

THE
Blackboard
UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION

SPRING 2009

Science ed chair leading way to PhD program launch

One theme has dominated Tim Slater's early months on the College of Education faculty: launching a Ph.D. program that will prepare the next generation of science educators.

Slater, Wyoming Excellence in Higher Education Endowed Chair in Science Education, has focused on three major goals since joining the faculty in August:

- ▼ Securing financial support for graduate student fellowships;
- ▼ Rallying UW faculty around a common purpose – defining what graduates of the new program should be able to accomplish upon completion; and
- ▼ Learning the processes and structures that guide UW's decision-making processes.

The first goal is critical to attracting the quality of students desired to this program, Slater says. The presence and strength of the Science and Mathematics Teaching Center (SMTC) makes the second goal less challenging than one might expect.

"It's been surprisingly easy," Slater says. "The SMTC has a long tradition here, of working across the Colleges of Arts and Sciences, Education, Engineering and Agriculture."

While collaborating to deliver graduate-level programming is the SMTC's cornerstone, Slater's arrival has facilitated new conversations about expansion.

"It's not just because I'm here that these conversations are taking place, but having a 'new guy on the block' gives them an excuse to get together," he says. "Some things have happened just because there was a new face on board."

Weekly research meetings involving SMTC affiliate faculty are the primary vehicles for these early efforts.

"The idea, really, is to try to identify places where we overlap and collaborate," Slater explains. "It's not really a show-and-tell, from the sense of 'here's what I'm doing that's cool,' but 'Here are the kinds of things I'm interested in. Would you like to help me?'"

Expanding collaboration opportunities is expected to benefit incoming doctoral students. New students become part of a four-person team when they enter the program. They will join an existing UW research project, where their opportunities to learn from and with their team members in mutually beneficial ways.

"I want to be sure that every graduate student is mentored by a full professor and a junior professor and a senior graduate student," Slater explains. "You learn



Tim Slater

something different from all of those people. The full professor has the world view, the junior professor has the 'I've got to publish this paper' view, and the senior grad student says, 'Here's how you get through the coursework you've got to get through.'"

Slater brought this "intergenerational" approach to mentoring – CAPER (Cognition in Astronomy, Physics and Earth Sciences Research) -- from the University of Arizona.

Leadership in the field – and the capacity to move it forward – drive expected outcomes for graduates of the new doctoral program, Slater says. They will become "stewards of the discipline," prepared to advance knowledge and the practice of science education beyond their mentors' contributions.

In fact, their doctoral research is expected to focus on creating a new way of teaching a scientific concept. They

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Dear alumni, students, faculty, and friends,

Just a few short months ago I wrote my first column for the *Blackboard* as your new dean of the College of Education. I exhorted you to join with us as we chased a future full of promise built upon a foundation of impressive accomplishments over the past several years.

Economic conditions have changed considerably since I wrote the first column, but our goals remain unchanged. We have completed departmental strategic plans and we have agreed upon a College Academic Plan 3 to guide us through 2014.

Highlights of these plans include: creation of a statewide professional development plan that will allow us to focus in areas of greatest need; a renewed commitment to strengthening our graduate programs through enhanced recruiting, increased graduate assistantships, review of curricula, and leveraging the expertise and reputations of our Wyoming Excellence Endowed Chairs; and continuing efforts to enhance our school and state partnerships.

In addition to these strategic planning efforts, our faculty and staff have engaged in serious and deep discussions regarding the organization of our college. By the start of fall 2009, we will have formalized our restructuring. Many faculty have vested significant time in the design of new Ph.D. in education options in science education, mathematics education, and literacy education for implementation this fall. The work of the Wyoming School-University Partnership and the Science-Mathematics Teaching



Dean Kay Persichitte

Center is expanding and enhancing the reputation of the college.

As you will read in these pages, we have faculty and students actively involved in international partnerships, multiple new grant projects have been recently approved that will have impact on both graduate and undergraduate programs, outreach efforts are ongoing with our programs that support and serve Native American and ESL learners, and several of our faculty and students have been recognized with significant awards this year. Review of annual evaluation materials indicates that the scholarship, teaching, and service of our faculty have never been more robust.

I hope many of you will join us for our commencement exercise

on May 9 in the UW Fieldhouse. We have a special honor to bestow this year and a large class of graduates. Also, the invitation is open for you to visit us anytime you are in the neighborhood!

It is inevitable that we will face some challenges as this nation and this state ride out an unpredictable economic future. Facilities upgrades, space needs for expanding faculty and programs, recruitment and retention of diverse faculty and students, and the other elements of our Academic Plan 3 remain clear targets. 2008-09 has been a great year for the college and we hope you will continue to support us as we face the challenges ahead!

Enjoy this issue,

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.



Garland receives UW honorary degree

When Mary Ellbogen Garland accepts her 2009 University of Wyoming honorary degree, it will be in her adopted home in the College of Education.

It's a natural place for UW to acknowledge her significant contributions to the institution and the state. Garland, a UW College of Business graduate, has spent most of the last decade working tirelessly to advance Wyoming education.

Garland will receive her honorary degree at the College of Education commencement ceremony Saturday, May 9, at 9 a.m. in War Memorial Fieldhouse.

As a founding member of the College of Education Development Board, Mary has played a lead role in efforts to grow private support of its academic programs, scholarships and facilities. As a founding member and president of the John P. "Jack" Ellbogen Foundation, her impact extends to education at all levels in Wyoming. The connection is direct, and it emanates from the founder's vision and passion.

"My dad had identified the College of Education and education generally," Mary says of Jack Ellbogen's philanthropic interests. "The Ellbogen Foundation has a responsibility to honor donor intent."

Jack Ellbogen provided the vision, but he resisted defining exactly where that vision would lead. That task was left to Ellbogen Foundation board members and their leader.

"He was a wise man," Mary says. "He knew that things change quickly. He let us build the path to what that should look like in changing times."

Determining how best to begin that path, in ways that have the highest impact for Wyoming residents -- from early childhood through graduate school -- is a process requiring Garland's specific leadership. How that has taken shape, in many respects, reflects Mary's own hands-on approach to service and philanthropy.

"I love being on the ground level," Garland says. "I don't want to be removed from what's happening locally."

Advancing the vision laid out by her father is pretty easy: her passions match his in many fundamental ways. But how she acts on those passions is very much a personal expression.

"I've taken my work and aligned it to who I am personally," Garland says. "The way I decided to do things is probably different from others, but it was intuitive in nature. I needed to find my place, and nobody else could define what that was for me."

Mary acknowledges that perfect clarity about that place sometimes eluded her. But her parents played pivotal roles in helping to gently guide in a direction where her talents could best serve.

"They did not say 'do this' or 'do that,' but they acknowledged my strengths," she says.

A natural introvert, Garland says knowing when and how to serve is not always easy, but it is usually pretty clear.

"Every time I am asked to do something that is outside of my comfort zone, as much as I fight it -- which I think is natural -- that's the indication that I ought to be at that table," she says.

"You have to be willing to take risks," she says of the call to leadership. "You have to be willing to get out of your comfort zone."

Garland's work for the Ellbogen Foundation requires frequent personal stretches. One of the efforts that required the biggest leaps from what was comfortable was establishing the Wyoming National Board Certification Initiative. Though Jack Ellbogen left few directions for future foundation board members, he specifically supported an effort to bring National Board Certification to his home state. Mary not only became the lead voice for that project, she did much of the legwork necessary to launch the program.

"I went out with a lot of uncertainty, but I went out and made the phone calls that needed to be made and met the people that I needed to meet," she says, "and began to have more confidence in my ability to move forward."

Responding to the honorary degree

Garland learned of the honorary degree award in a private meeting with UW President Tom Buchanan.

"In my mind, I was trying to put the pieces together regarding how this could happen," she explains. "Then, of course, there was the immediate connection to my



Mary Ellbogen Garland

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UW, Bolivian educators agreement may lead to internships

Providing undergraduate students preparing for teaching careers in secondary education with an opportunity to experience classroom life in an international setting is the intent of the recent signing of a memorandum of agreement to fund internship opportunities in Bolivia.

Representatives from the UW College of Education and Educadores para la Democracia signed the agreement when a delegation from the latter group visited Laramie in November. Other organizations joining the partnership are the Wyoming/Bolivia Partnership, under the auspices of the Wyoming Partnership for Civic Engagement, and the Instituto Normal Superior Simón Bolívar.

The purpose is “to collaborate in efforts to identify additional sources of funding for collaborative activities,” including internships, exchanges for faculty members, pre-service and in-service teachers; extended classroom implementation of Project Citizen, service learning opportunities, and shared research resulting from these activities.

“It gives us opportunities to partner with people in different ways,” Secondary Education Department Chairperson Linda Hutchison says.

Expanding access for students to experience cultures and classroom settings different from their own is a major motivator for the department and college.

“Students benefit from hearing alternative perspectives to the lives they lead,” Hutchison notes. “What also was exciting to us was that it offered another way of thinking about education’s role in democracy.”

While the official linkages set up by the memorandum are new, the relationships are not. Through the Wyoming/Bolivia Partnership, which included associate professor of secondary education Carol Bryant, connections were made that have already



Bolivian educators and education majors meet.

resulted so far in educator exchange visits to both sites, a visit by two Bolivian students to Laramie in spring 2008, and videoconferencing interactions between students facilitated by the U.S. embassy in La Paz.

“Dr. Bryant has worked very hard to collaborate with a variety of people to help the department establish these relationships,” Hutchison says of Bryant’s leadership role in creating and building the partnership.

During the most recent Laramie visit, Bolivian educators met with students enrolled in math, social studies, English, science and modern languages education programs. They responded to questions developed by social studies education students, on a range of topics related to the school experience in Bolivia. Modern language education students assisted with translation during the event.

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must be able to articulate the cognitive science behind it, the scientific content, the history of how the concept has been taught to this point, and how their new approach is more effective at facilitating student learning.

Endowed chair responsibilities

Assuming the legislatively-funded endowed chair introduced a few twists to Slater’s professional life. One of the minor surprises is the increased visibility that often places him in social settings with donors, administrators and policy makers.

“You really get involved in the public relations aspects of the college and the university,” he says. Funding to support

research increases; and along with it, a shift in thinking about spending it.

“You start to think much more strategically, instead of tactically,” Slater says. “How many assistantships do I have to have in place to graduate 10 students in five years?”

Critical to his successful transition to Wyoming and the successful launch of the science education Ph.D. program has been having the encouragement of College of Education Dean Kay Persichitte.

“Kay has been incredibly supportive,” Slater says. “We couldn’t do what we have done here in one semester if the dean hadn’t have been 100 percent behind us.”

College joins national math, science teacher initiative

The University of Wyoming College of Education has another ally in identifying new and effective ways to recruit future mathematics and science teachers, via a new partnership created by the National Association of State Universities and Land Grant Colleges (NASULGC).

UW joins 106 other NASULGC institutions as members of the Science and Mathematics Teacher Imperative (SMTI). The partnership is committed to addressing three goals:

- ▼ Substantially increase the number and diversity of high quality mathematics and science teachers prepared by their institutions.
- ▼ Identify the need for science and mathematics teachers in their states and regions, working with appropriate state agencies and other universities.
- ▼ Build partnerships with other universities and community colleges, school systems, state government and others to collectively address their state needs on a sustained basis.

The opportunity to share Wyoming's successes and "understanding what different institutions are doing to increase the number of students who will be majors in these areas – and choose to teach" is a primary benefit of joining this national effort, according to Linda Hutchison, chairperson of the UW Department of Secondary Education.

Nationwide, shortages of majors who are ready to step into the classroom exist in several curricular areas. Of particular concern are current and anticipated vacancies in the areas of mathematics, physics, chemistry, geology, and earth systems science. UW has met with some success in increasing mathematics education enrollment

recently. However, gaps between enrollments in the four sciences identified and predicted classroom vacancies in Wyoming remain large. Needs in neighboring states, which frequently hire UW graduates, reflect similar national trends.

Hutchison, UW's institutional representative to SMTI, will participate in a major summit of SMTI members, scheduled for May 17-18 in Boulder. That event is expected to offer a significant opportunity to learn about successful strategies incorporated at other SMTI institutions. While she anticipates learning about tactics that could be adopted or adapted at UW, Hutchison also knows that she can offer Wyoming-based examples of effective programs.

One of those success stories is the Wyoming School-University Partnership (WSUP), a collaboration that engages stakeholders at UW, school districts, community colleges, and state government to address a variety of educational concerns.

Another strength of UW's programs is the concurrent major framework, where students earn one degree with two majors: secondary education and their chosen content area (e.g., mathematics education with concurrent major in mathematics).

The concurrent major model helps to ensure that teachers graduating from UW with a degree in secondary education are well prepared to teach in their content area. While meeting the "highly qualified" criteria of the No Child Left Behind Act, UW's efforts to build in strong content knowledge predate the federal legislation.

For more information on the SMTI, contact Hutchison at lhutch@uwyo.edu; 307-766-2375; or visit the initiative website <http://www.teacher-imperative.org>.



Students in Andrea Hayden's 3/4 class at Laramie's Spring Creek Elementary School learn about Geographic Information System (digital mapping) software from Alan Buss, associate professor of elementary and early childhood education, as part of a mapping unit.



Elementary ed pilot offers distance-delivered program option

Sitebound Wyoming residents who want to complete requirements for an elementary education degree are the target audience for the distance-delivered Elementary Education Pilot Program, a joint offering of the UW College of Education and the UW Outreach School.

Students must have completed an associate of arts (AA) degree prior to admission, and they must meet admissions requirements for both UW and the Wyoming Teacher Education Program (WTEP).

This is not the College of Education's first experience delivering undergraduate degree programming to sitebound students. It is, however, the first designed to reach students wherever they may live in Wyoming.

"We felt that it was very important to help meet needs that we have been hearing about in the state for quite some time," Alan Buss, Department of Elementary and Early Childhood Education chairperson, says. Partnering with the Outreach School to deliver the program across the state is an important step in that direction.

Most courses will be delivered using one or more distance technologies, particularly online or video conferencing formats. Some courses will be hybrids, combining one or more distance delivery methods with face-to-face interactions.

"The major classes that will probably be a new delivery mode for the students will be EDST 3000 ("Teacher as Practitioner") and the methods classes, which will be hybrid courses," Buss explains. "Those courses will be a mix of face-to-face, video conferencing, and some online activity."

In addition, an online version of EDST 3550 ("Educational Assessment") will be launched for this program. The first methods course, humanities education, will be offered in the near future, too.

Students from 10 Wyoming communities enrolled in the first cohort, which launched in the fall 2008 semester, according to Program Coordinator Sharyn Polley. Most members of Cohort 1 are women, of

varying ages, who are working full-time. They have different personal and professional reasons for being sitebound.

Cohort 2 launches next academic year, joining Cohort 1 for the core courses.

"It was a way to pull all of the groups together, so that we could have sufficient enrollment to fund the delivery of classes," Buss explains of the cohort merger.

Developing and building partnerships with Wyoming's community colleges has been critical to the pilot program's launch. Polley has been working with community college administrators and education faculty, as well as with the UW Outreach School academic coordinators, to articulate expectations (including academic requirements for admission) and promote the program with prospective students.

In addition, interest is building outside of Wyoming. A district administrator from a neighboring state has approached the College of Education about making the program available to a group of potential students in his district. While the potential for exponential growth of a new program is interesting, Buss says focusing first on meeting the needs of Wyoming residents remains top priority. Another challenge to delivering programming to other states: students there may lack some of the required coursework to fulfill UW University Studies Program (USP) requirements.

A more likely scenario for growth outside of the existing pool of prospective students may be traditional-age Wyoming high school graduates who wish to start their academic careers at a local community college then stay in state to take advantage of support from the Hathaway Scholarship Program (<http://www.uwyo.edu/hathaway/>). Students who may have otherwise opted to continue their work at an out-of-state education program but who wish to stay closer to home could see the distance-delivered UW program as a viable option.

For more information on the program, including admission requirements, contact Polley at (307)587-9974 or srusk@uwyo.edu

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parents and what they have already done in Wyoming -- the opportunity to stand by them, in unity, to carry on their work. It felt like a real alignment between what I perceived my job to be and my parents' intentions."

Mary is the second member of the Ellbogen family to be added to the list of recipients. UW presented Jack with an honorary degree in 1998. Significantly

younger than her father was when he accepted this award, Garland is accepting it as a challenge rather than a culmination to a life of service.

"Because of my age, and because I'm mid-career, this kind of acknowledgment propels me to do more," Mary says. "What that is, I don't know. But it means that I've got a lot of work to do."





Mark Stock receives Mary Garland Fellowship

Educational leadership faculty member Mark Stock is the sixth recipient of the Mary Ellbogen Garland Early Career Fellowship.

The fellowship, established by the late philanthropist and education advocate John P. “Jack” Ellbogen, supports promising junior faculty in the University of Wyoming College of Education.

“I intend to study the relationship that is developing between building principals and the instructional facilitators in Wyoming,” Stock says of the research agenda he will pursue with Garland Fellowship funding.

Specific focus of that research will be on “the way in which those relationships impact the success of implementation of the things they are working on in the district,” he says. “I want to see if there are certain patterns of behavior or common practices between the principals and their instructional facilitators and if so whether or not they are related to the perceptions of success within the school.”

Instructional facilitators are school district employees who act as peer helpers and coaches. They assist teachers with implementing new practices and applying what they learn in professional settings.

The addition of teacher professionals to fill this instructional role represents a departure from the typical hierarchical school structure, where the building principal is the ultimate authority.

“They’re new for education,” Stock says of the arrangement. “There’s usually been the principal and then everyone else.”

Stock’s research will include defining how principals embed the instructional facilitator within the structure: whether the building administrator still maintains strong positional authority for curriculum matters or whether he/she assumes a more hands-off approach to delegating those responsibilities to the facilitator.

“These teachers (the instructional facilitators) are assuming real leadership roles, yet in most schools they are doing so without line and staff authority,” Stock says. “I want to see how principals are handling that, and to see what the results are.”

Stock’s research plan starts with a survey of the state’s instructional facilitators and their building principals. Responses will be matched into pairs, to allow comparisons and identification of any patterns that emerge.

Findings from Stock’s research will be of use to educators and policymakers in Wyoming. Because this is largely uncharted territory, it also has the potential to advance the national discussion about the role of instructional facilitators, and to offer starting points for other research agendas.

Stock also is pursuing opportunities to collaborate with other College of Education faculty who share his research interests in the role of instructional facilitators, including educational leadership colleagues Heather Duncan and Suzie Young and secondary education faculty member Leslie Rush.

“I see this fellowship helping me to work together with them, so the (Garland) funds will get double or triple value,” Stock says.

Mark Stock joined the UW College of Education faculty in fall 2007. His career to that point focused on K-12 education, first in the classroom (teaching third and sixth grades), as a curriculum director and a technology director, as an assistant superintendent overseeing curriculum and instruction, and eventually superintendent of the Wawasee Community School Corporation in Indiana. Along the way, he earned a doctor of education from Ball State University.

Moving to higher education offered both a chance to experience new professional challenges in mid-career and to work with older students, something Stock learned that he enjoyed.

“During my principal years, I worked with some very talented people who were very involved with school improvement,” he recalls. “I began to do workshops and presentations for adults and I found out that I really enjoyed that.”

He says the career shift has been a good one so far, offering a welcome change of professional perspective.

“The biggest adjustment in the switch from being a practicing school superintendent to higher education is one of going from about 70 percent reaction to the problems that arise to being proactive,” Stock says. “At the university level the emphasis is on long term research and current teaching and does not involve the day-to-day crisis management administrators are accustomed to. It is a refreshing change of pace!”



Stock authors book, chapter on blogging for superintendents

A UW College of Education faculty member's successful experiences incorporating blogging into his outreach role as a school superintendent are now being shared in two new books: one just published under his sole authorship and a chapter in another edited title currently in press.

Mark Stock, assistant professor of educational leadership, published *The School Administrator's Guide to Blogging: How to Connect with Your Community at the Grass Roots Level* in November 2008 (publisher: Rowman & Littlefield Education). He also contributed a chapter, "Superintendent as Blogger," to an edited edition titled *Leaders as Communicators and Diplomats*, scheduled for release in April 2009 by Corwin Press.

The American Association of School Administrators (AASA) will distribute the latter book to all members as part of its Professional Library program, which distributes four "cutting edge" books per year to its members. AASA will provide significant marketing support for the former book.

Stock began blogging about district and educational issues as superintendent of Wawasee Community School Corporation in Indiana. The site took off quickly, thanks to word of mouth promotion of the site as a credible source for information.

"We averaged 2,000-7,000 hits a day on the site," Stock says. "The local community knew that that was the way to get current news about the system."

The site's success, fueled by Stock's willingness to explore and adopt new approaches to reaching out to the community, has so far been one fairly unique in school administration circles. While interest is starting to grow among AASA members, due in part to the success of the Wawasee district blog, the larger professional population has remained hesitant to adopt the technology as its own.

"Typically, school administrators are slow to adapt to these kinds of innovations," he says. "Educational leaders, by and large, have not been rewarded for risk taking," he says. "When new things like this come along, they tend to look at it and see all the things that can go wrong."

Stock acknowledges that potential but says experience has taught him that the benefits vastly outweigh any risks that come with increased connection to the community. He describes strategic use of technologies such as blogging as "new school" when compared to traditional approaches to outreach incorporated by most superintendents.

"'Old school' is going to the basketball game, shaking hands and walking around," he says. "'New school' might be interacting through a social networking capability (e.g., through a blog). You may be reaching an audience of thousands every night."

The aging Baby Boomer population, a large percentage of a district's tax base, is one target audience that is no longer accessible using traditional communication approaches. Their children are grown and they are increasingly mobile, Stock notes, resulting in decreased connection to local schools.

"You're reaching a whole group of people who aren't at the game or event," he says. "How are they going to be supportive of the new bond levy or the mill levy that comes around if they are not connected?"

Traffic for the Wawasee site was particularly high on Fridays, with Stock's much anticipated "Friday Funnies" post sharing amusing anecdotes about children that had been adapted for public release. Also guaranteed to increase traffic to the site: snow. Children and parents regularly logged on when flakes began to fly to see if school would be cancelled.

While logging in to read the latest funny or hope for a snow day, many readers would explore the site and find other posts sharing information of value to the schools and their stakeholders. One of Stock's goals for the site was providing user-friendly ways to alert visitors to opportunities to impact public policy.

For example, when bills arose in the Indiana legislature that impacted children or addressed educational issues, Stock offered a brief overview of the bill, a link to the legislation itself, and a button that would provide quick zip code-driven access to e-mail addresses for the viewer's representatives.

"I also tried to use it as a way of promoting political involvement at the local level," he says.

The blog also became a key communication tool for sharing information about emergencies. During one such situation, a bus crash involving several children from the district, Stock blogged live from the hospital, providing updates on the victims and instructions to parents wanting to pick up their children.

Stock says blogs offer a proactive way to communicate with multiple stakeholders – and shape messages about the district.

"If you're not blogging *to* them, they are going to be blogging *about* you," he says. "You might as well establish the forum, have the readers, and be in control."

Birdhouse Beauty

Students in Allen Trent's "Meaning in Art" class this fall created birdhouses representing the style and techniques of favorite artists. Their works took center stage at an installation in the Education Building lobby late in the fall semester. The exhibit was titled "The Birdhouse Project: An Installation of Appropriated Aviaries."

Examples of their creativity are shown here. Identification includes the student's name (listed first) and the artist they chose to interpret.

Josh Keeney, Jennifer Maestre

John Telsrow, Nancy Skoglund



Sarah Cole, Dr. Seuss



Kari Ward, Christo & Jeanne-Claude



Norma Reiners, Robert Duncan

Doctoral student named NASA astronomy ambassador

Dan Lyons, a University of Wyoming Ph.D. student in science education, has been selected as a 2009 NASA International Year of Astronomy Graduate Student Ambassador.

The NASA International Year of Astronomy (IYA) Student Ambassadors Program is designed to provide pathways for undergraduate and graduate students to help generate excitement about NASA scientific discoveries in astrophysics, planetary science and solar physics within their local communities and beyond. IYA is a yearlong observance marking 400 years since Galileo first began exploring the skies using a telescope.

Lyons is a College of Education doctoral student and a member of the UW Science and Mathematics Teaching Center (SMTC) Cognition in Astronomy, Physics and Earth sciences Research (CAPER) team.

The NASA award includes a \$2,000 grant and up to \$700 for materials and travel reimbursement. Lyons will use this funding to back a three-phase structure supporting Wyoming teachers who participate in the Galileo Teachers Program, the official IYA curriculum designed by UW education faculty Tim and Stephanie Slater.

A UW team was scheduled to facilitate a series of workshops around the state in early- to mid-2009. To support that effort, and increase likelihood of successful implementation of what teachers learn, Lyons planned to recruit a team of undergraduate physics students, interested in astronomy, to act as resources and contacts to address teachers' individual questions. Students will be matched to a group of teachers, providing a single, familiar point of contact.

Second, Lyons will use funding from his ambassadorship to adapt materials available from NASA to the learning needs of fifth graders. Finally, he plans to establish an online community to facilitate peer sharing of successes and challenges as they incorporate Galileo Program lessons into their classrooms.

Lyons says building and sustaining an online peer-based forum is critical to the success of not only his ambassador project, but to implementation that enhances student learning.

"If we can get that going, that will have the biggest impact," he says of the proposed online peer network.

Lyons began his doctoral studies at UW in the fall of 2008, following Wyoming Excellence in Higher Education Endowed Chair in Science Education Tim Slater to Laramie. Lyons met Slater at the 2005 American Astronomy Society Conference. Dan was impressed with Slater's presentation, on instructional methods in introductory astronomy courses and the ways in which lecturers can facilitate or block student learning.

"I was really impressed, and I've tried to work for him since then," Lyons says.

Dan's professional goals have shifted in recent years, making a partnership with Slater particularly appropriate.

"I looked at the skills that I had and decided that I could change my focus from doing astronomy research to doing education research," Dan says. "I feel like I could make a real contribution to the field."

Lyons' research interests focus on cognition and learning in mathematics and science education, with particular interest in how that they occur within astronomy instruction.

"I'm interested in how spatial reasoning abilities relate to learning astronomy concepts," he explains. "How do we break down the concepts that require higher spatial reasoning abilities to learn in order to make it accessible to people who don't naturally have that?"

Lyons is working on a paper for publication with College of Education faculty member Stephanie Slater. The two studied how conceptual change occurs in teaching of kinesthetic astronomy, a process that involves students acting out different roles in the solar system. They hoped to understand how and why deeper learning takes place in that environment.

"Understanding why it is more effective in eliciting conceptual change will make it applicable to any number of other fields of science where students have the same difficulty," Lyons says.

Doctoral student Dan Lyons



Fall 2008 Honors Banquet honorees

The following students were honored at the Fall 2008 Honors Banquet:

GRACE THORSON BROWN SCHOLARSHIP

Leah Johnson
Stacey Orcutt
Jennifer Platt
Kayla Romsa
Jessica A. Adams
Hannah Schirlinger

MARK CARSON TRUST SCHOLARSHIP

Kristin Dickinson
Jennifer Heater
Ryan Hughes
Staci Reed
Heather Robinson
Rachel Grant
Greta Zimmerman

EDNA PENDLETON CASH SCHOLARSHIP

Juanita Garrison
Brandon Gifford

CHARLOTTE COSSAIRT SCHOLARSHIP

Lauren Reynders

MARY M. & DAVID H. CRUM SCHOLARSHIP

Joel Alworth
Rebecca Brazzale

VIRGINIA DAVIS SCHOLARSHIP

Aaron Weglin

DELTA KAPPA GAMMA UPSILON CHAPTER

Whitney Buckley
Charles Fournier
Maurisa Jensen
Lori Peterson
Sarah Honstein

JAMES DURKEE SCHOLARSHIP

Jessie Lynn Atkinson

JESSIE MAE HALSTED SCHOLARSHIP

Tracy Buckler

ERNEST & HELEN HILTON SCHOLARSHIP

Martha Albert
Amber Baltes
Brian Brisko
Gwendolyn Doelger
Tonya Hedquist
Julianne Schroeder
Elisa Jones
Jennica Jones
Sabrian Lamb
Tyler Lay
Phillip Oyler
Roxane Robbins
Linda Rochin
Paul Schabron
Sasha Seahorn
Mykah Trujillo
Josie Voight

SUZANNE P. HOFFMAN MEMORIAL SCHOLARSHIP

Reg Christensen
Linda Edwards
Amber Greene

HONOR A TEACHER SCHOLARSHIP

Brian Hager
Jesse Knoll
Tara Kofakis
Aaron Merkin
Linda Miller
Linda Olsen
Christopher Robinson
James Sandstead
Scott Service
Brett Tyrrell

JAMES AND DOROTHY HOOK SCHOLARSHIP

Jenifer Collins
Sonalva McIntosh

WENDY C. JACOBSON SCHOLARSHIP

Terra Hubenka

ORLA V. LAMB SCHOLARSHIP

Kaelee Aegerter
Amanda Reinhardt

EVERETT LANTZ SCHOLARSHIP

Virginia Gard
Missy Meuli

RUTH LINDER SCHOLARSHIP

Erik Smith

EMMA JEAN MADER SCHOLARSHIP

Reinette Curry
Anthony Gonzales

ROBERT AND JACQUELINE MALONEK SCHOLARSHIP IN EDUCATION

Christina Chambers
Laura Creager
Brenna Dooley
Phillip Harder
Jaime McTee
Cameron Miller
Amanda Schmidt
Jamie Stockwell
Austin Talbott
Alesia Warne

JOSEPHINE J. McCUE SCHOLARSHIP

Elyse Shellenbaum
Erin Estes

HARRIET KNIGHT ORR SCHOLARSHIP

Natalia Johnson

MILDRED PETRIE SCHOLARSHIP

Chelsey Barkley
Jean Bondurant
Sarah Burnside
Lindsey Fertig
Nathaniel Griess
Kelsey Hixenbaugh
Brad Hudson
Kaitlin Jackson
Casey Read
Amanda Sanders
Emily Sorensen
Kassie Thompson
Nicole Walker
Kelly Woznick

MARGARET SMITH POWELL SCHOLARSHIP

Nicholas Bauman

REEVES FAMILY SCHOLARSHIP

Merrick Douglass
Michael Huntington

PAUL STOCK FOUNDATION SCHOLARSHIP IN EDUCATION

Kiyoe Alexander
Andrea Barelle
Brianna Carroll
Melissa Denson
Melissa Harris
Kelley Humphrey
Kate Meints
Thomas Watsabaugh
Megan Smith
Amanda Walker

GORDON AND RETA MAE TATE SCHOLARSHIP

Keri Braunberger
Jaclyn Klinginsmith
Caroline Sell

GEORGE AND GRACE SHIVELY TUPPER SCHOLARSHIP

Emily Gargaro
Justin Putzier

LURA O. WIRICK SCHOLARSHIP

Delia Hansen

ALTAMAE WYNECOOP VAN SANT MERIT SCHOLARSHIP

Lacy Grott

LAURENCE AND MATHILDA WALKER SCHOLARSHIP

Courtney Crane

LINDA AND RON VOSIKA

Kathryn Downham

KELI G. & SHIRLEY S. OKANO MEMORIAL SCHOLARSHIP

Cody Helenbolt

JAMES ZANCANELLA SCHOLARSHIP

Shane Buchholz

2008-2009 graduate scholarships awarded in September 2008

ERNEST & HELEN HILTON SCHOLARSHIP

Athena Kennedy
Dallas Myers
Donna Mathern
Holly Herdt
Cynthia Chavez Kelly
Terrayne Fleak
Christine Rogers
Nikki Baldwin
Lisa Rice
Brian Eberhardt
Xinxiao Yang
Jason Chan
Theresa Fernau
Andrea Driskill
Jessica Spehar



2008-09 Suzanne P. Hoffman Memorial Scholarship recipients Linda Edwards, Dean Kay Persichitte, Reg Christensen and Amber Greene



2008-09 Edna Pendleton Cash Scholarship recipients Juanita Garrison and Brandon Gifford, with Dean Kay Persichette

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Making a difference: The impact of private gifts

Access for undergraduate students...

The Mary and Dave Crum Education Scholarship has been established by the Crum family to support students in the College of Education who are graduates of a Wyoming high school. Joel Alworth, one of the 2008-2009 recipients states, "I would like to thank all of the great teachers I have had in my education. They inspired me to become a teacher. After graduation I would like to find a technical education job in Wyoming." A second recipient, Rebecca Brazzale reflects, "I chose the College of Education because the post-baccalaureate program aligns well with my academic goals. I will earn a second bachelor's in Spanish, as well as my Spanish secondary ed certification and ESL endorsement."

Empowering graduate students...

The Russell I. Hammond Scholarship is awarded to graduate students pursuing an advanced degree from the UW Department of Educational Leadership. The 2008-09 recipients include Deborah Salvador, who currently has 27 years experience as a teacher at Grant Elementary School and hopes to become a principal; and Anne-Marie Tennyson who holds a master's degree in special education and is working as a K-12 special education teacher in Clearmont, Wyo. *Supporting non-traditional students...*

The Ernest and Helen Hilton Scholarship supported 17 undergraduate and 10 graduate students in 2008-2009. One recipient, Martha Albert, a nontraditional undergraduate student, shares this funny moment from her freshman year: "During my practicum experience, I told the second graders that I was a college student. When my course ended, the teacher announced to the class that I would not be returning because I had my own classes to attend. One

boy exclaimed 'What? She was telling the truth? They let grandmas go to school?'

Exploring current issues in education...

The John P. "Jack" Ellbogen Teaching and Learning Symposium in the College of Education has been established by the John P. Ellbogen Foundation to engage leading researchers and scholars in dialog about cutting-edge practices and ideas in educational settings. The symposium attracts students, faculty, practicing teachers and school administrators. In 2008



nearly 400 participants interacted with noted author and education reform advocate Jonathan Kozol, who addressed issues of inequality in rural and poverty level school systems. A copy of his book, *Letters to a Young Teacher*, was provided to all participants and was the focus of the symposium.

Addressing critical needs...

The Excellence Fund for Literacy Education in the UW College of Education has been established by an anonymous donor to support a wide variety of literacy related needs including professional development of practicing teachers, instruction of pre-service teachers, literacy research, literacy training programs, and materials and graduate student support for those specializing in literacy education. The first annual Literacy Education Conference was held on the UW campus featuring keynote speaker Catherine Collins Block.

Encouraging young teachers...

The Lola B. Newcomb Beginning Teacher Support Grant Program targets UW College of Education graduates who are first-year teachers in the state of Wyoming. The scholarship provides funding for mentoring or professional development in this critical first year. The 2008 grant recipients Tiffany Jackson (Pinedale), Tanya Kienlen (Worland), and Cortney Sutcliffe (Cheyenne) visited several UW undergraduate classes recently, sharing insights and advice on managing that critical first year.





Philanthropic investment: Making sense in a rough economy

This is an important time for paying attention to your investment portfolios; both your financial investments and your social investments.

At a time when traditional financial investment markets seem volatile and we envision a fragile and uncertain future, it is a good time to focus on long-term philanthropic investments and how we can build for the future today.

Although corporate earnings and performance have had a diminished return lately and we find ourselves watching with increasing alarm as our portfolios wobble and fall short of expectations, you might find a bright spotlight when you consider the estate and tax advantages available through charitable gifts to a qualified nonprofit such as the UW Foundation. And beyond the personal financial advantages that help stretch your charitable dollars, think of the students, faculty and programs that are transformed through your investment.

For instance, a gift to establish a charitable gift annuity or a charitable remainder annuity trust can create a stable income stream for you or your heirs and this gift qualifies for a charitable tax deduction. If the annuity is established with a gift of \$50,000 or more, it also qualifies for the Wyoming State Match Program. The state match would benefit the College of Education now, and after a term of years or upon your death, the remainder of the annuity would also benefit the college.

Deferred investments

A designation of a portion or all of the remainder of a qualified retirement plan such as a 401(K) or an IRA may allow you to transfer wealth to UW when you no longer need the income stream. If you have

assets such as stock or other appreciated properties, you may want to leave those assets to your heirs so they can make the decision as to when and how they will utilize their inheritance. If, however, you name your heirs as beneficiaries on your retirement plans, federal law will dictate when they must draw down those assets, which will ultimately increase their personal taxable income. In some cases, heirs may lose over half of their retirement plan inheritance to income and estate taxes.

A simple bequest in your will can also allow you to invest in the future of the College of Education. You can designate a specific amount or percent of your estate in the will thus reducing your overall estate and possibly avoiding estate taxes. You can also designate UW as beneficiary of the remainder of your estate. If you choose to leave a gift to UW through your will, please consider notifying the college's development officer so that a gift agreement can be established that specifies how you would like the gift to be used. The following language may also be helpful. "I give, devise and bequeath, to the University of Wyoming Foundation, Inc., a nonprofit corporation organized and existing under the laws of the state of Wyoming, (*insert dollar amount, percentage 9%*) of estate or exact *description of property to be devised*) for the benefit of the (*specific program, school, college*) at the University of Wyoming.

You can explore these options and learn more about charitable investments on the UW Foundation's website. Go to www.uwyo.edu/foundation and click on the planned giving link, or contact Sarah Mathews in the College of Education: smathews@uwyo.edu or (307) 766-2088.

The College of Education is on Facebook!

Become a fan, and keep up with breaking news and important college events.

Guatemala practicum expands students experiences

When College of Education seniors headed to their student teaching assignment this spring, two young women had a much further commute from Laramie – and their home culture.

Laura Lundell (elementary education, Chugiak, Alaska) and Leslie Reiswig (elementary education, Spearfish, S.D.) spent their residency semester at the Colegio Americano de Guatemala (American School of Guatemala, <http://www.cag.edu.gt>) in Guatemala City. Lundell taught in a third grade classroom; Reiswig was in a second-grade class.

Laura and Leslie arrived in Guatemala on Jan. 4. They prepared for their life in their host country at a one-week language school before beginning their classroom assignments. Each lived with a teacher from the school during their stay.

This is the fifth year that students from the Wyoming Teacher Education Program have been able to experience living in another culture while completing their residency requirements, via a memorandum of understanding between the school and the UW College of Education.

The ASG is a private school, founded in 1945. Its mission is “to educate independent, critical-thinking, responsible, bilingual individuals prepared to meet the challenges of the future.” About half of its students are from Guatemala; other students come from countries around the world. Teachers generally are hired from North America – the United States and Canada – who team teach with Guatemalan teachers. Reiswig and Lundell anticipate a more unique experience than their peers with U.S.-based assignments. Both women expect to return from Guatemala with significantly sharper Spanish language skills. In fact, the opportunity to become bilingual – and prepare for future assignments teaching second-language learners – was a draw for them.

“This seemed like a perfect opportunity to learn some Spanish and see another part of the world,” Lundell says.

Lundell also looked forward to working with the ASG’s student population.

“The overall diversity of the school will be interesting to work with,” she says.

Instruction and other school-based interactions would occur in English, according to Welsh. Interactions outside of school stretched their Spanish skills, particularly as they explored the area in their free time and interacted with students’ families.

“Living with English speakers and speaking English in schools, both of us will want to get out, travel, and speak Spanish as much as possible,” Reiswig says.

Lundell and Reiswig did not have weekly face-to-face contact with their supervising faculty members, as their peers had throughout the semester. While that does introduce a bit of uncertainty, the students felt confident that access would be available when needed.



Faculty member Kate Welsh (left) shares a few travel tips with Guatemala-bound student teachers Leslie Reiswig (center) and Laura Lundell (right) before their departure.

“I have no doubt that if I called or e-mailed Kate with a problem, she would be there,” Reiswig says.

Kate Welsh, associate professor of elementary and early childhood education, supervised the students using distance technology (e.g., e-mail and Skype). She also visited them in Guatemala City in early March.

“We have technology to support us,” Welsh says. “Ten or 12 years ago, it would have been much more difficult.”

Physical distance may separate them, but the trio had opportunities to build a closer relationship in advance of the residency semester than many student/faculty teams. Welsh, Lundell and Reiswig have had multiple conversations about what to expect in the semester away and about handling culturally sensitive issues that might arise during their time in Guatemala.

The classroom experience was a mix of familiar and unique factors. They worked with a curriculum that shares common ground with the materials they have used in teacher preparation classes. But it won’t be a perfect fit so adjustments to approach were anticipated.

Welsh says the school culture welcoming them in January is team-focused, affording them ample time during the day to plan and collaborate with their professional peers. The integration of planning time during the work day may be unfamiliar, but many of their professional peers come from similar teaching backgrounds.

Following graduation in May, both women look forward to teaching assignments in elementary classrooms. Lundell hopes to teach at the upper grade level, perhaps grades three to five, most likely east of the Rocky Mountains. Reiswig is open to teaching at any elementary level, with preferences for grades two or three. While she is open to teaching anywhere, she acknowledges some preference for remaining in the region.

A Guatemalan update

Editor's Note: We checked in with Laura and Leslie in late February, after they had settled into their new teaching home. They provided the following updates.



Laura Lundell (third row, far right) poses with her enthusiastic class of fifth graders at the Colegio Americano de Guatemala (American School of Guatemala) in Guatemala City.

Laura Lundell:

Things have been great here! The school is wonderful, and it has a beautiful campus.

I love how collaborative the teaching is here. We meet with all fifth grade teachers three times a week and discuss the following week's lesson plans, as the teachers here are responsible for developing the curriculum.

Right now, I'm helping to create a unit on the culture of the Middle East, specifically Saudi Arabia, Iran and Israel. It's a lot of work, but a great learning experience to be part of this process and working with teachers who are so dedicated and creative.

The students are mostly Guatemalan; but there are a few from Germany, the U.S., Korea and Mexico. Their English is quite good, but we're definitely reminded on a daily basis that we're working with ESL students. I don't think they realize how lucky they are to be at a bilingual school.

Leslie Reiswig:

I'm working in a second grade class with 22 ESL students. The curriculum is actually pretty similar to those that I have seen in Wyoming, although we are expected to teach everything in about half the time because our students have Spanish with a native Spanish teacher for half of every day! During my time with the kids I teach math, language arts, social studies and science.

Each grade works as a team. We have about two hours a week (during the school day) to plan with our team. Each teacher takes a subject and gathers ideas, lessons, and assessments for each unit and then brings it to the rest of the team for approval. We try to keep things (content, lessons, homework, assessments etc.) similar in each second grade class, but I'm glad we are allowed flexibility! I am so grateful to be here, and to have an amazing mentor teacher whom I have learned so much from.

I have also been very fortunate to travel on the weekends with my two roommates (also teachers) who know their way around. We have climbed a volcano, relaxed on the beach, and taken boat rides across one of the most beautiful lakes in the world, Lake Atitlan.



Leslie Reiswig (center) and two of her students are all smiles during a break in learning activities. When not developing and presenting lessons and planning curriculum with her teacher teammates, Reiswig enjoys sightseeing around Guatemala.

College of Education at a glance

- ▲ The UW Science and Mathematics Teaching Center (SMTC) received three State Mathematics and Science Partnership awards in 2008. Those awards provided approximately \$600,000 in funding to work with Wyoming STEM (science, technology, engineering and mathematics) teachers.
- ▲ The SMTC received two National Science Foundation (NSF) Mathematics and Science Partnership Grants in 2008. Those grants engage the center in collaboratives with six other universities and provide funding totaling \$15 million to conduct research and improve the teaching and learning of mathematics across the United States.
- ▲ The number of students enrolled in the spring 2009 residency semester is 254 (149 for elementary education and 105 for secondary education). This includes the UW/Casper College Center (UW/CC) students.
- ▲ Patrick Manyak, associate professor of elementary and early childhood education, is a contributing editor for the prestigious scholarly journal, *The Reading Teacher*.
- ▲ The college received 303 applications for Phase III (methods and residency) for the 2009-2010 academic year. The actual number enrolled for the next academic year will be determined by completion of requirements for residency.
- ▲ Our Early Childhood Mental Health Initiative, under the leadership of assistant professor of counselor education Michael Morgan, is focused on addressing the developmental social-emotional needs of Wyoming infants, toddlers, and young children (birth through five), their families, and the professionals who serve them (early childhood educators, counselors, and psychologists) to make a difference in their lives as well as society as a whole.

UW College of Education Teacher Education Program Survey, 2008

Table 1. The WTEP prepared the UW teaching residents to: (all items)

THE WTEP PREPARED RESIDENTS TO:	(VERY WELL, WELL, OR ADEQUATELY)	
	TEACHING RESIDENTS (N=128)	MENTOR TEACHERS (N=180)
Understand how different instructional strategies relate to students' development of different skills, such as critical thinking, problem solving, and performance	96.1	83.9
Understand informal assessment strategies	96.1	85.8
Be a "reflective practitioner," one who continually evaluates the effects of his/her choices and actions on others (such as students, parents, and other professionals)	97.7	87.8
Know how to plan instruction based on subject matter, student and community characteristics and curriculum goals	94.5	85.0
Understand a variety of instructional strategies	95.3	86.7
Understand formal assessment strategies	96.1	88.3



Alumni Bulletin Board

Submissions to the Alumni Bulletin Board may be sent via e-mail (debbeck@uwyo.edu), or mail (Debra Beck, UW College of Education, 1000 E. University Ave., Dept. 3374, Laramie, WY 82071).

Roy Rummler, EdD '76, was guest conductor with the Meridian (Idaho) Symphony Orchestra to premier his original composition "Petite Concerto for two Harps and Orchestra." Rummler, who studied at Brigham Young University, the University of New Mexico, Michigan State University and the University of Wyoming, has served as a teacher, building administrator, and superintendent of schools. He has over 100 published arrangements and compositions to his credit, and has also authored a book for business and education: *The Wrong Bottom Line and How to Change It*.

Kudos to...

Tim Rush, professor of elementary and early childhood education, has been named recipient of the 2009 International Reading Association Jerry Johns Outstanding Teacher Educator in Reading Award. Selection was based on five qualities: knowledgeable professional, innovative teacher, leader in the field of reading, role model/mentor, and disseminator of knowledge. Rush was scheduled to receive his award May 6, at the annual IRA convention.

Marty Agran, Special Education Department chairperson, received a UW Alumni Association Faculty Growth Award. Funds from the award will support travel to the International Association of Special Education Conference in Alicante, Spain, in July 2009.

Help us stay in touch!

Are you a College of Education graduate? Have you moved recently? Please help us update our information, so that we can stay connected! You also may provide this information online, at <https://uwsecureweb.uwyo.edu/ceid/alum.asp>)

Name (including maiden, if applicable) _____

Program Name _____

Year Completed _____

Level (select all that apply):

☐ Bachelor

☐ Master's

☐ Doctoral

☐ Certificate or endorsement

Current mailing address (street address, city, zip) _____

Current phone number _____

Current e-mail address _____

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