

THE Blackboard

UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION

SUMMER 2006

Digital lab enhances counseling practice

Digital technology is helping University of Wyoming counselor education students prepare for a very human profession.

UW's Department of Counselor Education is one of a handful of programs around the nation incorporating digital recording and analysis equipment in supervision of professionals in training. A former educator seeking more effective ways to incorporate technology into the classroom developed the concept and technology. Until graduate counseling programs identified its potential to enhance training of professionals, the emerging technology had been limited largely to use by football coaches wanting to analyze footage of games and practices.

Recording client sessions for evaluation has long been part of preparing master's and doctoral-level counselors in the UW College of Education. But digital technology, fully implemented in the spring 2006 semester, is changing the way that process occurs and enriching the learning experience.

A former lounge in the College of Education basement houses the digital observation post, where faculty and doctoral student supervisors observe live counseling sessions underway in the nearby counseling lab or analyze recordings made at another time.

"We were looking for a solution that would allow us to maintain our live observation and recording but could reduce storage space, allow supervisors to avoid shifting chairs around multiple times, and improve our ability to focus student learning," Michael Morgan, assistant professor of counselor education and counseling lab supervisor, says of the move to digital technology.

A \$40,000 Congressional Award from the U.S. Department of Education funded purchase of five digital

hard drives, software and other equipment to set up the new remote counseling lab. Another grant funded purchase of personal computers used for observation and playback. The digital lab replaces a television/videocassette recorder-based system that created a storage problem (how to sort and house hundreds of videotapes every semester) and

had only limited and cumbersome playback possibilities.

Digital technology creates the potential for richer and more effective analysis, allowing observers and students to mark and categorize segments based on customizable criteria and create a database that can generate a range of information about students' skills and progress.

For example, a supervisor can flag all examples where a student counselor asked a question and categorize

each by whether it is a closed- or open-ended question. The database created in the process can then be used to generate basic information such as percentage of closed- versus open-ended questions used in counseling sessions and facilitate analysis at greater depth (for example, comparing the approach taken in sessions to client success).

"The concept of recording and live observation is really central to what we do," Morgan says. Students learn from seeing successes and challenges—their own and those of their peers. It enhances students' effectiveness as counselors in training. It also helps the program fulfill its obligations to serve the lab's clients.

Master's-level counseling students work with clients early in their program, beginning in a required "Basic Counseling Skills" course.



Doctoral students Susan Williams and Kristin Reid monitor a nearby counseling session.

Cont. p. 19



Patricia McClurg, Dean

Wyoming partners support K-16 education

By Patricia McClurg, Dean, UW College of Education

At the time of this writing I have just returned from Washington, D.C., as a participant in American Association of Colleges for Teacher Education's interactions with members of Congress

focusing on opportunities and challenges for colleges of education embedded in pending legislation.

Legislators are actively addressing concerns related to the relationship between science, technology, engineering and mathematics education and our nation's global competitiveness, the dialog and debate surrounding reauthorization of No Child Left Behind has begun and is expected to take multiple years, and it appears that the reauthorization of the Higher Education Act may see action this fall.

As I reflect on the importance of these national decisions and encourage continued input from educators at all levels, I also have renewed respect for the "on the ground" active work that is occurring in Wyoming. Faculty members in our College of Education and members of the Wyoming School University Partnership (WSUP) are joining other stakeholders in making significant contributions to the nurturing and stewardship of our education system. I would like to highlight a few of these on-going initiatives and to invite you to contact these individuals or departments for input and information.

Wyoming's state-funded Hathaway initiatives provide incredible resources to support high quality P-16 education. The Wyoming Department of Education (WDE) is charged with facilitating the implementation of the Hathaway scholarships for high school graduates and the success curriculum.

College of Education faculty members Audrey Kleinsasser, WSUP director, and Carolyn J. Taylor, secondary education, are joined by other UW faculty members Susan Frye, English, Brent L. Pickett, Outreach, John E. Spitler, mathematics, and Graham Mitchell, zoology, as members of the "extended team" working to define the parameters of this success curriculum. Rollin Abernethy, associate vice president for academic affairs, is UW's representative on the core success

curriculum committee. Jim Lowham, chair of the WSUP governing board and Natrona County superintendent, is a member of the task force developing the curriculum requirements for the mandatory eighth-grade course.

The companion Hathaway endowment for exemplary faculty in Wyoming's institutions of higher education has College of Education faculty involved in search committees for two of four endowed chairs. These initial searches seek national/international leaders in the areas of literacy and science education committed to addressing state and regional needs.

Alan Moore and Robin Dexter, educational leadership faculty members, have contracted with the WDE to investigate the implementation and effects of the new statewide assessment system on instruction and learning. The Curriculum and Instruction Department is offering graduate-level seminars to support teachers involved in obtaining National Board Certification.

Efforts to address critical shortage areas are also underway. Since its fall 2005 implementation the Teacher Shortage Loan Repayment Program has attracted 35 students majoring in special education, mathematics education or science education who have committed to begin their teaching career in Wyoming as repayment for the student loan. Our Special Education Department is launching statewide delivery of a revised masters/certification degree program, the Science and Mathematics Teaching Center is offering graduate level work to prepare middle-level science and mathematics teachers and our Educational Leadership Department is initiating delivery of the principal endorsement and master's degree program in Casper and Ethete.

The mission of the College of Education is to provide quality education through the development of prospective teachers, counselors, adult educators, and school leaders; to provide continuing educational opportunities for members of those professions; to support inquiry and research which further our understanding and practice of effective teaching and learning; and to provide service to the state and nation through professional partnerships and organizations. It is great to be engaged in this work in a state where there are legislators, business leaders, public and private foundations, and involved citizens actively working to provide accessible quality education at all levels.

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.

Colleges collaborate for concurrent secondary degrees

Ongoing efforts to address school districts' needs to hire highly qualified teachers, and enhance graduates' employability, have prompted the University of Wyoming College of Education to collaborate with peers across campus to formalize concurrent majors in secondary education.

UW's secondary education majors have always taken many hours of content in the area they plan to teach. Establishing concurrent majors acknowledges the college's historic efforts to equip new teachers with both the content and pedagogy background that will provide them with a firm foundation for success in the classroom.

The college launched four concurrent majors—in English, biological sciences, art and mathematics education—in the fall 2005 semester. Several concurrent majors were approved in the spring 2006 semester. Those additions included: agricultural education-animal and veterinary sciences, agricultural education-agricultural communications, agricultural education-rangeland ecology and watershed management, social studies education-political science, social studies education-geography, modern language education-German, modern language education-Spanish, modern language education-French, earth science education-geology, earth science education-earth systems science, and chemistry education-chemistry.

Graduates from concurrent major programs will receive one degree with major designations from two colleges when they graduate: one in secondary education and one in their content area.

"The issue for our graduates is really one of their ability, short-term and long-term, to be able to certify or license inside and outside the state of Wyoming," Kay Persichitte, director of teacher education, says.

Early student feedback regarding the change has been positive, according to Lydia Dambekalns, interim Secondary Education Department chairperson. Students acknowledge the advantages of the dual concurrent major and the content focus that leads to "highly qualified" designation under federal guidelines.

Campus conversations and federal regulations intersected, increasing the timeliness of possible concurrent majors for teacher education students.

"The discussion had been occurring in the college at the same time that the No Child Left Behind (NCLB) legislation was being adopted," Persichitte says. "As it turns out, the definition and interpretation of the 'highly qualified' sections of the NCLB are directly related to this collaborative effort is underway at UW."

Valuing subject matter expertise has been a longtime priority in the Wyoming Teacher Education Program.

"We have a deeply held belief that our students must have strong preparation in at least one content area," Persichitte says. "We also believe that they need strong preparation in instructional strategies and in differentiated instruction; and we believe that early and periodic field experiences prior to their residency is also important."

Defining academic programs that meet requirements for both content and education majors, within university regulations policy regarding total credit hours in undergraduate degree programs, has required close collaboration and cooperation across colleges.

"In order to combine all of those things within 128 credit hours requires us to work collaboratively with both the College of Arts and Sciences and the College of Agriculture to identify these concurrent majors," Persichitte says.

Kambutu: Ellbogen Award a call to action

Word that the University of Wyoming had bestowed upon him its highest teaching award caught John Kambutu by surprise.

In fact, it took a few days to realize that he hadn't dreamed the call and that he had been named a 2006 recipient of the John P. Ellbogen Meritorious Classroom Teaching Award.

While some might consider such an honor a career pinnacle, Kambutu, assistant professor of educational studies at the UW/Casper College Center, sees it as an opportunity to reflect and a foundation for the next phase of his professional life.

"This is raising the bar for me," he says. "I've been asking myself: 'Now, what do I do? How do I make sure that I don't fail them, that I don't disappoint them?' How do I not only maintain my teaching standard but improve on it?"

Kambutu resisted family pressure to pursue a legal career, so that he could take his high school principal's advice and follow his passion: teaching. It is a journey that led John from his home country, Kenya, to Laramie to complete his undergraduate program in education. A master's degree in educational administration followed a year later and ultimately, so did a Ph.D. in adult and post-secondary education. John found a home in Wyoming and on the College of Education faculty.

Kambutu describes his early approach to educating teachers-in-training as "fiery" and a straightforward transmission of knowledge. Making students "get it" was the ultimate goal. Over the more than 20 years in the classroom, his understanding of learning has evolved—and with it, his philosophy and teaching style. He draws from his own experiences as a lifelong learner to help students think critically and arrive at their own conclusions.

Kambutu still leads straightforward academic discussions when the subject and situation call for them. But more often, he functions as a learning leader who stretches students as they consider increasingly complex issues in education. He encourages them to research, evaluate and identify ways in which the issue affects them and the students who will one day be in their classrooms.

"That's when learning is taking place—when students are able to bring out what I brought, personalize it, put it out there for public interpretation, and then come up with their own meaning," Kambutu says.

They also must answer the inevitable "now what?" question.

"I ask them, 'How do you see yourselves in the context of the solutions that you are providing?'"

"That's what it means to be a member of a democratic society," John says, "Democracy means that we are in this together. We can't afford to point fingers at other people. We have to know what's going on and then ask ourselves, 'so how do I fit into this picture?' That is when transformation takes place."

While Kambutu spends most of his instructional time with college-age students, he also draws energy from interacting with classrooms of young children. In fact, those children are the focal point of his professional life.

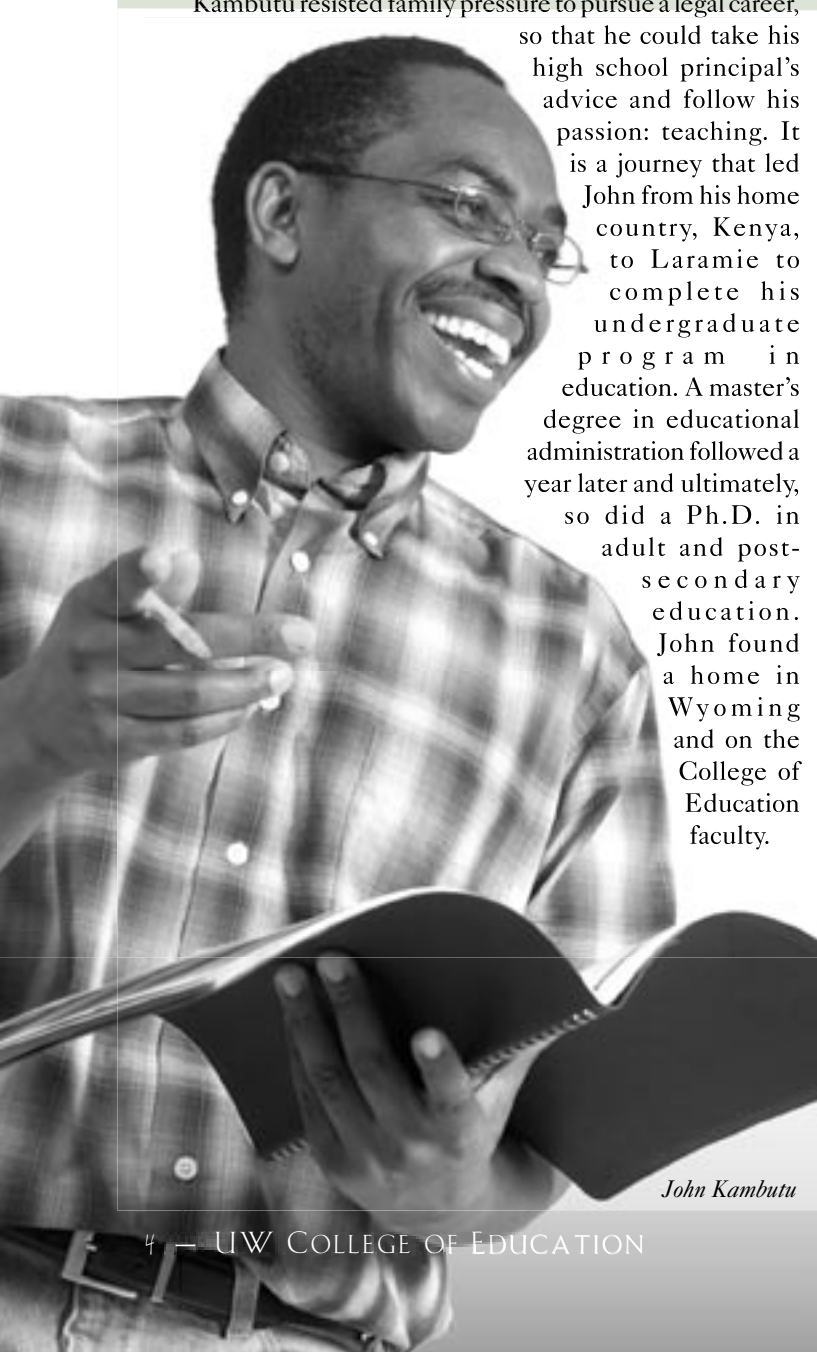
To Kambutu, young children are like small ships, lacking sophisticated tools to navigate life's journey.

"They're not miniature adults—they're not complex, they're very innocent and trusting," he says. "My question is, how are we guiding them? I want them to get the best guidance possible."

Kambutu's work with the "big ships"—pre-service teachers—prepares them to guide young people to successful educational careers and lives. John says he doesn't worry about whether his legacy will be publicly acknowledged at the end of the career, or whether former UW/CC students readily list him as a favorite teacher.

"If that happens, that will be a good thing," he says, "but my focus is on our little ships. Everything I do, I do for the little children."

For Kambutu, the ultimate measure of whether or not he's made a difference will be the ways in which his former students have made a difference in the lives of generations of "little ships."



John Kambutu

Parkinson joins Ellbogen role models as teaching honoree

Deb Parkinson recalls first learning about the Ellbogen Awards as a newcomer to the University of Wyoming community in 1998.

At the time, she was a K-1 teacher in the university's Lab School.

"I remember the high esteem in which the Ellbogen winners were held—these college professors were the best of the best," she recalls. "I never dreamed that one day I might be an Ellbogen winner myself."

Yet two years later, as a graduate student working on her Ph.D. in curriculum and instruction, Parkinson was awarded the Ellbogen Graduate Student Outstanding Teaching Award.

After earning her Ph.D. and teaching at Southern Oregon University, Parkinson returned to UW in 2002 to join the faculty of the College of Education. Four short years later Parkinson, an assistant professor of elementary

is inherently gratifying, but institutional recognition for that work is both humbling and deeply appreciated."

Parkinson's career in education has spanned the age spectrum. Early in her career she worked with developmentally disabled children and adults, and also taught in a Head Start program. After returning to school and earning degrees in early childhood education from the University of Iowa, she directed a public school-based preschool program and taught in a child development center at Portland State University. Later assignments included college teaching at the University of Oklahoma, directing a high school educational program for teen parents, and several years of teaching at the elementary school level.

Deb has always enjoyed working directly with children, but she has found that preparing new teachers and working with currently practicing teachers can be equally gratifying.

"I really believe that I may be able to reach more children if I help to prepare their teachers," she says. "If I have even a small impact on new teachers, who each then assume responsibility for approximately 25 students in their own classrooms, then it may have a far-reaching impact. It's an awesome responsibility, but also an opportunity to give back to the profession in a way that touches many children's lives."

Parkinson's classroom style is caring, student-centered, and focused on equipping both her undergraduate and graduate students with the tools and inspiration they will need to succeed as educators.

"All students, no matter what age, deserve a teacher who is knowledgeable in the content areas in which he or she teaches," Deb says. She also emphasizes the importance of building strong and supportive relationships with students. "When you have those relationships, students are willing to work harder for you because they don't want to let you down. They know that you expect a lot of them because you believe they're going to succeed."

One of Parkinson's areas of research is teacher education. She is currently examining the work taking place in the College of Education's four professional learning communities (PLCs) around the state of Wyoming, where pre-service teachers fulfill their residency requirements and have the chance to participate in partnerships with mentor teachers, school and district administrators, and College of Education faculty members.

Parkinson, who has presented her work at international conferences in China and England, has discovered that Wyoming's PLCs already have drawn national and international interest.

"Because we're in a very rural and sparsely populated state, we have something unique to contribute to the body of knowledge in the area of teacher education, particularly when we are venturing out into the school systems with active partnerships and collaborative relationships."



Deb Parkinson

and early childhood education, received word that she was a 2006 recipient of the John P. Ellbogen Meritorious Classroom Teaching Award.

"I really don't have words to express my gratitude to the Ellbogen family for their foresight and generosity in establishing these teaching awards," she says. "Teaching

Special Education Department restructures programs, adds graduate degree, introduces undergrad class

A combination of national and institutional factors has led to significant changes in UW's special education program, including the launch of a graduate-level certification in that specialty.

A new master's degree in special education, leading to certification, begins in the fall 2006 semester. Previously, majors took five years to earn a dual major in elementary education and special education. In the same time frame, enrollees in the new program will earn both a bachelor's degree and make progress toward completing a master's degree in special education.

Department Head Martin Agran says two major developments drive the programming shift, one national and one institutional. The latter was a directive issued by UW's administration to limit undergraduate degree programs to 128 credit hours. The former is ever-increasing demand for special education teachers who meet the "highly qualified" standards set by the federal No Child Left Behind (NCLB) Act.

Special education teachers in Wyoming who work in an inclusionary environment must hold two certifications: one in a general area (e.g., elementary education or a secondary education specialty) and one in special education. Balancing the requirements of NCLB within the 128-hour limitation to offer an undergraduate degree proved problematic.

At the same time, the College of Education commitment to preparing teachers in high need areas led special education faculty and administrators to consider alternative approaches.

"Both the national and state need for special education teachers is arguably the most critical," Agran notes. "We wanted to maintain the five-year schedule already in place."

Ultimately, a master of arts degree program emerged. Its format fit the compactness criterion—full-time students can complete coursework in one calendar year; specifically, complete the certification and master's program. It also acknowledges the likelihood that many students will be site-bound professionals: all courses

will be available on campus as well as via distance technology. Both graduate students seeking special education certification and in-service teachers returning for advanced training will find the program suitable for their needs.

"Hopefully, it will be appealing to students who wish to be special education teachers, and it will be appealing to teachers who need to complete their certification," Agran says.

Several course changes accompany the new graduate program. Within the program itself, several courses have been revised to focus on instructional strategies to work effectively with varying severity and types of disabilities (e.g., mild-moderate disabilities, severe disabilities). Additionally, new courses have been added in other important areas (e.g., EDEX 5110 "Positive Behavior Support and Management" and "Academic Instruction in General Education for Students with Disabilities").

Another new offering addresses assistive technology and strategies for helping students make the school-to-work or school-to-college transition. In addition, students in the graduate program will take a new research course contextualized to special education.

"The intent is not to turn all teachers into researchers," Agran says of that class. "But since education is a scientifically-based program, professional educators should be informed consumers."

A challenge preparing qualified special education teachers is that Wyoming certification is a generalist program—one certificate qualifies to teach all students with disabilities across grade levels (a general education license is required). The department faculty believe that the new program addresses this need in an expedient manner. All undergraduate education majors are still required to take EDEX 2484 "Introduction to Special Education." Also, "through the college's professional learning communities, there have been activities by different faculty in this department to infuse special education content into the methods classes," Agran says. "That is still ongoing."

Agran co-authors award-winning special education article

A journal article written by College of Education professor Martin Agran and three colleagues from the University of Kansas has been recognized by the Council for Exceptional Children (CEC), the largest professional organization serving special education faculty and researchers.

“Promoting Access to the General Curriculum by Teaching Self-Determination Skills,” which appeared in the summer 2004 issue of CEC’s journal, *Exceptional Children*, received the 2006 Division on Developmental Disabilities Research Award. It recognizes significant research contributions to the area of developmental disabilities.

The article describes research that investigated the efficacy of an instructional model that promotes self-determination for students with mental retardation and other severe disabilities. The model, which Agran developed with several peers, provides a self-directed approach to instruction and classroom management in inclusive classrooms that allow students to gain ownership of their own learning.

Federal special education legislation has emphasized that all students—even those with significant disabilities—should be provided access to the general curriculum. However, there has been relatively little research conducted on the effects of instructional strategies to achieve these outcomes. The study that Agran and colleagues conducted supports the efficacy of a student-directed approach to accessing the general curriculum for students with intellectual and developmental disabilities.

Research described in the award-winning article considered the effects of strategies that engage students as active partners in their learning.

“We examined ways to teach students to use problem-solving strategies to set goals and plan their learning



Award-winning faculty author Martin Agran

accordingly,” Agran says of the study. Typically, expectations are low for students with disabilities—a scenario that he says significantly underestimates individuals’ capabilities.

The group’s study offered evidence that capacity is greater than what we expect of students. Researchers examined learning outcomes and found statistically significant differences for students who had received the support. Agran says results supported the thesis that “when you give students with disabilities more investment in their learning, they will subsequently do better.”

The model’s underlying premise, self-determination, has been Agran’s scholarly focus since his doctoral program at the University of Illinois. Prior to joining the UW faculty in 2005 as Special Education Department head, Agran served on the faculties at the University of Northern Iowa and Utah State University.

Kenya learning opportunity open to alumni

College of Education alumni and students are invited to join faculty and program coordinators John Kambutu and Michael Day for an exciting and challenging learning experience in Kenya, East Africa, in June 2007.

Described as the birthplace of the human species, East Africa retains Garden of Eden characteristics such as beauty, diversity, complexity, and drama. Central, Northwest and Southwest Kenya will be explored during this 16-day program. Participants will experience a variety of Kenyan habitats and the relationships that exist between local peoples and the wildlife at home in these settings.

Beginning and ending in Nairobi, program participants travel an 800-mile loop with extended visits to Mt. Kenya, the Great Rift Valley, mountain and tropical rain forests, and one of the most popular parks in Kenya, the Maasai Mara. During their travels participants will meet a variety of local peoples such as the Kikuyu, the Turgen, Pokots, Marakwets (sub-tribes of the Kalenjins), the Jemps with their fascinating

traditions along the shores of Great Rift Valley lakes, the Luhyas of Kakamega forest, the Luos of Lake Victoria, and the semi-nomadic Maasai.

Building upon the highly popular residential programs offered each August in Yellowstone National Park, the

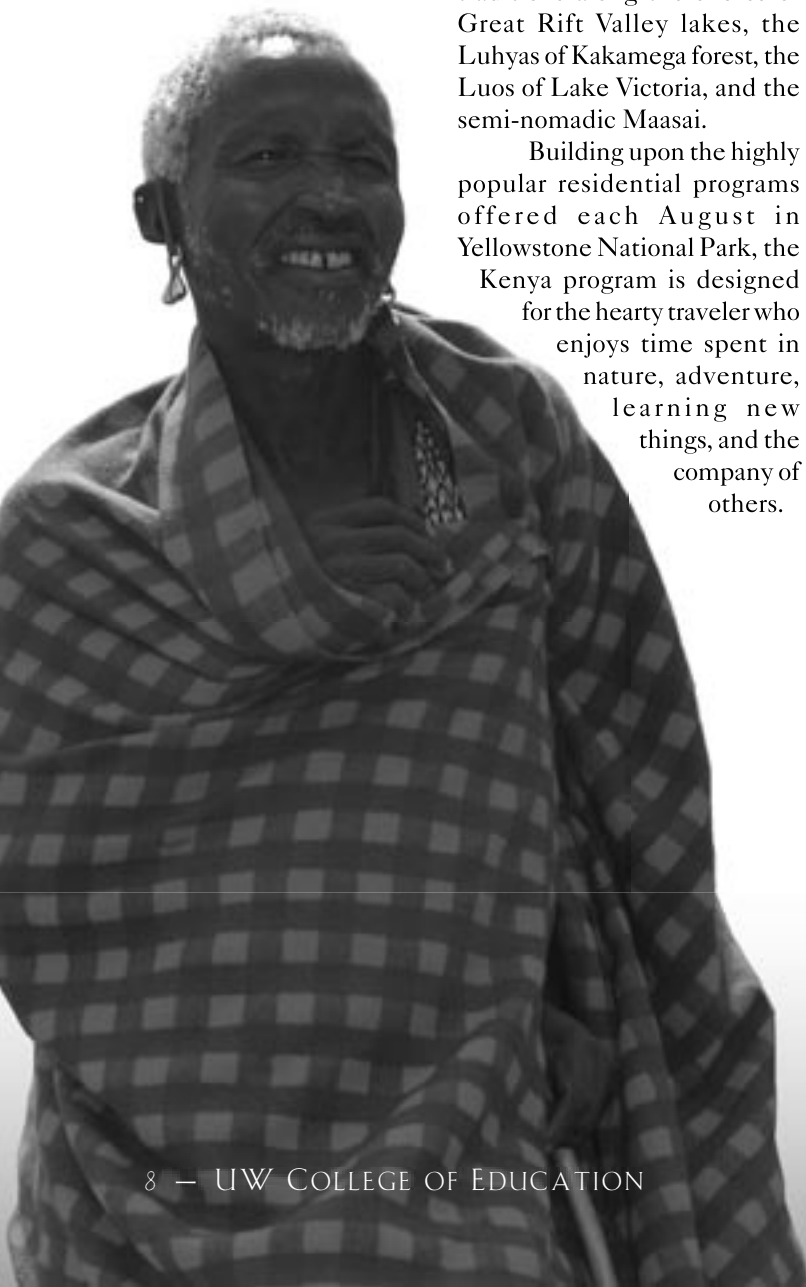
Kenya program is designed for the hearty traveler who enjoys time spent in nature, adventure, learning new things, and the company of others.

Content goals focus primarily on cultural and natural history and are achieved through direct exploration of savannas, mountains, forests, lakes, rivers and the peoples and wildlife that reside in these areas. This is a very active program with time each day spent outdoors studying varying landscapes, ecological relationships and interacting with local peoples. Elevation is often above 4,000 feet and there are moderate nature hikes therefore participants should enjoy physical activity.



The in country cost of the program is \$3,200. This does not include airfare to and from Nairobi. The program is limited to 12 participants. For further information and to make reservations contact the UW Outreach School at (307) 766-6802 or (877) 733-3618 ext. 5. A deposit of \$300 is required.

For additional information regarding other residential learning programs sponsored by the Department of Adult Learning and Technology and/or for information about Michael Day and Ellen Petrick's new book, *Designing Residential Wilderness Programs for Adults*, visit the department's Web site at www.uwyo.edu/alt/.



Simpson studies games as potential learning tools

What happens when the video game generation loses interest in classroom learning? A study by a University of Wyoming assistant professor challenges teachers to bring a little fun into their classrooms, while also meeting state teaching standards.

The challenges and rewards of bringing commercial video game simulations into the classroom to support learning was the focus of research conducted recently at Laramie Junior High School (LJHS) by Liz Simpson in the UW College of Education's Department of Special Education.

"We know that video games and simulations present very complex and challenging learning environments. Unfortunately, educators have been slow to pick up on a very fundamental shift in the way the students who have grown up playing video games—the 'gamer' generation—learn."

Teachers are often frustrated by their inability to connect with this generation, Simpson says.

"Like it or not, video games play a daily part in the lives of almost every child, either through actual game play or through having friends and family who are gamers," she says. "To be successful in this environment, teachers need tools that will help them connect with students' new learning styles."

Simpson's pilot study used the simulation video game, Enlight's "Restaurant Empire," targeted at eighth- and ninth-graders in a beginning computer class.

"This and many other commercially-available video games can be used as learning tools in the classroom," she says. "Teaching with video games can open new avenues of communication between teachers and students."

Simpson worked three weeks with business teacher Janet Johnson to incorporate the video simulation program into the classroom lesson plan. The students' pre- and post-performance was assessed against Wyoming's vocational standards.

The research demonstrated that simulation video games provide an environment in which students practice skills, such as running a business and being entrepreneurs. The students, working in collaborative groups of three, had to plan every aspect of running a restaurant, choosing among such things as the decor, menu items, prices, ordering supplies—everything a real owner had to accomplish to be successful, Simpson says. In the classroom students collaborated, solved problems and came

up with the best way to accomplish their goals.

"It was a learning experience for the students rather than just a game to them," Simpson says.

The lesson plan also measured the students' learning against the state vocational standards. The simulation provided relevant activities that helped students to analyze career paths within the food services industry; demonstrate business and personal financial management skills; effectively manage time, money, materials and human resources; and demonstrate interpersonal skills.

The study also helps teachers learn more innovative ways to use technology. Simpson says teachers can become frustrated because the teaching methods and tools that have worked in the past are not effective with this generation's learners. Teachers must develop new teaching methods, Simpson adds.

"The problem is that the teachers new to the profession have learned to teach using the same methods used by teachers for more than 30 years," Simpson says. "They identify the same need for student control and behavior management identified by their older peers. They also see the apathy and disengagement of the students but unfortunately, do not have the tools they need to reach the students."

"Teachers who are familiar with the covert learning found in video games can create win-win opportunities in the classroom," she adds.

Citing the National Center for Educational Statistics, she says 90 percent of all elementary and secondary students polled use their home computers for video games, while only 83 percent use them for school assignments.

"Why not merge the two? I am not saying that the use of video games should completely replace the traditional methods of teaching," she says. "There are certain foundations that should stay intact. But this study shows the use of video games as a teaching tool deserves serious consideration as a way to present information and bridge learning concepts."

Simpson recently presented her research to all Albany County school district principals and the Albany County school board and also at the Association for Educational Communication and Technology's International Conference in Orlando, Fla. She discussed her work at the Association for Curriculum and Development's national conference in Chicago.

For more information, call Simpson at (307) 766-2342 or e-mail: lsimpson@uwyo.edu.

Students, employees honored at annual college banquet

Congratulations to the students, faculty and staff who were honored at the College of Education's 2006 Spring Banquet.

2005-06 Faculty and Staff Awards

Faculty Award for Outstanding Teaching—Michael Morgan, assistant professor of counselor education.

Faculty Award for Outstanding Advising—Dorothy Jean Yocom, associate professor of special education.

Faculty Award for Outstanding Research and Scholarship—Peter Moran, assistant professor of elementary and early childhood education.

Faculty Award for Outstanding Service to the Profession—Robin Dexter, assistant professor of educational leadership.

Staff Award for Outstanding Service to the College—Jeanette Skinner, office associate, Department of Adult Learning and Technology.

Award for Outstanding Contributions toward Improving the Climate of the College—Kate Muir Welsh, assistant professor of elementary and early childhood education.

2006-07 Undergraduate Scholarships

Donald and Dorothy Bird Special Education Scholarship—Stephanie Dockter

Grace Thorson Brown Scholarship—Barbara Gonzales, Cynthia Gruwell, Sherri Stock

Mark Carson Trust Scholarship—Laura Bobbitt, Andrew Kaman, Michael McDonald, Nancy Nicodemus, Nicole Pritchard, Lydia Renneisen, Paul Schabron, Dallie Vallier

Edna Pendleton Cash Scholarship—Amber Baltes, Anne DeGraw, Nicole Pritchard

College of Education Scholarship—Jennifer Lasly, Amie Lundberg, Jenny Jackson, Ashlee Humphrey

Ace Alan Cossairt Scholarship—Vicki Saur

Charlotte Cossairt Scholarship—Laura Bobbitt

Mary M. & David H. Crum Scholarship—Virginia Nida, Lydia Renneisen

Virginia Davis Scholarship—Cindy Baker

Delta Kappa Gamma Upsilon Chapter Recruitment Grant—Billie Bowen, Brandy Saunders

James Durkee Scholarship—Christin Allen, Lynn Sweet

Leah and Ken Griffin Scholarship—Virginia Hansen, Casey Nelson

Jessie Mae Halsted Scholarship—Dale Walker

Ernest & Helen Hilton Scholarship—Timothy Paisley

Ola A. Hammond Scholarship—Tanya Harder

Suzanne P. Hoffman Memorial Scholarship—Amanda Bridges

Honor a Teacher Scholarship—Michelle Culver, Kyle O'Donnell, Amanda Schreurs

James and Dorothy Hook Scholarship—Fay Becksted

Wendy C. Jacobson Scholarship—Alexandra Bilan

Orla V. Lamb Scholarship—Holly Mintz, Megan Salvador

Everett Lantz Scholarship—Fay Becksted

Ruth Linder Scholarship—Khristian Owens

Robert and Jacqueline Malonek Scholarship in Education—Khristian Owens, Christopher Harnden

Josephine J. McCue Scholarship—Chelsie Gorzalka

Harriet Knight Orr Scholarship—DaNae Bee

Mildred Petrie Scholarship—Corney Chadwick, Sherri Wertz

Margaret Smith Powell Scholarship—DaNae Bee

Susan Seaton & Erinn Tanner Education Scholarship—Stacey Zenker, Darren Zibell



Silver Symbol of King's Daughters and Sons of Laramie Scholarship—Cynthia Gruwell

Paul Stock Foundation Scholarship in Education—Jennifer Booth, Katie Capson, Chris Christensen, Michah Dunmire, Jamie Fowler, Virginia Hansen, Nicole Pritchard

Superior Student in Education Scholarship—Jennifer Bamberger, Caitlin Bohnenblust, Keri Braunberger, Amanda Bridges, Devin Brooks, Julie Crago, Addrienne Easum, Theresa Fernau, Tiffany Hurd, Christopher Kellogg, Paul Schabron, Sarah Seely, Emily Sorensen, Chelsea Thompson

Superior Student in Special Education Award—Sara Jane Herrboldt, Candice Merkle, Katie Moore, Odis Turner

Gordon and Reta Mae Tate Scholarship—Alexandra Bilan, Amber Vossler

George and Grace Shively Tupper Scholarship—Erin DeKrey, Laura Lundell
Lura O. Wirick Scholarship—Chelsie Johnson

Altamae Wynecoop Van Sant Merit Scholarship—Tiffany Lange, Dallie Vallier

Laurence and Mathilda Walker Scholarship—Amber Baltes



2006-07 Graduate Scholarships and Awards

Clarence Jayne Scholarship—Kristi Frush, Leann Kaiser

Max Rardin CARE Award—Bryon Lee

Ione Gibbs Scholarship—Betty Cardona, Gina Lutterman

Patricia B. Ferris-Hawley Scholarship—Amanda Bullock, Julie Laib, Kristin Reid, Liza Sanderson

Lyle Miller Scholarship—Brandon Kosine, Lisa Kramer, William Shutts

Arden White Scholarship—Justin Henderson, Gina Lutterman, Jennifer Murdock, Liza Sanderson

Russell I. Hammond Scholarship—Beth Gordon

Maurice Wear Scholarship—Bruce Mowry

Ivan Willey Scholarship—Jayne Moehr

Eleanor R. "Rusty" Rowland Scholarship—Alexandria Harris, Christine Quillen, Gayle Sparks

Elnora Brooks Memorial Scholarship—Bruce Mowry and Bonda Zeller

John K. Corbett Memorial Scholarship—Bruce Mowry



2006-07 Graduate/Undergraduate Scholarship

Leona and Jeanette Heptner Scholarship—Mary Beth Emmons, Elizabeth Erichsen, Kristi Frush, Carla Hester, Leann Kaiser, Brandon Kosine, Lisa Kramer, Paul Marquard, Liesl Peterson, Liza Sanderson, Shelly Shepherd, Shawna Smith, Lindsay Stoffers, Samuel Wasserman-Singer, and Bonda Zeller



Honor a Teacher Fund welcomes gifts to support scholarships

The College of Education thanks the following contributors to the Honor a Teacher (HAT) scholarship fund and recognizes the outstanding educators they recognize with their gift.

Honorees and the individuals who made a contribution in their name are:

In memory of Amos Kleinsasser

by Barbara Chatton

by Peggy Cooney

by Robin Hill

In memory of Amos Kleinsasser

by Audrey Kleinsasser

Richard Rowles

by Thomas Wright

Babette Frazier

by Trudy Sargent

Richard Rowles

by Clark Allen

by Margaret Fester

Bill Parsons

by Boyd Keena.

In honor of Audrey Kleinsasser's parents

by Jacquelin Buchanan

by Sara Axelson

by Susan Moldenhauer

by Carol Adams

by Susan Jones

by Marcia Wolter Britton

by Marcia Bell Kelley

Teresa Brown

by Max Brown

Babette Frazier

by Tom Frazier

David and Mary Hodge

by Tom and Babette Frazier

General contribution

from an anonymous donor

from Jeanne Mattick

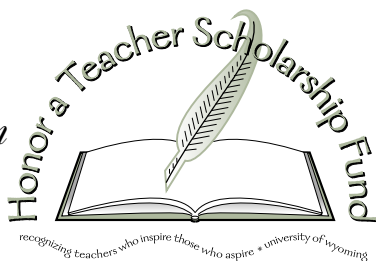
from Anthony Petrillo

UNIVERSITY OF WYOMING COLLEGE OF EDUCATION

Dept. 3374 • Laramie, WY 82071 • Phone (307) 766.3145 • Fax (307) 766.6668

N07ED

Rewarding Dedication



Educating the Future

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

Donation amount _____ In honor of _____

Honoree's school and address: _____

☐ Check enclosed \$ _____ ☐ Charge my credit card — Card type _____

Card number _____ Exp. _____

Signature _____

My name _____ Phone _____ E-mail _____

Address _____ City _____ State _____ Zip _____

Mail to UW College of Education • Dept. Box 3374 • Laramie, WY 82071 • Attn: Sharon Kahin



Castañeda, Mayfield present at international women's conference

College of Education faculty member Carmelita (Rosie) Castañeda and graduate student Kerrita Mayfield joined scholars from across the globe in Havana, Cuba, for the sixth annual International Conference on Women in the 21st Century.

The conference, hosted by the Federation of Cuban Women, was intended to “promote dialogue, exchange of information, and the reassessment within the various academic disciplines concerning gender, feminism, and women’s studies.”

Castañeda, assistant professor in the Department of Educational Studies, and Mayfield, a doctoral student in curriculum and instruction, presented a workshop titled “Women Creating Networks of Survival in Institutions of Higher Education” during the November event. Their session focused on how women and, specifically, women of color in the academy survive and thrive in college and university settings.

Castañeda describes her twofold involvement in this research topic, “first as an area of interest, and second in my personal experience as a woman of color who is an academican in a predominantly white institution.” Her focus on this area of research is grounded in her belief that “it is important to examine the role of power in predominantly white institutions because it is vital to expose prejudices and discrimination.”

Attending this conference in Cuba has expanded Rosie’s level of involvement from the national arena to the international forum. She feels that “being able to share and learn from women both in similar and in unfamiliar cultural contexts enriches my personal and professional interest in these issues.”

In addition to hearing about the work of visiting scholars from such countries as South Africa, Chile, Canada, England and Colombia, Mayfield and Castañeda had multiple opportunities to explore the Cuban academic community.

“There was a real love and sense of relish among the Cubans that I encountered, for their education that was different than what you encounter in the U.S.,” Kerrita says. “Inside, there was a really rich, varied and fully functioning educational community.”

Mayfield acknowledged the gap between stereotypes about Cuba and its people and what she experienced there.

“There was a very sharp contrast between the people of Cuba and the situation of Cuba that you don’t really expect to encounter,” she says.

Those stereotypes work the other way as well. Mayfield says she was surprised to learn how popular media shapes Cubans’ perceptions of American life.

“Watching *Legally Blonde* in Cuba makes you realize that their context for who you’re supposed to be is really framed by some of our entertainment exploits,” she says.

Rosie’s effort to spend time observing and visiting with citizens to learn more about Cuban culture added larger dimension to her fascination with the mix of old and new everywhere in the city. Tapping cultural relevance well beyond the simplistic view absorbed by the tourist-bound visitor, she was nevertheless taken aback by the cultural complexity that exploring Cuban neighborhoods evidenced. Her experience in Havana opened her awareness to multiple layers of cultural significance and raised questions that linger.

Principal prep programs move to off-campus sites

Beginning this fall, courses supporting the University of Wyoming College of Education principal preparation program (leading to a master's degree) and its principal endorsement program will move from the Laramie campus to sites in Casper and Ethete.

Educational leadership faculty will teach one core course per site every semester. Each class will be offered using a combination of intensive weekends and distance technologies (e.g., videoconferencing or online).

Both sites were selected for their accessibility to major portions of the state: Ethete serving students in western Wyoming, Casper serving those in the east. Key to the move is a partnership with the Outreach Credit Programs Office (OCP) and the UW/Casper College Center (UWCC), both units of the UW Outreach School. OCP will coordinate the Ethete program; UWCC will coordinate the Casper program.

Moving the programs off campus brings them closer to the professional educators seeking professional development opportunities.

"We've been developing this vision for quite a while," Bill Berube, Educational Leadership Department head, says. It also continues the college's decades-old commitment to delivering educational programming to sitebound students around the state.

"It's clear that, when you move off campus and into the state, it is well received," Berube adds. "At least that's the reception we've received so far."

Up to this point, both the endorsement program and the master's program were based on the Laramie campus, with courses offered during the summer and during intensive weekends in the fall and spring. When department faculty developed four core courses that the programs share helped pave the way for streamlining offerings—and the move off campus.

Assistant professor Robin Dexter launches the Ethete program, teaching "Personnel Development and Communication." Assistant professor Bob McCarthy will teach the first offering in Casper, "School Organizations." Berube and assistant professor Heather Duncan will teach the spring courses, Berube in Ethete and Duncan in Casper.

Applications to both programs are now accepted year-round, with admissions made in the fall and spring semesters. While this means that students will enter and leave the program at different times, Berube predicts that participants likely will develop close, collaborative cohort-like relationships.

"We think that kind of a cohort may be more real-world or real-school," he says, since there will be existing introductions into the community. "Those people who have been in the program are receiving the new students: helping them and mentoring them. It's a lot like what occurs in schools."

Another major change differentiates the new off-campus programs from their predecessors: the way in which the required internship is fulfilled.

Heather Duncan is part of the educational leadership faculty team responsible for taking the college's principal preparation programs off campus.

"We have a chunk of their internship attached to each of the courses, so that when they take a core course, there is a connection between the internship they're doing and the content of each of the courses," Berube explains. Previously, internships were self-contained experiences, generally undertaken after coursework had been completed.

For more information on the programs, including applications, visit the department Web site (www.uwyo.edu/edleadership), call the office [(307)-766-5649] or e-mail (edleader@uwyo.edu).



Ed College Alumni Bulletin Board

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

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

CLARENCE “SANDY” HUFFMAN, EDD ’91, Education Administration, is completing his 48th year in education as a teacher and district administrator. He also served as Wyoming Boys School education director from 1982 to 1994 when he moved to Warden, Wash., where he has served as both a teacher and an administrator. Clarence was an elementary school principal in Worland, Wyo. Huffman received the Washington Outstanding Music Educator Award in 2004, the Warden teacher of the year Excellence Award designated by the Educational Service District in 1997, and the Warden Community Family of the Year Award in 1998.



Recruiters from as far away as Alaska interviewed 2006 graduates for vacancies in their districts this spring.

Hathaway scholarships facilitate Wyo college participation

Legislation passed in 2005 that established the Hathaway Scholarship Program has justly received wide publicity for its promise of reducing financial barriers to higher education for Wyoming’s high school graduates. Far less visible has been a provision housed within the same bill, which has the potential to give those students access to some of the nation’s and world’s most accomplished professors.

The 2005 Excellence in Higher Education Endowment bill also authorized the establishment of a state-funded trust designed to generate \$105 million in interest for the University of Wyoming and the state community colleges to use for hiring outstanding faculty members. UW will receive \$70 million; \$35 million will be apportioned among the community colleges.

In its 2006 session, the Wyoming State Legislature provided \$2.8 million to “jump start” UW’s efforts to recruit top faculty while the endowment “fills” during the next two years.

“We know by experience that recruiting good faculty members takes time,” says UW President Tom Buchanan. “We also know that recruiting the absolutely best faculty members takes even more time—and money. The \$2.8 million authorized this year by the legislature has allowed us to kick the process into gear and pursue the people we want to teach our students and conduct research for the benefit of Wyoming, the region, and the world.”

The 2005 legislation specifies that at least four faculty positions made possible by the endowment will be in the College of Education. At least two-thirds of the remaining endowment earnings will be devoted to faculty positions in energy and natural resources, and life and health sciences. The remainder will go toward areas of distinction in UW’s Academic Plan II, which include environment and natural resources, life sciences, science and technology, professions and issues critical to the region, cultural endeavors, arts, humanities, and history and culture of Wyoming and the Rocky Mountain region.

Doc student Axelson leads UW Student Affairs Division

Though higher education administration is a focal point of Sara Axelson's résumé, she didn't envision a path leading to a student affairs vice presidency until spending a year in that position on an interim basis.

Axelson, a doctoral student in the college's Department of Adult Learning and Technology, served as interim vice president for student affairs during the fall and spring semesters along with continuing her work as associate vice president for enrollment management.

Along the way, Sara found a fulfilling professional stretch that led her to applying for the position permanently.

"I had such a good year," she says of her experience as interim VP. "It was so wonderful, working with student affairs directors in this role and working with student groups, that I decided to throw my hat into the ring."

Axelson knows student affairs work well. Before returning to UW, where she earned her bachelor's degree in organizational communication in 1979, Sara balanced assignments in municipal government with student affairs posts at Western State College in Gunnison, Colo., and Dakota State College in Madison, S.D. Her most recent academic position held before assuming her duties at UW: assistant vice president for enrollment services/director of admissions at Western State College.

Axelson also knows the UW Division of Student Affairs well. Sara joined the division in 1999 to direct its enrollment management program, coordinating core student functions (Admissions,

Student Financial Aid, Office of the Registrar, and Advising and Career Services) for the first time in the university's history. With the launch of the UW Enrollment Management Council and new access to legislative resources supporting recruitment efforts, Sara was able to lead a collaborative, campus-wide effort to integrate and enhance those services.

Five "indicators of a vibrant student affairs division" provide Sara's focus and she works with the division to prioritize work:

- Effective enrollment services
- Systemic retention efforts
- Expanded opportunities for student engagement and leadership
- Health and wellness services
- Committed staff who are dedicated to students.

Coalition building is an aspect of student affairs work that has long interested Axelson.

"That makes a job fun—when you're really working closely with others," she says, "and it's a much richer experience as a result."

It's also critical to the success of the division's efforts to support student success.

"With the kinds of things we're trying to accomplish, the more people work together, the better the results will be," according to Axelson.

Another expanded opportunity that came with the vice presidency was the chance to interact directly with student leaders.

"That is what really put me over the top in terms of applying for this job," she says. "It was a part of me that hadn't been tapped in many years."

To help ensure that those communication lines remain open, Sara is working with Associated Students of the University of Wyoming (ASUW) student government leaders to establish a Student Affairs Advisory Council for fall launch. This group will connect Axelson and other division staff to student leaders on a regular basis.

Axelson's fourth floor Old Main office is "77 steps from civilization," a minor challenge to her commitment to open access and active collaboration. Reaching out is important to her daily work.

"I don't want an invisible vice presidency," she says. "I want to be interacting with students and be proactive enough that, when there are issues that come up, we already know each other. We can work together on things and there's a good dialogue."

The topic of Axelson's dissertation, providing effective student services to online learners, has a direct link to her new responsibilities. Whether they are part of the growing population of sitebound enrollees learning from a distance or attending classes on the Laramie campus, students are increasingly affected by ever-evolving technology. When those students log on for their UW education, the challenge of connecting them to critical university support services becomes particularly challenging. Sara is working with others in the Outreach School and Student Affairs to explore ways in which access can take place more seamlessly.



UWCC Student Steever receives award

Jamie Steever of Douglas, a senior in the elementary education degree program offered through the University of Wyoming/Casper College (UW/CC) Center, recently became the 10th recipient of the Sue Jorgensen Excellent Student in Education award.

The distinction is one of the center's highest honors bestowed upon prospective teachers, established to honor the memory of the first coordinator of the UW/CC Teacher Education Program, Sue Jorgensen.

"I feel honored to be chosen to carry on the legacy of a lady who had an amazing passion for excellence in education," said Steever, daughter of Penny and Jim Steever of Douglas. "Receiving this award will allow me to follow my dreams, and the beliefs of Dr. Jorgensen's 'life-long learning,' while I work toward my master's degree in special education."

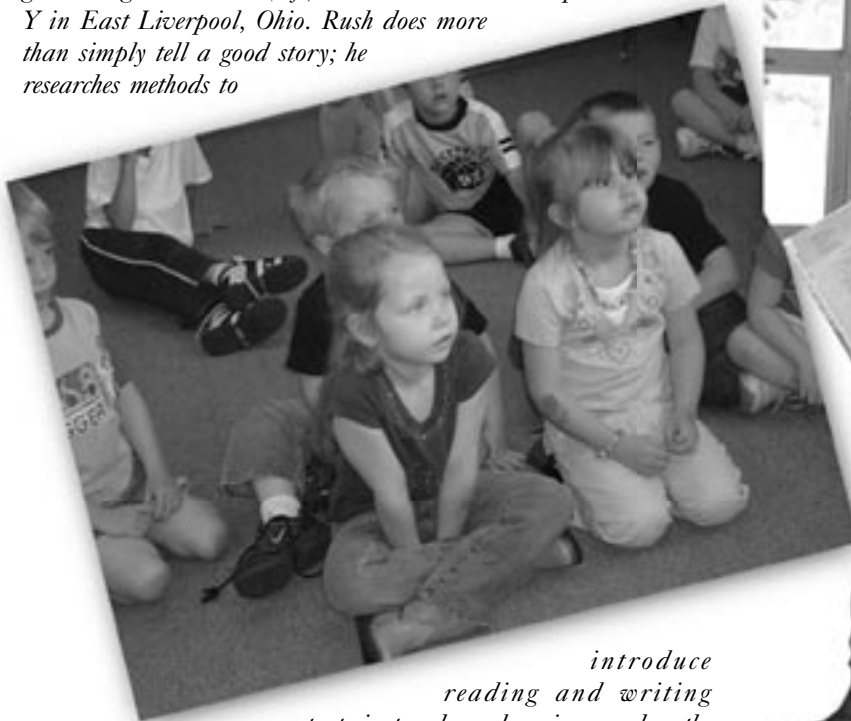
To receive this honor, a candidate must earn a

minimum 3.5 grade point average while enrolled in the UW/CC Elementary Education Degree Program, exhibit professional disposition toward mentors and peers, contribute to the education field through leadership and community service, and display a positive attitude to promote excitement and curiosity about learning. Based on these criteria, candidates are nominated and selected by consensus of the elementary education faculty and staff.

Steever will begin her residency at a local elementary school in the fall, where she will teach until her graduation in December 2006. She plans to continue her work with Destination Literacy, a student organization that promotes literacy by organizing activities and reading stories to "at-risk" children. In addition, Steever will assume the role of president of the UW/CC Center's Round Table Honor Society, which raises money for charity and participates in various community service projects.

Renowned faculty storyteller Tim Rush

found a particularly rapt audience this summer when he visited granddaughter Gracie's (left) class at the East Liverpool Y in East Liverpool, Ohio. Rush does more than simply tell a good story; he researches methods to



introduce reading and writing strategies to enhance learning—such as the read-aloud he shared with Gracie (left) and her friends. He read "Why Cowboys Sleep with Their Boots On," then asked the children to help him make up two lists: one for the cowboy's things that animals could "borrow" during the night, and one for animals that might take something while Slim Jim sleeps. Each child then wrote a letter to Slim under the picture, thanking him and explaining why the animal took the item from him. During Rush's annual visit to his daughter's family, he has offered demonstration lessons in nearby schools. This year, he also visited first-grade classrooms at East Elementary and fifth- and sixth-grade classrooms at Beaver Local Middle School.





Meaningful Mural

Students in Lydia Dambekalns' Meaning in Art class collaborated on a mural outside of their classroom. The design incorporated concepts learned during the May pre-session class and left a colorful diversion for future students who will take classes in that room. (Courtesy photos)

College of Education Kudos

Several College of Education community members have received word recently of awards and other recognition for academic accomplishments.

Deborah McGriff, assistant professor of counselor education, received the Jason Thompson Commitment to Diversity Outstanding Faculty Award.

Members of the Wyoming Honors Organization presented Steve Bialostok, assistant professor of elementary and early childhood education, its Award for Excellence in Teaching Advanced Honors.

UW trustees approved tenure and promotion to associate professor for two College of Education faculty members—Allen Trent (educational studies) and Peter Moran (elementary and early childhood education).

The UW Shepard Symposium for Social Justice is the 2006 recipient of the National Network for Educational Renewal's (NNER) Michelli Award for Advancing Social Justice. Representatives will accept the award at the NNER's national conference in October. College of Education faculty members Peggy Cooney and Omowale Akintunde established the Symposium for the Eradication of Social Inequality in 1997. Education faculty members have continued to provide leadership for the program, renamed in 2002. Information about the symposium is available at www.shepardsymposium.org.

Conference celebrates partnerships' 20th anniversary, democratic education

Larry Cuban, author of *The Blackboard* and the *Bottom Line: Why Schools Can't be Businesses*, provides the keynote address at a conference commemorating the 20th anniversaries of the Wyoming School-University Partnership (WSUP) and the Colorado Partnership for Educational Renewal.

"A Celebration of Education in a Democracy: 20 Years of Work toward Equal Access for All" is Oct. 11–13 at the Holiday Inn in Cheyenne. The program will feature three strands: the League of Small Democratic Schools initiative, leadership for simultaneous educational renewal, and high school to higher education transitions.

Cuban, Stanford University professor emeritus, will discuss the expanding influence of business-inspired reform on public schools in the past quarter-century. He also will examine the impact of these changes on partnerships and other forms of school renewal.

Registration opens Aug. 15. For more information, visit the WSUP Web site: www.uwyo.edu/wsup.

Social studies grad Burnett awarded Madison Fellowship

Amy Burnett of Powell, a University of Wyoming May 2006 graduate, has been named a 2006 James Madison Fellow. She will receive up to \$24,000 from the national organization to pursue a master's degree emphasizing American constitutional government.

A University Honors Program graduate, Burnett earned a double major in secondary education, social studies emphasis, and American studies. She will return to UW in the fall to begin her graduate course work in American studies.

Amy's project compared American and Danish secondary education systems. She conducted her research while a student at the University of Southern Denmark in Odense. Carol Bryant, associate professor of secondary education, and Eric Sandeen, professor of American studies, supervised her project.

Named in honor of the fourth president of the United States and acknowledged "Father of the Constitution and Bill of Rights," James Madison Fellowships are intended to recognize promising and distinguished teachers and strengthen their knowledge of American constitutional government. This year, the 50th year of the annual fellowship competition, only 50 Madison Fellows were selected from a pool including the 50 U.S. states, District of Columbia, Commonwealth of Puerto Rico and the nation's island and trust territories.

To satisfy Madison Fellowship requirements, the student's master's course must include a concentration of courses on the history and principles of the U.S. Constitution. After completing their advanced degrees, recipients will teach American history or social studies in a secondary school for at least one year for each year of fellowship support.

"I have always known that I would go on to get a higher degree," Burnett says. "The Madison will definitely help me out financially, but it gives me so many more opportunities aside from that aspect."

The fellows must earn 12 semester credits of constitutional study during their master's study; six of

these will be completed at Georgetown University at the James Madison Memorial Fellowship Foundation Summer Institute on the Constitution. Burnett will attend the institute in July 2007.

"Through this program, I will learn from the best and brightest professors at Georgetown and build a support system with the Madison Foundation and other educators. This is yet another way for me to become a successful and knowledgeable teacher," Burnett says.

Throughout her undergraduate career, Burnett was active on the UW campus, participating in Iron Skull, UW's junior honorary, and Mortar Board, a national senior honorary. In 2004 she ventured abroad to study in Denmark and in 2005, extended her global experiences by enrolling in the Bahrom International Program in South Korea. She credits attentive advisers, expert professors and meaningful classes for the opportunities she has earned. "Without the preparation and support so many at UW gave me, I would not have been a competitive candidate for national awards and programs such as the Madison Fellowship," Burnett says.



Amy Burnett

Digital counseling lab, cont from p. 1

"About halfway through the semester, they begin seeing real clients," Morgan says, "because the best way to master those skills is to practice them. But we have an ethical obligation to ensure that the clients are taken care of and that the students are being ethical in their behavior. Everything that they do is supervised by an advanced doctoral student under faculty direction."

Using technology similar to consumer digital recording systems (e.g., Tivo), supervisors can pause, mark and categorize live sessions. They can then use that information during a mid-session check in with the student counselor, calling up a specific segment to make a point, and provide feedback to assist the student counselor in the remaining half of the session.

"The client gets better service, the student is able to learn quicker, and doctoral students are getting practice being supervisors," Morgan says. "We're really working on three different levels, all at the same time."

Recorded sessions may also be used in practicum settings, facilitating peer feedback and providing opportunities to consider alternatives via role-playing and other instructional strategies.

"It's an intensive opportunity for learning on multiple levels—to review the skills, to practice the skills, to go back and reapply them, to practice self-evaluation, and to be evaluated by their supervisors," Morgan says.

Word that UW's program is using digital recording and analysis tools is spreading fast, drawing interest from colleagues around the region and potential students curious about how their preparation may be enhanced. UW's counselor education faculty members are exploring ways to incorporate use of digital technology into their department's research agenda, expanding understanding of its potential for improving the quality of graduate preparation programs.

UNIVERSITY OF WYOMING

College of Education

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

Change service requested

Non-Profit Organization

U.S.Postage

PAID

University of Wyoming