

# THE Blackboard

UNIVERSITY OF WYOMING  
COLLEGE OF EDUCATION

SPRING 2007

## Wyoming districts receive teacher recruitment assistance

Providing multiple opportunities to expose anticipated graduates to Wyoming employment opportunities is the goal of a collaborative effort between the UW College of Education, the UW Center for Advising and Career Services (CACS), and the Wyoming Association of School Personnel Administrators (WASPA).

Two new initiatives are yielding positive early feedback: an online CACS database linking job seekers to district employers and a Wyoming-only “mini-job fair” in the fall. Each is intended to respond to WASPA’s desire to initiate discussions with preservice students earlier in their programs.

“While many large urban districts have the advantage of anticipating hiring needs early in the year, Wyoming schools frequently do not know their hiring needs until later and cannot compete in a timely manner for our graduates,” Kay Persichitte, UW director of teacher education, explains. “This was, and is, a continuing concern in particular content areas—as one would expect, the same content areas that are in such high demand nationwide.” Perennial high need areas in Wyoming and nationally include mathematics, the sciences, special education, and foreign languages.

Mutual interest in addressing these concerns, and in helping new graduates identify the best opportunities to launch their teaching careers, led to a series of discussions between Persichitte and Albany County School District 1 Assistant Superintendent for Personnel Mike Bowman, who represents WASPA.

Expanded, early communication about career opportunities has been a focal point of the collaboration. Office of Teacher Education (OTE) staff and College of Education faculty are using a variety of electronic and print media as well as face-to-face interactions to share information with preservice teachers about career options within the state and services linking them to potential Wyoming employers.

One of those services is the online CACS database that has replaced the paper-based placement system familiar to many alumni. The new system, which coincides with



*In 2006, the college launched a fall teacher fair, similar to this spring event, for Wyoming school districts. This provides state districts first opportunity to meet and recruit anticipated graduates.*

WASPA recommendations, allows students to post electronic résumés as early as their sophomore or junior year. Wyoming school districts have access to that information, allowing them to establish early contact with promising teachers-in-training.

“School districts will soon have online access to teacher candidate résumés,” CACS Director Jo Chytka says. “This is a new feature being offered by CACS. The College of Education is strongly encouraging students to post their résumé to the discipline specific resume book. Districts can then access these résumés after obtaining an access username and password from CACS.”

Bowman says district personnel administrators are looking forward to having access to this new tool. In an environment where larger, out-of-state districts can arrive at teacher career fairs and sign prospects to pool contracts (for positions assigned later) on the spot, the new database will allow Wyoming employers to take a proactive approach to establishing relationships with candidates and promote the advantages of living and working in-state.

# Report from the Dean's desk

By Patricia McClurg, Dean, UW College of Education

May graduation approaches! I am delighted to report that we are anticipating 128 elementary and 65 secondary graduates along with approximately 80 master's and doctoral students graduating in the spring semester.

Along with College of Education faculty members and Wyoming policymakers, I am concerned about the supply of well-qualified future teachers for Wyoming, the region, and elsewhere. I am also able to report that we have increased the number of anticipated 2008 graduates in key secondary education areas: mathematics (up 71 percent next year) and science (up 127 percent next year). In fact, next year's enrollments in secondary education are up 200 percent.

There is more good news. We have implemented 18 concurrent majors across all secondary content areas. A concurrent major means that a teacher education student wanting to teach high school chemistry also has a content major in chemistry. This is a result of strong collaboration across the College of Education, College of Arts & Sciences, and the College of Agriculture.

Just as K-12 education faces almost constant federal level policy changes, so does teacher education. Concurrent majors offer the best opportunity for these future teachers to meet certification requirements not just in Wyoming, but in other states as well. These programs also put in place expectations for increased rigor in content coursework, pedagogical courses, and field placement experiences.

Through internal and external evaluation, including student satisfaction surveys, we monitor our work closely. Over the last school year, College of Education faculty have been examining the findings from a major 2006 survey conducted by the Wyoming Survey and Analysis Center. The center surveyed 171 resident student teachers and over 200 mentor teachers representing 16 school districts including five districts with concentrated field placement sites.

The full report is available at [www.uwyo.edu/ted/wtepreports.asp](http://www.uwyo.edu/ted/wtepreports.asp). I'll list just a few highlights here.

Based on qualitative and quantitative feedback, we know that relationships with the school districts have improved and are strong. Seventy-one percent of the mentors responded that participation in the WTEP has positively affected student achievement in their classroom. The comment made most often by mentor teachers was that supervision and support during residency was the greatest strength of the WTEP. In the top three findings concerning preparedness, over 80

percent of the mentor teachers surveyed said that resident teachers demonstrate effective communication skills. They also said that residents were able to "be a 'reflective practitioner', one who continually evaluates the effects of my choices and actions on others." Last, residents were able to "demonstrate mastery of the key subject matter needed to achieve curriculum goals."

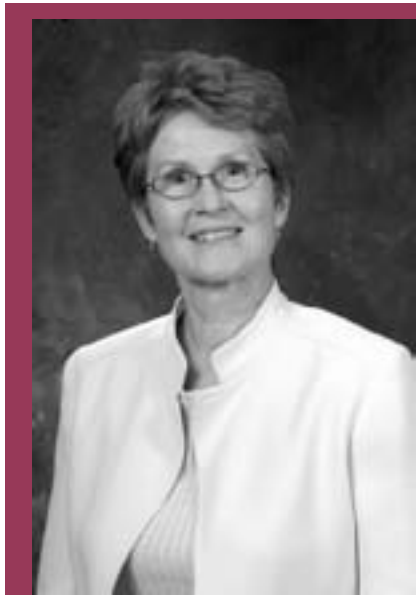
On 13 of 26 items, mentor teachers rated resident student teachers as being more prepared than the residents rated themselves. Just over 87 percent of the mentors agree or strongly agree that residents "demonstrate effective verbal communication techniques." In another important

finding, over 93 percent of the residents agree or strongly agree that they "understand how factors in the students' environment outside of school may influence their life and learning." Mentors suggested increased preparation in literacy and assessment and increased field experience time during the methods semester.

When asked how they would compare WTEP graduates with other graduates who have similar lengths of experience, more than 40 percent of the principals surveyed considered UW grads to be "more able" or "significantly more able" than their other teachers (from the 2005 Survey of Principals and Graduates). Ninety percent of the principals rated UW graduates as "equally able," "more able," or "significantly more able" than their teachers with similar lengths of experience.

This survey is available at [www.uwyo.edu/ted/wtepreports.asp](http://www.uwyo.edu/ted/wtepreports.asp).

While we are pleased with the findings from this survey, we know that our work to strengthen preparation for elementary and secondary teachers is never done. We thank and congratulate our Wyoming partners. Any success we have is a success you share!



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## College PhD, EdD degrees enhanced to better reflect purposes

Recent changes to the College of Education's doctoral programs have clarified the respective roles of each degree in preparing professionals for their chosen career paths.

Students admitted under the new college-wide doctor of philosophy (Ph.D.) program completed their first semester in the fall. A revised doctor of education (Ed.D.) program will soon be ready to accept its first group of students.

College-wide doctoral degrees have been awarded at the college level since the early 1990s, according to Michael Day, associate dean and director of graduate studies. (Graduates receive a "doctor of philosophy in education" or a "doctor of education" with specializations in specific academic areas.) However, boundaries between the two degree options blurred over the years, challenging faculty and students alike when the time came to find the right fit for the latter's scholarly and career goals.

The Ph.D. prepares graduates for academic and research careers, while the Ed.D. emphasizes problem-focused work in a chosen career field.

When a faculty study group examined the college's graduate programs in summer 2002, its recommendations began a multi-year exploration that led to the recent changes and clarification of purposes.

"The summer study group had a number of observations regarding outcomes, goals and objectives," Day says. "We needed to clearly differentiate between the Ed.D. and Ph.D. to move forward."

Adjustments to the Ph.D. program were based on the assumption that recipients would be preparing to assume tenure track positions at a university and that their professional responsibilities would focus heavily on teaching and research.

To better prepare doctoral students for that career path, two primary changes were made to the college's program:

- ▼ Scholarly interests of new Ph.D. students would be matched with faculty expertise and research agendas, facilitating mentorship opportunities and engaging students in high-impact academic experiences throughout their programs.
- ▼ Students in the Ph.D. program would be required to meet a four-semester residency component, to provide opportunities for immersion in the college community and focus on their scholarly efforts.

Doctoral programs in counselor education are excluded under the revised program: degrees are awarded with that departmental designation to meet credentialing requirements of its accrediting and professional organizations.

Focus of the college's Ed.D. degree was sharpened to better represent another need: preparing working professionals for leadership in their chosen career fields. Decisions about admissions are made at the departmental level, with each unit having greater latitude to tailor the program and the selection process to the varied professional requirements.

A key component of the Ed.D. is a new "professional immersion experience"—e.g., a practicum, internship, or special problems course—and the expectation that the student participate in some campus-based experiences during his/her program. Another key difference is the problem-based, applied nature of the Ed.D. dissertation.

For more information on the doctoral programs and the areas of specialization available, visit the College of Education Web site—[ed.uwyo.edu](http://ed.uwyo.edu)—or call the college's Office of Graduate Education at (307)766-3145.



*Four recent graduates received the 2006 Lola B. Newcomb Beginning Teacher Support Grant. Part of the grant requirements is a visit to campus in the fall, for a day of presentations and meetings to share their experiences. Participating in 2006 Newcomb Day events were grant recipients (seated, left to right) Crystal Kempter, Charlotte Edman, Natalie Humes, and David Winsch (standing, center). Kay Persichitte, director of teacher education (standing, left), and Dean Pat McClurg joined the college in welcoming them.*



## Moore, Dexter researching state's assessment efforts

Analyzing efforts to implement Wyoming's large-scale Assessment program, both in terms of meeting federal regulations and in advancing student progress, is the goal of a research project launched by Department of Educational leadership faculty and graduate students.

The newly-launched Proficiency Assessment for Wyoming Students (PAWS) is a centerpiece of the state's program, and it will be a focal point of the multi-phase research project.

"The basic question is, what is the effect of this state assessment system on instruction in Wyoming," Alan Moore, associate professor of educational leadership, says of the research team's goal.

Staffing the project are team leader Moore, assistant professor of educational leadership Robin Dexter, and full-time Ph.D. student April Caudill. The Wyoming Department of Education grant funding the project also supports two to three part-time research assistants.

In the project's first phase, completed in April 2006, the team gathered data from districts, schools and teachers that will provide a baseline for the next steps. The multilayered methodology employed in this pilot mirrors the likely approach that will be taken in phase two and beyond.

In phase one, research team members interviewed staff—administrators, principals and teachers—in several school districts around the state. Topics of focus in those interviews included the existence and format of assessment systems, systems used to track individual student progress, processes to support student achievement, professional development opportunities, and the scope and format of the district's body of evidence plan for high school graduation.

They also administered an online survey to school administrators, which provided additional information on such topics as knowledge of assessment systems, implementation of available systems, anticipated adoption implementation plans, and the assessment of standards not assessed by PAWS.

Phase 2, which recently received funding from the Wyoming Department of Education, will incorporate interviews and surveys on related topics, with the potential to add case studies of individual schools over time. Document analysis will continue to play a central role in research design, including reviews of school improvement plans and body of evidence systems.

"I see it as an umbrella of many little studies," Moore says of the overall research plan. A proposal for a third phase is anticipated, which would provide five years of data to analyze.

This project represents a rare opportunity to study the evolution of a new approach to large-scale assessment.

"It is good to catch a system at the very beginning,



*Educational leadership faculty Robin Dexter and Alan Moore lead a statewide analysis of efforts to implement a large-scale assessment program.*

before it gets implemented, to be able to do a longitudinal study," Moore says. "As it gets rolled out, as it starts to take hold, what effects do we see?"

Longitudinal analysis should be achievable at the state level, but also at levels where impacts on students and teaching are more directly affected. Profiling school district efforts to implement assessment policy in ways that both meet state and federal requirements and support student achievement offers a richer level of understanding.

"If we're able to capture those in district profiles over time, I'm hoping we're going to be able to make some statements about effects," Moore says.

The UW research project is one of only a handful underway at the national level, particularly as an opportunity to test the application of instructionally supportive assessment on a large scale. It is possible, Moore says, that lessons learned from Wyoming could prove useful to other states and local districts.

For more information on assessment in the state, visit the Wyoming Department of Education Web site at <http://www.k12.wy.us>. For more information on the ongoing research underway at UW, visit <http://uwyo.edu/AssessmentStudy>.

## Faculty Agran, Yocom lead special ed grant work

Special Education faculty members Martin Agran and Dorothy Jean (D.J.) Yocom are providing leadership in implementing key parts of the Wyoming State Personnel Development Grant (SPDG).

Guidelines for the competitive U.S. Department of Education grant, which was awarded to the Wyoming Department of Education this past fall, required that applicants address two broad areas in their proposals: recruiting new special education teachers and meeting the needs of the state submitting the application. Specifically, Wyoming's five-year, \$2.65 million federal grant focuses on four goals:

- **Goal One:** Increasing the number of Wyoming schools implementing the Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) models.
- **Goal Two:** Replicating the RtI and PBIS models in Wyoming preschools.
- **Goal Three:** Increasing the number of special education teachers and infusing RtI and PBIS skills and knowledge into the Wyoming Teacher Education Program (WTEP).
- **Goal Four:** Promoting family and active student involvement in educational programming and decision making.

Agran led the development of this successful grant proposal. Parties involved in that process included: the Wyoming Department of Education, the Wyoming Department of Family Services, parent groups, preschools, community colleges, developmental preschools, school districts, the Wyoming Department of Health, organizations serving adjudicated youth, and the UW College of Education.

The Wyoming Department of Education intends to "scale up" efforts to incorporate the RtI and PBIS models

in local districts, learning from districts that have already taken steps to adapt their approach to identifying and assisting students who may have special needs.

"Both of those initiatives (RtI and PBIS) involve schoolwide efforts to deal with academic and behavioral needs," Agran says. "If you can intervene early in a schoolwide process, then a number of students who would otherwise be referred to special education may not end up there."

One of the benefits of the grant is that it will create new partnerships across general education, special education, and other state services. "It's an optimal situation, where special education and general education overlap — and have the chance to work together collaboratively," according to Agran. "The historical difference between the two disciplines is being removed." In addition to supporting that adoption process, Agran will draw upon his expertise to support Goal Four efforts to identify ways to encourage older students (16+) to take a more active role in defining and driving their educational plans.

Yocom will support implementation of Goal One, continuing to act as a local resource for districts. She also will take a lead role in work toward Goal Three, focusing her efforts on infusing RtI and PBIS into the general education teacher development curriculum at UW. That work may take a variety of forms, including Yocom visiting classes as a guest instructor or team teaching lessons with general education faculty. "In the long run, we're hoping for the content to be learned by the general education faculty so they can infuse it throughout the program," Yocom says. The Department of Special Education will take an active role in recruitment of special education teachers, via its newly revised master's program leading to certification. That program has drawn approximately 25 students since its fall 2006 launch.

## Wyoming Legislature supports teacher recruitment

The Wyoming Teacher Shortage Loan Repayment Program, established by the Wyoming Legislature in 2005, provides financial assistance to students who choose to remain in the state to teach after they graduate.

Qualifying students are Wyoming residents with at least junior standing who are enrolled in a teacher education program leading to certification in special education, mathematics education, science education or foreign language education. Financial need also is a consideration.

Students may repay the loan by teaching 50 percent (or more) of their teaching hours in the designated certification area in a Wyoming public school for the time needed to amortize the loan, plus two years.

Since fall 2005, 58 individuals have participated in the program including 17 graduates to date and 41 students currently enrolled.

Of the graduates, 11 are working in Wyoming, one is working on additional certification, and five opted to repay the loan.

Of the 41 students currently enrolled, nine are mathematics education majors, 11 are science education majors, and 21 are special education majors.

For more information about the Wyoming Teacher Shortage Loan Repayment Program, contact the UW Student Financial Aid Office, (307)766-3800.

# Early Childhood professor Cooney closes teaching career

A desire to understand the factors that facilitate effective early childhood education led Peggy Cooney to doctoral work and, ultimately, to an equally important role: preparing the next generation of leaders in that field.

Cooney, professor of elementary and early childhood education, retired at the end of the fall semester and closed out a distinguished academic career that focused on helping students of all ages succeed.

Peggy's decision to pursue a career in early childhood education surprised no one in her extended family. The second of seven children, Cooney enjoyed caring for her younger siblings and demonstrated a strong aptitude for working with youngsters. Obtaining a bachelor of science degree in child development (Cornell University), and even a master's degree in elementary education (University of Wisconsin-Madison), led to work that came naturally to her.

As director of the University of Wyoming Child Care Center, Cooney developed an interest in obtaining research skills needed to explore burning questions about the factors that create quality early childhood school experiences. She enrolled in the UW College of Education's doctoral program in curriculum and instruction, learned the skills, explored early questions, and earned a Ph.D. in early childhood education (1994). She also landed a tenure-track teaching position in the department after graduation.

Cooney's expertise spans the university's teaching, research, and service functions.

Her research interests have blossomed into internationally renowned qualitative work that offers insights into a variety of early childhood-focused questions.

"You can research young children better if you do qualitative work," she says, "because the variables are mixed up—you can't tease them out or control them."

Play has become a critical focus area for much of Cooney's research, a subject that is frequently misunderstood and undervalued as a learning platform.

"Play is different in an educational setting than it is in a home setting," Peggy says. "That is why there [are] a lot of misconceptions about how important it is."

One of Cooney's most pivotal roles in the last 12 years has been teacher/mentor to undergraduate and graduate students interested in early childhood careers. She describes responsibilities in this area as threefold: as a visionary, as a giver of experiences, and as an advocate for children and families.

"Children can't be taught in isolation," Cooney says. "There have to be connections between their home life and their school life." The ability to communicate with families is critical for early childhood educators.

Advocacy also requires that teachers make decisions that put the child's needs first.

"Good teaching is being able to put yourself in the child's world, to see how they're connecting or disconnecting with their school, the content, and their peers," Peggy says.

Early childhood educators should "always see the classroom from the child's perspective. The room looks different if they look at it through the eyes of

the children, and that's how they make the decisions that will support the children."

Collaborating to design a high-impact academic program for early childhood educators-in-training may be one of her most important contributions to the university and her profession. A point of pride is the early childhood education program's emphasis, built into all classes, on field experiences in a classroom setting.

"Content doesn't sit alone," she says. "It has to be applied." Each core class in the program includes a practicum that provides opportunities to practice what they have learned.

Cooney's service impact also looms large. She co-founded with colleagues both the UW Symposium for the Eradication of Social Inequality (now the Shepard Symposium on Social Justice) and the University of Wyoming's Early Childhood Play Institute. Both programs contribute to areas of great passion for her; they also have become well-established opportunities to explore critical issues and provide professional development.

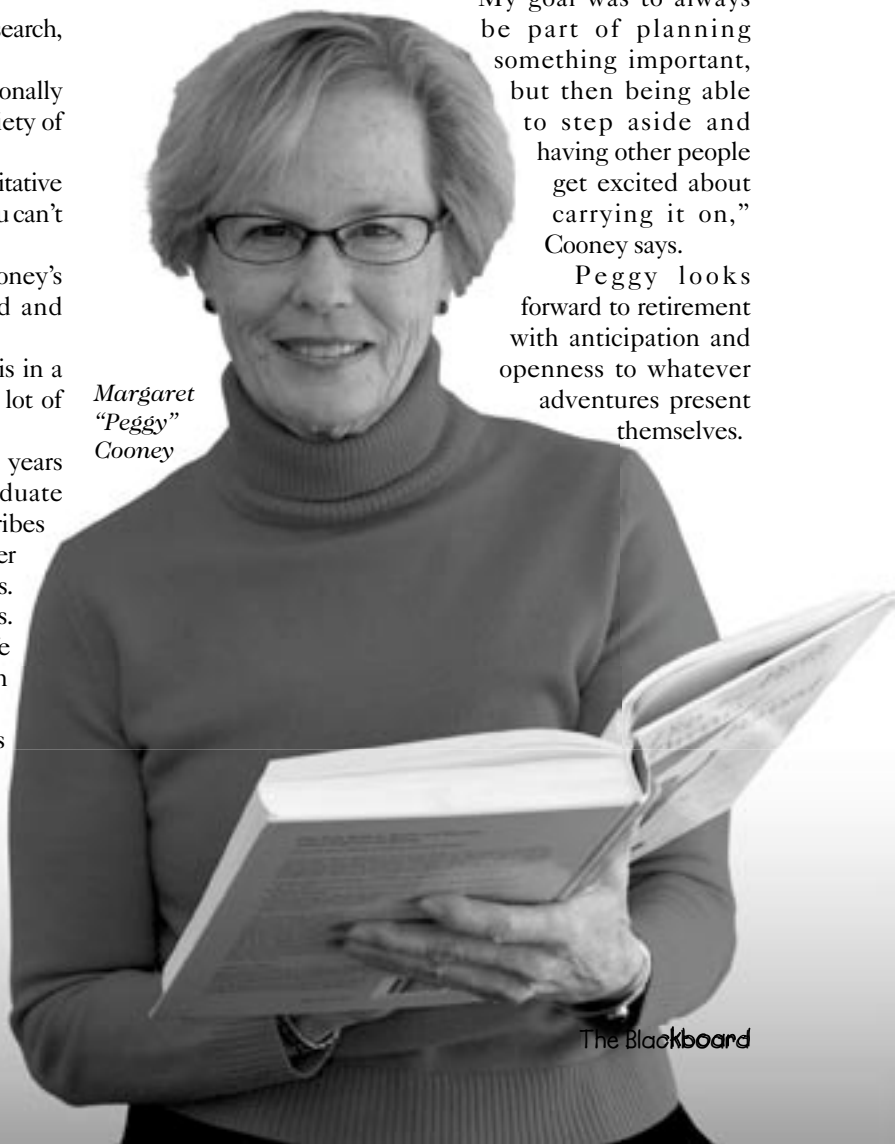
"Anything we do that seems like it's going to improve things for the college or the university has to be institutionalized," she says. "If it doesn't get institutionalized, then it's not sustained."

Being comfortable with passing beloved programs to others has always been part of the process.

"My goal was to always be part of planning something important, but then being able to step aside and having other people get excited about carrying it on," Cooney says.

Peggy looks forward to retirement with anticipation and openness to whatever adventures present themselves.

Margaret  
"Peggy"  
Cooney



## Counseling group recognizes grad student Murdock



*Jennifer Murdock*

In a young career that has already taken some interesting and productive turns, doctoral student Jennifer Murdock has found a path—recently recognized by the Wyoming Counseling Association (WCA)—to share evolving love for her profession with an increasingly diverse group of students.

The WCA presented Murdock with its 2006 J.R. MacNeel Award for Outstanding Contributions to the Counselors of Wyoming in recognition of her innovation in taking UW's "Fundamentals of Counseling" course online and widening the discipline's exposure to new audiences.

The Hot Springs, S.D., native, who entered UW's doctoral program in counselor education in 2003, has discovered the potential to impact more lives teaching face-to-face and online counselor education classes. It is an experience that has shifted her career goals toward a higher education teaching position. Introducing students from colleges as diverse as Agriculture, Arts and Sciences, Education

and Health Sciences to counseling has helped Murdock define an unexpectedly fulfilling professional mission.

"When I came here, I was really focused on student affairs," she recalls. "But as I've spent more time here, I've realized how much I enjoy teaching and training counselors."

Through that experience, Jennifer has seen her influence on college students.

"The unexpected impact is probably the pleasant surprise," she says. Student comments on mid-term evaluations describe "things that I didn't realize that they would be excited about or happy about." One of the more pleasant surprises: many of her students are considering application to UW's counselor education program.

Murdock accepted her first student affairs assignment—directing orientation programs for Chadron State College in Nebraska — before receiving her bachelor's degree. A post-graduation orientation program internship at the University of Minnesota solidified her passion for student affairs work. Murdock returned to Chadron to earn a master's degree in counseling to launch that career path.

After directing a Head Start preschool program and establishing a career development program at an alternative high school, Jennifer acknowledged that she missed the higher education environment and began exploring doctoral program possibilities. She didn't have to look far: a faculty mentor at Chadron, Kent Becker, had moved to UW. Coincidentally, Murdock's family ties extend to Wyoming; her grandfather and great-grandfather resided in Sheridan County.

## Shepard Symposium receives national award

The Shepard Symposium for Social Justice (SSSJ) with roots in the College of Education, has gained recognition from the National Network for Educational Renewal (NNER).

The Shepard Symposium for Social Justice received the NNER's 2006 Nicholas Michelli Award for Advancing Social Justice, which acknowledges efforts to advance the network's "Agenda for Education in a Democracy."

The Wyoming School-University Partnership nominated the symposium for the prestigious Nicholas Michelli Award. Representatives of the Shepard Symposium for Social Justice accepted the award at the October conference in Cheyenne commemorating the 20th anniversaries of the Wyoming School-University Partnership and the Colorado Partnership for Educational Renewal. Representatives also participated in recognition ceremonies at the 2006 National Network of Educational Renewal conference in Cincinnati, Ohio.



*Representatives of the UW Shepard Symposium on Social Justice accepted the National Network for Educational Renewal's 2006 Nicholas Michelli Award for Advancing Social Justice during a celebration marking 20th anniversaries of the Wyoming School-University Partnership and the Colorado Partnership for Educational Renewal.*

Criteria for the award included concerted work on equity issues within the local context; broad inclusion of partners including K–12 education, the College of Education, and the College of Arts & Sciences; an ongoing focus on social justice; evidence of progress toward greater equity in the identified area; and long-range planning to monitor and adapt strategies for sustainability and improved conditions.



## Mayes brings varied experiences to SMTC

Building upon the Science and Mathematics Teaching Center's (SMTC) traditions of service and provider of professional development, and enhancing its role as a resource for educators and research-based curriculum change, is the challenge that its new director has accepted.

Kansas native Robert Mayes brings years of experience as a mathematics educator at the high school, community college and university levels to his new post. He also brings expertise developed while affiliated with programs focused on missions similar to the SMTC's: researching and developing more approaches to teaching mathematics and science. Along the way, Mayes has gained rich and varied experiences creating new programs, researching effective interventions, and engaging with peers across campus and across a region to achieve common goals.

Many of the ongoing challenges that a rural state like Wyoming faces, and that an isolated institution like UW faces, are familiar to Mayes. Indeed, the opportunity to adapt what he has learned in other settings to Wyoming's unique situation drew him to the SMTC.

"The opportunities were there for integrated math/science, for integration of content with pedagogy, opportunities to reach teachers in a state that's small enough to bring groups together," Mayes says. "The smaller nature of Wyoming is a challenge, but it is also a strength."

Expertise with distance delivery of educational programs undoubtedly will prove an asset for the Center's new leader, since most of its client base, K-12 teachers, is sitebound. While use of distance technologies—such as online platforms or videoconferencing—reduces the miles between participants, they do have limitations.

"In math and science, some of the unique challenges to overcome via distance are the extreme

visual nature, the symbolic nature, the hands-on experimental nature of the topic matter," he notes, adding that technology constantly is improving and that software packages will continue to become more powerful.

The SMTC relies on a diverse community of faculty members affiliated with the Colleges of Education, Arts and Sciences, Agriculture, and Engineering to support programming.

"I was so impressed by the list of affiliate faculty and what they've been doing," Mayes says.

A holistic approach to programming that draws from that varied expertise remains a high priority as Mayes looks to SMTC's future.

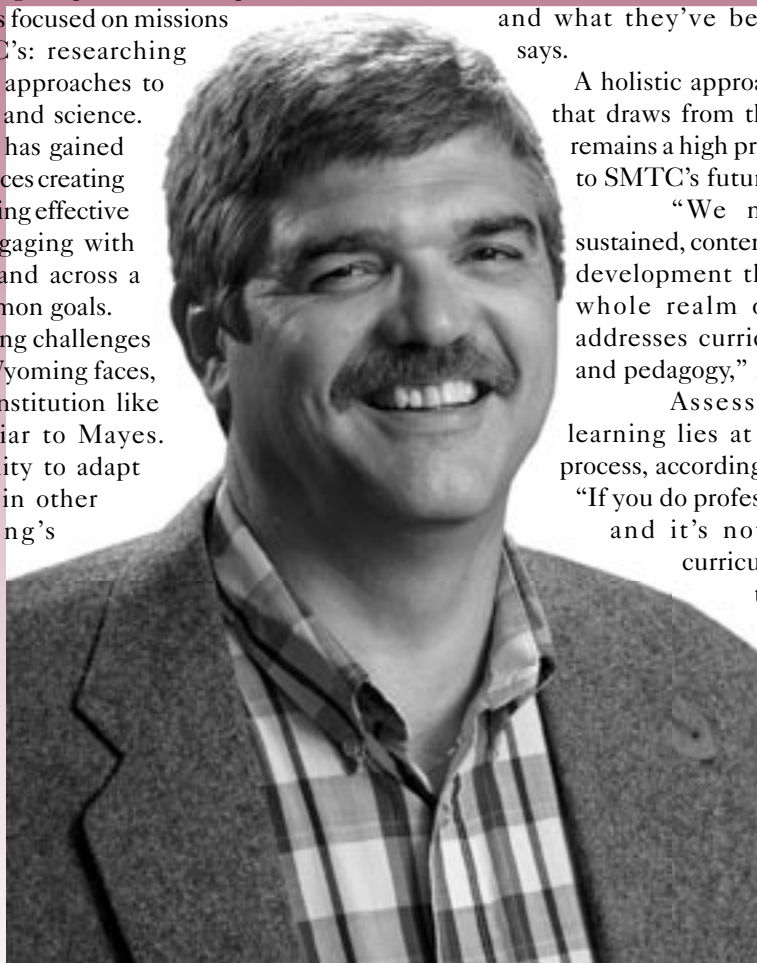
"We need to look at sustained, content-based professional development that approaches the whole realm of education that addresses curriculum, assessment, and pedagogy," he says.

Assessment of student learning lies at the center of that process, according to Mayes.

"If you do professional development and it's not connected with curriculum or assessment, there won't be meaningful change," he says.

Helping faculty learn to identify the critical ideas and to plan learning experiences that convey those ideas effectively will be important.

"If you begin with what the enduring ideas are going to be, it presupposes that they understand the material well enough to realize that they have a deeper understanding of what those ideas should be," Mayes adds. "That offers you the opportunity to do content-based professional development. Once they determine what those are, then you can start thinking about assessment tasks that address those issues."



Robert Mayes



## McMurry Room dedication recognizes Samuelson gift

Members of the College of Education community honored benefactors Doug and Susan Samuelson during a fall semester dedication of the Ellie McMurry Room in the college's classroom annex.

The classroom was named for Susan's mother, a longtime early childhood educator who taught at the Casper Day Care Center.

"Susan has called her mother her 'first and best teacher,'" UW President Tom Buchanan noted at the dedication ceremony. "As we have seen many times in Susan's and Doug's generosity to the University of Wyoming, one of the lessons she must have taught her daughter was the importance of investing in the future of our children, our university, and our state."

The Ellie McMurry Room features a flexible classroom arrangement, ergonomic seating, enhanced audio, multimedia projection, wireless Internet access for student laptops, pinpoint light control, and generous instructional writing surfaces. It is part of a multi-phase renovation of the Education Annex.

"When we began our renovation of the College of Education Annex, we did so with the idea of bringing together into one unified location all of the college's offices and teaching and other instructional activities," Buchanan said. "Previously, they had been scattered throughout our campus. That idea is inexorable moving toward realization."

The second floor, where the McMurry Room is located, includes six new classrooms and a study room. When the renovation project is complete, more than 90 percent of the college's instruction will take place in the annex.

"We are indeed fortunate that Susan and Doug share our commitment to education and our vision for providing the next generation of teachers, counselors and educational leaders with a learning environment that helps prepare them for the capacities and demands of ever-changing professional settings," Education Dean Pat McClurg said at the event, which drew college faculty, staff, students and friends.

Doug served on the College of Education Development Board from 2002–06. Susan received her bachelor of arts degree in elementary education, from UW in 1974. She taught at Lebhart Elementary School for 24 years. Susan was integrated reading into career education through the Laramie County School District 1 Federal Program. In her last years, she taught first- and second-graders in Lebhart's looping program.

The Samuelsons recently established the Excellence Fund for Literacy Education, which supports instruction, research, professional development and special events that enhance understanding and practice of the discipline.



*Guests attending the Ellie McMurry Room dedication were treated to a demonstration of the cutting-edge technology built into the facility. Recent College of Education alumna Lisa Esquibel checks in from a distance using some of that technology.*



*Susan and Doug Samuelson accept the college's gratitude for the generous gift that made the Ellie McMurry Room possible.*

## College honors distinguished alumni, former faculty

The University of Wyoming College of Education community gathered Friday, Nov. 3, to recognize four exemplary careers during its fourth Distinguished Alumni and Former Faculty Recognition Program.

Recipients of the 2006 Distinguished Alumni Award are Diana J. Ohman and D. Ray Reutzel. The Distinguished Former Faculty Award recipients are Agnes M. Milstead and James “Jim” Zancanella.

Career opportunities have taken **Diana Ohman** thousands of miles from her rural Wyoming roots. Now based in Germany, the Sheridan native has been director of Department of Defense schools in Europe since August 1999. Ohman received two degrees from the College of Education, a B.A. in elementary education in 1972 and an M.A. in educational administration in 1977. Diana’s service to Wyoming included 19 years as a teacher, elementary school principal, and special education director. She was Wyoming superintendent for public instruction and, after that assignment, superintendent of Laramie County School District 1 in Cheyenne.

**Ray Reutzel** received his B.A. in elementary education in 1977 and a Ph.D. in education in 1982. Reutzel’s distinguished career includes service as a public school teacher (kindergarten, first, third and sixth grades), higher-education faculty member and administrator. Currently, he holds the Emma Eccles Jones Distinguished Professor and Endowed Chair of Early Childhood Education at Utah State University. Reutzel played an integral role in developing Brigham Young University’s nationally celebrated Public School Partnership. The author of more than 150 publications has not lost sight of his commitment to K–12 students—he spent his sabbatical teaching first grade at Sage Creek Elementary School in Utah.

**Agnes Milstead**, also an alumna (B.A. ’59, elementary Education), worked closely with College of Education students throughout her tenure as a university librarian.



*Members of the Education Ambassadors joined the college in congratulating the 2006 Distinguished Alumni and Distinguished Former Faculty Award recipients. Shown at the banquet honoring the latest recipients are: Allie Bilan, Amber Vossler, distinguished former faculty member Jim Zancanella, distinguished alumna Diana Ohman, distinguished former faculty member Agnes Milstead, distinguished alumnus Ray Reutzel, Danica Day, and Casey Nelson.*

Milstead encouraged students to consider how strong libraries might not only meet their instructional needs but how they might provide spaces for students expand their horizons and foster lifelong learning skills. Milstead’s commitment to the University Libraries and their capacity to support students and faculty has taken other forms as well. She established the Agnes Milstead Distinguished Librarianship Award, recognizing libraries members, and the Milstead Endowment.

**Jim Zancanella** served on the College of Education faculty for 30 years, where he taught business education and served 17 years as Vocational Education Department chairperson. Passionately committed to business and vocational education, Zancanella assumed leadership roles in state and national vocational education organizations. He was a member of the Mountain-Plains Business Education Association for more than 40 years, a member of the National Business Education Association board for nine years, and a member of the Wyoming Economic Education Council.

## Nominees sought for college alumni, former faculty awards

The College of Education seeks to recognize and honor alumni who have excelled in the field of education and memorable former faculty.

Honorees will include individuals who have distinguished themselves in the field of education and who have had a special impact on students, the College of Education programs, their academic discipline and/or the public. The winners will be honored at the college’s annual recognition program.

Selection criteria include:

▲ Nominee is either an alumnus/a (someone who

graduated or attended) or former faculty of the UW College of Education.

- ▲ Nominee has received honors or is distinguished in his/her business, profession, career, or life work, or has made notable contributions to the field of education.
- ▲ Nominee has supported the College of Education through service and/or financial support.

Copies of the form are available on the college’s Web site at [www/iwup/edu/edalumni/distinguished.asp](http://www/iwup/edu/edalumni/distinguished.asp) or by calling the Dean’s Office at (307) 766-3145.



*UW President Tom Buchanan (far left) and professor emeritus Ed Paradis congratulate distinguished alumnus Ray Reutzel (center).*



*Distinguished alumna Diana Ohman (left) and College of Education Development Board member Mary Crum enjoy a good story during the pre-banquet.*

## College celebrated honoree accomplishments



*Distinguished former faculty member Jim Zancanella shares an anecdote from his years teaching in the college with Jacquie Buchanan.*



*Current education faculty members Barbara Chatton (center) and Audrey Kleinsasser share a quiet moment with distinguished former faculty member Agnes Milstead (left).*



# 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@uwyo.edu), fax (307-766-6668) or mail (Debra Beck, UW College of Education, 1000 E. University Ave., Dept. 3374, Laramie, WY 82071).

**RICHARD DAUGHERTY, Ed.D. '85, Educational Administration**, the lead author of the recently-released third edition of *Nevada Education Law*, has dedicated the work to former UW education professors Maurice Wear and Arlen Peters. The dedication applauds both professors' mentorship qualities. "Dr. Maurice Wear sparked my interest in education law and served — with great patience—as my doctoral program advisor and dissertation chair," Daugherty writes. "Dr. Arlen Peters demonstrated the personal mentor's touch essential in our profession. These two University of Wyoming professors modeled the level of integrity that influences generations." Information about *Nevada Education Law* is available at [www.educationlaw.org](http://www.educationlaw.org).

**CHRISTOPHER JOHNSON, M.A. '98, Adult Education**, was awarded the Bronze Star Medal for distinguished service and meritorious conduct while deployed as an Air Force Security Forces officer in Iraq. As the first officer on scene during a disturbance with 800 violent detainees he distinguished himself by consolidating and maneuvering out-numbered U.S. forces for a tactical engagement that quickly quelled the uprising with no injuries to his troops or serious

injuries to the rioting detainees. On another occasion he displayed indomitable courage during a rocket attack by leading 160 newly arrived troops from an exposed site to safety. Johnson returned in March to a homecoming with his wife (Nicky) and daughter (Aleksia) in Tucson, Ariz., where he is stationed.

**STACEY POLSON, M.S. '97, Teaching**, received the Wyoming Counseling Association's 2006 Outstanding Service Award in October. During terms as WCA president-elect and president, Polson chaired two conferences-in 2006 doubling attendance. She is a counselor at Lander Middle School.

**ROY L. RUMMLER, Ed.D. '74, Education Administration**, has published a book, *The Wrong Bottom Line and How to Change It*. The book describes how leadership needs can be more effective with people and also contains exercises to assist in that endeavor. After retiring from over 40 years as a teacher, principal and superintendent, Roy spent another two years working part-time as administrator of a charter school in northern Idaho. He also publishes choir arrangements ([www.copypackmusic.com](http://www.copypackmusic.com)).

**SARAH BROADAWAY, B.A. '06, Secondary Social Studies Education**, is a new teacher at Rawlins Middle School, teaching eighth grade U.S. history.

**JENNIFER (GRAS) ORRELL, B.A. '88, Elementary Education**, and Dean Orrell II welcomed a new son, Grant Christian, on Dec. 8, 2006. Grant weighed 6 lbs. 9 oz. He joins big sisters Jessica and Rachel and big brother Dean III at the family home in Frisco, Texas.

(Recruiting continued from p. 1)

Another new initiative was launched in early December when a Wyoming-only recruitment fair introduced students to Wyoming district employers.

"The purpose of this mini-fair was to allow our students to provide résumés of their accomplishments so far, and for Wyoming districts to begin to gather contact information for students that they think they will be interested in—particularly in the high need areas—in advance," Persichitte says.

Approximately 110 preservice teachers and 16 Wyoming school districts participated in the event. Feedback from employers in attendance suggests that the fair met its goals.

"Everyone I spoke to was very pleased to have the opportunity," Persichitte says. "Everyone was highly

complimentary of the quality of the candidates that they were visiting with and the résumés that they were seeing."

WASPA surveyed participating employers following the event. They were unanimous in their approval of the event, the quality of the participating students, and the need to continue offering the mini-fair.

Chytka is similarly pleased with the results of the event.

"CACS was very pleased with the success of this event," she says. "It provided a wonderful venue for Wyoming school districts and UW teacher candidates to network and share employment information prior to the spring UW Teacher Fair. We hope to make this an annual event in the fall semester."

# Alumna Henrietta Shingleton receives national award

An innovative approach to acclimating freshman athletes to college life—and building the potential for academic success—has earned national recognition for College of Education alumna Henrietta Shingleton.

Fellow members of the Athletic Academic Advisors Association (N4A) designated Shingleton (BS '91, Business Education) as 2006 recipient of the organization's "Promoting First-Year Student Athlete Success Excellence in Instruction Award" at its annual conference in Pittsburgh.

through the UW Athletics Department Office of Academic Support and eventually hosted by the UW Department of Communication and Journalism. This year, it operates as weekly workshop, meeting on Sunday nights. In addition to learning from guest speakers on topics related to acclimating to the college academic environment, student participants work closely with Shingleton on goals related to their individual learning needs.

"I've always had the philosophy that any athlete who is recruited at the Division I level is capable of being a successful college student," Shingleton says. "They're going to succeed, and they can graduate."

Students enrolled in the program do not necessarily have identifiable learning disabilities. Instead, their challenges may lie in the adjustments one must make when moving from a high school learning environment to the culture and structure found in a university setting.

Critical to the program's achievement is Shingleton's ability to engage colleagues across campus who share a concern for student success and retention. One of those colleagues is Liz Simpson, assistant professor of special education.

"What Henrietta is doing is very unique," Simpson says. "To pool the university resources that are all here for a similar purpose and to pull together that strength for our students is a wonderful effort."

Liz brings understanding and experiences helping students successfully transition to the higher education learning environment to the program's support team. For some, that step is a difficult one.

"The environment can be disabling," Simpson says. "The teaching style can be disabling for some students. Kids are learning a bit differently than they used to learn. Sometimes, we're behind the ball on that."

As a support team member, Simpson is witnessing firsthand both the impact on the student athletes in the freshman program and the potential of cross-campus collaboration for student success.

"She (Henrietta) had pulled together resources from across campus that had strengths in the area of transition for students who may find that to be a difficult leap," Simpson notes.

Several of Shingleton's peers have inquired about the UW program since the award was announced this summer. Simpson says institutions

also can draw from Wyoming's example.

"There is obviously a need that Henrietta has plugged into," Simpson says. At the institutional level, "why would we not utilize the expertise Henrietta has regarding freshmen who have some very unique issues coming in?"



*Members of the Cowboy football team congratulate Henrietta Shingleton on winning the "Promoting First-Year Student Athlete Success Excellence in Instruction Award" from the Athletic Academic Advisors Association (N4A). It recognizes the mentoring program Shingleton established to help first-year student athletes launch successful academic careers. Shown with Henrietta are (seated) Ivan Harrison, communications, Kansas City, Kansas; (standing, left to right) Nick Brousseau, undeclared, Chippewa Falls, Wis.; and Erik Kottom, secondary education, Eden Prairie, Minn. Harrison was Shingleton's teaching assistant during the fall 2005 class that served as the core of the award-winning program.*

UW's program is notable, both for the impact it has on individual students and its emphasis on cross-campus collaboration in providing that support.

Shingleton, mentor/academic coordinator/learning specialist, originally designed the award-winning course as a pilot for the University Studies Program. It was coordinated



### ◀ Democratic Schools Tour

Guy Sallade of Casper (far left) and Lynn Simons of Cheyenne (second from right, also a founding College of Education Development Board member) joined other representatives of the League of Small Democratic Schools on a recent tour of the UW Lab School.



### ▲ Sleeter presents talk

Christine Sleeter, a faculty member at California State University–Monterey Bay, discussed “Intellectually Challenging Teaching in Multicultural, Bilingual Classrooms” at a campus presentation widely appreciated by pre-service teachers. Sleeter is the author of numerous books related to multicultural education and social justice. Her book, *Making Choices: Five Approaches to Race, Class and Gender*, is perhaps the most assigned text in introduction to multicultural education classes.



### ▲ Montecinos visits campus

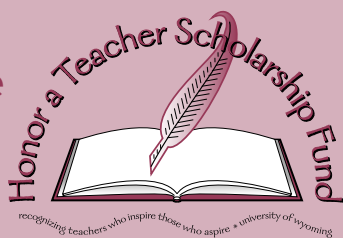
Carmen Montecinos (center) was one of two renowned scholars on multicultural issues who visited the college during the fall semester. Montecinos, a faculty member at California State University–Monterey Bay, presented a talk on “Intellectually Challenging Teaching in Multicultural, Bilingual Classrooms” during her visit. She also met individually with UW faculty members and visited teacher education classes. As a former official of the Chilean Ministry of Education, Montecinos is a leader in that nation’s efforts to initiate education reform. Shown with Montecinos are educational studies faculty members Francisco Rios and Allen Trent.

### ▼ College picnic welcomes students

Students, faculty, and staff enjoyed sunny skies and good food at the annual College of Education welcome-back picnic.



The following generous gifts were made to the Honor a Teacher Scholarship Fund.



In memory of **Gail Wright, Laramie** from Bertha Ward.

In honor of **Pam Lucey, Glenrock High School, Glenrock, Wyoming** from Myrtle Coleman.



## International photo contest

*Amateur student and faculty shutterbugs from across campus participated in a photo contest during International Education Week. Some of the participating photographers were: Oksana Wasilik (Russia), Esther Joandel (France), Lydia Dambekalns (associate professor of secondary education), Joshua Taboga (United States), and Suranga Hettiarachchi (India).*

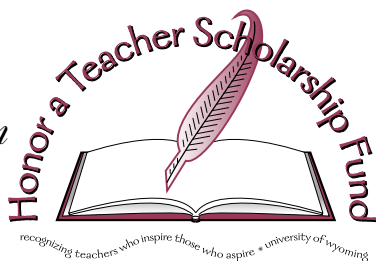


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