hires they have made.

Graduates of our advanced programs extend this impact. Twenty-one of 26 recent counselor education graduates accepted position in Wyoming. In the last four years, 165 people have completed the Department of Educational Leadership's three cohort programs.

This year, our graduates face extraordinary challenges as they transition to their new professional roles. Recent national legislation focusing attention on aggregated and disaggregated student test scores is being translated in multiple ways in schools and in state governing bodies. The consequences of this current emphasis on standardized test scores as benchmarks for success are unknown. However, changes in the current policy are emerging as states begin the implementation of local plans. There is no question that meeting the ever-evolving demands of global citizenship and leadership requires effective education systems. As a nation we must have schools that foster the skills, dispositions and knowledge necessary for effective participation in a social and political democracy. The cultivation and development of student minds is very much a cultural achievement – as is the selection of measures of success. Educators must engage the entire community in meaningful discussions regarding the purpose and goals of public education and in considering authentic measures of success. Providing support structures and learning environments that nurture learning for all students requires efforts from the entire community.

The importance of excellent teachers on each child's education is well known. Current collaborative efforts among leaders from Wyoming school districts, the College of Education, and the Wyoming State Department of Education to identify, share and support successful mentoring/ induction programs is critical for new professionals entering the field. Successful professionals will devote a life-time investigating learning environments that activate, develop and refine minds. These efforts can result in renewal and continued transition as communities explore visions of what is possible.

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Innovative process translates GIS data to art

An innovative University of Wyoming program that combines art and science to better understand both worlds is drawing attention and support from teachers in the Rocky Mountain region and beyond.

“The Art of Remote Sensing” is one part of a larger “Exploration and Natural Sciences” program sponsored by the UW Science and Mathematics Teaching Center, a program of the Colleges of Education and Arts and Sciences.

“The Art of Remote Sensing” uses satellite imaging to create designs on silk. What results is more than pretty fabric – it’s a new way to represent scientific data and develop interdisciplinary connections in science, art and social studies.

“Exploration and Natural Sciences” uses geographic information systems (GIS) data to learn about the world in a variety of settings and across disciplines. The is part of a growing resource program via the Education Public Access Resource Center (Ed-PARC), the education arm of the Upper Midwest Aerospace Consortium (UMAC).

Ed-PARC programs are designed to make data collected by the National Aeronautics Space Administration (NASA) available and useful to educators.

“Our charge is to get this technology into the hands of public school teachers,” associate professor of secondary art education Lydia Dambekalns explains. The GIS program team accomplishes that via a series of hands-on workshops, including “The Art of Remote Sensing,” delivered around the region.

Most of the teachers exposed to Dambekalns’ workshops have been in Ed-PARC states (Wyoming, Montana, Idaho, North and South Dakota). However, as educators in other parts of the country learn of the process, interest in her work is spreading. A recent presentation by Dambekalns to the Colorado Art Education Association prompted multiple inquiries into future programs and potential art residencies.

“Art of Remote Sensing” workshops have three goals, according to Dambekalns: learning the technique of painting on silk, thinking about the geographic concept they want to portray in the painting, and identifying ways to develop lesson plans using this project to meet educational standards.

The process used in creating these pieces involves dropping paint onto blank silk pieces and attempting to create designs representing natural phenomena (e.g., maps and constellations).

“It goes all over the place and makes beautiful reactions on the cloth,” Dambekalns explains. “You can’t control it very well, so everyone is on equal footing whether you are an artist or not.”

The lack of control can be troubling to some in the beginning. To help mitigate that concern, Dambekalns leads workshop participants through the process on a smaller piece first.

“Once they jump into the sampler, because they’re not afraid, then they open their minds and it’s easier to take on their final project,” she says.

Workshop participants spend time talking about issues of control and of ways to represent scientific concepts in this different environment. They also talk about how the process can be used to achieve multiple classroom standards, such as science, art and social studies.

“What excites people, beyond the techniques of the silk, is the component about mapping and geography embedded in it,” Dambekalns says. “Since we’re being pushed to teach thematically, it makes a lot of sense.”

They also talk about creativity and subjectivity across disciplines, and countering common perceptions about the arts and the sciences.

“One of the bigger issues we talk about is subjectivity and objectivity in science and art,” she says.

“Whether you’re a scientist or an artist, you’re still a creator, bringing what you want to say to an audience.”

Examples of “Art of Remote Sensing” projects are available at smtc.uwyo.edu/edparc/art.

Lydia Dambekalns, associate professor of secondary education, models wearable art created using scientific data.



Mortar Board taps three profs for impact on students



Members of Mortar Board honored three educational studies faculty as “Top Profs” this spring. Shown celebrating the designation are the profs and their nominators (front row, left to right: Allen Trent, Leslie Zorko, Michelle Valdez, (standing, left to right) Amanda Johnson, Roy Hucke, and Emily Renaud.

UW’s Mortar Board chapter honored three instructors in the Department of Educational Studies this year as “Top Profs.”

Assistant professor Allen Trent, graduate assistant Michele Valdez, and assistant professor Leslie Zorko joined 33 others from across campus as 2003 recipients of the prestigious award.

Mortar Board members nominate faculty who have made a positive impact on their lives at UW, going beyond classroom expectations to help students succeed, both in college and later in their careers.

Photos at right: College of Education students had a chance to visit with Professor Mingchuan Dong during his visit to Laramie.

Exploring opportunities for international collaboration between UW and Chinese institutions was one of the goals of Dong’s trip. Shown discussing possibilities are (left to right): Lew Bagby, director of international programs; Tom Buchanan, vice president for academic affairs; Dong; and Qi Sun, assistant professor of adult learning and technology.



Chinese adult educator, college explore collaborative ventures

Faculty in the Department of Adult Learning and Technology hosted a leading authority on Chinese adult education during a multi-day visit to the college in November.

Professor Mingchaun Dong has served as a senior administrator, policy maker and researcher in adult education for more than 30 years. An award-winning researcher, he has published more than 100 research articles, project reports and chapters in higher education and adult education.

Dong is executive vice president of the China Association for Adult Education, director of the Board of Academic Committee of China Association for Adult Education, and deputy director of the National Leadership Council for Education and Science Development of China Adult Education Planning Committee.

Dong directed the Third Department of Higher Education for the Ministry of Education of the People’s Republic of China. He also served on the Executive Council of Asian and South Pacific Bureau of Adult Education.

While at UW, Dong met with college and university officials to discuss possible collaborative relationships. He also met with students and faculty and presented a talk on educational trends in China.



Counselor Ed programs receive full reaccreditation

All graduate programs in the University of Wyoming Department of Counselor Education recently received full reaccreditation through 2012 from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

CACREP reaccredited three master's degree programs and a doctoral program for an eight-year period, the maximum possible, following an extensive self-study process and a CACREP team site visit in the spring of 2003.

Programs receiving CACREP approval are the master of science (MS) in community counseling, the MS in school counseling, the MS in student affairs, and the doctor of philosophy (PhD) in counselor education and supervision.

Faculty members Mary Alice Bruce and Michael Loos led the self-assessment leading to UW's site visit. That process involved carefully documenting how each program met specific curricular standards over time, primarily through review of syllabi. They also documented other structural evidence such as clinical faculty/student ratios, library holdings, college and university support and qualifications of program instructors.

The review team also developed evidence that programming offered outside of Laramie meets the same high standards.

"A big part involved documenting that our cohort program in Casper is comparable and follows the same standards," Counselor Education Department Chairperson Kent Becker says.

The Casper program, in the midst of its third three-year cycle, serves 22 students from around Wyoming.

Cohort members will graduate in May 2005. A new cohort begins in August that year.

While reaccreditation is the ultimate goal, the process leading up to that designation also carries great value.

"As a team, it brings you to a point where you're really having critical conversations that you might have been having, but not at the same level," Becker says. "It definitely brought us into many conversations about on-

campus programming versus distance programming. It did help us to enhance our delivery of services in Casper."

Members of the site visit team praised faculty commitment to providing direct supervision of students. While some institutions delegate that responsibility to other

sources, Counselor Education Department faculty take responsibility for that work.

"For a Research I university, the amount of daily contact we have with students is extremely high," Becker says. Students interviewed during the site visit expressed the same appreciation for faculty involvement and accessibility.

Accreditation has implications for both academic programs and their graduates. It indicates to internal and external audiences that the programs meet standards necessary to assure integrity and accountability in the preparation of counseling professionals.

Master's-level graduates of CACREP-accredited programs enjoy a streamlined licensing process, since curriculum review can be eliminated. Doctoral-level graduates find that many academic vacancies offer a preference for candidates with degrees from CACREP programs.



Persichitte leads teacher ed program



University of Wyoming Director of Teacher Education Kay Persichitte looked no further than across the border when the time came to find her next professional challenge.

The longtime northern Colorado resident predicted a good fit between her professional interests and abilities and requirements for the College of Education position, even if her vita suggested a different path.

“When I read it, I thought, ‘this pulls together all these other things that I have been doing that haven’t been part of my required job description,’ ” Persichitte says.

As director of teacher education, she will draw upon growing expertise in such critical areas as standards-based education and accreditation of teacher preparation programs. A background in distance education will also be an asset in a program that spans an entire state.

In her first year on the job, Persichitte has expanded her appreciation of the leadership role that the UW College of Education plays in facilitating those efforts.

“There is no place like Wyoming, in terms of our institutional and college mission,” Persichitte says. “This is the only place in the nation that has the mission at the university level to supply all of these services and meet all of these needs for this diverse geographic region.”

She also recognizes the commitment required to fulfill such a challenging mission.

“Every single group recognizes and acknowledges that challenge at the same time that they’re saying, ‘Okay. What do we do about it?’”

Persichitte’s professional pathway has always been clear: she was destined to teach. After graduating from the University of Northern Colorado with a mathematics degree, Kay returned to her former high school, where she taught for 19 years. While she enjoyed teaching students and collaborating with colleagues, she grew increasingly concerned about growing challenges at the system level.

“I was becoming increasingly disillusioned with the ability of the system to adapt to the individualized needs of the students,” she says.

A search for answers led Persichitte to doctoral work in educational technology at UNC. After a brief return to her home school and an attempt to apply what she had learned to the classroom setting, she eventually retired from that district and joined the UNC Department of Educational Technology faculty.

At UNC, Persichitte developed interests in a range of areas related to instructional design and technology integration, including standards-based education, program review, curriculum alignment and accreditation. That interest led to affiliation with the National Council for Accreditation of Teacher Education (NCATE) and service on NCATE’s Board of Examiners. She chairs at least one Board of Examiners site visit to colleges of education every semester.

“It is amazing to consider the ramifications of putting in place a single set of standards and knowing that that set of standards will have an impact on thousands and thousands of lives,” she says.

Persichitte spent her first year at UW immersed in discussions about critical issues at the college and state levels and getting to know her College of Education colleagues.

“I’ve always been impressed by the people here,” she says. “They’re committed; they’re warm, caring, people. They care about each other and they care about their students. I feel very fortunate to have this opportunity at UW.”

Alumnae named Wyo's 2003 Milken Award recipients

Two College of Education alumnae teaching in Wyoming received 2003 Milken National Educator Awards.

April Gates Caudill (BA '90, MA '02) and DeAnn Bair Eisenhart (BS '84) each received \$25,000 awards from the Milken Family Foundation, which established the program to "reward, retain and attract the highest caliber professionals to our nation's schools."

Caudill is an assistant principal at Rock Springs High School. Eisenhart teaches mathematics at Cheyenne Central High School. Each educator learned of the honor at surprise, schoolwide assemblies attended by state and local officials, students, peers and community leaders

Educators are recommended for this prestigious honor without their knowledge by a blue-ribbon panel appointed by the Wyoming Department of Education. Recipients are selected based on several criteria, including:

- ❖ Exceptional educational talent as evidenced by outstanding instructional practices in the classroom, school and profession;
- ❖ Outstanding accomplishment and strong long-range potential for professional and policy leadership; and
- ❖ Engaging and inspiring presence that motivates and impacts students, colleagues and the community at large.

In the last decade, 16 UW graduates have received Wyoming Milken Awards.

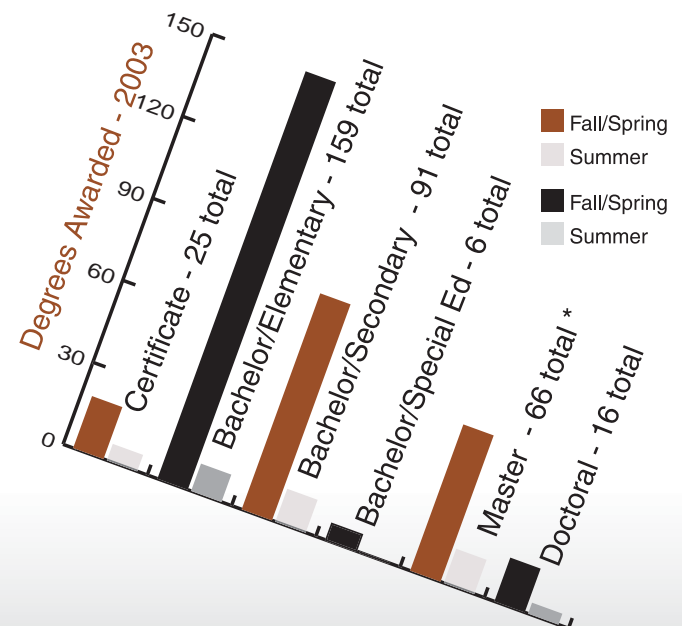
Four counselor ed graduate students honored for assessment excellence

Four graduate students received the Department of Counselor Education's "Excellence in Assessment" Award during the fall 2003 semester.

Honorees were Regina Nganga, second-year doctoral student from Kenya; Jodi Bills and Sharon Stewart, second-year master's degree students focusing on community counseling; and Deb Stevens, an applicant to the program.

Selection was based on "excellence in developing a workable and detailed plan to improve assessment of clients in the College of Education Counseling Clinic." Each honoree received a grant-in-aid to help purchase academic supplies.

Degrees Awarded-2003



Costa Rica program offers international experience

When she took part in a month-long study and learning experience last summer in Costa Rica, Renee Minero was among several preservice and inservice teachers who gained professional experience to help Wyoming schools meet their foreign language standards.

Minero, an elementary and special education senior from Petaluma, Calif., was one of 20 Wyoming teachers and UW undergraduates selected for the International Education Field Project in Costa Rica. UW College of Education assistant professors Amy Roberts and Steven Locke coordinate the annual project, funded with a Fulbright Hays Group Projects Abroad Program grant.

The program is an intensive, four-week culture and language study tour for current Wyoming teachers and UW students. The experience provides teachers with a foundation of Spanish language education and cross-cultural learning that leads to community building and social action in their classrooms, Roberts says. The UW College of Education-sponsored program helps to meet state mandates for foreign language content and performance standards required in all Wyoming school districts.

“Teachers throughout the state are required to implement foreign language education in classroom curricula, yet they lack the necessary foundation,” Roberts says. “Wyoming schools and the UW College of Education must be as involved as the teachers themselves in building knowledge and skills in second languages and diverse cultures.”

Roberts says UW offers trips abroad to help faculty and students learn more about different cultures. Several Wyoming school districts have received grants to help implement foreign language programs in the schools.

Minero, who is considering another teaching experience in Central America, says the Costa Rica project forced her to learn Spanish and to appreciate a different culture. In fact, she went to Costa Rica two weeks in advance of the Wyoming delegation to learn the language and become acclimated to the new setting.

“I really have a strong goal to learn Spanish because my mom and my grandparents speak the language,” Minero says. Roberts and Locke arranged for Minero to stay with a host family.

For more information about the program, contact Roberts or Locke at aroberts@uwyo.edu or slocke@uwyo.edu

McMurrys offer challenge doubling HAT gifts

The McMurry Foundation of Casper has awarded the UW College of Education a \$10,000 challenge grant in honor of Susie McMurry, College of Education distinguished alumna.

The foundation will match, dollar-for-dollar, gifts to the Honor a Teacher Scholarship Fund. To qualify for the matching funds, gifts must be made by May 31, 2005.

The UW College of Education Development Board established the Honor a Teacher Scholarship Fund to provide the opportunity for all of us to recognize those special educators, past and present, and to assist those who aspire to teach the next generation and carry on the valued tradition of education.

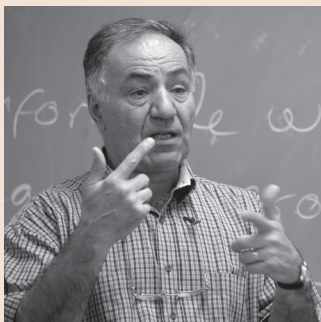
Gifts to the Honor a Teacher Scholarship Fund build a permanent endowment for scholarships to students enrolled in the UW College of Education. Honored teachers receive a formal letter of appreciation from the dean and are recognized with a certificate and honored teacher lapel pin.

Gifts to the Honor a Teacher Scholarship Fund may be sent to: UW College of Education, Department 3374, 1000 East University Avenue, Laramie, WY 82071 or give online at <http://ed.uwyo.edu>.



HAT Fund benefactors Susie and Mick McMurry

Stepans helps teachers conquer math misconceptions



Joseph Stepans

Educators in far away locations such as Taiwan, Malaysia, Spain and Panama are learning from a College of Education professor who demonstrates effective new approaches to teaching

science and mathematics.

Joseph Stepans, professor of secondary education, is recognized internationally for his research and publications in the area of student misconceptions of science and math. Born in Iran, Stepans was one of three people invited to speak at the 2003 Conference on Conceptual Learning in Taiwan. He gave three talks and met informally with fellow scholars and doctoral degree students. He says he was impressed they had identified the importance of his research.

“They wanted to put a lot of time and energy into these misconceptions by publishing books, creating new curricula and new ways of teaching,” he says.

Dispelling misconceptions is becoming increasingly important internationally. The International Group Studying Students’ Misconceptions of Science and Math, with members in more than 40 countries, meets every three or four years to discuss the latest research and developments.

The problems behind the misconceptions about science and math, says Stepans, are innate feelings and perceptions people glean from textbooks, stories, media and personal experiences. These can both oversimplify information or make it too daunting to want to explore the subjects.

“For example,” he says, “people think it’s warmer in the summer because we’re closer to the sun. This is a misconception. It’s warmer in the summer because of the Earth’s tilt.”

“The problem,” he says, “is that instructors don’t look at what students bring into class and what they can do to supplement this information. The answer lies in finding out what students bring into the classroom, what their parents taught them, what they’ve read, etc. Then, we need to make students aware of these misconceptions and teach them



Joseph Stepans helps educators develop innovative ways to help students overcome misconceptions about science and mathematics.

strategies, activities and challenges that will supplement their knowledge. We need to help them learn the correct concepts.”

He adds, “We need to contact educators in other countries so we can learn from each other and combine our efforts.”

Stepans has conducted research and created professional development models for teachers and administrators in many countries, including the Middle East, Spain, Malaysia, Costa Rica, Panama, Turkey and Portugal.

Distance technology connects college classroom, alumna's fifth grade Kansas City class

Sabrina (Woodard) Gorman teaches 24 fifth graders at an inner-city Kansas City, Mo., elementary school at the same time she is teaching University of Wyoming College of Education students what to expect in a real classroom setting.

Gorman, a December 2002 elementary education graduate from Cheyenne, last summer married Justin Gorman, a UW graduate also from Cheyenne, and moved to Kansas City, where she landed her first teaching position just one week before classes began.

"The job search was long and tough. All over Missouri, and especially in the Kansas City area, the state was cutting money for education," Gorman says.

The inner school where she teaches was an eye-opening experience for a Wyoming native. Symington Elementary's 400-member student population is nearly all African American or Hispanic, with very few white students. The school district is one of Kansas City's poorest, with 80 percent of the students receiving free or reduced lunches, Gorman says.

"I never thought I would be at a school where my students walk through metal detectors before they enter my room, but I am here and I love it," she says.

Gorman says she received a good recommendation for the job from one of her UW instructors, Allen Trent, a College of Education Department of Educational Studies assistant professor.

"After Sabrina got the job, she and I e-mailed back-and-forth at the beginning of the school year about the things she might do with her new fifth grade class," Trent says. "I realized what a good opportunity it would be for my current preservice teachers at UW to be able to talk and interact with Sabrina; they could ask her some questions and seek suggestions from her that could benefit them as future teachers."

A series of teleconferences took place between Trent's students and Gorman during the fall 2003 semester. During the first conversation many of the questions centered around topics such as classroom management, Trent says. They also discussed the College of Education's teacher program and areas that helped Gorman to prepare for her first teaching job.

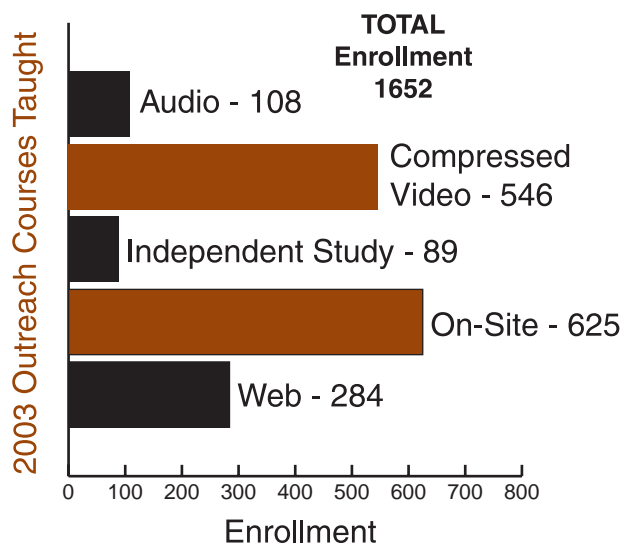
Gorman says her new colleagues are impressed with the number of hours UW students are required to be in actual classroom settings before they graduate.

"My education at UW prepared me for my job by giving me the background I needed to walk into any

situation and be able to teach. I think teaching is an ability that some people just possess, but you need to have background knowledge in certain areas such as science, math, reading and writing," she says. "The College of Education does an excellent job of getting students into classrooms. These experiences taught me how to manage time and what to expect. I had an advantage going into education since both my parents (Tim and Bonnie Woodard of Cheyenne) are teachers, so I knew a lot of this before I even went to UW. But it was beneficial to see how others do things."

Trent says he admires Gorman, who was an ASUW senator for three years and president of Chi Omega sorority, for being "in a tough situation for a first-year teacher, but she has a positive attitude about it."

He says she had to develop a working relationship with parents right away and since it is one of the poorer school districts, she had to find creative ways to overcome the lack of school supplies. She was given 25 copies of four different textbooks with no teacher's manuals or other supplies some classroom teachers take for granted.



Distance technology enabled the College of Education to reach beyond the Laramie city limits. Sitebound students across Wyoming, throughout the United States, and even abroad, were able to access courses via audio, compressed video and on-line platforms.

Ratliff rises to leadership challenge

One of the College of Education's newest graduates, Rachel Ratliff, may have come to the University of Wyoming late in her undergraduate career; but the impact of her leadership has been felt



Rachel Ratliff

from her earliest days at Laramie.

The story of Ratliff's election to the ASUW Senate illustrates the can-do spirit that promises to take the Riverton native far. Shortly after transferring to UW as a junior, Rachel encountered publicity about the pending ASUW elections.

"I had no idea what ASUW was," she recalls, "I had no idea what the election was for, but I thought, 'I've never run in an election before. I think it would be fun.'"

Ratliff won a seat on the senate that spring and immediately began reaching out to College of Education majors and advocating for their concerns.

Rachel has learned to use the power of position to accomplish goals.

"You have a lot of resources at your disposal," Ratliff says. "You're also very respected on campus."

Representing College of Education students raised special challenges for Ratliff and her fellow senators.

"We're very spread out physically," Rachel says. "Only a small percentage of the classes are held in the Education Building... You really have to search out the education students."

While Ratliff never assumed leadership positions in youth activities, her leadership skills were evident early.

"I was the one who was always planning what we did," she says. "I was the one who organized everybody to make sure they got where they were going. From there, it just blossomed."

Integrity, openness and the willingness to step back so others can lead form the foundation of Rachel's personal leadership philosophy

To call Ratliff's involvement at UW "active" is an understatement. In addition to ASUW, the elementary education major was active in the Association of Black Student Leaders (ABSL), BASIC (Brothers and Sisters in Christ) Choir and the UW Marching Band.

Ratliff and seven others represented the University of Wyoming at the 2003 National Conference for College Women Student Leaders, a program sponsored by the American Association of University Women.

Ratliff also participated in the McNair Scholars Program, which "prepares undergraduate students from groups traditionally underrepresented in graduate education for success in doctoral degree programs." A doctor of philosophy (PhD) in educational counseling is in her future.

Ratliff comes from a family of teachers, including her grandparents and an aunt. While no one pushed her toward a career in the classroom, they offered solid role models and a reference point as decisions had to be made.

Rachel describes the ideal first job as "having a very open setting and a very creative environment where I'm able to work collaboratively with others in my grade. Having resources is nice, too." Of utmost importance is community, both at the school and district levels.

Program offers alternative pathway to special ed certification

As K-12 schools search for creative solutions to the national shortage of special education teachers, a collaborative effort between the Department of Special Education and the Wyoming Institute for Disabilities (WIND) is attempting to provide an alternative route to certification.

The Wyoming Collaborative Mentorship Academy (wind.uwyo.edu/wcma) teams teachers seeking certification with mentors and building administrators to work toward a common goal: qualifying the teacher to work in a special education setting.

Funded by a grant from the Wyoming State Improvement Grant (WySIG), the academy curriculum combines distance education courses, on-site visits, summer institutes and practicum experiences over two years, leading to certification as a special educator.

Mentors and administrators also have professional development opportunities through the program, according to project co-director DJ Yocom. Mentors earn a University of Wyoming Graduate Certificate as a Special Education Collaborative Mentor. They also may apply credit hours earned through this experience to a graduate program. Administrators participating in the program will receive a University of Wyoming Graduate Certificate as an Administrative Special Education Collaborative Mentor.

Grant funds support stipends and coursework for the mentor teacher and the administrator. Mentors receive a \$500 annual stipend for participation. They also take three courses (nine credit hours) free of charge. Administrators receive two free courses.

The first cohort group entered the academy at the inaugural WCMA Summer Institute. Built around the theme, "New Directions in Special and General Education Collaboration,"

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Grant supports WCMA Summer Institute

A \$25,000 grant from the Wyoming Community Foundation's Flying V Donor Advised Fund will support inclusion of nationally recognized speakers in the 2004 Wyoming Collaborative Mentorship Academy Summer Institute.

Between 150 and 200 teachers, administrators and family members are expected to attend the second WCMA Summer Institute, which has two major goals: promoting best practices for working with students with special needs and ensuring that highly qualified teachers will serve all children in Wyoming and the region with special education needs by 2007. This year's institute is scheduled for July 21-23 in Casper.

Rick Lavoie will present two sessions, "Batteries NOT Included: Motivating the Reluctant Learner" and "A Dozen Strategies that Don't Work with Kids with Learning Disabilities and a Dozen that Do." Lavoie has delivered his message to more than 500,000 parents and professionals across North America.

Marilyn Friend will present a workshop on improving school environments through collaboration. Friend has made more than 600 presentations to educators in the United States, Canada, Europe and Asia.

Marcia Imbeau has been invited to present a workshop on differentiated instruction. Imbeau is a field researcher for the National Research Center on the Gifted and Talented.

WCMA partners are the University of Wyoming Department of Special Education, the Wyoming State Department of Education and the Wyoming INstitute for Disabilities (WIND). WCMA uses an innovative team training approach to provide a certificate program to future special educators, K-12 certified special educators and pre-service and in-service administrators.

"This award is a tremendous boost to the WCMA Summer Institute and will help us to reach more educators and provide a higher caliber training than we could afford on our own," Lori Kimbrough, WCMA project coordinator, says.

Newcomb Grant recipients share experiences

Five first-year Wyoming teachers received mentoring and professional development assistance from the Lola B. Newcomb Beginning Teacher Support Grant in 2003.

Grant recipients were University of Wyoming College of Education graduates teaching in Wyoming K-12 schools. Funds generated by an endowment established by Lola B. Newcomb's estate made the awards possible.

Recipients used their \$1,000 grants to fund travel to professional development opportunities, support visits to other classes for observation, and/or purchase resources for use in their classrooms. They then traveled to Laramie to share what they learned as a result of their Newcomb-funded work with College of Education students and faculty.

Newcomb Grant recipients for 2003, and their funded projects, were:

Kimberly Burkhart, Laramie – Developed labs using a calculator-based data collection system to solve real-world scientific problems.

Gretchen Graham, Rock Springs – Observed special education programs in surrounding school districts to learn about effective instruction techniques, and purchased resources for use in her own classroom.

Elizabeth Nowak, Laramie – Attended the West Coast Literacy Conference and consulted with colleagues on issues related to literacy instruction.

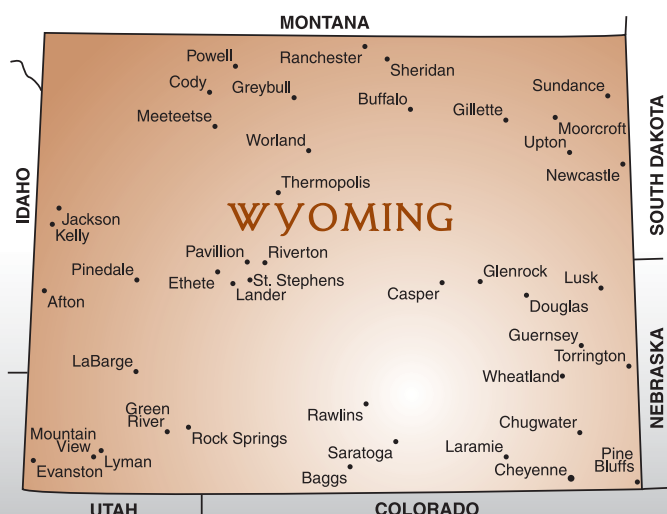


Recipients of the Lola B. Newcomb Beginning Teacher Support Grant visited the college in the fall to share knowledge gained via the grant – and perspective on their first year of teaching – with students and faculty. Shown during a break in 2003 Newcomb Day activities are (front row, left to right): Elizabeth Nowak, Dean Patricia McClurg, Gretchen Graham, (back row) Brooklin Trover and Tonya Weber.

Brooklin Trover, Laramie – Developed a mentoring plan for expanding her effectiveness as a teacher of literacy, and purchased resources for use in the classroom.

Tonya Weber, Rock Springs – Purchased the Picture Exchange Communication System for use in teaching autistic children, then implemented PECS in her classroom.

For more information on the Newcomb Grant program, contact Debra Beck, (307)766-2066, debbeck@uwyo.edu.



Courses offered by the College of Education reached virtually every corner of the state. Distance technology and on-site opportunities took our classes to students in these Wyoming communities. On-line courses extended our reach even further.

Yellowstone program deepens couple's appreciation for park

EDITOR'S NOTE: *Yellowstone Residential Program veterans Keith and Nancy (Anderson) Campman offer their perspectives on the experience and its role in deepening their personal appreciation for this national treasure.*

We have been very fortunate to participate in the UW Department of Adult Learning and Technology's Yellowstone Residential Program in Yellowstone National Park (YNP) program now for the past two years (2002 and 2003) and plan to repeat this experience in 2004.

You might ask where our love affair with YNP began. We will dig into our "gray" matter and see what we can recall.

Nancy's Memories

At the age of 6, I went to the park for the first time with my parents. Our family stayed in a cabin close to Old Faithful, and Dad got up early to put wood in the stove to heat the cabin before everyone else got out of bed. Eating in Old Faithful dining room was one of my first experiences in 'elegant' dining, although Mom took exception to the fact that the water glasses had water spots on them. Dad explained that the glasses were allowed to air dry and that was why there were water spots.

Old Faithful, at that time, was on a regular schedule that you could set a clock by. When it erupted, everyone, even the waiters/waitresses, rushed to the windows to watch. Someone remarked that this was the biggest one yet.

Fishing from Fishing Bridge was at that time elbow-to-elbow, but what fun we had. As I recall, we even caught a fish. Currently, no fishing is allowed from

Fishing Bridge due to the increasing popularity of the park.

Bears were allowed to wander freely, and we stopped to watch people feed the bears out their car windows. As visitors became more numerous and people "forgot" that bears are wild, restrictions have been made on where the bears are allowed to roam.

At the 2002 residential program, a bear wandered into the YCC Camp and sat down for a royal feast on the rosehips that were so abundant. Program participants were all busily taking pictures. One of the photographers was getting a little too close for his wife's comfort and she reminded him that bears can run 30 miles an hour and asked him how fast he could run. Someone called the park rangers and the bear was removed.

Fortunately, elk are allowed to wander freely. We had a bull elk and his harem and calves in our YCC Camp every day during the, 2003 residential experience. I felt so at one with the animals by having the chance to be so close to them.

My first time to see Mammoth Terrace was in photos that my aunt and uncle had taken when they had visited the park. From the photos it was hard to imagine just what to expect when I saw the terrace in person. I couldn't believe that anything could be so truly beautiful. I still have that same feeling of awe today. Parts of the classes in the residential program cover the composition of the formations and the different colorations. This

understanding has added to my appreciation of just what nature can and will do, and how truly beautiful and ever-changing Yellowstone is.

One of the guest teachers at the 2002 residential program was an artist who gave us a quick lesson on how to pencil sketch the scenery around us. This was my first attempt at sketching, and I still have my 2002 journal recording of my sketchings of Mammoth. We made new journals in our 2003 classes; but for the time



Nancy and Keith Campman joined a hearty group of fellow learners and nature lovers for the 2003 Yellowstone Residential Program.

being, I plan to keep adding pages to the 2002 journal.

In 1985, Keith and I had the opportunity to drive through the park with my mom and stepdad. We stayed at Old Faithful, and we got up early to walk the hot pool paths and take in the peacefulness of the morning. There are no mornings to compare to the crisp, clean morning air of YNP.

That day we ate lunch at the Yellowstone Hotel, which was another experience in elegant dining in historic surroundings. You can just sense how it was when the hotel first opened — all the women visitors in their long, flowing dresses, wearing hats and gloves and the men in their stiffly starched collars and wearing hats and suits.

The next time Keith and I visited YNP was in the winter after the fire of 1988. Friends had invited us to join their group on a snowmobile trip through Yellowstone. Believe me, we jumped at the chance. We rented our snowmobiles in Pahuska Tepee and traveled to Old Faithful. What fun! We had to share the plowed roads with the bison, which at times was a little intimidating, but we found out that they are not dumb. Why make your own path when the road has already been plowed for you. Also, I was wearing a red ski outfit and the thought crossed my mind that perhaps bison, like bulls used for bull fighting, might have other ideas about the red color.

This version of YNP in the winter with Mother Nature's coat of snow made the fire damage barely visible. Once again, the grandeur took our breath away.

That brings us up to the present and our new experiences with YNP thanks to the college's residential program. I have already mentioned some of the guest speakers who participated in the programs we attended. Paul Taylor from Australia was another memorable character, as were our fabulous cooks. We have very fond memories of filling the evenings with campfires, singing and entertainment.

We do plan to be regulars at the college's YNP residential program and are pursuing the idea of somehow spending the entire summer in Yellowstone National Park. We look forward to meeting all of you at the next Yellowstone Residential Program and renewing some of the friendships that we have made at the first two.

Keith's Memories

To give an accurate account of my Yellowstone experience, I need to set the scene by saying that I was born and raised in Rawlins, Wyo., which is a high, treeless desert plain. I graduated from the UW College of Engineering.

When I was 9 or 10 years old, my younger brother, my parents and I made an overnight trip to Yellowstone. We stayed in a cabin that had wooden walls and floor with a canvas roof and a wood-burning stove. One the second day my brother, who was seven or eight, finally

had had enough and shouted "Geesus guysers, let's get out of this place." My parents were only too glad to leave, since we had been arguing and wrestling in the back seat of the car for pretty much the whole trip.

The next trip with my wife, Nancy, my mother-in-law and her husband set up an intense need to return for a leisurely and quality experience of the park. The opportunity arose years later when friends from Casper invited us to join them and their Casper Gypsy group to snowmobile through the park. We were living in Tulsa, Okla., at the time; but bad weather or not, we were going to be there. Three days of snowmobiling through the park were beyond words, but I'll try.

This was the year after the "big fire," yet the area was pristine with white snow, beautiful green trees. Old Faithful was standing in the middle of this with the burned forest just across the road. The bison were huge, majestic and plentiful and would pass us on the snow-covered road within arms length. And yes, we sat perfectly still on the silenced snowmobiles. But, I still hadn't experienced the heart of the park, which is the birds, landscape, and animals that one sees in pictures in magazines and books.

Then, two years ago, Nancy heard about the college's Yellowstone program. We had no idea what to expect, but the trip so overwhelmed us that we immediately wanted to be included in the next year's program, should there be one.

They did – and we did.

This program opened up all of the wonders of the park. Each day we were exposed to experts, park rangers, who lectured each morning about a particular feature of the park with field trips each afternoon to supplement the lectures. These lectures included wild life, geology and history, and oh, so much more.

I was particularly taken by the wildlife, which included sighting and identification of wolves, coyotes, bison, grizzly bear, black bear, elk, mountain goats, birds and of the native and planted fish. The ecology of the park was also covered in detail.

Since we were lodged at the YCC Camp, we brought our own cooks and those fantastic meals are another story. The hikes were testing and good for the body and soul. We even had the opportunity to go off trail to see the birth of a new mud pot that won't be open to the public for many years to come.

As you can tell this was the trip to end all trips and we will be there as long as this program is offered.

Our heartfelt thanks to the faculty of the Department of Adult Learning and Technology, especially Donna Amstutz and Michael Day; and Yellowstone Park Ranger Ellen Petrick-Underwood.

Grant draws on nature theme to promote reading, writing

An ingenuity grant from Reading is Fundamental and Coca-Cola introduced Albany County third graders to the joys of reading and writing nonfiction during the 2003-04 academic year.

Albany County Reads received a \$20,000 grant from the "Reading Takes You Places" partnership. It was one of 13 proposals funded nationally for the 2003-04 academic year.

"Our primary goal is to increase interest and motivation in nonfiction reading," project co-director Margaret Hudson (BA '88, MA '95, MA '01) says. "Our secondary goal is to provide professional development to teachers to enable them to support their students in reading and writing nonfiction texts."

Hudson, University Lab School reading teacher, and Linda Goldman (MS '90), Spring Creek Elementary School librarian, wrote the grant proposal and served as project co-directors.

Grant funds supported initiatives by third grade teachers in the district to introduce nonfiction to their students during the academic year.

In addition to having opportunities to read and write nonfiction, students learned about science and

nature via a series of Saturday morning sessions at Albany County Public Library. These events featured speakers from a several local organizations that focus on nature and animals.

A visit from nature writer Laurence Pringle provided an exciting climax to the project. Grant funds also were used to purchase copies of Pringle's autobiography, copies of one of Pringle's texts, and professional development resources for participating instructors.

Albany County's project is unusual in both content and approach. While Albany County Reads sponsored the project, many entities collaborated on implementation. Other project partners included: Albany County School District 1, the University of Wyoming College of Education, Albany County Public Library, Albany County Game and Fish, The Raptor Society, the Laramie Animal Shelter, the Laramie Children's Museum and Laramie County Community College. Dave Williams, principal at Thayer and Spring Creek Elementary Schools, and Susan Simpson, Albany County Library director, also played key roles in the planning process.

Grant — continued on p. 17

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Despite the fact that 80 percent of what adults read is nonfiction, and that questions on standardized tests come from the same realm, most school children have little experience reading and writing in that genre.

“Nonfiction has been creeping into the curriculum for awhile,” Hudson says, “but schools traditionally do a lot of fiction teaching.”

At least part of the gap is explained by historically uneven availability of quality nonfiction texts for children.

“Nonfiction is a lot better than it used to be,” project inservice consultant Barbara Chatton, UW professor of elementary and early childhood education, says. However, many teachers may recall selections that did not match the quality of fiction titles.

“Teachers were exposed to that kind of nonfiction, so they don’t think of looking for beautiful nonfiction books,” Chatton says. Her goal was to introduce teachers to what is available today, and ways to use those texts in fulfilling language arts and science standards.

Chatton facilitated an introductory in-service teacher training, to explain the project to participating teachers and to acquaint them with available nonfiction resources and texts.

“That in-service exposure to what’s out there really did jump-start a lot of the teachers to want to use it in the classroom,” Deb Parkinson (PH ’01), UW assistant professor of elementary and early childhood education, says.

Parkinson, the program evaluator, conducted prescreening of students and teachers at each participating site. During those early visits, she encountered several attempts by teachers to implement what they had learned at the in-service event. Several had established exhibits featuring nonfiction authors and works to spark student interest.

“To see that in the classroom, to see it have a prominent place, to see children interacting with that was good,” Parkinson says.

Albany County’s evaluation plan drew praise from the granting agency at a meeting of award recipients.

“For many of the award winners, the assessment piece was difficult,” Hudson says.

The evaluation plan draws from quantitative information, such as changes in attitude about nonfiction at the end of the project. It also includes qualitative research and collection of artifacts from the classroom that demonstrate student progress and creative writing.

the 2003 institute drew nearly 70 participants. The second cohort begins its program of study at the 2004 institute, scheduled for July 21-23 at the Casper Radisson.

Yocom and WIND Associate Director of Disability Studies Terri Longhurst co-direct the WCMA. Liz Simpson, assistant professor of special education, serves as the WCMA research coordinator. She also coordinates project evaluation and research dissemination. Kay Cowie, special education academic professional, is the program’s curriculum coordinator. Melissa McConnell and Lori Kimbrough serve as project’s field supervisor and coordinator respectively.

While the Department of Special Education and WIND provide day-to-day program management, WCMA has drawn support from many other partners. The Wyoming Association of Special Education Administrators provided leadership during program planning. The UW Outreach School, which offers the program’s on-line and compressed video classes, also has demonstrated support for this program. School districts, which must ensure that teachers are certified in their content areas, also have expressed appreciation for WCMA.

“Enthusiasm and passion for this program is contagious,” Simpson says of growing statewide support for this alternative certification opportunity.

WCMA addresses federal requirements to ensure “highly qualified” instructors, who are certified to teach the areas where they are assigned. Special education has been particularly problematic, both in Wyoming and nationally, because demand for teachers in that field continues to exceed the supply of graduates.

For more information about WCMA, visit the program website (<http://wind.uwyo.edu/wcma>), e-mail (wcma-wind@uwyo.edu), or call (307-766-5060).

Alumni Bulletin Board

Do you have news to share with your fellow College of Education alums? Send it to the *Blackboard*, and we'll be glad to pass it on.

Submissions should be directed to: Debra Beck, editor, College of Education, 1000 E. University Ave., Dept. 3374, Laramie, Wyo. 82071; e-mail DEBBECK@UWYO.EDU; or fax (307)766-6668.

DOROTHY OLIVERIA, BA '70, Elementary Education, teaches English as a second language for the Campbell County School District in Gillette. She returned to Wyoming in 2002, after living elsewhere for 32 years.

SAM GANGE, MA '66, Counselor Education, EdD '67, Counselor Education, retired from San Diego State University in 1995, where he was coordinator of intern training and staff psychologist for SDSU's Counseling and Psychological Services program. Sam now lives in Tucson, where he operates a limited private practice, primarily working with clients in a county funded program for family members of homicide. He also is active in Senior Olympics basketball, where he is often reminded of Friday noon games at the UW gym with Leo Sprinkle (former director of the UW Counseling and Testing Service) and other graduate students in the counselor education program.

MARLISE LONN, MS '02, Counselor Education, received the Wyoming Counseling Association's J.R. MacNeel Award, which recognizes service to the WCA. Lonn is serving as interim coordinator for advising and career counseling at the UW Center for Advising and Career Services. During her graduate studies, she served on the WCA awards committee and helped to provide training on career theories for the Wyoming Department of Employment. The J.R. MacNeel Award honors the first chairperson of UW's Department of Counselor Education.

JIM SHEEHAN, EdD '72, Educational Administration, retired from school administration in Minnesota in 1999 and formed SchoolFinances.com. The firm provides information and management planning for Minnesota school districts. Jim developed a financial planning model that is now used in more than 70 districts around the state. Those services are endorsed by the Minnesota School Boards Association and the Minnesota Association of School

Administrators. Jim and his wife, Jean, live in Lakeville, Minn. They have two sons and five grandchildren.

BOBI ANDERSON FORRY, BA '95, Elementary Education, is one of 8,195 K-12 teachers nationwide who achieved National Board Certification in 2003. A voluntary process, certification is achieved through a rigorous performance-based assessment that takes between one and three years to complete and measures what accomplished teachers should know and be able to do. Forry teaches third grade at Winston Park Elementary in Coconut Creek, Fla. She has been a teacher for eight years.

SHANNON TUFTS, BA '00, Family and Consumer Science Education, is the 2003 Colorado Career and Technical Outstanding New Professional. She received the Consumer and Family Studies New Professional nomination in February, which qualified her for the larger award, which she received in July.

EDWARD PEPPEL, MEd, '67, Educational Administration, died March 25, 2003, in Nebraska. Edward balanced teaching with farming for 32 years. He spent 17 years as an educator in his hometown of Naper, Neb. Outside of the classroom, he was well-known as a coach. The Nebraska Coaches Association honored Poppel in 1985, recognizing more than 25 years of service. Edward was a member of the local Lions Club, Masons, Order of Eastern Star and the El Riad Shrine.

MICHELLE FLECK, PhD '01, Adult and Post-Secondary Education, was named dean of applied technology for the College of Eastern Utah in January. CEU is located in Price, Utah. In addition to her administrative duties, Michelle will continue to teach geography courses at the school.

JAMES R. MECCA, BS '61, Physical Education, and Margaret Mecca of Thermopolis finished their fourth year as Santa and Mrs. Claus. They began their traditional duties four years ago in Oregon, then spent the last three at the Rimrock Mall in Billings, Mont. "It's a hard schedule between Nov. 20-Dec. 24," Jim (Santa) says. He adds that it's "an experience full of mixed emotions, but much good has come from it."

STEVE WOOD, BA '98, Elementary and Special Education, is a special education teacher at Morgan Middle School in Layton, Utah. He is working on a master's degree in administration.

Gifts to HAT Fund support future teacher role models

Gifts to the Honor a Teacher Scholarship Fund recognize educator role models while supporting future generations of classroom leaders. Recent donations to the fund honored the following teachers:

Joni Bunce, fourth grade science teacher at Fort Casper Academy, Casper, Wyo., from Taylor Munsell

Nate Breen, teacher Central High School, Cheyenne, Wyo., from Kelly A. Cook.

In memory of **Howard Brokaw**, local school board member, State Board of Education member and friend, from Judy Richards.

Dorothy Bush, Spanish teacher at Lovell Junior High School, Lovell, Wyo., from Judy Richards.

Judy Catchpole, 'a friend of education at all levels,' from Judy Richards.

In memory of **Rollin** and **Virginia Child** from the Rollin B. Child Trust.

In honor of teachers, from Ruth R. Ellbogen Foundation.

Babette Frazier, kindergarten teacher at O'Dea Elementary School, Fort Collins, Colo., from Judy Catchpole

Joanne Matthews, retired Torrington High School business teacher, Torrington, from Charlene (Schwab) Novakovich.

Christine Perea, first grade teacher at Slade Elementary School, Laramie, Wyo., from Margaret Cooney.

Monte Peterson, retired teacher, principal, and assistant superintendent at Poudre Valley School District, Fort Collins, Colo., from Babette Frazier

Patricia Peterson, retired sixth grade teacher, O'Dea Elementary School, Fort Collins, Colo., from Babette Frazier

Lauri Rail, first grade teacher at Verda James Elementary School, Casper, Wyo. from Erin Geldien.

Clayton (Bud) Ryan, retired Denver Public Schools teacher, from Judy Morrison and Jenny White.

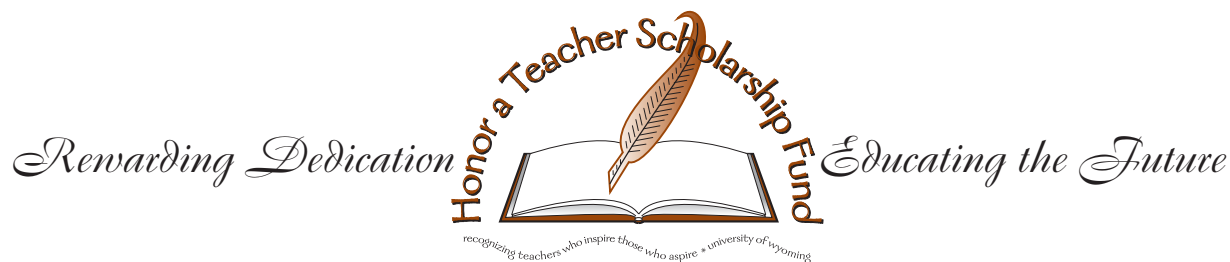
Edie "Red" Smith, retired Torrington Schools English teacher, Torrington, Wyo., from Charlene (Schwab) Novakovich.

Nancy Stearns, Wind River High School teacher, Wind River, Wyo., from Juanita and Randy Mair.

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