

THE Blackboard

UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION

FALL 2005

College honors 2005 distinguished alumni, former faculty

The University of Wyoming College of Education recognized its 2005 Distinguished Alumni and Distinguished Former Faculty Award recipients at a banquet in their honor Friday, Sept. 9, at the Wyoming Union.

Receiving the Distinguished Alumni Award were Susan Logan Berry and Joseph Stepans. The Distinguished Former Faculty Award went to James Hook and Arden White.

Susan Logan Berry (B.A. '70, secondary English education) launched her teaching career at high schools in Colorado and Oregon before returning to Wyoming in 1977 to assume an assignment at Buffalo High School in Buffalo, Wyo. While at BHS, she taught language arts courses ranging from creative writing to English literature, reading, and speech. Berry also devoted countless hours sponsoring extracurricular activities for the school. She retired from that position in 2002.

Joseph Stepans returned to his native Iran after earning a doctorate (Ph.D., '75, science education) from the college, but his absence from his adopted home in Wyoming was brief. He returned in 1977 to teach at Pinedale High School, then joined the College of Education faculty in 1981. One of Stepans' greatest legacies to the college and the state is Wyoming TRIAD (WyTRIAD), a professional development program featuring a three-way partnership between teachers, administrators and a trained facilitator. WyTRIAD has been adopted in several Wyoming school districts and in districts around the country. Stepans retired from the college after the spring 2005 semester.

James Hook (Ed.D., '66, educational psychology and human development) joined the college faculty in 1966 as an assistant professor of educational foundations and served until his retirement in 1996. During his tenure at UW, James served as head of the Department of Educational

Foundations, acting dean, and dean. In addition to teaching a full slate of courses in educational psychology, special education and child growth and development, Hook acted as lead investigator on several research and development



2005 honorees are: Arden White, James Hook, Susan Berry and Joseph Stepans.

grants focusing on Wyoming schools and served as an expert resource to districts around the state. In 1979, Hook was named a Danish Institute Fellow, traveling widely in the Scandinavian countries to study educational methodologies devoted to children.

Arden White joined the College of Education faculty in 1961, after earning master's and doctoral degrees from Colorado State College-Greeley (now the University of Northern Colorado) and teaching for two years in Aberdeen, S.D. He was promoted to associate professor in 1964 and to professor in 1967. He served as department head from 1972 to 1981 and retired in 1991. White was known for extending himself as a professional resource to former students, offering advice and support as they progressed along their individual career paths.



Patricia McClurg, Dean

Educators' active involvement in democratic processes increasingly important

By Patricia McClurg, Dean, UW College of Education

Recent increased attention to quality education in policy arenas has generated a large number of responses designed to insure that all of our nation's children will be prepared for successful participation in a complex, evolving society increasingly embedded in global economies. The resulting initiatives have ranged from mandates to incentives and have generated healthy discussion regarding the purpose of public education in this country.

This national debate and resulting legislation affecting educational professionals underscores the importance our college places on producing graduates who understand that democratic responsibility requires active participation. It is increasingly important for all education professionals to become involved in legislative discussions at the local, state, and national level.

At our fall retreat the College of Education invited a panel of Wyoming legislators to update us on state legislation and initiatives that were passed in 2005 and to preview expected educational issues that will be addressed in 2006 and 2007*. Hathaway scholarships to increase participation in higher education, the Wyoming Excellence in Higher Education Endowment Account providing faculty endowments to community colleges and the university, and the Wyoming teacher shortage loan repayment program encouraging special education, mathematics and science teachers to remain in Wyoming have direct positive impacts.

Funding for initiatives directly available to classroom teachers includes the Wyoming Teacher Policy Institute, supporting teacher action research to develop policy and practice recommendations to policy makers, and the National Teacher Certification Program providing assistance in cooperation with the John P. Ellbogen Foundation to teachers' professional development and advancement. The pilot Teacher Advancement Program provides exploration

into a program targeting a district level approach to teacher advancement.

Recalibration remains a central issue. Allocations to support developmental preschool services as well as recent and pending funding to address mental health and substance abuse services have direct impact on success in schools. Clearly, Wyoming legislators are serious about addressing excellence in education and are interested in receiving input from educators.

Faculty feedback from this interaction was uniformly positive. In addition to the increased knowledge about current legislation, faculty members gained new appreciation for the breadth of education related issues covered by the legislature and a respect for the panel members' command of the issues in education. An important outcome was the real interest and value placed by legislators on hearing our input in areas where we hold expertise and experience.

At the national level, current educational debate is centered on the renewal of the higher education act that includes definition of highly qualified teachers, evaluation of teacher preparation programs, loan forgiveness programs for teachers entering hard to staff teaching positions, funding categories and levels for state and partnership grants, and a variety of incentive-based proposals to address specific educational issues. U.S. Senator Mike Enzi and his staff have played a critical leadership role in this process.

Next year's national debate will be focused on the renewal of the No Child Left Behind legislation. States, districts and individuals have a stake in the resulting modifications to this comprehensive legislation. Professional and public media coverage is full of debates both supporting and challenging the current law and its implementation. It is essential that professional educators at all levels take an active role in this debate. I encourage your participation.

**Special thanks to the following state legislators, who shared their insights and expertise at our faculty retreat: Sen. Jim Anderson (Glenrock), Sen. Hank Coe (Cody), Sen. Rae Lynn Job (Rock Springs), Rep. Jane Warren (Laramie), and Rep. Jeff Wasserburger (Gillette).*

Debra Beck, editor

College of Education, 1000 E. University Ave., Dept. 3374, Laramie, Wyo. 82071
e-mail DEBBECK@UWYO.EDU

Persons seeking admission, employment, or access to programs of the University of Wyoming shall be considered without regard to race, color, religion, sex, national origin, disability, age, veteran status, sexual orientation, or political belief.

Play therapy program expands counseling options

Helping clinicians and educators understand and draw upon the power of play in therapy is an ongoing goal for the University of Wyoming Department of Counselor Education.

“Play really is the language of children,” assistant professor Michael Morgan says. “They don’t have the cognitive or verbal ability to articulate their emotional states and what they need. How they play is how they communicate, how they wrestle with emotional issues.”

“It’s a medium for doing therapy with the child. Instead of using words, we use play.”

Department faculty members took a significant step toward building a play therapy program when they hired Morgan in 2003. A play therapy specialist, Morgan took the lead in launching the biennial Wyoming Institute for Play Therapy, held last summer in Laramie. He also is developing a three-credit-hour play therapy course, offered for the first time in the spring 2006 semester, that will become a regular part of the counselor education rotation. In addition, other counselor education faculty members have interwoven play therapy principles into existing child and adolescent and marriage and family courses.

Expansion in this area is likely, as practitioners explore play therapy’s potential and express a need for additional information. Certification preparation is one possibility, should demand exist for advanced training. So, too, are opportunities to train new groups, such as the Our Families Ourselves CLIMB Wyoming Program for Young Parents.

Play therapy has a long history, tracing back to Anna Freud.

“It’s become a pretty rich field,” Morgan says. “There are multiple theories of play therapy, different styles that people will use—probably as varied as any other type of psychotherapy.”

Whether or not one pursues a specialization in play therapy, which requires extensive study and certification, counselors and early childhood educators could benefit from learning to use therapeutic play in their professional settings.

“There’s a great role for play therapy training for both school counselors and community counselors,” Morgan says. “To begin to use play therapeutically takes some basic knowledge of child development and how they use play, and a



Michael Moran (bottom right) brought expertise to the Counselor Education Department that has allowed it to offer expanded programming in play therapy. This increases student exposure to a technique many will find useful in their individual practices.

real passion and desire to want to do it.”

Community counselors, early childhood educators and others who work with children may find value in developing a basic foundation in play therapy principles—particularly if they practice in a rural setting.

“We don’t have the luxury of being specialists,” Morgan says. “When you’re in a community where there’s only a handful of practitioners, you have to become competent in working with many types of clients, and in a variety of ways.”

Finding himself in a similar setting sparked Morgan’s own “almost accidental” involvement in play therapy. A school counseling internship during his doctoral program put Michael in daily contact with youngsters.

“I realized that I couldn’t just sit and talk with the children—I needed to work with them at their level,” he says of that experience. “My interest and development in play therapy was really born out of that necessity.”

Ag ed tractor wins awards at international competition

Several factors made the Cowboy State Pullers' entry in the eighth Quarter-Scale Tractor Student Design Competition unique in the field, none of them more unique than the design team itself and the ultimate purpose of the machine they created from raw materials.

Alone in a field of engineers, UW's team members came from the College of Education's agricultural education program and built their entry with teaching and learning in mind, a distinction that drew the attention and public praise of event organizers.

More than 30 universities from the U.S. and Malaysia entered student-built, quarter-scale tractors for this year's competition, sponsored by the American Society for Agricultural Engineers, in June. The UW team received the "Outstanding Teamwork" and "Outstanding Craftsmanship" awards at the culminating banquet.

Four team members and faculty sponsor Carl Reynolds made the trip to Moline, Ill.: Billy McKim, Laramie; Travis Grubb, Buffalo; Sally Cannon, Torrington; and JD. Flitner, Mountain View.

UW's design team built the tractor as a teaching tool to be shared with high school students around the state. Agricultural education teachers will be invited to borrow the tractor—and lesson plans developed by team members—to demonstrate a range of systems and components commonly found on farm and ranch machinery.

"We have principal systems, but they have somewhat complex components," McKim says. "The tractor offers significantly greater access to those components than would be possible on a typical working vehicle."

Because it's a teaching tool, the pint-sized machine packs more into a smaller space than its full-sized counterparts.

"It's not very common to see airbags on a tractor, but we felt that was important," McKim says. "Most heavy trucks and semis use airbag systems."



Faculty adviser Carl Reynolds, team member Travis Grubb make last-minute adjustments in preparation for competition.

The competition included two field trials: pulling and maneuverability. For the former, the UW team chose a low and wide base. A low profile would be problematic for the latter competition, so the crew added an on-board air compressor system to raise and narrow the chassis.

Designing and building MAML (Mobile Agricultural Mechanics Laboratory) offered lessons beyond hydraulics, though.

"This project taught us a lot about how to build stuff, but it also taught us a lot about public relations skills," McKim says, referring to ongoing efforts to identify sponsors and round up the resources needed to bring the project to completion.

Persuasiveness, and a lot of ingenuity, made the dream a reality, according to McKim. The team received an engine and four tires from event sponsors. Obtaining the remaining materials for their designs was a team responsibility, made easier by several generous local and national donors who provided cash or in-kind support.

"It's been a matter of finding what we can get at a reasonable price, and building our own components," he says. "We've incorporated as many of our own components as possible—probably three-quarters of this, we built ourselves."

Kenya course broadens participant cultural understanding

A three-week summer course led by UW College of Education faculty member John Kambutu gave participants personal experience to explore another culture and, in the process, challenge their own assumptions that affect learning.

“Promoting Transformative Learning through Cultural Immersion: A Kenyan Educational Discourse” was open to UW students and other citizens interested exploring a culture that differs significantly from their own.

“Learning about other cultures is crucial in a world that is increasingly becoming a global village,” Kambutu, assistant professor of educational studies, says.

Participants used primary resources to explore Kenyan cultures including education, and the multiple roles of the Kenyan woman. They also researched the impact of geo-political, economic, religious, and ethnic dynamics. Additionally, participants spent time exploring Kenya’s fauna and flora. Issues surrounding HIV/AIDS and terrorism also were examined. Instruction was mainly through field experiences, lectures, video shows, discussions, and group/individual reflections.

“Participants were expected to be self-directed, observant, and reflective,” Kambutu explains. “The ability to question freely and to learn in unfamiliar cultural contexts was critical. Participants were expected to appreciate the many ways in which ethnocentrism—cultural standardization—stifles learning.”

Kambutu queried participants about their perceptions of Kenya before their departure. Typical responses focused on wild animals, open lands, and tribes. They recognized that these images were potentially limited, acknowledging that most of what they knew came from the mass media.

When participants were asked again to associate three things with Kenya after the trip, their responses showed a new depth of understanding of that country’s diverse cultures. Individual growth also was evident in their post-trip reflections.

“I returned home with a greater appreciation for all that we take advantage of cars, shoes, food, etc., and a sense of selfishness,” one participant said at the end of the experience. “I find myself analyzing simple day-to-day

activities and questioning what is truly important. I hope to become less selfish and plan to simplify my life.”

“The noted abject poverty appeared to disorient the participants,” John says. “Nonetheless, there was an



Travel and study in Kenya offered course participants an unparalleled opportunity to explore and appreciate the richness of a culture unlike their own.

apparent consensus that Kenyans must take charge of their own destiny. They must solve their problems.”

The opportunity to interact with individual members of Kenyan society proved particularly important, for both citizens and visitors.

An expanded version of this story is at <http://ed.uwyo.edu/news/archive>



Rios focuses on multicultural education during Fulbright



Francisco Rios shared his expertise on, and experiences with, multicultural education during his stay in Chile.

College of Education faculty member Francisco Rios faced an interesting teaching challenge during his recent Fulbright exchange to Chile: sharing experiences and ideas for introducing multicultural education to an academic community where the concept remains, with some notable exceptions, largely unexplored.

Rios, professor of educational studies, spent five months at Catholic University of Valparaiso. While there, he split his time between teaching and research on multicultural education and came to appreciate the special challenges facing educators there who wish to address issues of diversity.

"It's (Chile) geographically isolated and, because of that, it's also culturally isolated," he says. Issues raised around diversity have largely been localized to date.

"Most of that push is coming from the indigenous communities," he says. "They don't have quite the history of race relation issues that we have here in the United States that always keeps issues of culture and diversity on the table."

"The larger questions for them center around class," he adds. "Questions of poverty, which are much more observable in nearly every community, are more of a central issue."

However, Rios found ample evidence of growing interest in addressing multicultural issues in schools. Contributing to the open environment is national focus on education reform.

"They are engaging in a national dialogue around developing standards and a national curriculum, along with considering all of the implications for teacher education," Rios says.

It was in that environment that Francisco taught an undergraduate class, facilitated workshops for university faculty and school teachers, and engaged in research focusing on multicultural education in Latin America.

Rios taught a course on international perspectives of multicultural education during his visit. Most of the 30 undergraduates enrolled in the class were Chilean; one student came from Colombia, and another four were North Americans participating in study abroad programs.

"They were very open to talking about diversity," he says of his students. "They were very interested in seeing how other Latin American countries looked at multicultural education."

The classroom environment was intellectually rich. Chileans are politically astute and great critical thinkers, according to Rios. Having the perspectives of students from other settings also fostered lively discussions.

Francisco adopted a posture of curiosity in responding to requests for peer workshops. Sessions with fellow faculty members and public workshops with K-12 teachers were treated as sharing sessions, where he offered himself as a resource and facilitator. Rios tried to respond to every request for such forums for exchange of ideas. While not officially part of his Fulbright responsibilities, he says these sessions were welcome opportunities to discuss common interests and concerns.

Rios engaged his students as fellow researchers in work designed to profile multicultural education in Latin America. Students and Francisco investigated efforts in 12 countries, beginning with a core set of questions. They drew upon existing resources, including information available from libraries and the Internet, to profile each country. Those profiles opened at a broad, national scale and narrowed to include examples of programs that exist at individual institutions. In the process, the research team created a useful work describing Latin American efforts to provide multicultural education. It also created a rich learning environment for the researchers themselves, offering a fresh perspective on how other countries have approached the issue.

"We tried to make sense of how that country understood multicultural education," he says of the student-produced profiles. In the process, "They (the students) had a sense of what was possible for their own country."

An expanded version of this story is at <http://ed.uwyo.edu/news/archive>

Dambekalns shares art education knowledge in Latvia

The five months that Lydia Dambekalns spent in Latvia earlier this year provided both classroom- and policy-level perspectives on art education in that country.

Dambekalns, associate professor of secondary education, received a Fulbright Scholar Award to support her trip. Her work had a dual focus: to collaborate with a fellow art educator on teaching and research and to assist the Latvian Ministry of Science and Education in its efforts to develop national art education standards.

The groundwork for Lydia's visit was laid at an international conference, where she met colleagues from Latvia and became acquainted with their work. One of those individuals, Ilze Vitola, teaches art methods at the University of Latvia (UL). A connection was made, and plans were developed to engage in joint teaching and research during her stay there. Dambekalns and Vitola team taught two art education courses, designed for juniors and seniors, and a graduate curriculum course during Lydia's extended visit.

Teaching in a different environment offered challenges and a rich opportunity for cross-cultural comparison, Lydia says. The language barrier provided many of the challenges. Dambekalns' knowledge of Latvian was limited; the students' knowledge of English was similarly narrow.

Atypical class period looked something like this: Ilze introduced the lesson to come, Lydia presented a lesson with Ilze's translation, then Vitola wrapped up the session. Following class, the duo met to analyze students' reactions to the experience.

"Ilze sat in on all of it, gave me her feedback and perspective as a colleague, and helped translate some of the student feedback," Dambekalns says. That process allowed her to share instructional strategies American educators and students take for granted. It also fostered opportunities for personal reflection.

She adds, "I learned a lot about my own teaching and how much I expect by sharing lesson responsibility with her (Vitola)."

For example, access to textbooks and other print materials is limited, because of cost. Lydia brought boxes of resources from Laramie, expecting to share widely with students and colleagues. Reality did not allow that kind of experience. Instead, she found herself making tough decisions about what students really needed to know and what resources best helped get them to that point. The result: greater focus and more depth in her instruction.

One of the bigger differences between American and Latvian higher education lies in approach to instruction. Latvian classes center around a faculty member who lectures and students who take notes. Dambekalns introduced active teaching strategies, emphasizing student involvement in the

learning process and occasionally stretching them beyond what was comfortable. Another difference: Latvian students typically receive grades following an end-of-semester oral examination, which creates an "extreme power differential" between them and the instructor. Dambekalns and Vitola designed a series of projects that spread grading across the course, enhancing learning and reducing student anxiety.

For the second component of her Fulbright experience, Dambekalns collaborated with Ilze Kupca, a ministry administrator charged with defining national standards in art education. Latvia is transitioning from the top-down Soviet structure that drove its educational institutions to a bottom-up system. Dambekalns consulted on part of that process, offering advice on building consensus on curriculum and incorporating genres of art not previously emphasized.

An expanded version of this story is at <http://ed.uwyo.edu/news/archive>



Dambekalns provided Latvian students with opportunities to try techniques that would transfer well to the classroom.

Foreman gift supports Earth System Science Update

K-12 science teachers and college students from three Mountain Plains states explored the latest in technology and classroom learning activities during the 2005 University of Wyoming Earth System Science Update, held June 17-18 at the University of Wyoming-Laramie campus.

Funded by a gift from Jim and Virginia Foreman of Ten Sleep, the update drew 32 participants from Wyoming, Colorado and South Dakota in its inaugural year.

"This is envisioned to be the first of an annual forum for discussion on the current state of earth systems sciences," program coordinator Mark Reiser says.

Interaction with expert scientists and technology that included remote sensing and global positioning systems was a high priority for organizers and a highlight for participants. Workshop presenters introduced teachers to a range of resources, from Internet databases to online lesson plan collections, to enhance the quality of instruction provided to students.

The program also highlighted two keynote speakers. Larry Ryan, founder and director of *Viewpoint: EARTH*, discussed the importance of following the flow of energy in natural processes to understand the earth system science disciplines. Lee Vierling of the University of Idaho described interrelationships between the geosphere, biosphere, atmosphere and hydrosphere and explored research being conducted to understand the complexities of these interactions.

Workshop presenters included Alan Buss, UW Department of Elementary and Early Childhood Education; Patrick Zimmerman, South Dakota School of Mines & Technology; Jim Oakleaf, Wyoming Geographic Information Science Center (WyGISC); Ramesh Sivanpillai, WyGISC; Ken Driese, WyGISC; Ron Marrs, UW Department of Geology and



ESS Update participants explored new ways to use GPS technology to enhance student learning in the science classroom.

Geophysics; and Reiser, UW Science and Mathematics Teaching Center.

Update participants included:
BASIN—Holly Hoffman
CASPER—Bud Byrd
CHEYENNE—Carla Tarnecki
DOUGLAS—Robert Bushong, Charity Penn, and Mark Steward
FORT COLLINS, COLO.—Tom Creegan
GILLETTE—Bree Arzy-Mitchell
HULETT—Brian Kennah, Lila Kennah and Ted Parsons
LARAMIE—Michael Busch, Les Ommen, Angela Shankle, Teresa Strube, and Karen Voigt
MOORCROFT—Lark Durnell
PINEDALE—Retta Hudlow
POWELL—Vicki Meyers
RAWLINS—Caroyn Hicks and Angie Roybal
RIVERTON—Bruce Peil
SARATOGA—Kim Burkart
SHERIDAN—Stephen Bailey and Debra Duncan
SHOSHONI—Cynthia Moravek, Gail Moravek, and Bob Zent
SIOUX FALLS, S.D.—Becky Wipf
STURGIS, S.D.—Roxy Murphy
THERMOPOLIS—Aimee Kay
WHEATLAND—Wayne Hicks

Project Inquiry expands science knowledge, application

Impacting student content knowledge of science while enriching professional development for their teachers is the focus of a new program sponsored by the University of Wyoming Science and Mathematics Teaching Center (SMTTC).

Funded by a \$130,000 Wyoming Department of Education grant, Project Inquiry brought 18 teachers from four school districts to the UW campus to explore and practice inquiry-based learning centered on the physical sciences. The grant also will support follow up via video meetings, visits by SMTTC faculty, and a reunion sharing session in the spring.

While many programs offer activities teachers can take to their classrooms, Project Inquiry shifts the focus to professional development, equipping the teachers with new skills and perspectives to transform their classroom practices.

"We're trying to infuse a whole new thought process with respect to how to teach science," assistant professor of elementary and early childhood education Scott Chamberlin says. "They can take that information back and look at their whole curriculum in a different way."

Chamberlin and co-principal investigator Kate Muir Welsh coordinate Project Inquiry. Participants represent four professional learning communities (PLCs), districts partnering with the College of Education to provide field experiences for preservice teachers and professional development opportunities inservice teachers. Pilot PLCs are: Albany County District 1 in Laramie, Laramie County District 1 in Cheyenne, Sheridan County District 2 in Sheridan, and Fremont County Districts 14 and 25 in Ethete and Riverton.

Joining Welsh, Chamberlin and other faculty affiliated with the SMTTC on the project instructional staff are four teacher liaisons: Sonya Browe, Laramie; Tammy Caywood, Cheyenne; Elena Goggles-Singer, Wind River Indian Reservation; and Jim Johansen, Cheyenne. Liaisons participated in the February 2004 Institute for Inquiry at the San Francisco-based Exploratorium. Liaisons helped deliver curriculum during the initial workshop. They also will support project participants during the school year and serve as district-based resources for other colleagues.



Cathy Foster of Cheyenne saw firsthand how ice balloons could be used to demonstrate scientific concepts to students during Project Inquiry on the Laramie campus.

While on campus, Project Inquiry participants took part in half-day workshops demonstrating hands-on approaches to teaching science, and process skills of science (e.g., observation and classification). Teachers also designed their inquiry experiences, built around the theme of "shadows and light," and revised an existing science lesson using an inquiry-based approach.

Project Inquiry is a natural extension of ongoing efforts to support Wyoming teachers' ability to provide quality science instruction, according to program coordinators. It expands upon concepts used in preparing undergraduates, enriching them to meet the needs of teachers already in the classroom. In turn, lessons learned via the Project Inquiry experience will inform future work with preservice teachers.

The Title II grant supporting Project Inquiry is renewable for up to two years. Should the program receive additional funding, Chamberlin and Welsh plan to offer similar opportunities highlighting the life and/or earth sciences in succeeding years.

Teacher participants were:
CHEYENNE—Cathy Foster, Karen Pannell, Larry Wyman.
ETHETE—Rosalie Brockle, Anel Brodie, Dona Coffey, Cleo Goggles, Cheryl Williams.
LARAMIE—Mike Busch, Eric Dean, Andrea Hayden, Kate Kniss, Dee Swanson.
SHERIDAN—Mandy Adami

Fall 2005 — 9

Moran research receiving visibility

The school desegregation journey that began with the landmark *Brown v. Board of Education* case in 1954 and ended 50 years later with *Jenkins v. Missouri* is chronicled in a new book authored by a University of Wyoming College of Education faculty member.

Race, Law and the Desegregation of Public Schools follows the rocky road between the two cases and the significant changes in schools and American culture that resulted. Peter Moran, assistant professor of elementary and early childhood education, traces the path taken by the Kansas City, Mo., school district as it attempted to comply with the evolving legal standards regarding school desegregation.

The Kansas City public schools were desegregated one year after the *Brown* decision. However, as administrators in Kansas City and their peers across the country soon discovered, integrating schools was not as straightforward as it might seem. A number of factors complicated good-faith efforts, like those undertaken by Kansas City, to comply with the implementation decrees that followed *Brown*. Among those factors: a population shift to the suburbs already in progress in the 1950s and the acceleration in that process that came with court orders to extend integration to more of the schools in a district.

“There was a lack of consideration for how complicated this would be when talking about a large, urban population,” Moran says, “how big these sections of the city are that are exclusively African-American or exclusively white.”

Kansas City is notable, in part, because the district didn’t wait for additional court orders to develop an integration plan. The district’s 1955 integration plan merely dissolved the dual attendance zones that characterized the former segregated system and adopted a single set of attendance zones based on neighborhood schools. That plan remained in place for the next 25 years despite the fact that it produced little integration. Due to the extensive residential segregation in the city, most of the district’s schools were located in neighborhoods that were either virtually all white or exclusively African-American. Integration occurred only in those schools whose attendance zones straddled the prevailing lines of residential segregation. By the late 1970s, the racially polarized school district was clearly no longer in compliance with the Supreme Court’s decisions on school integration; and the school district initiated an ambitious lawsuit seeking the creation of a metropolitan district

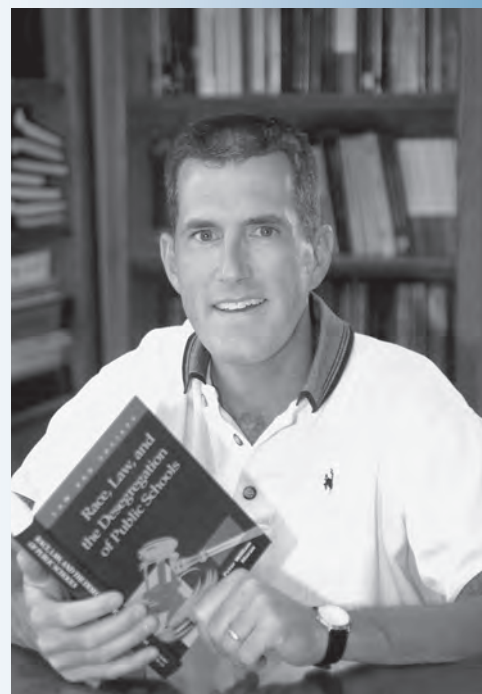
absorbing several suburban districts in Missouri and Kansas. When the federal district court dismissed that lawsuit in 1979, a second round of litigation began which resulted in findings that Kansas City

and the state of Missouri had failed to integrate many of the city’s schools. The remedy ordered by the district court in that case, *Jenkins v. Missouri* established magnet schools across the system and opened enrollment to students across the metropolitan area. Students could volunteer to attend schools focusing on interest areas such as fine arts, science and engineering, health sciences, and college prep. The magnet schools were intended to strengthen academic programs and promote integration by attracting students from neighboring districts.

The federal district court also ordered a massive program of new construction and extensive remodeling of run-down schools, recognizing the importance of spaces that facilitate learning. Finally, the court ordered a sweeping array of educational improvements designed to raise student achievement in the Kansas City schools. Between 1985 and 1995, more than \$2 billion were spent on desegregation in Kansas City.

In the end, the United States Supreme Court’s 1995 ruling in *Jenkins* effectively ended the district’s magnet school program—and desegregation overall. Within two years of the *Jenkins* decision, more than 200 school districts across the country had returned to federal courts seeking to be relieved of their desegregation orders.

Continued, page 11



Faculty author Peter Moran



Moran, cont. from p. 10

"The 1995 *Jenkins v. Missouri* decision is generally recognized by constitutional and educational historians as being the end of desegregation," Moran says. "That was the Supreme Court essentially sending the message to all other school districts that 'we've tried it for 40 years and now we're done with it.'"

The court found that Kansas City's effort overreached the scope of constitutional violations found by the district court 10 years earlier. The massive, court-ordered infusions of additional funding from the state of Missouri ended, and all but a handful of the magnet schools reverted back to traditional programming.

While many consider the desegregation experiment to be a failure, Moran finds signs of growth from lessons learned.

"The *Brown* decision set in motion a real change in attitude about race in this country, all for the good," he says. "It used to be that, if you were an African-American living in the 17 states that either required segregation by law or permitted segregation in schools, you were likely to get an inferior education in many respects. Schools weren't funded equally; and they lacked the same sorts of equipment, resources and facilities that white schools had."

Another important lesson learned: the need to focus on strengthening and supporting urban districts.

"We are now much more aware of what needs to be done in cities," he says. "That's the biggest challenge that remains: how do you ensure that a student who attends a dilapidated urban school gets an education even remotely comparable to a student who attends a nice, state-of-the-art school in the suburbs?"

"One of the things we surely learned through these 40 years of desegregation is that the cities are the place where we need to concentrate our efforts. The cities are where we need to invest in education, much more so than in more affluent communities. What makes Kansas City unique is that they actually tried, for a 10-year period, to do just that."

Research conducted for Moran's dissertation (2000, American History, Kansas State University) formed the basis for his book and a series of refereed journal articles published in 2004 and 2005. He also was a featured panelist at a "Brown+50" symposium sponsored by Teachers College in New York City.

Moran had extensive access to public documents related to the cases and individuals involved in both adjudicating them and in implementing the programs designed to integrate schools.

Jump Play therapy Play institute



No one would expect an institute on play therapy to be a passive affair. Counselors, educators and others who came to Laramie for the first biennial Wyoming Institute for Play Therapy had many opportunities to get into the spirit of the event. The institute drew clinicians, school counselors, early childhood educators and others together to explore ways to help children through the therapeutic use of play. Workshops emphasized acquisition of practical knowledge and skills, for those new to play therapy and veterans in the field. Keynote speaker was Sue Bratton, director of the Center for Play Therapy at the University of North Texas. Bratton is nationally and internationally renowned as a scholar and presenter.

Fall 2005 – 11

Ribbon cut, Early Care and Education Center opens

A ribbon-cutting ceremony opened the \$2 million University of Wyoming Early Care and Education Center at 30th and Lodgepole streets in Laramie.

UW President Tom Buchanan, College of Education Dean Patricia McClurg, and College of Agriculture Dean Frank Galey participated in the Aug. 24 ceremony. An open house and tour of the facility followed, drawing in hundreds of guests that included care center students, their families, community members, and UW faculty and staff.

"This new Early Childhood Education Center provides two very important functions within one state-of-the-art facility," said Buchanan, who taught geography at UW before moving into university administration. "As an educator, I appreciate the opportunities it will give students enrolled in the Colleges of Agriculture and Education for observing and interacting with young children as part of the learning process.

"As the parent of a son, now 19, who attended UW's child care center, I appreciate the kindness, attention and early education he received in his formative years. Early childhood education, and childcare at UW have always been quality programs. This facility will make them even better."

The 9,220-foot training and research laboratory is a joint effort of the colleges of agriculture and education. It consolidates the former UW Child Care Center, Child Development Center, School-Age Care Program and College of Education Pre-K Program, and it also allows for the addition of infant and toddler care. The facility will accommodate 90 to 100 children and will serve the instructional needs of about 300 students annually.

"This new facility is a great addition to our campus," said Galey. "It will allow us to provide top-rate training for our students interested in child and early care education while providing a quality experience for the children."

"We're excited to see 15 years' worth of dreaming and planning coming to fruition," said Karen Williams, associate professor and head of the College of Agriculture's Department of Family and Consumer Sciences, which administers the facility.

"We really will have a facility that can educate and train a variety of professionals who will work with children and families in multiple settings: teachers, family specialists, counselors, psychologists, nurses, social workers, dietitians, speech pathologists and audiologists, and others."

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

"The completion of the UW Early Care and Education Center has been in the works for quite some time—literally since 1991 that I have been working on it—and even earlier for Dr. Peggy Cooney, who was the director before me," said Bittner. "There were many times I had almost resigned myself to the fact that it may

not happen, but we certainly kept after it and just tried to find the people who could help us make it become a reality.

"As the only four-year institution in the state of Wyoming, we will be able to offer an opportunity for students to observe and train under master teachers who have been specifically trained and have degrees in this field," he noted.

An expanded version of this story is at <http://ed.uwyo.edu/news/archived>.



The new UW Early Care and Education Center provides both a safe and rich environment for the youngsters enrolled there and a state-of-the-art learning laboratory for students and researchers.

Research: Friendly letters foster critical reflection

Deb Parkinson knows firsthand the importance of reflective practice as an educator, but finding a way to help preservice teachers in her class to develop reflection skills has been a long journey with a few detours.

Until recently, Parkinson, assistant professor of elementary and early childhood education, focused classroom time primarily on teaching content and instructional strategies, assuming that students would learn to reflect naturally, without specific instruction. Over time, however, Parkinson came to realize the importance of offering a foundation to facilitate the reflection process.

"I realized that those are skills that have to be learned and taught, just as much as the literacy theory, skills, and instructional strategies," she says.

Deb tried different approaches to fostering reflection, but all fell short of creating an environment where students not only reflected but did so at deeper levels. Then she and a fellow literacy instructor came up with an idea: friendly letters, written to the instructor. Students wrote "Dear Deb..." letters after their practicum experience ended, guided by simple prompts, such as "I wish...", "I'm worried about...", and "A new belief I have..."

"We wanted to construct prompts that would create higher-order thinking, making sure that they were open-ended and able to produce some divergent thinking,"

The friendly letter format proved valuable as a facilitator of deeper, thoughtful responses.

"It seems almost too simple to be effective," Parkinson says, "but what we've found is that it's a genre with which the preservice teachers are familiar. That opened it up for them to reflect deeply and not worry so much about 'Am I doing it right?'"

Parkinson was pleased to find that students responded to this exercise as professionals, rather than as students fulfilling a course requirement. "It didn't feel like an assignment, so they responded like professionals," she says. "It felt like discourse between two people who are in the same profession."

Parkinson hopes that developing and nurturing reflection skills throughout their undergraduate work will help students launch successful teaching careers. "We want teachers to know why something is working well, and why it isn't working well, so that we can continually improve our practice," she says. "It really is the difference between being an average teacher and being an exemplary teacher."

Parkinson encourages mentor teachers (those who supervise preservice teachers during their field experiences) to "think outside of their heads," to reflect aloud, and to share that process with preservice teachers.

The ability to reflect and understand the "why" behind effective classroom instruction has the potential to enhance lives and enrich careers. Teachers who develop competence as reflective practitioners are more likely to adjust their teaching strategies and provide more meaningful learning opportunities for their students.

Parkinson's research in this area recently was published in *College Teaching*, Fall 2005, 53(4) entitled "Unexpected Student Reflections from an Underused Genre." Another article on her reflection research, "Moving between Literacy Theory and Practice with Preservice Teachers: Listening to Their Voices," was published in 2005 in the *Journal of Early Childhood Teacher Education*, 25(3), 255-265.





Recognition banquet a family affair for honorees

Family and friends joined colleagues and former students in honoring the 2005 Distinguished Alumni and Distinguished Former Faculty Award recipients.



< Susan Logan Berry (far right) with family and friends

Joseph Stepans (far left) and family and guests >



< James Hook (far right) and family members

Arden White (center) and friends and former students >





'Caring Community' impacts teacher ed course experience

Research that studies application of the “Caring Community” to a teacher education course was featured in a recent issue of *The Teacher Educator*.

Counselor education associate professor Mary Alice Bruce and special education professor John Stellern collaborated on the qualitative study described in the article. Stellern modeled classroom behaviors that create meaningful relationships in a safe and supportive environment. Bruce conducted focus groups with representative members of the class to explore the impact of those behaviors on their experience of the class and the ways in which they used what they learned in their practicum work that semester.

The “Caring Community” is a concept commonly employed in P-12 classrooms, according to Bruce.

“Teachers, counselors and others in the school are working together to engage the students and have them feel cared for, unique and special—so that their energies can be put into their academics,” she says.

Stellern and Bruce identified several parallels between the environment in which most K-12 teachers will work and the higher education classrooms in which they are prepared. They considered ways in which those caring behaviors are already portrayed in teacher education classrooms and in which they might be consciously modeled.

“We talked about certain behaviors, certain underlying guidelines that we practice in our classrooms to try to create that caring,” Bruce says.

Examples of caring behavior include greeting class members to make a connection and understand the dynamics of the room, recognizing and addressing conflicts authentically, and including all members of the learning community. Introducing and reflecting upon the impact of those behaviors should have broad consequences, according to Mary Alice.

“We thought that doing that in higher education classrooms would then have a ripple effect for the students who are now going out to be teachers in the P-12 environment—they would then practice those behaviors



Teacher education students shared their experiences in the “Caring Community” during focus groups late in the semester.

in their classrooms,” she says. “That’s what we found.”

The caring behaviors Stellern modeled in class were part of his everyday approach to teaching and interacting with students. The difference this time was the consciousness in which he incorporated and addressed them.

Introducing the “Caring Community” concept did not detract from content delivery in the course.

“He wasn’t taking classroom time to talk about these issues, because they were living it,” Bruce says.

As the semester progressed, students’ awareness of the shifts in classroom relationships and the potential to apply what they were learning to their own teaching increased. For example, most of the class members were special education students, with a few individuals from other majors represented. While the potential existed for an insider/outsider barrier to develop between the two groups, students saw how caring behaviors instead created a cohesiveness and spirit of inclusion. They experienced the value of working on classroom relationships and on critical reflection. They also saw how they were themselves modeling caring behaviors during their time in the schools.

“They were being facilitative and compassionately supporting their students, just as John was being facilitative of them,” Bruce says.

Leadership Academy supports new administrators

Rookie principals in Wyoming school districts now have a welcoming network offering support and information to help them navigate the early years of their administrative careers.

The Wyoming Leadership Academy (WLA) links new administrators into a supportive peer network, facilitates matches with mentors, and offers programs that address critical concerns.

“The purpose is to provide the supports necessary to first- and second- year principals and assistant principals in Wyoming school districts so that they will be successful in the role of principal,” according to Robin Dexter, assistant professor of educational leadership.

Dexter, Bill Berube (professor of educational leadership) and Mike Klopfenstein (assistant superintendent of instruction, Laramie County School District 1) launched the WLA in August, following development of a successful model designed to support new administrators in the Laramie County 1 school district.

Participation in the WLA is fluid; individuals can join the network at any time. To date, 54 new first and second year administrators have been identified and included in the WLA network. Most have attended one or both of the initial meetings, held in Laramie and Casper in August and September.

Educational programs are scheduled at various conferences and meetings held around the state, such as the semi-annual Wyoming School Improvement Conference. While minutes and program notes are shared electronically and contacts with mentors often occur via phone or e-mail, early WLA members requested face-to-face meetings.

“We really felt that people needed to come together, break bread together, and experience the power of building a professional network of resources in a face-to face format,” Dexter says. In fact, WLA members themselves requested the in-person sessions.

Providing informal opportunities to develop supportive connections are particularly important early in members’ careers.

“They’re excited but worried,” Dexter says of new principals and assistant principals. “They just need somebody with whom to share that, without the fear of appearing that they don’t know anything if they ask the questions.”

The typical WLA meeting follows the facilitative leadership model. Following a welcome and dinner, participants hear a brief presentation on a topic of interest, break into small groups to discuss some aspect of that issue, then report back to the larger group. Each session closes with an evaluation of the program and recommendations from the group regarding topics they would like to cover the next time they convene.

Gaining group consensus on program directions ensures that each session addresses participant concerns, according to Dexter. Early topics have included meeting facilitation and evaluation of certified and classified staff. On the horizon are a discussion on codes of conduct, a follow-up session on evaluations and a discussion on preparing for the end of the school year.

Linking new administrators to mentors is the second critical function of the WLA.

“We leave it up to the people in the Leadership Academy to establish that relationship,” Dexter says. “We really want to keep it open and flexible.”

Providing that supportive, experienced sounding board is a valuable service to provide any new administrator, but especially when that administrator is isolated in a small rural school district. Veteran administrators have been generous in offering their support for the next generation of educational leaders, Dexter says.

Inaugural WLA sponsors include the Wyoming Department of Education, the Wyoming School-University Partnership, the Wyoming Association of School Administrators, the Wyoming Association of Elementary School Principals, the Wyoming Association of Secondary School Principals, and the Wyoming School Boards Association.

For more information on the WLA, contact Dexter at (307)766-4006 or rdexter@uwyo.edu.



Two generations of students combined forces to create “Weather”—or at least mobiles that depict weather and weather-related themes—during the spring 2005 semester. Second and third grade students at the University of Wyoming Lab School collaborated with UW students enrolled in EDEL 3170, “Meaning in Art,” to create the mobiles that now hang in the Education Annex lobby. Pieces were created from a wide variety of materials to reflect and integrate concepts studied by the Lab School students, taught by Rogene Peak and Ashley Koch. Allen Trent, assistant professor of educational studies, taught the UW course.

Online MS extends instructional technology program reach

Taking its master of science in instructional technology (ITEC) completely online in 2000 was a turning point for the University of Wyoming Department of Adult Learning and Technology (ALT), but a logical progression for a program long committed to distance delivery of courses.

Together, the online MS in ITEC program and the master of arts in adult and postsecondary education, also a distance-delivered program, enroll an average 14 students per year, from the Rocky Mountain region and as far away as Japan. All ALT faculty members participate in delivery of online courses feeding the MS.

Several factors contributed to the decision to convert the MS in ITEC to an online program. One of the most compelling was growing interest in Internet-based delivery, both in the field of instructional technology and in the department's faculty, according to ALT chairperson John Cochenour.

"The faculty who were here at the time had done a lot of work in distance delivery," he notes. They also brought a strong interest in the emerging field of online instruction and a willingness to dive into waters that were still somewhat uncharted.

"To teach a course at a distance was not a problem, though there was a bit of learning to do as you were doing it," Cochenour recalls.

A second factor driving the decision to go online was strong interest from students and potential students, many of whom had limited access to courses offered in Laramie or via a Wyoming-based videoconferencing system. Getting to Laramie, or to one of the video sites, was problematic or even impossible for many individuals.

Enrollments have grown since the program went online, from one in 2001 to 15 in 2004 and 16 in 2005.

The MS in ITEC program draws students who share several characteristics.

"The majority of our students who do it online, do so because of convenience," Cochenour says. "They don't live in Laramie, they have full-time jobs, and they often have families. They can't stop their lives, come to Laramie and focus totally on a graduate degree. What an online degree offers them an opportunity to do is to continue professional development without relocating."

They also tend to be independent and willing to accept some level of uncertainty.

"Students who are self-directed, who have a pretty good idea of what they want to learn, and who have the self discipline to go online every day, tend to be very successful," according to Cochenour.

Aside from the convenience of doing schoolwork from home and at times fitting their schedules, many students report great satisfaction with the quality of online learning.

"Now that they've been in the program for a while, they determine that there's a lot more interaction and information in an online course than in a traditional course," Cochenour says. "Online delivery allows for the opportunity to get into threaded discussions, to exchange information, and to speak more than they would in a regular course... That's not usually one of the reasons they begin the program, but it's one of the reasons they stay."



Wyoming legislative leaders joined College of Education faculty at the latter's annual retreat in August. The policy makers discussed several initiatives affecting education in the state. They also joined faculty in focus groups, exploring



common interests and concerns. Legislators who took part in the interchange were: Sen. Jim Anderson, Glenrock; Sen. Hank Coe, Cody; Sen. Rae Lynn Job, Rock Springs; Rep. Jane Warren, Laramie; and Rep. Jeff Wasserburger, Gillette.



Adult Learning and Technology's distance delivery roots run deep

While launching an online master's program was a significant step for the Department of Adult Learning and Technology (ALT), its commitment to distance delivery extends back to its earliest days.

Since the department's establishment in 1950, it has maintained strong ties to the University of Wyoming Outreach School (formerly the School of Extended Studies). Outreach faculty and staff supported departmental efforts to deliver courses from a distance to sitebound students. They also helped to extend the instructional staff for those courses, and some of the department's leading faculty came from the extended studies family.

The Outreach School partnership has been critical to the department's success in fulfilling its instructional responsibilities—and to meeting the expectation that adult education faculty would provide leadership in incorporating distance-based delivery methods.

"It was just expected that not only would we do outreach, but that we would be pioneers," Michael Day, longtime ALT faculty member, says.

That pioneering spirit fostered exploration and implementation of distance technology over the years—from driving or flying to distant sites for classes to using audio or videoconferencing to teach to delivering courses and programs online. In addition, ALT faculty members were among the first at UW to develop and deliver courses via the Internet.

"Wyoming was always one of the first places to try the emerging media," Day says.

ALT offered its first online course in 1993, a listserv-based "Global Education" course offered with six other universities. Students met locally, then used listservs to interact with peers at the other institutions. Students from Turkey also participated, but technology available at the time made their interaction problematic.

In addition to the online MS in ITEC (see related story this issue), the master of arts in education-adult and postsecondary option is offered via distance delivery methods. Students enrolled in that program may fulfill course requirements via online, audio, and videoconferencing technologies. In addition, most of the department's doctoral courses are available via the same distance delivery platforms.

The Utah Example

One of the most innovative approaches to distance delivery of programs was the department's Utah doctoral cohort, launched in 1997 following multi-year discussions with peers and potential students. For three years, ALT faculty traveled to Salt Lake City to deliver core courses to a 32-person cohort of students seeking a doctoral degree in

adult and postsecondary education. Face to face sessions for each course ran one weekend per month, supplemented by audio teleconference sessions between meetings.

As the last cohort members complete dissertations and lingering degree requirements, department chairperson and ITEC faculty member John Cochenour and Day say the department has taken lessons learned from that experience to heart and used those lessons to enhance distance delivery of programs in other settings.

"That program taught us something about delivering graduate programs at a real distance," Cochenour says.

The Utah cohort program demonstrated that distance technology could be used to meet strong and growing demand for programs delivered to sitebound students, according to Cochenour. Day says organizers of the new college-wide doctor of education program drew heavily from the strengths of the Utah experience in designing that cohort-based program.

It's an Online World

Distance delivery, particularly via online technology, requires extensive department resources and high faculty commitment, according to Cochenour.

"Online delivery requires a lot more time on the part of faculty, a lot more upfront preparation," he says. Content must be translated into a tangible—usually written—format for online access.

Commitment to increased interaction and facilitation also is essential in the online environment. Cochenour acknowledges both faculty willingness to provide what is needed for a successful educational experience and a collegial atmosphere in which to work. Teaching and learning from a distance takes an entrepreneurial spirit on the part of the faculty member—and a sense of adventure for both students and instructor.

Scholarly exploration of the processes and effects of learning by means other than face-to-face interaction takes on increased importance for instructional technology faculty.

"Distance delivery is an area of interest within our field...a phenomenon to study," Cochenour notes.

Three primary factors have contributed to the expansion and increased effectiveness of online education, according to Cochenour: the advent of reliable and user-friendly browsers; increased telecommunication speeds; and expanded library support, including access to electronic journals. Each of these developments contributed to making online courses more accessible to students and more effective as learning experiences.



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).

COURTNEY WILLIS, Ph.D. '93, Science Education, was awarded the University of Northern Colorado Faculty Service Award for 2004-05. He began his 15th year in the physics department at UNC this fall. Willis' teaching assignments regularly have him working with future physicists and future teachers at both the elementary and secondary levels.

CINDY (LUCINDA) STEIN, M.S. '89, Instructional Technology, has published her debut novel, *Maggie's Way: The Story of a Defiant Pioneer Woman*. The historical novel takes place in the early days of the

Colorado Territory and reflects research into the more unconventional women of the Old West. The book is available through Western Reflections Publishing or Amazon.com. Cindy is a library media specialist at the middle school level in Grand Junction, Colo. She has taught for 16 years in Colorado.

DAVID LEMIRE, ED.S. '88, Education Administration, has been working as a behavioral specialist and psychologist for the Education Service Center in Coos Bay, Oregon. He recently finished a Ph.D. from Kansas State University at Manhattan, Kansas. David teaches classes for Southwest Oregon Community College and Eastern Oregon University. He also teaches an online course for Universal Class (The Psychology of Learning Styles). David serves on the editorial boards of the *Journal of Humanistic Counseling, Education and Development*; *The Professional Counselor*; *The Journal of Counseling and Development*; and *The Journal of Developmental Education*.

College of Education Alumni Polo Shirt Order Form

Shirts are heavyweight polo, beige with blue and black embroidered logo.

Name _____

Address _____

City _____

State _____

Zip _____

Phone _____

E-Mail _____

Shirts available in S, M, L, XL, XXL. Each shirt is \$25.00. Shipping will be an additional \$2 per shirt.

Quantity	Size	Unit Price	Total
		\$25	
		\$25	
		\$25	
		Subtotal	
		Shipping (\$2 for each shirt)	
		Balance Paid	

Please make checks payable to College of Education Ambassadors.

Fall 2005 – 19



UNIVERSITY OF WYOMING

College of Education

1000 E. University Ave.
Dept. 3374
Laramie, WY 82071

Change service requested

Non-Profit Organization
U.S. Postage
PAID
University of Wyoming

