

# THE Blackboard

UNIVERSITY OF WYOMING  
COLLEGE OF EDUCATION

SUMMER 2005

## Annex offers innovative learning, teaching space

Providing accessible space that offers flexibility -- and a sense of what might lie ahead in their K-12 classroom -- drove design of the ongoing remodeling of the Education Annex.

Both the classrooms already in use and the five additional rooms planned for the next phases of the project incorporate a range of instructional technologies that either are already commonplace in K-12 schools or destined to be so. Each room includes a mix of multimedia that both enhance learning for education majors themselves and model the use of tools they'll likely encounter on the job.

Each of three rooms opened to classes for the first time this spring includes an interactive white board and computer, which allows instructors and students to seamlessly incorporate software applications and the Internet in lessons, present projects, and record discussion notes. Along with the computer, each teaching station also includes a sound system, DVD and VCR player. All of these multimedia devices run through a projection system onto the interactive board located at the front of the room. One wall in each room is covered in a WallTalker surface, which allows instructor and students to write and work on a vast white space. Each room also includes a document camera, which

replaces overhead and opaque projectors.

All of these technologies are either already common in public school classrooms or gaining in use, according to Alan Buss, associate professor of elementary and early childhood education and member of the college's



*All classrooms in the Education Annex will incorporate state-of-the-art instructional technology, providing students with innovative instruction and exposure to tools they likely will encounter in their K-12 teaching careers.*

facilities committee. Gaining experience using them now will give new graduates an added boost when they enter their first teaching job.

The next phase of construction includes three additional rooms on the second floor of the Annex -- two large and one seminar space. Several factors went into decisions about their size.

"That was an enormous process," Buss says. "It involved looking at average class enrollments and

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## Donor generosity supports college, students in many ways

By Patricia McClurg, Dean, UW College of Education



Patricia McClurg, Dean

**I** would like to use this column to say thank you to many of you for your continuing support of the College of Education.

This fall the University of Wyoming will celebrate the

conclusion of the Campaign for Distinction that began in July 2000. This ambitious five-year fundraising campaign centered on raising significant private support that would make our strong institution an exceptional one. The college, in concert with the university, developed a long-range plan to focus its work and use of its public and private resources.

Our goals for private support were based on a clear vision for the future. They emphasized increasing student scholarships so we could recruit bright students into teaching careers; faculty support to compete nationally for top faculty candidates; enhancing the college's learning environment through facility renovation; and private support to boost academic excellence and service to Wyoming.

These ambitious goals for private support were in response to our commitment to leadership as we embraced the changes in education and positioned

the college to meet the future needs of our students.

Thanks to the generosity of our alumni and friends we have increased scholarship support by more than \$900,000 in the last five years. We established the Everett and Elizabeth Lantz Distinguished Professorship in Education and the Mary Garland Early Career Fellowship to support outstanding faculty at both ends of the career spectrum. A \$250,000 gift from the McMurry Foundation began a public/private partnership for the renovation of a new Education Classroom Building and this summer we begin the second phase of that project. We targeted specific areas of academic excellence and established the John P. Ellbogen Symposium in Teaching and Learning, an endowment for literacy education, and the Anderson Memorial Fund to support the Science and Mathematics Teaching Center.

The college's tradition of educating the leaders of tomorrow's schools is exciting and challenging work. Gifts from our alumni, former faculty members and friends are an important investment in our future and we are tremendously grateful for the support we have received. Your involvement is important to us and I invite you to stop by and say hello, tour our new classrooms, and learn more about our programs and activities. Thank you again for your continued support for excellence in education at all levels.

Debra Beck, editor,  
College of Education, 1000 E. University Ave., Dept. 3374, Laramie, Wyo. 82071  
e-mail [DEBBECK@UWYO.EDU](mailto: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.*

## McMurry Foundation gift supports annex remodeling

**B**olstered by a \$250,000 gift from the McMurry Foundation of Casper, the University of Wyoming recently dedicated a new classroom honoring former State Superintendent of Public Instruction Judy Catchpole.

The naming of the new classroom is part of the College of Education's \$3.8 million classroom building renovation project. The project will add nine new classrooms, including mathematics and science laboratories; a seminar room and two student lounges.

Catchpole, Wyoming's two-term superintendent of public instruction from 1995-2003, is now an educational consultant. As the chief executive officer of the State Department of Education, she oversaw public education in Wyoming. A graduate of Cody High School and UW, she served on the Natrona County school board as chairman and vice chairman of the Wyoming School Board Association.

She served on numerous other state, regional and national education organizations and many boards. Prior to being elected to her state position, Catchpole worked as a pre-school director and music teacher, an elementary teacher, early childhood education teacher training consultant, writer and author of public school curriculum guides and supervisor of student-teacher and new career opportunity teacher aides.

When completed, more than 90 percent of the College of Education's instruction will take place in the new Education Classroom Building, adjacent to the existing College of Education facility. Plans are being developed for an entrance and a covered walkway connecting the Education Classroom and the College of Education, landscaping, and the site work needed to transform a parking lot into accessible curbs and sidewalks.

Three classrooms are now completed and are being used this spring semester. Each is equipped with state of the art technology that future teachers will utilize in their school settings, says Pat McClurg, dean of the College of Education.

"Phase two of the project will begin this summer and includes the completion of the second floor



*Donors Mick and Susie McMurry enjoy hearing longtime friend Judy Catchpole respond to naming of a classroom in the Education Annex in her honor. Catchpole is former Wyoming superintendent of public instruction and a founding member of the College of Education Development Board.*

renovation with additional classrooms and a student area, which will serve as the cultural hub of the college, providing a comfortable gathering place for students to meet, have informal study groups and receive important announcements," McClurg says.

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

"Private gifts will play a pivotal role in creating this inviting teaching and learning environment where state of the art teaching can occur," McClurg adds. "The Education Classroom Building project will have a long-lasting impact on our education programs by providing an environment where best practices can be modeled and that will attract and retain high quality students and faculty."

For more information about the College of Education Classroom Building, call Sally Sutherland, College of Education director of development, at (307) 766-2088 or e-mail [sallys@uwyo.edu](mailto:sallys@uwyo.edu).

## Cossairt career covers major special ed changes



*Ace Cossairt*

**N**o one knows the challenges facing today's special education teachers, and those who prepare them, better than retiring professor Ace Cossairt.

In his 30 years on the College of Education faculty, Ace has participated in development of special ed as a rich discipline and a service to children with special needs. He's witnessed the establishment and evolution of federal legislation requiring access to education for those children.

He's also witnessed the impacts of those regulations on individual teachers and administrators. Through it all, Ace has been a steady resource and mentor to those who care about children who have special needs.

Cossairt began his teaching career just as major federal mandates requiring accommodation for disabled students were being enacted. As a junior high science teacher in Washington, Ace experienced multiple challenges to his attempts to assist two students with muscular dystrophy. Special education services that are taken for granted today didn't exist, and administrative interest in making adjustments was marginal at best.

"It didn't seem that we had enough to offer them, in terms of support," he recalls.

That experience sparked Cossairt's decision to pursue graduate work in special education. Ace earned master's and PhD degrees from the University of Kansas, focusing on behavior disorders. He remained at KU for a year, as an adjunct instructor while searching for the best fit for the next phase of his career. That best fit: the University of Wyoming. He visited the Laramie campus and immediately felt that UW could become an educational home.

"I thought, 'Laramie and the University of Wyoming look to be the best of all possible worlds as a place to live and work.'"

The program Cossairt joined in 1975 approached the teaching of special education in a way that was fairly unique at the time. Rather than training to address specific categorical disabilities, the UW special education curriculum prepared pre-service teachers to work with a broad range of disabilities.

"We've always been cross-categorical, and generalist, to meet the needs of the state," Cossairt says.

Teachers who work in Wyoming may be responsible for all special education students for an entire district and may encounter a different mix of challenges every year.

"We have to provide, as much as possible, a wide base of skills that they can draw from to serve all students' special needs, K-12," Ace says.

As emphasis has shifted toward inclusion nationally, so has the discipline's focus, away from categorical specialization.

"Our generalist approach was a bit ahead of its time," Cossairt says.

Ace appreciates the pressures special education teachers face on a daily basis. He also understands how those pressures affect recruitment and retention of faculty qualified to teach in the field.

"The demand has always far out-stripped supply in special ed across the nation," Cossairt notes.

Four qualities increase the potential for success as a special education teacher, he says: flexibility, patience, persistence and a sense of humor.

"Special education is a field where progress is measured in very small steps," he says.

As Ace looks toward a post-retirement life, he admits a bit of sadness as daily contact with students ends.

"I'll miss the teaching and the students," he says. "It's a delight to work with them. You gain an energy from them... They're a unique group."



## For Joseph Stepan, essence of teaching is caring



Joseph Stepan

Joseph Stepan recalls the exact moment that he understood the power that teachers have with students, and that he wanted to use that power to impact young lives: fifth grade, second period geometry class, at his

missionary school in Iran.

In that setting, he witnessed “the way that the teacher humiliated a student who was late for class—he had been taking care of his ill mother. That stayed with me, particularly the harsh and unfair treatment...It was then that I decided that teachers could have such an impact on students. I decided at that time that I was going to be a teacher.”

Stepan wrapped up his distinguished teaching career at the end of the spring semester. As he closed out his responsibilities as a professor of secondary education, Joe took time to reflect on how childhood experiences shaped his teaching philosophy.

Caring stands firmly at the center of Joe’s approach to teaching students -- from teenagers at Pinedale High School, where he taught from 1977-1981, to undergraduates in the Wyoming Teacher Education Program and in-service teachers in graduate courses and professional development workshops.

“More than how much you knew or how you taught, the fact that you truly cared matters,” he says. “One year, one semester or even one day or one period could make a difference in a kid’s life.”

The power of that idea is brought home every time Stepan crosses paths with former students. Inevitably, the conversation turns to ways in which Joe’s caring concern impacted the individual’s sense of self-worth and potential to succeed.

Joe learned a lot from his experiences in Pinedale. It was the desire to use what he’d discovered in the classroom that led him back to the University of Wyoming, where he’d earned MS (1972, physics) and PhD (1975, science education) degrees, to help prepare future generations of educators.

“I wanted to share some of the things that I had learned from students,” he says. “The best way that I could do that was to be involved with teachers – to share that message and share those experiences and observations.”

Stepan joined the UW faculty in 1981 and immediately found a way to make a difference. His response to the high percentage of incoming students who could not pass math placement exams exemplifies the kind of student focus for which Joe has become known. He took it upon himself to identify the stumbling blocks for students who struggled with the test, then developed a series of short workshops designed to help them overcome the obstacles that troubled them most. The impact of that extra effort on behalf of students is strong and vivid: after participating in Stepan’s refreshers, 97 percent were able to pass the test on a second try and proceed toward courses foundational to their degrees.

One of Stepan’s greatest educational legacies is Wyoming TRIAD (WyTRIAD), a professional development program built on a three-way partnership between teachers, administrators and a facilitator. WyTRIAD, which is highlighted in the recently released book *Exemplary Science: Best Practices in Professional Development*, is an inquiry-based experience requiring commitment by all members of the learning partnership.

The process asks teachers and administrators to challenge their assumptions about learning. It requires active conversation with students to understand what they know and what motivates them.

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

## Kleinsasser named WSUP director

The Wyoming School-University Partnership has a new director, according to Ray Schulte, chair of the Partnership's Governing Board and Superintendent of the Hot Springs County District in Thermopolis.

"Audrey is very dedicated to promoting the Agenda for Education," Schulte says, "With her leadership skills, I am very optimistic about the future of the Partnership."

The WSUP provides a statewide network including 14 school districts, the Wyoming Education Association, and the Wyoming Community College Commission. The partnership office is located in Laramie at the University of Wyoming as both the College of Arts & Sciences and the College of Education are central partners.

The mission of the Wyoming School-University Partnership is to implement the collaborative efforts of the University of Wyoming, member school districts, the State Department of Education, and the community colleges in carrying out simultaneously the improvement of teacher education and the renewal of public schools.

Since the June 2004 resignation of WSUP Director Sherry Palmer, Ed Paradis has served as interim director.

"I became interested in the partnership because it brings together all those concerned

with public school education and is governed by a board of quality educators," Paradis says. "Audrey is the perfect person to invigorate the membership."

Kleinsasser has directed Ellbogen Center for Teaching and Learning at the University of Wyoming since 1999. The center provides professional development for UW faculty and supports the university's teaching, learning, and assessment mission.

Also a professor of educational studies in the College of Education, Kleinsasser has been a faculty member at the university since 1988. She is the author or co-author of five books

and monographs and dozens of articles and book chapters. She has written or co-written successful grant proposals totaling nearly one million dollars.

The native South Dakotan and former secondary English and German teacher holds bachelor degrees in English and German from Augustana College in Sioux Falls, a master's degree in educational administration from the University of South Dakota, and a Ph.D. in educational psychology and research from the University of Kansas. The Partnership's website is <http://wsup.uwyo.edu/index.htm>.



*Audrey Kleinsasser*

## Trent among elite art group at Getty symposium



Allen Trent

When a select group of international experts interested in arts education convened at the renowned Getty Center, University of Wyoming educational studies faculty member Allen Trent was among the individuals sitting at the table.

Trent represented the UW College of Education and the National Network for Educational Renewal (NNER) at the symposium, titled “Future Research in Visual Arts Education.” The central goal of the meeting was “to propose and consider the questions and issues that are now shaping research in visual arts education.”

The two-day session explored six major areas: defining the field, defining research, teaching and learning, assessment and accountability, professional development, and policy and advocacy. From those discussions and work group sessions focusing on each issue emerged a series of recommendations and suggested next steps.

Most symposium participants were either art educators working in academic or museum settings

or Getty staff members. As the only teacher educator participating at the table, Trent both offered a different perspective on the issues and expanded his own understanding of the opportunities and challenges for visual arts education.

“For me, it was great to be with people who are constantly immersed in art education and current in the field,” he says, “then to share my perspective that comes from a different place than theirs does – more of a teacher ed perspective, more of a public school perspective.”

Trent found the exchange to be invigorating and beneficial.

“I came away with a more current understanding of visual arts education at all levels,” he says, particularly with respect to the “innovative practices happening internationally...I came away with a more current understanding of visual arts education at all levels,”

Trent was among a group of scholars invited to present a talk to symposium participants. His presentation, on “Action Research, Professional Development and Visual Art,” described the process and offered examples illustrating its value in professional development.

Work emerging from the Getty symposium will be valuable to Trent as he prepares preservice teachers and as he leads NNER research on arts and democracy in schools.



*Two College of Education students received the prestigious 2005 John P. Ellbogen Outstanding Graduate Assistant Teaching Award. Shown with Ellbogen's daughter, Mary Ellbogen Garland (center), are Jeanne Rothaupt, doctoral candidate in counselor education, and John Solis, doctoral candidate in adult learning and technology.*

## Mobile classroom expands ag education capabilities

**W**hat is the highest level of ammonia that fish can tolerate in water?

When students in Carl Reynolds' Agricultural Technologies class needed the answer to that question during a lesson on water quality testing, they were able to find it immediately using laptop computers with wireless Internet access.

The process of locating information, checking their results against acceptable standards, then making adjustments created a rich instructional opportunity for class members in the midst of that exercise.

"By using a natural inquiry approach, facilitated by the virtual classroom, it was an ideal learning environment," says Reynolds, professor of secondary education.

The Apple iBook computers used in that lesson are part of a new electronic classroom, funded by a \$26,832 Carl D. Perkins Vocational and Technical Education Grant to support the College of Education's agricultural education curriculum. The 10 laptops purchased through the grant facilitate just-in-time learning for students enrolled in the ag ed program.

"If I'm in the middle of a class and either someone raises a question or it's something that I'm raising, the students can quickly search the Internet for information related to that concept at that moment," according to Reynolds.

The web-ready computers are just part of the Perkins-funded

package. Among the other tools available in the electronic classroom are: a video projector, smart board, digital video camera, digital still camera, printer, 500 GB external drive used to store student projects, an Apple G5 computer able to burn CDs and DVDs, and three Palm Pilots. Every component expands students' ability to create quality field- and laboratory-based lessons and projects.

Having technology readily available has enhanced the educational experience on multiple levels. For example, rather than setting aside trips to the college's computer lab, where technical problems on unfamiliar equipment can dominate instructional time, students can interact electronically in their home classroom or lab on computers they know well. Wireless access to the classroom computer allows for ready retrieval of useful information for students' resource notebooks, even sharing successful student-designed lesson plans.

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



*Sally Cannon and Travis Grubb confirm measurements against Internet resources via one of the iBooks that are part of the agriculture education program's mobile lab. A Perkins grant funded its purchase.*



## Partnership promotes civic education in Wyoming

Individual efforts to promote civic education in the state's K-12 schools have a new ally in their goals to raise awareness and participation, the Wyoming Partnership for Civic Education (WyoPCE).

Jointly sponsored by the UW College of Education and the UW American Heritage Center (AHC), WyoPCE is designed to support existing civic education programs, facilitate new educational opportunities for K-12 students and their teachers, and foster collaboration between stakeholders with similar goals. It also offers the promise of expanded access to the AHC's vast archives.

Carol Bryant, associate professor of secondary education, and Mark Greene, AHC director, lead WyoPCE. Kristi Wallin (MA '92, counselor education) serves as its part-time coordinator. A \$15,000 grant from the Constitutional Rights Foundation provided start-up funds for the program's first two years. During that period, work centered on reaching out to organizers of existing programs (e.g., Youth for Justice, Mock Trial, and We the People) to explore ways to support their efforts.

"These were all alive and well – in isolated pockets – in Wyoming," according to Bryant. "But there wasn't always the ability to get the information to schools, to make it as strong as it could be."

Wyoming joins a growing number of states providing coordination for civics education. After learning that support might be available to establish an effort in the state, representatives of several stakeholder groups met to begin developing a vision of what eventually became the WyoPCE. At the table during early conversations were representatives from the Colleges of Education and Law, the Wyoming Department of Education, the Wyoming Supreme Court, the Wyoming Bar Association, the Wyoming Legislature, public schools, the Secretary of State's Office and the Governor's Office.

A \$300,000 grant from the U.S. Department of Education will allow WyoPCE's first significant expansion over the next three years. With the new



*WyoPCE Coordinator Kristi Wallin (left) and Co-Founder Carol Bryant (right) look forward to supporting and expanding civics education opportunities in the state.*

funds comes increased capacity that takes on multiple forms, Wallin says. Among the initiatives funded by the grant: a series of lesson plans developed by College of Education faculty that incorporate digitized material not readily available to schools in the past; expanding WyoPCE's summer workshop in Laramie, launched in 2004, to two days; offering a workshop in the northwest part of the state; increasing online access to AHC collections; and creation of fellowships for K-12 teachers, two per year, to support research leading to creation of civics lessons based on primary sources located at the AHC.

"Everything we do has that civics class in mind," Wallin explains. "How can we help the teacher be better? How can we reach the students in a way that's meaningful for them?"

As organizational groundwork proceeds, WyoPCE continues to build support for classroom teachers and their students via its second Summer Workshop for Civics Education. That event expands to two days in 2005, focusing on state government.

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

## 2005 Faculty & Staff Awards

*Faculty Award for Outstanding Teaching*

John Kambutu

*Faculty Award for Outstanding Advising*

Nancy Smueles

*Faculty Award for Outstanding Research and Scholarship*

Steve Bialostok

*Faculty Award for Outstanding Service to the Profession*

Alan Buss

*Staff Award for Outstanding Service to the College*

Sara Solis

*Award for Outstanding Contributions toward Improving the Climate of the College*

Leslie Rush

## 2005 Leona & Jeanette Heptner Scholarship

April Beffert  
S. Justin Bingham  
Brian Coxbill  
Peter Hawkins  
SaraJane Herrboldt  
Tahnee Hutchinson  
Shelia Kistler  
Katie Moore  
Heather Patton  
Parke Price  
Julie Prowett  
Janmarie Smith

## 2005 Graduate Scholarships & Awards

*Clarence Jayne Scholarship*

Linda Simonson

John Solis

*Ione Gibbs Scholarship*

Jennifer Murdock Koch

*Patricia B. Ferris-Hawley Scholarship*

Tameika Johnson

Stephanie Wiley

*Lyle Miller Scholarship*

Lisa Kramer

*Arden White Scholarship*

Tiffany Cook

Brandon Kosine

Michelle Worden

*Russell I. Hammond Scholarship*

Stacey Court

Shelia Kistler

*Maurice Wear Scholarship*

Deborah Hoffmeier

John Gibson Ostheimer

*Ivan Willey Scholarship*

Peter Hawkins

David Peterson

*Eleanor R. "Rusty" Rowland Scholarship*

Erin MacClean

Gail Pacheco

Jodi Palmer

Lollie Lebario

Carmen Goldman

Mary Shores

*Elnora Brooks Memorial Scholarship*

Stacey Court

Peter Hawkins

Rhiannon Doak

*John K. Corbett Memorial Scholarship*

Jennifer Murdock Koch



## 2005 Undergraduate Scholarships & Awards

### *Donald and Dorothy Bird Special Education Scholarship*

Katie Moore  
Candice Roberts  
Barbara Gonzales

### *Grace Thorson Brown Scholarship*

Robertta Sanborn  
Sherri Stock

### *Mark Carson Trust Scholarship*

Jamie McTee  
Korie Whiteman

### *Edna Pendleton Cash Scholarship*

April Beffert  
Carmelle Case  
Shannon O'Donnell  
Nicole Pritchard

### *Mary M. and David H. Crum Scholarship*

Amanda Bridges

### *Virginia Davis Scholarship*

Terrin Musbach

### *Delta Kappa Gamma Upsilon Chapter Recruitment Grant*

Katie Moore

### *James Durkee Scholarship*

Lynn Bundy

### *Leah and Ken Griffin Scholarship*

Virginia Eklund

### *Jessie Mae Halsted Scholarship*

Kaycee Nelson

### *Ernest and Helen Hilton Scholarship*

Ariane Eicke  
Jeffrey Sandlian  
Karl Schnackenberg  
Abby Struckman

### *Ola A. Hammond Scholarship*

Megan Crowley

### *Suzanne P. Hoffman Memorial Scholarship*

Trina Pulham

### *Honor a Teacher Scholarship*

Dolsee Davenport  
Jason Hubbard  
Leonard Jacobs  
Kaylie Johnson  
Paul Schabron

### *James and Dorothy Hook Scholarship*

Fay Becksted

### *Wendy C. Jacobson Scholarship*

Barbara Gonzales

### *Orla V. Lamb Scholarship*

Megan Salvador

### *Everett Lantz Scholarship*

Andrew Lanz-Ketcham

### *Ruth Linder Scholarship*

Anne DeGraw

### *Robert and Jacqueline Malonek Scholarship in Education*

Christopher Harnden  
Sarah Rudoff

### *Josephine J. McCue Scholarship*

andrea Hincy

### *Viola McNealey Scholarship*

Kaycee Nelson

### *Keiji and Shirley Okano Memorial Scholarship*

Laura Bobbitt

### *Harriet Knight Orr Scholarship*

Virginia Nida

### *Mildred Petrie Scholarship*

Cortney Chadwick  
Sherri Wertz

### *Margaret Smith Powell Scholarship*

Chris Christensen

### *Susan Seaton and Erinn Tanner Education Scholarship*

Rebecca Lauffenburger  
Candice Roberts

### *Silver Symbol of King's Daughters and Sons of Laramie Scholarship*

Jessica Spehar

### *Mary Mead Steinhour Scholarship*

Jamie Hickey

### *Paul Stock Foundation Scholarship in Education*

Laura Buckingham  
Sara Moses  
Victoria Winters

### *Superior Student in Education Scholarship*

Caitlin Bohnenblust  
Keri Braunberger  
Amanda Bridges  
Julie Crago



Paul Schabron  
Sarah Seeley  
Emily Sorensen  
Chelsea Thompson

### *Superior Student in Special Education Award*

Audrey Lewkowski  
Sara Smith  
Colleen Summers  
Sage Worman

### *Gordon and Reta Mae Tate Scholarship*

Kylee Apland  
Sarah Seeley

### *George and Grace Shively Tupper Scholarship*

Addrienne Easum

### *Altamae Wyncoop Van Sant Merit Scholarship*

Kylee Apland  
Keri Braunberger  
Jamie Hickey

### *Laurence and Mathilda Walker Scholarship*

Erin Dekrey

### *James Zancanella Scholarship*

Valerie Slyter

### *National Association of Agricultural Educators Scholarship*

Allyson Cole

## Cardona: Bringing counselor education to Guatemala



Betty Cardona

**A**s doctoral student Betty Cardona looks to her post-graduation future, she faces more than a chance to launch a successful counseling practice.

She sees an opportunity to bring the counseling profession to an entire country.

Betty, a psychologist, is in the midst of a

three-year leave from the Universidad del Valle de Guatemala (UVG). Her goal: to develop a knowledge base in counselor education, earn her PhD and help launch UVG's doctoral program in the discipline, the first in the nation.

"Counseling as a profession does not exist in my country," Betty notes. Efforts to change that began approximately three years ago, when UVG faculty members invited counselor educators from American universities to come to Guatemala as visiting faculty and teach courses on the subject and help them launch a master's degree program. Emerging from that invitation was a new collaboration between UVG and UW's Counselor Education Department. Faculty members Mary Alice Bruce and Michael Loos have visited UVG; Betty is the first UVG faculty member to pursue a PhD at UW, in anticipation of the launch of UVG's own doctoral program. Other members of her five-person department plan to follow in her footsteps.

"I feel a lot of responsibility on my shoulders," Betty says of this personal and professional adventure, "but at the same time, it's very exciting."

Betty and her 6-year-old daughter moved to Laramie last fall, to begin their new life in a new country and a new academic discipline. As one might expect, simply learning to live in an unfamiliar culture with a

different climate, speaking an unfamiliar language, was a challenge. Betty spent the early weeks feeling out of breath, literally and intellectually, as she attempted to keep up with activities and conversations around her. Support from cohort peers and faculty members, and Counselor Education Department secretary Sara Solis, helped smooth her transition, though.

"They were so eager to hear stories about how we do things in my country, and very welcoming," Betty says of fellow cohort members. That sincere interest and open-door spirit softened the inevitable homesickness.

Counselor education faculty members have been particularly helpful as she made that shift in thinking and practice, by supporting Betty's intellectual growth and acknowledging successes in her work with clients. They've helped her see that the counselor's major role is connecting with clients.

"That's what counseling is about – it's about relationships."

Betty was particularly anxious about early assignments working with clients, since the shift in approach between psychology, and counselor education can be a big one.

"We're working from the pathology perspective, a very medical model... 'I am the expert and I need to fix you,'" she says of her background as a psychologist. "Counseling has a different perspective. It's more about development, human growth and a different explanation of how human beings think, behave and feel."

Another adjustment she faced was the difference between the focus on readings and tests in Guatemalan higher education and assignments, such as reaction papers, that are common in the American counselor education curriculum. The shift in approach was ultimately a welcome one. Betty says she looks forward to not only building counselor education as a discipline at UVG, she also looks forward to bringing an exciting new way of teaching and learning to her students and her colleagues.

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



## AERA Fellow collaborates with Teton County schools

**L**eticia Alvarez is in the first year of a three-year American Educational Research Association (AERA)/ Institute of Education Sciences (IES) research fellowship. Alvarez is the first Chicana/Latina to receive this prestigious national award.

Alvarez earned her Ph.D. in educational psychology, with an emphasis in human development, from the University of Wisconsin-Madison in August 2004. She is collaborating with professor of educational studies Francisco Rios, who was her advisor and mentor while completing her bilingual teaching credential from the California State University, San Marcos. Leticia's postdoctoral appointment is in the Department of Educational Studies.

As part of her research fellowship, Alvarez is collaborating with the teachers and administrators in the Teton County School District to better understand the educational needs and aspirations of English Language Learners (ELL). This research agenda "deconstructs the relationship processes between adults and youth in schools for newcomer Mexican youth." This research also explores cultural influences and everyday schooling experiences including youth's relationships with peers and teachers that inform their opportunities for educational success and healthy psychosocial development.

The first year of Alvarez's research focuses on building relationships with students and talking directly with them in order to understand their challenges and aspirations through their own experiences. "As adults and researchers we often assume what youth need based on our own experiences without taking into account the socio-cultural and political aspects that are influencing how youth experience and perceive their schooling experiences, especially for ELL students," Alvarez, says.

Uncovering student's academic aspirations and needs requires asking questions that get at the essence of youth's motivations.

"What type of academic support do ELL students need to succeed academically? What is it that students

aspire to do in the future? What type of education is offered to ELL students that provides them with further educational opportunities?"

These are crucial questions that will foster a better understanding of how culturally relevant educational practices

can be tailored for this particular population.

"We need to be able to inform teachers and adults who are working with ELL students on how to meet these youths' academic needs," Alvarez says. "No one has ever asked these youth, 'What is schooling like for you in this environment especially coming from a different cultural background and learning English?'"

When in Jackson, most of Alvarez's official work takes place in the school talking with youth about their experiences in and out of their classes. She offers to assist students with their academic work and is frequently seen in the lunchroom and at soccer matches.

In the second year of her research fellowship, Leticia will work with school staff to identify ways in which they might use information gathered from students to design a culturally relevant curriculum that will inform pedagogical practices and interactions to enhance youths' academic potential. Year three will focus on the community/school partnerships and policy. While her research has curricular and policy-level implications for the Teton County School District, Alvarez says it offers the potential to inform a broader audience.



*Leticia Alvarez*

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

## UW hosts regional special ed hearing

Representatives from the national Special Education and Rehabilitative Services Office sought comments and recommendations for developing federal regulations based on the Individuals with Disabilities Education Improvement Act of 2004 during a meeting held on the UW campus in February.

Troy Justesen, acting deputy assistant secretary for special education and rehabilitative services, and his staff met with interested citizens and took testimony on the impacts and issues for consideration as policy was defined.

Individuals were allotted up to 5 minutes to share feedback. Most who testified were state and local level education administrators, parent advocacy groups, special education attorneys, university personnel and other interested parties.

UW was one of seven sites selected for the

meeting this winter. Other locations were in Atlanta; Boston; Columbus, Ohio; Newark, N.J.; San Diego; and Washington, D.C.

Justesen serves as the principal adviser to the U.S. Secretary of Education on all departmental matters related to special education and rehabilitative services. His current leadership role coincides with several major legislative and regulatory initiatives of national scope that benefit children, youth and adults with disabilities.



*More than 120 educators, administrators, parents and other citizens testified at a regional meeting to gather feedback on the Individuals with Disabilities Education Improvement Act of 2004. The University of Wyoming hosted one of seven meetings held around the country, the only session held in a rural setting and the only meeting between Columbus, Ohio, and San Diego.*



*Troy Justesen (seated center, facing table), United States Deputy Assistant Secretary for Special Education and Rehabilitation Services, heard testimony at a regional meeting hosted by the College of Education.*

## Ellbogen Fellow focuses on WRIR literacy effort

Longtime interests in literacy and multicultural issues, and the chance to develop a program benefiting children on the Wind River Indian Reservation, have combined to create a potentially groundbreaking research opportunity for the newest recipient of the UW College of Education's Mary Ellbogen Garland Early Career Fellowship.

Patrick Manyak, assistant professor of elementary and early childhood education, is the third junior faculty member to receive the fellowship. Funds from the award will support a multi-year research project he has developed in collaboration with primary teachers at Wyoming Indian Elementary School.

The project has two goals, one focusing on creating quality literacy instruction, the other examining the collaborative relationship that has developed between researcher and teachers.

"Clearly, the primary goal is to develop the very best literacy instruction for those children, to make them equally and powerfully literate," Manyak says.

Research addressing this goal fits three dimensions: developing basic code-centered instruction (e.g., phonemic awareness), identifying practices that balance basic skills instruction and meaningful interaction with text, and introducing children to digital literacies.

Two years into the research process, focus is on understanding how children develop literacy skills and adapting instruction to improve performance. Work in this area might include beginning word recognition, fluency and comprehension – skills that lay the foundation for everything that follows.

Basic skills are part of the process, but they are not the entire process.

"We should never equate reading or literacy with basic cognitive processes," Manyak says. "Above all, it's a cultural tool that we use to survive and thrive in our communities, environments and settings. There are values, beliefs, social relations, and so forth, that

underlie and support literacy development and make it meaningful. We also want them to be very meaningfully literate within their cultural community."

Making the cultural connection involves, in part, interacting with the children and their families to better understand their cultural heritage. Data gathering includes interviews with families to discover the resources and values that shape their lives. Reading and writing instruction can then incorporate examples to which children can relate personally.

The project's second goal also offers a high-impact



*Mary Ellbogen Garland (seated, left) congratulates Patrick Manyak on word that he is the latest recipient of a fellowship bearing her name. Garland's father, the late Jack Ellbogen, established the award in his daughter's honor, to support early career College of Education faculty. Dean Pat McClurg (standing, left) and Director of Development Sally Sutherland (standing, right) join Mary in congratulating Patrick.*

challenge – describing the factors behind a highly successful collaboration in a field with few exemplars. "What is it that's facilitating our collaborative work there? What kinds of tools have been particularly powerful in mediating that relationship?" are the questions Manyak hopes to answer.

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

# HAT gifts honor inspiring teachers

In honor of teachers from Sally K. Sutherland.

**Sheryl Brost**, business teacher at Hot Springs (S.D.) High School, from Jennifer Murdock Koch.

**Dr. Kent Becker**, associate professor of counselor education, from Jennifer Murdock Koch.

**Bob Wilcox**, Mountain View High School, from Juanita and Randy Mair.

**Kim Buchanan**, kindergarten teacher at Linford Elementary in Laramie, from Margaret Cooney.

In honor of teachers from Anonymous.

In honor of teachers from Kathleen P. Jachowski.

**Scott McIntyre**, U.S. history teacher at Central High School in Cheyenne, from Linda Newman and Sarah McCance.

**Scott Sewell**, science teacher at McCormick Junior High School in Cheyenne, from Linda Newman and Sarah McCance.

**Judy Ellsworth**, UW Science and Mathematics Teaching Center director, from Anne Crocco, Melanie Austin and Traci Brumfield.

**In memory of Richard Nelson**, middle school teacher, coach and friend of all, from Don and Judy Richards.

**Betty Walters**, First Presbyterian Preschool, from Don Walters.

**In memory of Judy Lowham** from Judy and Glenn Catchpole.

**In memory of Dennis Costantino** from Judy and Glenn Catchpole.

**In memory of Edvina Wiederspahn** from Judy and Glenn Catchpole.

**Dan McCarron**, science teacher at East Junior High School in Rock Springs, from Mike and Glenda Thomas and FMC Foundation.

**Dr. James R. Durkee, Sr.**, retired UW professor of vocational education, from Lydia and Connie Kercher.

**Christy Lehman VanHorn**, seventh grade science teacher at Johnson Junior High in Cheyenne, from Phillip and Gailene VanHorn.

**Mrs. Calloway**, retired teacher from Laramie High School, from Janet (Peterson) and Duane Swinton.

**Pamela Lucey**, Glenrock, from Myrtle L. Coleman.

Kathryn Lex, Jessup Elementary in Cheyenne, from Colter Calvetti.

**Janet Ditto**, Jessup Elementary in Cheyenne, from Colter Calvetti.

**Dr. Jim Johns**, Laramie County Community College in Cheyenne, from the History Day students.

**Barbara Gilbert**, McCormick Junior High in Cheyenne, from Catlynne Calvetti.

**Judy Eatmon**, McCormick Junior High in Cheyenne, from Catlynne Calvetti.

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## Spring HAT gifts . . .

**Brent Bacon**, Pine Bluffs, from Colter Calvetti.

**Jacqi Rabago**, Jessup Elementary in Cheyenne, from the History Day students.

**Kerri Peil**, Ashgrove Elementary in Riverton, from the Ellis family.

**Bruce Peil**, Wind River Middle School in Riverton, from the Ellis family.

**Brian Peil**, Jackson Elementary in Riverton, from the Ellis family.

**Scott McKinsey**, Powell High School, from Jolynn Cotenhaven.

**Helen Hadden**, UW special education professor, from Delores Shell.

**Sharon Olson**, social studies administration at Loveland High School, Loveland, Colo., from Kay Persichitte.

In honor of teachers from Linda L. Lane.

In honor of teachers from David J. Rupp.

In honor of teachers from Rudolph A. Patterson.

In honor of teachers from Paula G. LaBerge.

**Mary McGrane**, Title II director with the Wyoming Department of Education, from the UW Science and Mathematics Teaching Center.

**Don Stoen**, retired 12<sup>th</sup> grade creative writing teacher at East High School in Cheyenne, from Barbara Northcutt Laybourn.

In honor of teachers from Lonnie and Mike Crowe.

In honor of teachers from Steven and Peggy Rieke.

**Dr. Marion Emerson**, Mathematics Department head, Emporia State University in Emporia, Kansas, from George L. Downing.

In honor of teachers from Norman L. Opp.

In honor of teachers from Rebecca J. Harris.

**Lee Aguilar**, retired Spanish teacher at Powell High School, from Marilyn Hollcroft Vercimak.

In honor of teachers from Mark E. Moran.

In honor of teachers from Anthony and Dayle Petrillo.

**Dot Tomlinson**, elementary education in Fort Collins, Colo., from Kathy Tomlinson.

**Virginia Leavitt**, gifted and talented education at Burton Valley Elementary in Lafayette, Calif., from L. Thomas Downing.

In honor of teachers from Jo Ann Bigner.

In honor of teachers from Carol B. Smith.

In honor of teachers from Paul A. Phillips.

**Dana P. Van Burgh**, retired ninth grade science teacher at Dean Morgan Junior High in Casper, from Claire Hartung Darden.

In honor of teachers from Greg A. and Christi L. Gardner.

In honor of teachers from Dr. John R. Jones.

In honor of teachers from Cathleen D. Dorr.

In honor of teachers from Doris G. and William O. Graves, III.

In honor of teachers from Joanna and Robert M. Martinez. Sharon O'Donnell, sixth grade teacher at Anderson Elementary School in Cheyenne, from Jim and Marcy Headstream.

**Dr. Kent Becker**, UW associate professor of counselor education, from Jeanne W. Rothaupt.

**Dr. Jim McClurg**, UW professor emeritus of geology, from Jeanne W. Rothaupt.

**Dr. Karen Williams**, UW associate professor of family and consumer sciences, from Jeanne W. Rothaupt.

**Dr. Audrey Kleinsasser**, UW professor of educational studies, from Jeanne W. Rothaupt.

**Dr. Bacon**, UW – education, from Ronda Linch Morse.

## College of Education Alumni Polo Shirt Order Form

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## Task force tackles new teacher retention

A statewide task force sponsored by the Wyoming State Department of Education is researching how to support induction and mentoring programs offered by local school districts.

Robin Dexter, an assistant professor in the University of Wyoming College of Education Department of Educational Leadership, says the 12-member task force, comprised of school educators, was developed to include education professionals representing small and large school districts; professionals assigned to mentoring positions; teachers; and members of UW teacher and leadership preparation programs.

Induction, Dexter says, is when a “buddy” (veteran staff member) is assigned to assist a new teacher to assimilate to “the way the district and building do things,” such as paperwork, handbooks, getting to know the school and local community, and basic operations. Induction typically takes place in the new teacher’s first year, she says.

Dexter adds that mentoring involves a veteran teacher who serves as a guide, sponsor, or coach who helps a new teacher develop professional skills and assists with instructional strategies, assessment and collaboration with parents.

“Mentors have a tremendous responsibility in bringing new educators to a high level of instructing,” Dexter says.

Education research reveals up to one-third of new teachers leave the profession within the first three years; by the end of five years, 39 percent have left; and, after five years, approximately 50 percent have left the profession. Dexter says supporting and retaining new teachers affects more than just the new teacher; the impact is felt by students, parents, veteran teachers, administrators, teacher educators, policymakers, and taxpayers.

According to research, mentoring is the premier strategy for inducting, retaining and developing new teachers, Dexter says.

The state 12-member Mentor Task Force (MTF) was charged with developing a “portable” (a resource that can

be delivered to and used by individual school districts) new teacher induction and mentoring program that would be available to all Wyoming school districts to support the development or the continuation of such local programs. The MTF developed and disseminated the portable program, “New Teacher Induction and Mentoring Tool Box,” to all school districts in spring 2004.

“The box looks like a big fishing tackle box that contains resources to support a district or school in developing mentoring programs,” Dexter says. The tool box has such items as books, articles, examples of induction/mentoring programs in Wyoming, sample forms, and a notebook guide that has the resources organized around key components, she adds.

“New teachers are expected to take charge of their classrooms as if they had been teaching for years. No matter how well new teachers are prepared in college, learning to teach requires guidance and time to transition from being a student to having students of their own,” Dexter says.

Members of the task force are Bill Berube, head of the Educational Leadership Department and Dexter, both from the UW College of Education; Lynda Collins, Sundance Elementary School principal; Carryl Goens, Campbell County School District staff development; Ken Griffith, Guernsey-Sunrise School principal; Lynn Kahler, Natrona County assistant director/staff development; Mike Klopfenstein, Laramie County School District assistant superintendent; Gary McDowell, Wyoming Education Association president; Linda Merrell, WYCAS, coordinator from Sweetwater County School District; Greg Poduska, Teton County School District teacher; Kay Post, State Department of Education deputy superintendent; and Gloria Sempis, White Mountain Junior High School in Rock Springs.



*Robin Dexter*

# Alumni Bulletin Board

**T**he *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](mailto:debbeck@uwyo.edu)), fax (307-766-2066) or mail (Debra Beck, UW College of Education, 1000 E. University Ave., Dept. 3374, Laramie, WY 82071).

**CANDI (LEONARD) MOWERY**, BA 2002, Elementary Education, and Derek Mowery welcomed their second child, Noah Aiden, on Sept. 25, 2004. He weighed 6 lbs. 15 oz. and was 19 1/4 in. long. He joins his big brother Ethan Elijah, who is 2 years old.

**CORY WEDEL**, BS '98, Agricultural Education, was recognized at the National Association of Agricultural Educators (NAAE) Convention in December 2004 as a "Teachers Turn the Key" Award recipient. He is in his sixth year as the agricultural education teacher, FFA adviser, and assistant football coach at Stratton High School, Colo. In the spring semester of 2005, Cory is mentoring his second student teacher in the last three years.

**JESSICA DOCKTER DICKINSON**, BA '03, Special Education/Elementary Education, and LeRoy Dickinson married on Aug. 2, 2003. Jessica is working as a 10-12th grade resource teacher in Green River, Wyo. On Feb. 15, 2004, Jessica gave birth to Miranda Brittany Dickinson.

*Annex, continued from p. 1*

looking at requirements of the university in terms of capacity. We designed them to be in the range of those capacities."

Lessons learned breaking in the first set of rooms helped committee members adjust technology plans for these new spaces. Among the innovations planned are sound systems in the larger rooms using voice amplification technologies that allow teachers to speak at a normal level, WallTalker surfaces covering the wall at the front of the room, and tablet PCs with wireless connections to the Internet and a projection system.

The sound system resembles technology used in many elementary classrooms and models the use of one form of assistive technology. The WallTalker replaces Smart Boards and expands the surface available for writing and projection. Tablet PCs will allow instructors to work from anywhere in the room and will allow them to pass control on to students.

Third floor plans include labs for science and mathematics methods courses, both with plenty of storage space. It also includes a skylight as well as a space in the floor to open up the area and connect it with the floor below. Artwork by College of Education faculty and students will add ambience.

Student-friendly space includes lounges with wireless Internet access, meeting areas that offer semi-private space to study or meet with faculty after class.

As classrooms move to the Annex, the Education Building faces some adjustments as well. Most notably will be moving computer labs to the ground floor and adding faculty offices to the third floor.



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