

THE  
**Blackboard**  
UNIVERSITY OF WYOMING  
COLLEGE OF EDUCATION

FALL 2009

## Hatfield career detour leads to Wyo as first math excellence chair

Larry Hatfield wasn't looking to add a chapter to an already long and distinguished career as a mathematics education professor when the University of Wyoming called.

In fact, he had chapters of a different type planned for his future: a first novel headed to publication and a science fiction trilogy partially written. Larry and his wife, Carolyn, envisioned those next chapters – and the next chapters of their lives – being written

at their existing home in Athens, Georgia., and a recently purchased retirement property in Maine.

But the University of Wyoming did call, encouraging Hatfield to apply for the legislatively-funded Wyoming Excellence Chair in Mathematics Education. Hatfield reconsidered, placed his name into consideration for the prestigious endowed faculty position, and eventually committed to a Laramie-based detour of his retirement plans.

Hatfield's academic service has spanned more than 40 years at the University of Georgia and includes two years as a program director at the National Science Foundation. He helped launch and guide UGA's doctoral mathematics education degree to prominence at the top of the nation's programs. Still, Wyoming's fledgling doctoral program had great appeal.

"It was pretty clear that this was a significant opportunity," he recalls thinking about the UW faculty visions for a new program and the role that the endowed professorship would play. "I was so deeply

impressed with what I found here at the university."

Hatfield acknowledges that with the opportunity comes responsibility for innovation and creating a national and international leadership role for the University of Wyoming.

"We can't retrace the well-worn



Larry Hatfield

figure-eights of the past," he says.

Early movement toward greater public visibility is beginning with the formation of a multidisciplinary team that will focus on studying *mathematical experience*.

"Historically, scholarship in our field has focused on learning, achievement, teaching effectiveness – on evaluating and assessing," Hatfield says. "Yet when you read our literature that calls for certain kinds of things to happen in the curriculum and in effective teaching, ideas about mathematical experiences – and the quality of mathematical experience – are all over the place. And we know very little about how individuals perceive the actual experiences they have

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# Skating to where the teaching profession will be

By Kay Persichitte, Dean, UW College of Education

Wayne Gretzky attributed much of his success as a professional hockey player to this philosophy: "Skate to where the puck is going...not to where it has been." Gretzky was able to raise the level of his own play and that of his teams with determined focus on this philosophy. Today the context for the preparation of teachers and other school personnel challenges our ability to deduce where the puck of federal and state policy will go next.

Accountability remains one constant at the same time that the measurement tools, expectations, and reporting requirements oscillate. The recent release of the Wyoming Education Summary from the Wyoming Department of Education reminds us that: a) Wyoming is not unique in the critical need to implement effective strategies to improve the learning outcomes and the high school graduation rates of the students in our PK-12 schools; b) support for P-16 education in Wyoming is significant and our publics expect us to demonstrate improved results on learning assessments; c) students from poverty and non-majority cultural backgrounds clearly have needs that are not being met; and d) improvements to this complex system (public education) will require the joint and continuous efforts of local school boards, communities and parents, district administrators, the WDE, legislators and policy makers, Wyoming Community Colleges, the University of Wyoming, and the UW College of Education.

Research studies over several decades indicate that the SINGLE GREATEST CONTRIBUTOR to learning is THE TEACHER. We continue to review and revise our preservice teacher preparation programs (20 in all) knowing that the classrooms in which these novice teachers will work have never had greater critical needs for effective teaching or higher expectations for learning outcomes. We recognize the strong relationship between effective leadership and high performing schools which influences our graduate programs that prepare principals, superintendents, school counselors, and advanced professionals in special education, curriculum and instruction, literacy education, early childhood education, science education, mathematics education, English as a second language, teachers of American Indian children, adult learning, and instructional technology.

Graduates of all College of Education programs must be ready to assure learning for all students with professional pedagogical skills and strong content area knowledge, develop and maintain effective and safe learning environments, and emphasize the importance of education at all levels. We come to this work invigorated



Dean Kay Persichitte

by the potential for our graduates to catalyze change and to positively impact thousands of lives. We must trust each other and our many external partners to help us reach our goals. We value teamwork because we are enriched when multiple perspectives and ideas are shared, even when they differ from our own. We strive to model integrity in all aspects of our work as a foundation of our individual and collective professional expectations.

In this *Blackboard* you will find many examples of student and faculty activities and accomplishments. You will also read about alumni and awards and new initiatives. We have a vibrant faculty and a quality student body...making every effort to skate to where the puck is going. I hope you enjoy this issue and I invite you to join us on the ice!

Debra Beck, editor

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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.

## Lantz Professorship supports readiness research

Faculty member Michelle Buchanan's research and support of Wyoming's early childhood education program initiatives received a major boost this fall when she was named the first recipient of the Everett D. and Elizabeth M. Lantz Distinguished Professorship in Education.

The award, endowed by the Lantz family, was established to attract and retain outstanding education scholars and teachers with a proven track record and national reputation in their chosen fields. The professorship provides salary or discretionary funding to enhance the recipient's research and teaching programs for two years. It will both support Buchanan's individual research and will contribute to her work on a Wyoming

Department of Education initiative to develop "a system for school readiness that will help families, schools and communities work together to make sure that children come to school with the support that they need to be successful."

For the past three years, Buchanan has worked closely with the Wyoming Department of Education and early childhood teachers throughout the state in developing an observation tool for documenting children's foundations for learning including social competence and self-regulation. The Instructional Foundations for Kindergarten (IF-k) is being used statewide this fall by preschool and kindergarten teachers. While many states have opted to adopt standardized instruments to assess kindergarten readiness, Wyoming's early childhood education leaders have chosen a different approach: engaging those who know best what contributes to a successful early school experience.

"What makes the IFK unique is that we've been working for the past three years with preschool and kindergarten teachers in the state to develop this instrument," she says. "It really has been a grassroots effort. From the beginning,

we have asked teachers to tell us what they think is important for children as they move from early childhood programs into kindergarten and that work has laid the groundwork for what I am doing now."



*Michelle Buchanan*

"Foundations for early learning that children need as kindergarteners include the ability to form relationships with peers and teachers, to solve social problems and to regulate their own emotions and cognitive processes – focus their attention on the things that are important to learn," she says. "Teachers and the research on early learning tell us that these foundations for kindergarten are inseparable from academic foundations and these are the center of my field research."

Buchanan will travel to 13 Wyoming communities this fall to observe preschool and kindergarten classrooms and talk with teachers about their successes and struggles in helping young children develop the social competence and self-regulation abilities that are key to a successful experience in kindergarten.

"This award allows me to do on-site research in classrooms," she says, creating an opportunity for deeper exploration of her research questions. The results of this research can contribute to our understanding of how better to support young children at risk for school failure.

The award funds a graduate student who will assist with data collection and analysis. It also will fund Buchanan's participation in a national conference of state early childhood education specialists and U. S. Department of Education early childhood policy makers in November. "That will be an opportunity for me to network with others regarding what we are doing here in Wyoming to build a school readiness system and to learn what other states are doing," Buchanan says.



## College welcomes five new faculty in three departments

We're pleased to introduce five new College of Education faculty members who joined us at the beginning of the fall semester.

**Nikki Baldwin** joined the Department of Elementary and Early Childhood as an assistant professional lecturer and UW Early Care and Education Center curriculum coordinator. Initial teaching assignments include "Observing Young Children" and "Intro to Early Childhood Education." Her research focuses on relationships between children and adults in the context of play and routines. She is particularly interested in the ways in which environments and routines impact children's feelings of connectedness with adults and with each other. Nikki is completing her Ph.D. in curriculum and instruction at UW.

**Larry Hatfield** joined the Department of Secondary Education as professor and Wyoming Endowed Chair of Mathematics Education. Larry is developing three new courses for the newly approved doctoral program in mathematics education: "Theoretical Bases of Mathematical Learning and Development," "Analysis and Critique of Research in Mathematics Education," and "Advanced Study of Mathematics Teaching and Teacher Education." He also is collaborating on development of three additional courses focusing on mathematics education. He received his Ph.D. from the University of Minnesota.

**Samara Madrid** joined the Department of Elementary and Early Childhood as an assistant professor. Early teaching assignments for Samara include "Oral and Written Language Development" and "Observing Young Children." Her research focuses on the ethnographic study of young children, specifically, on exploring how emotional discourse guides classroom communication and gender roles in their peer culture. She also has begun to examine how emotional disorders are related to early childhood educators' identities and overall sense of well-being. Samara holds a Ph.D. in early childhood education from the Ohio State University.

**Carmen Montecinos** joined the Department of Professional Studies as an associate professor. Carmen is playing a lead role in providing the educational research courses for the college's master's and doctoral level students. Montecinos' research interests lie in the areas of teacher learning and development, as well as the organizational and policy contexts in which teachers work and learn. Carmen holds a Ph.D. in educational psychology from Southern Illinois University-Carbondale. Before coming to UW, she served as professor at both the Catholic University in Valparaiso, Chile, and the University of Northern Iowa.

**Susan Williams** also joined the Department of Professional Studies, in a one-year appointment as an associate professional lecturer teaching in the counselor education program. Susan is completing her doctorate this semester, with a dissertation exploring "Factors Influencing Counselor Supervisor Development and Supervisor Self-Efficacy." Her teaching responsibilities include the following courses: "Career and Lifespan Development for Counselors;" "Advanced Practicum for Couples, Families and Groups;" "Mental Health Counseling" and "Student Development Theory and Counseling."



*Nikki Baldwin*



*Larry Hatfield*



*Carmen Montecinos*



*Samara Madrid*



*Susan Williams*

## Professional Studies Department merge

One of the biggest organizational changes heralding the start of the 2009-10 academic year in the College of Education was the establishment of a new departmental unit combining three former graduate-level departments.

The new Department of Professional Studies, chaired by associate professor Kent Becker, combines faculty and staff from Adult Learning and Technology, Counselor Education, and Educational Leadership. Individual master's and doctoral programs in the three disciplines will remain intact, under the expanded departmental umbrella.

When college faculty and staff began discussing changes to the departmental configuration last year – with a likely reduction in number of departments – members of the three departments began exploring whether a merger would make good sense from an organizational standpoint and from a professional perspective. They also considered whether it would serve students and the faculty and whether intersections benefiting both groups could be found.

“The commonality that we (the three merging departments) all have is graduate studies,” Becker says. “We also have in common a leadership thread that goes across programs. What we are doing is preparing leaders, in a variety of fields, using a variety of modalities.”

They also begin with some structural similarities upon which common ground can be created. For example, several programs within the department take a portfolio-based approach to evaluation of student work. Department faculty and staff enjoy collegial relationships, enhanced when the three units moved to the third floor of the Education Building in recent years. But there are challenges, even amidst strong motivations to make such a change work.

“The first is to develop a structure that strikes a balance between department identity and program autonomy,” Becker says.

“The natural thing for people with busy schedules would be to go back into their (disciplinary) silos,” he acknowledges. “It’s not a question of not wanting to connect, but there needs to be some level of structure” to ensure broad participation and engagement.

To facilitate cross-program collaboration, members have created new opportunities to interact outside of department meetings. The group has begun weekly get-togethers, ranging from informal conversations about personal and professional interests to team-building activities. Educational leadership assistant professor Mark Stock also created a department blog, providing online space for sharing and collaboration.

Becker and his faculty and staff have five goals for this inaugural year:

- ▼ To develop the necessary structure that provides the desired balance of program/departmental identities and support. This includes a common set of policies and procedures to govern operations.
- ▼ To create and maintain communication processes that are clear, open and transparent.
- ▼ To clarify a range of roles and responsibilities (e.g., who is responsible for which academic programs, what are the support resources for what kinds of needs) and encourage shared leadership.
- ▼ Articulate the department’s identity: develop consensus on the questions, “What does ‘Professional Studies’ mean?” and “For what do we want to be known?”
- ▼ Support individual faculty and staff development in ways that facilitate success.

Students enrolled in Professional Studies master’s or doctoral programs will benefit from the departmental expansion as well. One immediate change for new admissions is an expanded list of faculty who qualify to chair and serve on graduate committees. Another potential benefit is increased opportunity to interact with a broader pool of departmental peers.



## Rush IRA grant supports literacy coaching research

Secondary education associate professor Leslie Rush has received significant support from the International Reading Association (IRA) to explore the ways in which instructional facilitators impact teachers' efforts to infuse literacy instruction into their lessons.

Rush's two-year study, "Literacy Coaching in Wyoming's Secondary Schools: A Situated Perspective," is funded by the IRA's Elva Knight Research Grant.

"There has been a lot of interest in literacy coaching, but not very much research on literacy coaching in secondary schools," Rush says.

The Wyoming Legislature funded instructional facilitator positions in the state's school districts in 2006, providing access to curriculum coaches for K-12 educators. Rush's research extends a growing pool of knowledge regarding the impacts of these positions.

"I'm focusing on the work and the impact of instructional facilitators in Wyoming who are working at the secondary level," Leslie says of this project, "particularly those who are focusing on literacy instruction."

Leslie's research has two phases. In the first phase, scheduled for the 2009-10 academic year, she is exploring the roles and responsibilities of instructional facilitators: what they do, how they negotiate their way into the job, their backgrounds, and the ways in which they navigate their place in school life.

"They (instructional facilitators) occupy that middle space, between a teacher and administrator,"

Rush explains. "In some places, they are seen as more like an administrator; whereas in other places, they are seen as closer to teachers. I'm interested in hearing what they have to say about what they do, how they perceive their roles, etc."

During phase one, Rush will interview approximately 50 instructional facilitators across

Wyoming. In phase two, she will select five to 10 buildings for more detailed exploration. In that phase, the goal will be "really trying to get a sense of the community of that building and using a cultural perspective,"

Leslie Rush she says.

"What is the culture of that building, in terms of ability to collaborate and work with instructional facilitators?" Methods incorporated during phase two will include teacher focus groups, interviews with building principals, and content analysis of artifacts.

The roots of Rush's interest in this particular topic extend back to her days as a high school English teacher and the growing national emphasis on secondary literacy.

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### Fast Fact...

A total of over \$183,000 from 41 scholarships funds has been awarded to 110 College of Education graduate and undergraduate students for 2010-11

## College receives \$1.78 million vocabulary grant

Two University of Wyoming faculty have been awarded a three-year, \$1.78 million research grant from the U.S. Department of Education's Institute of Education Sciences to develop and evaluate a comprehensive approach to vocabulary instruction for upper-elementary school students.

The funded project is titled, "Development of a Multifaceted, Comprehensive Vocabulary Instructional Program for the Upper Elementary Grades." Wyoming Excellence in Higher Education Endowed Chair in Literacy Education Jim Baumann and associate professor of elementary and early childhood education Patrick Manyak are co-principal investigators. A third member of the research team, Camille Blachowicz, a faculty member at National-Louis University in Skokie, Illinois, will supervise work conducted in the Chicago area.

UW's research team, which is expected to include at least two graduate assistants, will work with teachers and students in fourth and fifth grade classrooms in Fort Collins, Colorado. Blachowicz will conduct parallel research in classrooms based in Evanston, Illinois. Conducting the study at dual sites will allow comparisons between classrooms in a large, urban area in the central U.S. and classrooms in a growing, increasingly diverse area in the western U.S.

The goal of the project is to identify effective vocabulary instructional strategies both for children who speak English as their first language and for an ever-increasing school-age population of children who come to school speaking a language other than English.

"Research indicates that gaps in vocabulary knowledge between the bottom quartile of kids on entrance to school and the upper quartile of kids is huge," Manyak says. While various studies have tested the efficacy of specific components of vocabulary instruction, very little research has explored a comprehensive, multi-faceted approach. This study will address that gap.

"We both (Bauman and Manyak) were at a point of looking at things in a multi-faceted, complex, rich way. The potential benefits of such an approach is one of the biggest questions that needs to be answered in the vocabulary research domain," Manyak says.

A four-component vocabulary program developed by University of Minnesota professor Michael Graves, who serves as a consultant on the project, will provide the framework. Graves' approach to vocabulary instruction includes providing students rich and varied language experiences, teaching individual words, teaching word-learning strategies, and promoting word-consciousness.

The three-year time frame (fall 2009-summer 2012) will enable the researchers to engage in a cycle of program development, feasibility testing, and program revision for each of the years of the grant. It also will provide opportunities for some longitudinal data collection, as students move from one grade to the next.

"When programs are implemented over time, they are more likely to demonstrate instructional power," Baumann says. "That is one reason for having multiple grade levels involved."

A desire to explore the needs of linguistically diverse students led to the selection of school districts in Chicago and northern Fort Collins, both of which enroll significant proportions of English language learners.

"Promoting the vocabulary development of English learners is a huge conundrum in education and in research," Manyak says. "We've known for 25 years that vocabulary is the critical variable when it comes to long-term achievement in our schools."

At the end of the grant, the researchers will have a vocabulary instructional program ready for evaluation. At that time, they will apply for another federal research grant to test the effectiveness of their program against alternate approaches to teaching reading vocabulary.

### Trends: Undergraduate inquiries, applications, and admissions

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Change 05-09	% Change 05-09
UW INQUIRIES	17,981	15,830	19,776	16,494	17,172	-809	-4%
APPLICATIONS RECEIVED	4,296	4,491	4,541	4,769	4,880	584	14%
College of Education Apps	299	374	401	370	382	83	28%
UW ADMITS	3,258	3,178	3,227	3,487	3,583	325	10%
College of Education Admits	236	258	262	262	274	38	16%

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## Conrad: Certificate provided curriculum resources

After nearly four decades teaching in Native American classrooms, many would assume that Marty Conrad had enough experience to consider himself already an expert on reaching and educating students from Indian cultures.

But successful completion of the new Graduate Certificate Program for Teachers of American Indian Children provided Conrad with insights and resources that expanded his understanding and capacity to serve students and mentor fellow teachers.

Conrad and Christine Rogers are the first students to complete the new program.

UW's certificate is the first comprehensive program targeting individuals interested in meeting the unique learning needs of American Indian children. The program consists of five graduate courses, offered using distance technologies.

Conrad, a member of the Choctaw/Creek Tribe of Oklahoma, has taught on Western reservations from Arizona, Idaho, California, Kansas and Wyoming. Currently, he serves as an instructional facilitator at three schools in Fremont County School District 1: Lander Valley High School, Pathfinder High School, and Starrett Junior High School.

Decades of classroom experience – as a teacher and a Native American student -- might have provided Conrad with a deeper background from which to draw than other cohort members, but he readily describes many ways in which his understanding was expanded.

"I've had to learn as I went along," he says. "I always thought that something needed to be developed in the curriculum area, on how to teach Native American students."

Some of that curriculum support includes access to resources that accurately incorporate the Native American cultural perspective. Participation in the certificate program not only reinforced the importance of inclusion, but it also provided Conrad with the tools to do so.

"Most of it is incorrect," he says of information commonly provided in history textbooks. "Now we are getting access to the primary sources, to tell a different side from the Native American perspective."

Including Native American materials and voices in the curriculum offers both specific and general benefits to students who come from those communities.

Generally speaking, Conrad says, "Native American students learn better when there is something about their tribe or culture that is integrated into the curriculum."

Schools also play a role in helping to transmit and explore Native American culture.

"It is very important that Native American students get to know their language and their culture," Conrad says. "That's the bottom line: that all school districts that have a high population of Native American students do that."

While Conrad shared a commitment to learn how to teach Native American children more effectively with his certificate program classmates, he also brought personal experience to the table that his peers from a majority culture lacked. Conrad says he connects in deeply personal levels to the challenges students face.

"When I was in elementary school and junior high, the only teachers who would talk to me were the coaches," he recalls. Rather than letting that lack of support force him to question his abilities, Conrad used it as motivation for making school a different experience for others.

"That really gave me the strength to become a teacher," he says of his isolating experiences as a student.

"I wish that I would have had it when I was starting out back in the 1970s," he says of the background and tools gained through the certificate courses. "It would have helped me learn how to be a better teacher toward Native American kids, on different reservations."



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## Rogers: American Indian teaching certificate 'changed my life'

Christine Rogers entered the UW College of Education's new graduate program for teachers of American Indian children anticipating that she would gain knowledge and tools to enhance her effectiveness as an educator and an instructional facilitator.

After completing the program, she realized that she gained much more.

"To put it simply, it has changed my life – my perspective and my viewpoint -- completely," she says of the experience.

Rogers and Marty Conrad, both instructional facilitators for Fremont County School District 1, are the first two graduates of the new program.

A study abroad semester in South America prompted a change in major (to secondary English education) for Rogers; work at the Moline, Illinois, Boys and Girls Club, where she interacted with children of migrant and illegal workers; and a graduate program at the University of Iowa were all experiences that affirmed and fueled a commitment to multicultural and social justice education.

That commitment led Rogers to Lander Valley High School, where she accepted a position teaching English. One early experience at LVHS increased Rogers' commitment to better serving the learning needs of Native American students. Christine developed and taught a Native American literature course in response to student requests, based in part on a class she had taken at Iowa. One of her star pupils also was enrolled in a more traditional English course, where he seldom participated and barely earned a D.

"In the Native American Lit class, he sat in the front, it was almost hard to keep him quiet, and he got an A," she says, noting that that class was based on a college-level course.

The critical difference for Rogers' student was the opportunity to study works by Native American writers.

"Relevant curriculum, meaningful connections, really do make a difference for students," she says.

Helping other educators overcome common fears about accidentally offending students or community members, and providing them with effective classroom strategies, were primary motivators for enrolling in the UW certificate program.



"I thought, if I could become a teacher educator, I can start planting that seed in the minds of people early in their career, rather than having them get stuck five years down the road," Rogers says. "It's easier to keep going in the direction they're going, instead of trying something new."

She has direct opportunity to prepare pre-service teachers for that opportunity as an instructor in the Wyoming Teacher Education Program.

While Christine emerged from the certificate program with a bulging toolbox of strategies and resources to improve classroom practice – her own and others – she also came away with a vastly expanded understanding of how she could have handled her own professional actions differently in years past.

If she had her earlier teaching experiences to do over again, with knowledge gained from her certificate experience, Christine says she would have made one critical change.

"I would have gone and talked to people at the cultural centers on the reservation," she says. "I would have talked to people in the schools, elders and people on the business council, and other community leaders. I would have told them I want to do a good job. Do you think it is appropriate for me to be doing this and, if so, how can I do it responsibly? How can I do it respectfully?"

At the same time, "The program has helped me become less cynical," she says. "I am still extremely motivated to be involved and to get things done and to take action, but in a more positive way."

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## College spotlights four at distinguis

**T**he University of Wyoming College of education recognize two graduates and two former faculty members at a banquet in their honor this spring.

Recipients of the college's 2009 Distinguished Alumni Award are The Honorable Rita C. Meyer of Cheyenne and H.A. "Hank" True III of Casper.

Recipients of the 2009 Distinguished Former Faculty Award are Dr. Ace A. Cossairt of Laramie and the late Dr. Everett D. Lantz.

**Rita C. Meyer**, a two-time UW alumna (BA '77, middle school education; BS '87, finance), is Wyoming's 19th state auditor. Prior to her 2006 election to that office, Meyer served for 23 years in the Wyoming Air National Guard, where she reached the rank of colonel in 2004.

Meyer served as chief of staff to Wyoming Gov. Jim Geringer from 1998-2001. She has served on the Associated Parents of UW (APUW) board, was appointed to serve on the UW Trustees from 1995-1998, and currently serves as a member of the UW College of Business Advisory Board.

**H.A. "Hank" True III** holds two degrees from UW, a BA (1966) in secondary math education and a BS (1967) in animal husbandry. Following graduation, Hank joined the True companies, as he engaged in oil and gas exploration, production, and transportation. Currently, he is a member of Eighty-Eight Oil LLC and True Oil LLC. He also serves as president of Belle Fourche Pipeline and Butte Pipe Line Company.

True served for 12 years on the UW Trustees, beginning in 1995, including a term as president from 1999-2000. He also has chaired the College National Finals Rodeo Committee since 2005 and acted as a director of the National Cowboy & Western Heritage Museum since 2002.

*Rita Meyer*

*Leah Griffin*





## uished alumni, former faculty event

**Ace A. Cossairt** served on the education faculty for nearly 30 years, teaching special education courses and serving as department chairperson for five years. He retired in 2005. Cossairt began his career teaching junior high school science, but experiences attempting to assist two students before special education services were commonly available led to graduate school, where he developed expertise on behavior management.

Peers bestowed on Cossairt several local, regional and national honors, including: 1978 UW AMOCO Foundation Award for Outstanding Teaching of Undergraduates, 1989 Council for Exceptional Children Outstanding Teacher Educator of the Year Award, 1995 Northern Rocky Mountain Educational Research Association Service Award, and 1997 UW College of Education Outstanding Advisor Award.

**Everett D. Lantz** joined the College of Education faculty in 1936 and continued service to UW as a faculty member, wrestling coach and assistant to the president until his 1982 retirement. Lantz established UW's educational foundations curriculum and managed the UW Science camp for seven years.

Lantz was one of the first western educators invited to the People's Republic of China, in 1974. In August 1980, he returned to China as director of a 21-day educational seminar for Wyoming people. Lantz was executive director of the Wyoming Council for Children and Youth. He received two of UW's highest honors, the George Duke Humphrey Distinguished Faculty Award (1970) and the UW Alumni Association Distinguished Alumni Award (1980).

*Hank True*

*Ace Cossairt*

*Phil Lantz (son of  
Dr. Everett Lantz)*





## Project goal: visually communicate education

Conveying an educational message in words and pictures was the challenge facing students enrolled in one University of Wyoming summer class, EDEL 3170, “Meaning in Art/Art in the Elementary School.”

“Posters have long been considered an art form and a way to creatively convey information,” Allen Trent, associate professor of educational studies and course instructor, says. “In this project, elementary pre-service teachers designed art posters connected to an ‘education’ theme and exhibited the posters

throughout McWhinnie Hall, a part of the UW College of Education.”

The teacher-artists addressed a wide variety of themes including diversity in schools, funding, teaching and learning.

People working in and visiting McWhinnie Hall have commented positively on the exhibit. One faculty member said, “I like having the posters in the halls. They have given us some new things to look at and talk about.”





## Mary Alice Bruce is Ellbogen Teaching Award Recipient

Students describe Mary Alice Bruce as informative, experienced, supportive, organized, enthusiastic, challenging and a skilled communicator. They also view her as an excellent instructor, role model and mentor who genuinely cares about their professional careers and personal growth.

Bruce, a professor and former head of the Department of Counselor Education in the UW College of Education, is the recipient of this year's John P. Ellbogen Meritorious Classroom Teaching Award.

Kent Becker, counselor education associate professor and head of the Department of Professional Studies, says Bruce has developed her leadership, teaching, advising and service career based upon the guiding principles of creating a caring community, collaboration, leadership and vision for the profession and integrating theory and knowledge into effective evidence-based practices.

"These principles provide the foundation for a highly successful educator, mentor and leader," Becker says.

Bruce, who came to UW in 1991, has designed and taught 29 different undergraduate, master's and doctoral-level degree courses. She has used innovative approaches in her teaching, including distance learning, collaborative instruction, experiential learning and state-of-the-art clinical technology.

"She skillfully facilitates class discussion that allows students to learn from one another through collaboration and creation of new meaning," says colleague Serena Lambert, a former counselor education assistant professor.

Bruce's teaching style and mentoring have touched

the students she has taught throughout her illustrious career.

"Dr. Bruce's instruction, mentoring and support have been critical to my development and success as a faculty member," says Jennifer Murdock,

a University of Northern Colorado assistant professor. "She provided students with a consistency and warmth that allowed for our growth as counselors and as professional educators. She created a classroom climate that allowed for questions and discussions. We always felt that Dr. Bruce cared for us and was there to support us through her teaching and her clinical instruction."

Another former graduate student recalls her first presentation under Bruce's guidance.

"Dr. Bruce is a caring professor who actively engages students. This is demonstrated not only by her captivating teaching skills, but also in the manner she encourages students to participate in professional activities such as presenting at local, regional and national conferences," says Nancy Forth, University of Central Florida associate professor. "Looking back over my last 10 years, I believe with certainty (that) I would not have a vita that includes more than 40 presentations if it had not been for the encouragement Mary Alice provided for that first presentation."

Professor Bruce received her B.S. degree in mathematics/chemistry from Purdue University and her M.S. and Ph.D. degrees in counselor education from Iowa State University.



Mary Alice Bruce





## Denver school collaboration provides urban practicum experience

The opportunity to teach in an urban setting is rare for students enrolled in the Wyoming Teacher Education Program (WTEP), but a new option has been created to provide students with an intensive practicum experience at a Denver public school.

The UW College of Education launched an urban section of EDST 3000, "Teacher as Practitioner," in the spring 2009 semester. Under the supervision of educational studies assistant professor Angela Jaime, preservice teachers traveling to Park Hill Elementary School spend up to 10 Fridays at the historic school, spending long days interacting with mentor teachers and their students. Allen Trent, former head of the Department of Educational Studies, also participates in the Denver-based practicum assignments.

Practicum days are intense: about 13 hours including travel to and from the Denver site. Students are kept busy from the moment they enter the building in the morning until departure time, but Jaime says they enjoy the exhausting schedule set up by school staff.

Jaime credits Park Hill Principal Dr. Tonda Potts with welcoming the UW students warmly and engaging them fully in school life.

"She's phenomenal," she says of Potts. "She's so energetic and so enthusiastic – and very supportive of the students."

Park Hill is in the midst of a transition from a K-8 school to a K-5 school. This semester, it fielded

classes from kindergarten through eighth grade with the exception of sixth grade. The transition will be complete at the end of the year with the final eighth grade class divided among the surrounding schools. With fewer secondary classrooms available, several UW students were willing to accept assignments in other areas of professional interest. More important to them, Jaime says, was the chance to work in an urban setting.

Still, the College of Education must ensure that students have rich opportunities to experience classrooms in their chosen majors, before they reach the student teaching semester.

"Their 3000 practicum experience should be, as much as possible, about instructional models and classroom management and, if possible, within a grade or two, grade specific," Jaime says.

Toward that end, future versions of the urban education section of EDST 3000 will include two sites: one at an elementary school and one at a secondary school.

"It's really important for students to see the process of education: to see the connections between different grade levels, to see and hear the experiences that other students are having," she says. "It has been ideal to have them all in one school, because they do see each other and have a chance to share stories. That's really beneficial for them."





## Civic ed curriculum helps frame environmental problem

Students enrolled in a spring 2009 University of Wyoming College of Education course not only had a chance to explore approaches to teaching environmental topics to children of all ages, they also had the opportunity to pilot a renowned international citizen engagement framework as an innovative process for UW's teacher education program.

William Medina-Jerez's "Environmental Education for Teachers" class (EDCI 4000) researched energy conservation issues related to electricity savings using the Project Citizen curriculum <http://www.civiced.org/>. Class members identified the problem they wanted to explore, researched the issues related to that problem, and developed policy recommendations for university administrators.

Faculty members William Medina-Jerez, Carol Bryant and Carolyn Taylor from the Department of Secondary Education already have ties to Project Citizen (PC) through an international partnership with Bolivian schools and the group Educadores para la Democracia. Several Wyoming schools also participate in Project Citizen. This was, however, the first official incorporation of the PC framework in the preparation of pre-service teachers at UW.

"We are trying to implement Project Citizen in our teacher education program," Medina-Jerez says, "in science education, social studies education, and foreign language education."

The environmental education project served as the pilot and a model for expansion into the other content areas.

The PC framework fit Medina-Jerez's instructional goals perfectly.

"One of the elements of Project Citizen that relates to the national science education standards is having the students conduct real investigations," he says. "In Project Citizen, students follow an inquiry-like approach: there is a question, a concern, that comes from the students. It is not suggested or imposed by the teachers. There is an ownership and students are the leaders."

The approach proved to be a rich, useful environment for teaching the intended concepts.

"As the instructor, I confirmed that authentic scientific investigations are great tools to convey to future teachers for their future students' benefit," Medina-Jerez says. "The idea was to put them in their future students' shoes – to walk them through the whole process. Our hope is that they will take this approach and implement it in

their schools, in order to solve problems and instill democratic principles, and to teach science."

The group inquiry process ended in a different place than it began, according to Medina-Jerez.

"The topic they chose at the beginning was totally different from what they ended up doing," he says.



*How do plants grow, and what help do they receive from the sun and rain? Children at the UW Early Child Care and Education Center learned about energy and its role in plant growth during a puppet show written and performed by students enrolled in the College of Education's spring 2009 "Environmental Education for Teachers" class. Students collaborated on creation of the script, tailoring their message to their pre-kindergarten audience. The pre-service teachers also spent part of an afternoon helping the center's children set up and plant a small garden at the facility. Following the show are (front row, left to right) Bonnie Cummins, Laura Willson, (standing, left to right) Cody Pate, Beth Fernstrom, Amanda Reimer, Lindsey Neelands, and Liz Masie.*

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## Commencement 2009

The College of Education welcomed its newest alumni at our spring 2009 commencement ceremony, held Saturday, May 9, at War Memorial Fieldhouse. Wyoming Governor Dave Freudenthal delivered the keynote address before graduates and their guests. College benefactor and volunteer Mary Ellbogen Garland received an honorary doctoral degree from UW President Tom Buchanan. Matt Caires and Christina Chambers delivered the graduate and undergraduate student comments, respectively.





## Around the College...



Recipients of the 2009 Lola B. Newcomb Beginning Teacher Support Grant visited campus Sept. 14, visiting classes and sharing their experiences during a lunchtime collegewide event. Shown are (seated, left to right) Jenna Eklund, secondary math, Burns; Addrienne Sims, third grade, Sheridan; Sheila Trujillo, second grade, Cheyenne; (standing, left to right) Andrea Driskill, agriculture and special education, Upton; Ross McGee, high school English, Laramie; Melissa McGee, kindergarten, Laramie. For more information about the Newcomb Grant, contact Debra Beck, [debbeck@uwyo.edu](mailto:debbeck@uwyo.edu).



Jennifer Gogol, left, describes her work in the College of Education Academic Success Program to doctoral student Konja Klepper. Gogol incorporated wellness components into her work with student clients, recognizing that addressing the needs of the whole person increases one's potential for stress management and other factors enhancing academic progress.



Ed Paradis, professor of educational studies, shared insights about the people and events that influenced his career during a presentation at the 54th annual International Reading Association convention. Paradis' was part of a joint presentation titled "Turning Points in the Lives of Reading Educators," which also will feature IRA past president John Manning. "The main influences for me were teachers and the projects we did collaboratively in classrooms to increase

their students' learning," Paradis says. Appearing in the photo with Paradis are six of the teachers and educational studies faculty member Allen Trent, who guided Ed through the interview process with the teachers. Shown are (seated, left to right) Paradis, Julie Norris, Minerva Van Arsdale, Bill Walseth; (standing, left to right) Trent, Janie Lewis, Sharon Yovich and Bonnie Ross.



## Environmental ed group recognizes Keown's service

Duane Keown, retired UW professor of science education, received the North American Association for Environmental Education (NAAEE) 2009 Distinguished Outstanding Service to Environmental Education by an Individual Award for at the group's annual meeting in October.

NAAEE is the professional association for environmental education. Members promote professional excellence in non-formal organizations, K-12 classrooms, universities (both instructors and students), government agencies, and corporate settings throughout North America and in over 55 other countries.

Keown is best known for his work with teachers and environmental education workshops throughout Wyoming. While leading the Wyoming Conservation Connection in the Science and Math Teaching Center, he worked



Duane Keown

with teachers from more than 30 Wyoming school districts to write and compile the environmental education activity manuals, *Wild Wonderful Wyoming: Choices for the Future*, both for elementary and secondary teachers.

With funding from many sources, and with his associate David Rizor, he took the manuals to elementary and secondary workshops in 45 of the state's 48 school districts. One-third of Wyoming's K-12 teachers attended the workshops and received the manuals. The activities are currently going online at [WyAEE.org](http://WyAEE.org).

In 1993 Keown pioneered the development of the NAAEE affiliate Wyoming Association for Environmental Education. He served as president of that organization twice. He has authored numerous professional articles in science education and environmental education.

*Hatfield, continued from page 1*  
in mathematics.”

Faculty members on the new research team from secondary education, elementary education and mathematics have begun planning a ground-breaking, UW-based research agenda.

“This is a fertile opportunity for us to explore a domain in which there is little to no research-based knowledge,” Larry explains.

Hatfield's early agenda includes other initiatives of note. The Wyoming Institute for the Study and

Development of Mathematical Education will be a virtual program designed to promote and solicit collaborative research teams worldwide. While the primary collaborative activities of WISDOM<sup>c</sup> will take place online, it also will bring participants to Laramie for an annual research reporting and planning conference. UW faculty and doctoral students will define and articulate the research domains and facilitate online connections by and interactions among researchers around the world.

*Rush, continued from page 6*

“We've had a content-area literacy push since the early 1980s,” Leslie says, “trying to get content area teachers – English, social studies, science and math – to incorporate literacy work within their instruction. There has been a good bit of resistance to that.”

The current research may unlock some answers regarding how to overcome this historic hesitation.

“If the work of instructional facilitators is useful, if it's helpful at getting teachers to do that, that's something

that I would be interested in finding out,” she says. “I've always been puzzled about it. Why is it so hard to get it to happen? Many people would be interested in knowing what we can do to facilitate that.”

This is Rush's second opportunity to research the impacts of instructional facilitators on Wyoming schools. She and professor Suzie Young recently conducted a statewide evaluation of instructional facilitator program, focusing on overall satisfaction.

## Fall 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).

**Edward Flaherty, BA '67, Mathematics Education**, recently published a book, *Coached for Life*. The book documents "how coaches' and teachers' success has little to do with the number of victories racked up over the course of a career and everything to do with the life lessons the coach or teacher imparts on his or her players/students." *Coached for Life* tells the story of two coaches and the players they led to a state championship in 1962. It

includes a 40-year retrospective featuring the former players, who describe how the principles instilled in them that championship year shaped their lives long after leaving the football field. Flaherty's co-author is Jack Uldrich. Profits from sales of the book support an Optimist Club scholarship for college-bound Montana high school seniors.

A program led by **Dennis Bohmont, BS '73 Industrial Arts Education**, received the Technology Education Program of the Year Award from the South Dakota Technology Education Association. Association representatives credit Bohmont with fostering "a higher level of technical literacy" in South Dakota. "Business and industry, as well as higher education, benefit from students acquiring these skills and perspective for working and learning in our modern 21st century environment," Monty Robinson says.

*Civic, continued from page 15*

"Saving electricity" was the theme of the group's final project. Their survey data showed only 5 percent of those asked cared about energy conservation. That finding helped the group define a shift in focus to education and a range of alternatives that individuals and the institution can take to save both resources and money.

The final step of the Project Citizen activity is presentation of the findings and public-policy recommendations to decision makers and others interested in the issue. The class unveiled its presentation at a meeting of the Laramie Audubon Society.

"It was a great challenge for my students," Medina-Jerez says. "It was the first time that they presented for a new audience, outside of the university campus."

The group officially wrapped up the project with a presentation to UW Physical Plant staff and College of Education administrators. However, many of the students were inspired to continue work on the project following the conclusion of the class. Among the likely next steps they are helping to facilitate informational presentations for high school classes and production of an educational video that will be made available for sharing across campus.



*Cake, ice cream and balloons provided the focal point for the Department of Professional Studies' celebration of education theorist John Dewey's 150th birthday. Faculty and graduate students marked the occasion with treats and a sharing of their favorite readings, impacts on thinking and research, etc. Dewey was born Oct. 20, 1859, in Burlington, Vermont. He died June 1, 1952. While his influences are vast and varied, he is most often recognized for his shaping of progressive education.*



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