

THE Blackboard

SPRING 2010



UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION

Excellence chair Kamberelis joins faculty

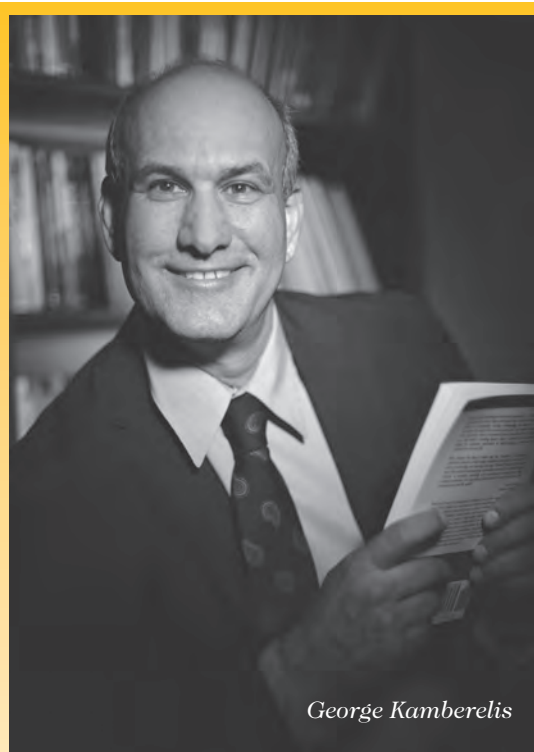
The chance to join a diverse group of literacy scholars, to work with that group to create new opportunities for students and to expand the field of literacy studies, drew George Kamberelis to accept the second Wyoming Excellence Chair of Literacy Education.

"This college probably has a group of literacy scholars who, together, are as good as any group in the country," he says. "And when you look across campus at scholars in other colleges who are interested in literacy issues, the quality of this larger group is astounding.

That was a big draw. There is incredible potential here—a critical mass of really, really good scholars who can create opportunities for research and teaching that would be hard to create in many, maybe most, other university contexts."

Kamberelis' own decades of experience in literacy education and qualitative inquiry made him the ideal candidate to assume the fourth legislatively funded professorship in the College of Education. He joins fellow literacy education chair Jim Baumann, science education chair Tim Slater and mathematics education chair Larry Hatfield.

Kamberelis' abiding interest in literacy began early in his career, while observing adolescents in his middle school classroom.



George Kamberelis

"I was struck by the wonderful things my students were doing with their writing—things that I wasn't asking them to do—to construct identities and social relations with each other," he says. "It made me think about the kinds of writing tasks we were asking students to perform in school and whether or not they were actually helping them become better writers and citizens."

Kamberelis was ready to explore these issues in greater depth, but the field was not so open to them in the early 1980s.

"It was at a time when these kinds of issues – reading, writing and identity, as well as the use of qualitative research methods to study them – weren't popular. In fact, qualitative inquiry in most educational circles wasn't even considered science," he recalls.

"Both the things I wanted to study and the way I wanted to study them were hard to sell."

While taking a break from middle school teaching, Kamberelis founded and operated a chain of cafés in Chicago, earned a master's degree at the University of Chicago, spent two years in a doctoral program at Northwestern University, and earned a master's and a doctoral degree at the University of Michigan.

By the time he was ready for a new teaching assignment, in higher education, the field was also ready for his scholarly interests and approach to research. Kamberelis' first position took him to the Center for Writing Studies at the University of Illinois.

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Proactive preparation for educational 'sea change'

By Kay Persichitte, Dean, UW College of Education

Dear Friends and Alumni,

Just as the waves of change and reform caused by the No Child Left Behind Act of 2001 have impacted P-12 schools, contemporary and historical concerns with the quality control of Colleges of Education are resulting in unprecedented pressures for significant reforms to both preservice teacher preparation and inservice teacher performance and licensure. President Obama challenges the United States to be #1 in the world as measured by our college-going rate by mid-decade. Secretary of Education Arne Duncan calls for a "sea change" in education that would begin with teacher preparation. On Oct. 22, 2009, Secretary Duncan said, "Yet, by almost any standard, many if not most of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. America's university-based teacher preparation programs need revolutionary change—not evolutionary tinkering."

What are the criticisms? They are many and they remind us that public perception can become policy reality if left ignored for too long. They apply to both teachers and administrators. The most persistent criticisms include: the acceptance bar for becoming a teacher is too low; the tools of admission are poor; preparation for the realities of today's classrooms is poor; high teacher attrition continues; shortages continue to exist; universities have established irrelevant barriers to becoming a teacher; political perception that non-traditional preparation is better; poor participation of teacher education in initiatives to create and adopt common standards and practices for all learners in all settings; and licensure standards are different in all 50 states.

How closely do perceptions match reality? I can reasonably argue (and provide evidence) that our teacher and administrator preparation programs do not match these perceptions...BUT recent studies of traditional



Dean Kay Persichitte

teacher preparation indicate that there is some variance across "traditional" teacher education programs and this variance has increased with the proliferation of university-based and private programs that offer an "alternative route" to teacher certification. Studies also indicate that Colleges of Education have done a poor job of documenting the effects of preservice teachers on student learning, during their student teaching and in their first years of employment.

The UW College of Education has a long history of staying ahead of the curve in managing these waves of change...but I sense this one is different. This is not another passing bandwagon...we have an ethical and moral obligation to provide the next generation of *competent and democratic professionals* for our schools. Student learning outcomes and more rigorous, controlled field experiences top the priority list for our immediate consideration. These are complex problems within the Wyoming context, but we cannot shrink from this challenge. At the recent meeting of the American Association of Colleges of Teacher Education (AACTE), one of Secretary Duncan's senior policy officials said, "This is NOT your mother's student teaching." Yes, a sea change is at hand.

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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.

Legislative loan program eases teacher shortages

Easing the financial burden of students who plan to teach high-need subject areas in Wyoming public state schools is the goal of an innovative loan program established and funded by the Wyoming Legislature.

So far, 99 Wyoming resident education majors have received financial support since the state's legislators established the Wyoming Teacher Shortage Loan Repayment Program (TSLRP) in 2005. As of the 2008-09 school year, 46 of these students have completed their degrees in one of the four initial certification areas. An additional 17 students are anticipated to complete their degrees in the 2009-10 academic year.

TSLRP provides loans to students who intend to stay in Wyoming after graduation and teach in high-need subject areas. Portions of the loan are forgiven for each year that a graduate teaches the qualifying subject at least 50 percent of the time, in a Wyoming public school.

The original legislation defined "high-needs areas" as mathematics, science and special education. Two years later, legislators added foreign languages to the list. Recently, legislators opened the program to individuals seeking endorsements in reading and in English as a second language (ESL). These two endorsements are not for initial licensure like the original content areas, but apply to teachers who already have certification and want to add one of the endorsements.

Recent studies sponsored by the UW College of Education confirm that the appropriateness of the target areas.

"It's pretty clear that those areas are still hardest to fill in the state," Judy Ellsworth, Associate Dean for Undergraduate Programs, says.

Those who qualify for the loan program are UW students who:

- ❖ Are Wyoming residents or graduates of Wyoming high schools;
- ❖ Are at least junior-level in standing;
- ❖ Are admitted to an academic program in the targeted majors OR in an endorsement program in one of the two targeted areas;
- ❖ Qualify for financial need.

Students may apply for TSLRP loans on an academic-year basis, up to \$6,000 per annually, based on financial need.

Recipients of the loan express gratitude for the opportunities that it created for reaching their educational goals.

"I can honestly say that the Teacher Shortage Loan Repayment Program has given me a chance to share my

love of mathematics with my students without the burden of student loans," Bertine Bahige says. Bahige now teaches mathematics courses on the Campbell County High School/North campus in Gillette.

"I was fortunate enough to be awarded the full amount from the loan program both my junior and senior years," Kelley Humphrey says. "This was a major factor in my preparation as a teacher. "Because of the TSLRP, I had the financial resources to receive a strong education as a secondary mathematics teacher. That in turn allowed me to have a very successful student teaching semester, which led to a fantastic career opportunity in one of Wyoming's premier school districts." Humphrey teaches ninth grade pre-algebra, algebra 1, and geometry classes at Natrona County High School in Casper.

"I started learning Spanish in high school in my home town and from that moment on I was hooked," Jaime McTee, who is student teaching at CY Junior High School in Casper this spring. "I acquired a passion and a thirst that was unquenchable for Spanish as well as the various cultures of Hispanophones. My dream and biggest aspiration is to teach Spanish to Anglophones and to share the Hispanophone cultures with my students. I also see a great need for my services to teach English to native Spanish speakers. For me, the TSLRP has helped me fund my education and has enabled me to accomplish my lifetime dream of sharing Spanish with the upcoming generations."

"The TSLRP played a significant role in helping me complete my education as a science teacher," Keith Jacobsen, who teaches junior and senior science classes at Westwood High School in Gillette, says. "Money was extremely tight around the time of student teaching, so the TSLRP took a lot of the pressure off knowing I could survive those months without paying for them for the next 20 years. This specific loan was a huge incentive for me to finish my degree in education and made me feel like the career I had chosen was important."

"I am so thankful and appreciative that the TSLRP was available to me when I was embarking on the journey to attain my masters degree," Laramie Junior High School teacher Theresa Fernau says. "Without the loan's funds, I would not have been able to have the schedule of the TRACK I that the special education program offered. I would have had to get funds from another means that would have taken time away from my studies and prolonged my graduation date. Having the TSLRP funds helped me to get a masters degree in two years with no financial burdens and allowed me to concentrate totally on academics."

Application information is available from the UW Student Financial Aid Office, <http://uwadmnweb.uwyo.edu/SFA/>, (307)766-2116, finaid@uwyo.edu.

Secondary ed majors spotlight reading at UW

Students in Leslie Rush's fall English methods classes joined a national effort to remind the UW community that writing remains pervasive in our lives, even as the forms it takes are changing constantly.

On the National Day on Writing, Rush's students set up stations around campus designed to encourage their peers to express their own creativity in novel ways.

For example, one group of students designed and staffed a "magnetic poetry" table in the Wyoming Union. As others passed the table, they were asked to stop, create a brief poem from the magnetic words provided. Class members then recorded student contributions via photo. Among other stations were a "line-at-a-time" short story table and a

Halloween-themed "madlibs" table.

The experience highlighted "a variety of fun ways to really celebrate writing, write together, and have writing be at the forefront of people's thoughts," Rush says. The National Council of Teachers of English sponsors the National Day on Writing.

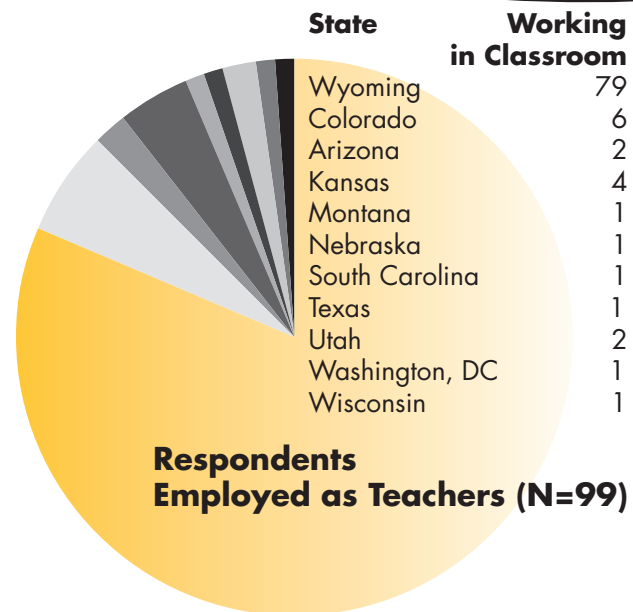


Biennial survey: Recent grads satisfied with classroom prep

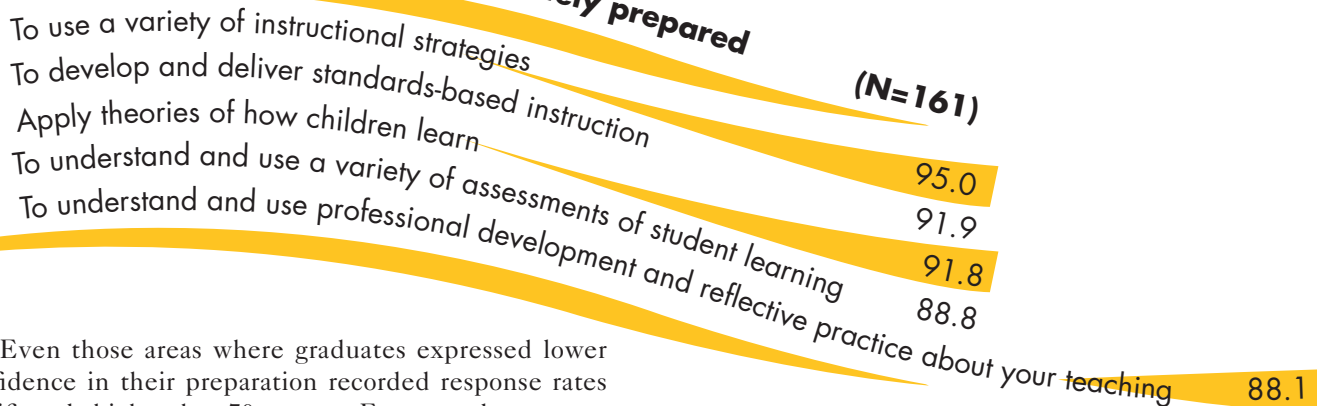
Results of the 2009 surveys of recent College of Education graduates and their principals mirror findings from previous years and largely affirm that undergraduates who complete our teacher education programs are prepared for the classroom.

Of the 161 recent graduates (class of 2007 or 2008) who responded to the survey, 99 indicated that they are currently teaching. As was the case in 2005 and 2007, most graduates who responded and reported having teaching jobs are employed in Wyoming.

Seventy principals employing graduates from the respondents of 2007 and 2008 completed a survey describing their satisfaction with new teachers' preparation for classroom life. Graduates overwhelmingly reported being very well, well, or adequately prepared for a range of instructional areas. Responses for several focus areas scored above 85 percent in the 2009 survey.



Topic % very well, well, or adequately prepared



Even those areas where graduates expressed lower confidence in their preparation recorded response rates significantly higher than 70 percent. For example, one area where responses are consistently lower on each survey is classroom management. While combined responses (very well, well, and adequately prepared) on that item fell lower than most others, they still totaled 77.6 percent.

"Classroom management is always an area that new teachers feel less confident about when they begin their teaching career," Judy Ellsworth, associate dean for undergraduate programs, says. "They become more comfortable as they hone their skills over the first few years. When starting out, though, there are always the 'unknowns' of a new classroom, and classroom management looms large as a concern. It is natural for new teachers to wonder whether everything will go well as they walk into their first classrooms."

Also, in areas where graduate confidence is lower, their employers remain positive overall. In some cases, employers' assessment of new hire abilities exceeds that of the teachers themselves. For example, 95.7 percent of principals responding to the 2009 survey rated their new hires as very well, well, or adequately prepared in the area of classroom management (vs. graduates' self-reported 77.6 percent).

New literacy ed doc program launches

Providing the next generation of literacy educators an environment in which they can explore the field fully and broadly, and immerse themselves in the academic setting where they will one-day practice, is the framework from which one of the UW College of Education's newest doctoral programs was built.

The Ph.D. program in literacy education began admitting students during the fall 2009 semester. A rolling application process allows prospective students to apply throughout the academic year.

Funding provided by the Wyoming Legislature supports several literacy education graduate assistantships, which will allow several students to study full-time, immersing themselves in the full scholarly experience.

"The requirements that we've set up are designed to help you finish your program here and go on to be a successful tenure-track professor," literacy education faculty member Leslie Rush says. "You can get a lot of experience in teaching, research and publication."

The residential program prepares graduates for careers as tenure-track literacy faculty. Built from a curriculum provided by the college's eight full-time literacy education

faculty, it is designed to draw upon a wider university-wide pool of resources to accommodate each individual's specific interests in a broad field.

To support that broader vision, the program will rely upon collaboration with affiliate faculty working across campus in a variety of literacy fields. Affiliated faculty bring expertise in fields as diverse as English as a second language, emergent literacy, communication disorders, family literacy, early childhood education, diversity, communication, counselor education and American Indian studies.

"That kind of cross-pollination is really important," Rush says. In addition to fulfilling core curriculum requirements, students will be able to customize their program of study and draw upon faculty cutting across disciplinary areas when setting up their committees. While the college's faculty already had strong literacy expertise, the addition of two Wyoming Excellence Chairs of Literacy Education introduced leadership and depth that opened the doors to a doctoral program.

For more information on the Ph.D. literacy education, contact George Kamberelis (gkambere@uwyo.edu, 307-766-3275) or visit <http://www.uwyo.edu/lited/>.

Zorko named Top Prof

Retired educational studies faculty member Leslie Zorko was among 21 UW professors and instructors recognized by Mortar Board members during the chapter's annual Top Prof Night, held at the home of President Tom and Jacque Buchanan. Member Megan Fitzhugh, secondary mathematics education major, nominated Zorko for the award.

All members of the senior honor society selected professors who have made a positive impact on their lives at UW. These professors go beyond normal classroom expectations to help their students succeed, both in college and later in their careers.

"Being selected as a 'Top Prof' is a great honor for professors because they are chosen by the students," says College of Engineering and Applied Science Professor David Whitman, Mortar Board advisor.

Selection as a member of Mortar Board is one of the highest honors that a UW senior can achieve. Mortar Board recognizes students who have excelled in and out of the



Top Prof Leslie Zorko

classroom, based on scholarship, leadership and service. Mortar Board members participate in many projects and activities throughout the year, both on campus and in the Laramie community. The Top Prof Award has a history filled with College of Education awardees, and Emerita Professor Zorko is our most recent honoree.

Secondary ed majors explore Project Citizen

Students from three secondary education programs learned more about the Project Citizen program during a recent campus visit by the director.

Michael Fischer conducted the one-day workshop, which provided a program overview for students in science, foreign language and social studies. Also attending were inservice teachers and graduate students interested in Project Citizen.

The workshop had two objectives, according to science education faculty member William Medina-Jerez:

- ❖ To provide participating inservice and preservice teachers enrolled in the “Environmental Education for Teachers” course, “Social Studies Methods”, and “Modern Languages Methods” courses with an opportunity to learn about implementing this curricular model; and
- ❖ To provide an opportunity for graduate students and members of the Secondary Education Department to deepen their understanding of the program and initiate a dialogue around research opportunities that may revolve around literacy, social studies, modern languages, and science education issues in relation to Project Citizen.

“The workshop helped us to reflect and improve on our ongoing work in regard to the Wyoming-Bolivia Partnership, the environmental education class, secondary education methods courses, and graduate

education,” Medina-Jerez says.

“Project Citizen offers another opportunity for us to address our college-wide mission of preparing competent, democratic professionals.”

Medina-Jerez, social studies education faculty member Carol Bryant, and modern languages education faculty member Carolyn Taylor are co-coordinators of the Wyoming-Bolivia Partnership.



Anna Farrell shares an environmental problem that her small group proposed as a potential Project Citizen study topic.

Erica Neville makes a point during a day-long workshop introducing pre-service teachers to the Project Citizen curriculum.



Michael Fischer helped workshop participants articulate actionable research questions from general problems that the students posed as potential projects. Fischer is director of Project Citizen, a program of the Center for Civic Education in Calabasas, Calif.



Spring 2010—7

Literacy ed faces changes, additions

By James F. Baumann, Ph.D.

Wyoming Excellence Professor of Literacy Education

It has been a busy academic year for me and my colleagues in the Literacy Education Program.

Following are some of our recent efforts, projects and achievements:

First, we were most excited and pleased to have Dr. George Kamberelis join us in January 2010 as a second Endowed Chair in Literacy Education. George brings wonderful experiences, achievements, and talents that further expand and support our research, teaching, and service work. In addition, Dr. Jenna Shim, a new assistant professor in educational studies, brings additional experiences and talents in the area of literacy education.

Second, we have made considerable progress in developing our graduate program in literacy education. We now have a Ph.D. option in literacy education, so that students can focus their doctoral studies in our area. We have developed and taught several new doctoral seminars in literacy education and others are planned. We have recruited nationally for doctoral students, with several new bright and capable students joining us next fall. We are in the process of planning master's degree and doctor of education degree options in literacy education, and we launched a new graduate program in literacy education web page (<http://www.uwyo.edu/lited/default.asp>).

Third, we have several important professional events planned. In March, the literacy education program area will be hosting internationally renowned educational ethnographer Dr. Shirley Brice Heath for series of lectures and meetings for faculty and students across the UW campus. In September 2010, we will hold our second annual

Literacy Education

Conference, at which Dr. P.

David Pearson, our field's most prominent literacy researcher and theorist, will make several keynote addresses.

Fourth, we were delighted to learn that our proposal for a University of Wyoming Center for Literacy was endorsed by central administrators and included in the most recent UW academic strategic plan. The Center when fully functional will provide evaluation and tutoring services for children and adolescents who struggle in reading, and there will be significant service and instructional efforts tied to the Center.

Finally, there have been a number of personal professional achievements within our faculty. To mention a few, Dr. Leslie Rush was named co-editor of a major English/literacy professional journal; Dr. Patrick Manyak had a book published recently; several literacy faculty have made presentations at national professional meetings and have had articles published in scholarly journals; and Dr. Patrick Manyak and I began work last fall on our three-year, \$1.78 million U.S. Department of Education research grant examining vocabulary instruction of upper-elementary grade students.

So, as you can see, we've been busy in the area of literacy education at the University of Wyoming, and we remain excited and motivated to move our program forward to provide research, teaching, and service benefits for citizens of Wyoming and at the national and international levels.



Mingling art, science

In a joint project, students in the UW science education methods class and the art education methods class created batik representations of science concepts. From left are Lauren Lucas, Laramie; Meta Dittmer, Kelly, Wyo.; and Kelly Carlson, Highlands Ranch, Colo.

Making math meaningful: Reform to improve mathematical education for everyone

By Larry L. Hatfield, Ph.D.

Wyoming Excellence Professor of Mathematics Education

When given the chance, why do so many ordinary citizens express negative feelings about their experiences in school mathematics? Why are the “math” scores from annual testing a front-page news story in so many communities across America? Why do about 50 percent of all students, nationally, fail their first high school algebra course?

Why do so many students avoid taking “math” classes, beyond those required for high school or college graduation? Why do the results of international comparisons of mathematical achievement consistently show the U.S. ranked near the bottom of the group? Why do too many college-entering students need to complete “academic preparation for math” courses? Why aren’t the major and significant curriculum reforms, as represented in the “standards movement” of the past two decades, producing notable improvements in all of this?

In this short essay, I want to express a few thoughts and opinions related to these questions, and to offer some modest, but perhaps radical, suggestions for particular reforms that could lead to improvements in Wyoming mathematical education for all.

(1) The standards-based curriculum frameworks, initiated by visions advocated by the National Council of Teachers of Mathematics and exhibited in the Wyoming Department of Education (WDE) “math framework,” can be important “starting points” for improvement. But the downward content compression at all levels pushes “premature formalism” of too many ideas at each level. Thick textbooks force a rushed, superficial treatment that is “a mile wide and an inch thick.” The highest achieving nations have thin textbooks, fewer key ideas, each developed more carefully and thoroughly to higher levels of understanding and proficiency.

We must now make choices. What math ideas and processes are important to be known by all students? By technical or college bound students? “Less can be more.”

(2) These visions for change emphasize that students must actively construct conceptual understandings of the content, “make sense.” This represents a “cultural” shift from the past traditions of low expectations for understanding: “no need to explain, just imitate and practice so you can pass the test.” There is evidence that too many teachers don’t expect, or teach for, deep conceptual understanding, but continue what was expected of them: only skillful performances.

Mindless memorization for brittle knowledge is no longer acceptable for a solid education of basic mathematics. “To achieve is to understand,” and real understanding will lead to higher achievement. Everyone—students, teachers, parents, and officials—must expect and test for understanding, but in turn students must have real opportunities to build up and experience deep meanings.

(3) By its very nature, mathematics requires thinking, reasoning, abstracting, justifying, solving. It is also highly

developmental, in two ways. “Deficits in understanding accumulate and compound;” inadequate background is a major factor leading to failure. Students who are not “ready” are significantly more likely to fail.

But, being “ready” means also that the student’s mind has the necessary cognitive operations to reason as needed (developmental stage). There appear to be many critical points in today’s schooling where too many students are not ready for what is being taught.

We must seriously consider readiness for learning as a major determinant of success. This could lead to a restructuring of grade placement of topics (e.g., perhaps fractions are taught much too early). Or, more radically, perhaps we should do away with age-based grouping in “math” (“You are a fifth grader, therefore you must do fractions—ready or not!”). Better learning and higher achievement can occur if the child is truly ready for the conceptual demands of the topic.

(4) Students have different goals, purposes and intentions related to studying “math.” Many of our problems mirrored in the opening questions might be eased if we offered alternatives to just “college-bound math” (and I don’t mean “dumbed down” or remedial). In doing so, we must seek greater relevance and applicability for applied problem solving across disciplines and socially significant contexts.

We need to explore “contextualized, situated, and interdisciplinary math” treatments that offer relevant problem-solving experiences. Learning to “use math” in applications, such as modeling energy development or designing graphical games or exploring environmental problems, can motivate and retain more students.

In the past century we’ve had many curricular reforms with varying degrees of success. Perhaps we must think past “higher standards” or mandates demanded in high-stakes testing, and begin to consider more fundamental changes that might foster greater success, for all.

Spring 2010– 9

College awards 2009-10 academic scholarships

*Honor a Teacher Scholarship recipients
Tara Henning and Daniel Colburn, with
Dean Kay Persichitte*



*Mildred Petrie Scholarship recipients Jill Curry, Rachel
Brasington and Marcellina Sanchez*

The College awarded 186 scholarships totaling more than \$246,000 to undergraduate and graduate students for the 2009-10 academic year, recognizing their academic accomplishments at a fall banquet in their honor.

Undergraduate Scholarships

Ag Education/FFA Alumni and Friends Scholarship

Tyler Lay

Glennie Bacon Scholarship

Tamarah Johnson

Grace Thorson Brown Scholarship

Jessica Adams

Kristi Butler

Jordan McConnell

Carissa Zabel

Mark Carson Trust Scholarship

Andrew Borchert

Laura Flies

Brandon Gifford

Charles Jamieson

Elizabeth Turnbo

Edna Pendleton Cash Scholarship

William Kotter

Anna Thomas

Shaina Wilson

Charlotte Cossairt Scholarship

Lauren Reynders

Mary M. and David H.

Crum Scholarship

Heather Anglund

Cody Marvel

Virginia Davis Scholarship

Kathryn Gutierrez

Scott Service

Casey Sorenson

Jamie Summers

Sondra Wahl

Delta Kappa Gamma

Upsilon Chapter

Recruitment Grant

Amber Barrett

Jennifer Heater

Travis Hounshell

James Durkee Scholarship

Amy Fox

Leah and Ken Griffin Scholarship

Joel Alworth

Josie Paisley

Frank R. and Dorothy M. Gruden Scholarship in Education for Sophomores

Ashley Cometto

Kelly Gary

Frank R. and Dorothy M. Gruden Scholarship in Education for Juniors

Tina Alvarez

Ryan Mayo

Frank R. and Dorothy M. Gruden Scholarship in Education for Seniors

Brian Connolly

Tara Kofakis

Jessie Mae Halsted Scholarship

Kayla Buss

Ola A. Hammond Scholarship

Linda Miller



Superior Student in Education Scholarship recipients Jami Jackson and Julianne Blaha, with Dean Kay Persichitte

College awards cont.

Ernest and Helen Hilton Scholarship

Tina Alvarez
Riccardo Castle
Sarah Cole
Sarah Davidson
Brent Jurgensen
William Kotter
Aaron Locker
Garret Lym
Paul Martinez
Jaime McTee
Ronald Morgan
Isaiah Perez
Randi Perry
Lydia Rush
Jennifer Smith
Anna Thomas

Suzanne P. Hoffman Memorial Scholarship

Manford Hurley

Honor a Teacher Scholarship

Gabriel Alsina
Erica Anderson
Daniel Colburn
Tara Hennig
Shelley Limegrover

James and Dorothy Hook Scholarship

Jasmin Bond
Amy Irish
Sonlva McIntosh

Wendy C. Jacobson Scholarship

Amber Barrett

Orla V. Lamb Scholarship

Sarah Davidson
Darcy Sherman
Michael Wilson

Everett Lantz Scholarship

Erin Estes

Emma Jean Mader Scholarship

Heather Emmons
Isaac Kalinowski
Rolfe Schartzkopf
Loni Sorensen

Robert and Jacqueline Malonek Scholarship in Education

Virginia Gard
Emily Pulley-Hamilton
Paula Vincelette

Josephine J. McCue Scholarship

Cody Barry
Annie Fenczik

Keiji G. and Shirley S. Okano Memorial Scholarship

Sarah Hurt
Darcy Sherman

Harriet Knight Orr Scholarship

Caolon McNamee

Mildred Petrie Scholarship

Chelsey Barkley
Rachel Brasington
Jill Curry
Angela Hernandez
Jennifer Pillivant
Marcellina Sanchez

Reeves Family Scholarship

Amy Dumbroski
Shannan Hitch

Margaret Smith Powell Scholarship

Nicholas Bauman

Mary Mead Steinhour Scholarship

Sherri Loran

Paul Stock Foundation Scholarship in Education

Kenneth Coiteux
Kathryne McBride
William Royer
McCashin Vercimak
Stephanie Yenger

Jane and Michael J. Sullivan Wyoming Teachers Scholarship

Elizabeth Anderson
Kaleb Brinkerhoff
Ashley Cornella
Michelle Culver

Stephanie Los
Sean McGrath

Wren Morgan
Christopher Mullane
Anna Thomas

Superior Student in Education Scholarship

Julianne Blaha
Jami Jackson

Gordon and Reta Mae Tate Scholarship

Jessica Sparks

Janice Thiel Scholarship

Lee Helbig
Albert Strickert

George and Grace Shively Tupper Scholarship

Brett Ellis
Samantha Kirk

Altamae Wynecoop Van Sant Merit Scholarship

Matt Gregory
Raini Wolfley

Linda and Ron Vosika Scholarship

Alison Steele

Laurence and Mathilda Walker Scholarship

Bridget Brinkerhoff

Lura O. Wirick Scholarship

Troy Kavangh
Yenicet Wilcox

James Zancanella Scholarship

Eric Ensor

Graduate Scholarships and Awards

Clarence Jayne Scholarship

Tenzin Yeshe

Patricia B. Ferris-Hawley Scholarship

Karen Harms
Chelsey McManus
Debra Starks

Evelyn Milam Scholarship

Michael Bishop
Cynthia Chavez Kelly
Eirin Grimes
Sara Iselin

Konja Klepper

Kiphany Roberts

Cynthia Zimmerman

Hilton Family Scholarship

Cynthia Chavez Kelly

Lyle Miller Scholarship

Michael Bishop
Cynthia Chavez Kelly

Arden White Scholarship

Michael Bishop
Cynthia Chavez Kelly
Samantha Kessler

Russell I. Hammond Scholarship

Christina Hunter

Maurice Wear Scholarship

Barbara Austin
Ivan Willey Scholarship
Christina Hunter

Margaret "Peggy" Cooney Scholarship

Nikki Baldwin

Rex R. Anderson & Florence Vedder Anderson Memorial Scholarship in the Science and Mathematics Teaching Center

Michelle Collins
Jodi Crago
Jody DeHaven

Cindy Dunham
Darcy Eickhoff
Dana Gale
Brandi Jensen
Michael Mahoney
Shawn McDougald
Lana Mecca
Kelli Pederson
Brenda Peterman
Cindy Reynders
Paula Richards
Elizabeth Smith
Jefferson Stacy
Charles Woolwine

Sigrid See Endowment Scholarship

Michael Aagard
Christina Bekken
Maggie Bell
Shauna Bruckner
Clarrisa Cole
Rebecca Favinger
Todd Hickman
Kory Hokanson
David Goff
Matthew Gordon
Judy Kinney
Patricia Kuberra
Lee McCoy
Kerri Peil
Joe Price
Sarah Ramsey-Walters
Robert Reece
Joyce Shimogaki
Wendy Smith
Victoria Winters

Elnora Brooks Memorial Scholarship

Sarah Hughes

John K. Corbett Memorial Scholarship

Emily Rowley

Donald S. and Dorothy L. Bird Special Education Scholarship

Orvin Jenks

Eleanor R. "Rusty" Rowland Scholarship

Andrea Driskill

Leona and Jeanette Heptner Scholarship

Barbara Austin
Hoi Yuen Chan
Courtney Crane
Kathleen Fleming
Mark Fleming
Lacy Grott
Amanda Schreurs
Teesa Yacco
Tenzin Yeshe
Grete Zimmerman

In Memorium: Agnes Milstead

Agnes McDow Milstead, 2006 College of Education Distinguished Former Faculty Award recipient, died Friday, Feb. 19, in Covington, Tenn.

Milstead was born in Covington but moved to Wyoming in 1936, to attend UW. Agnes obtained a bachelor of arts degree (1959) in elementary education from the UW College of Education with a minor and certification in library science.

Milstead launched a teaching career in Cheyenne, but libraries were where she would ultimately make her mark. Agnes joined the UW faculty in 1966, where she built a library science program. She created the first curriculum leading to a library science major and played a pivotal role in establishing a graduate program in the same field.

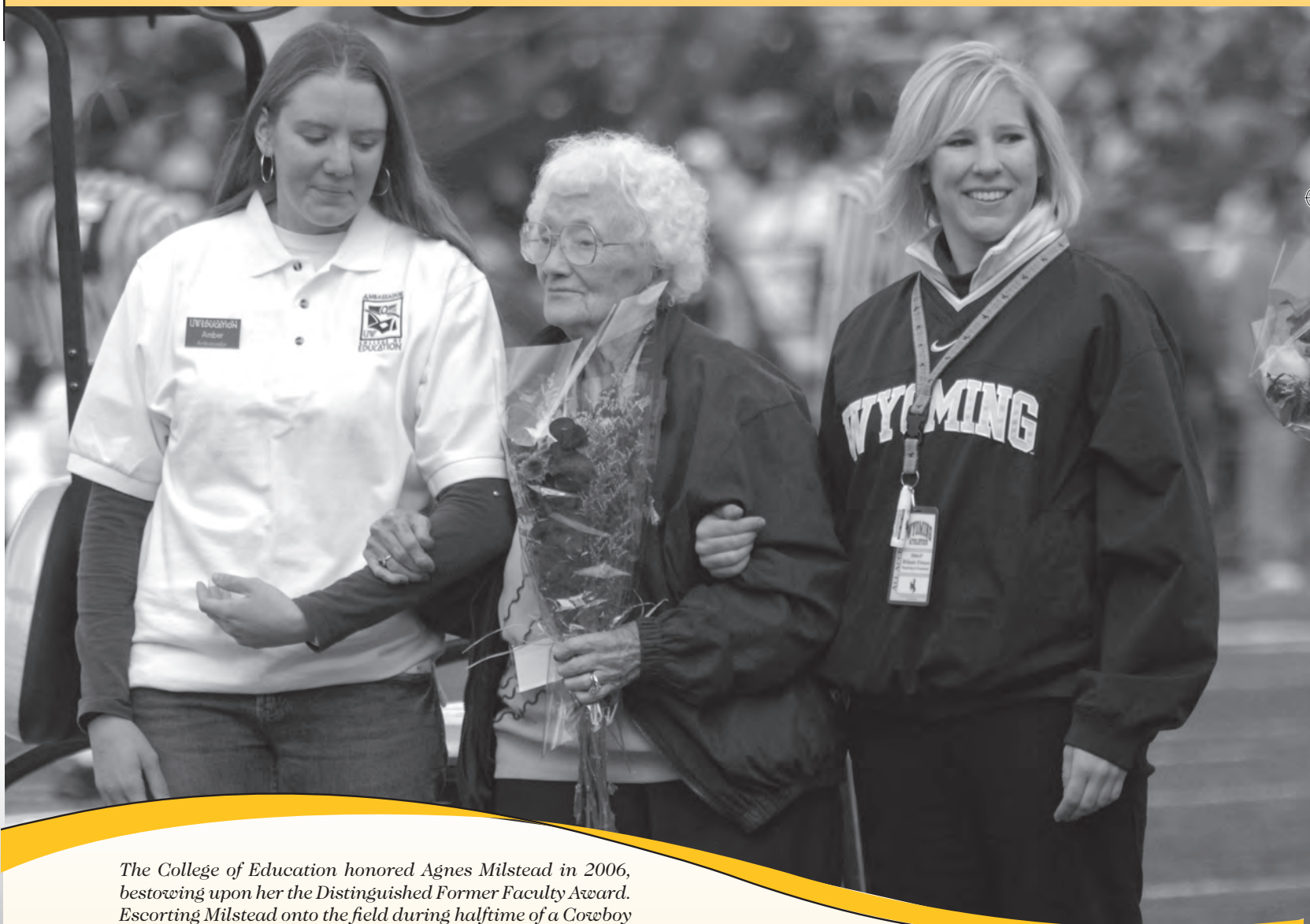
Agnes retired from UW in 1981 and spent a significant portion of the years that followed traveling to more than 80

countries. Along the way, she helped to develop libraries in the Philippines, Guyana, Nigeria, and Chile.

Milstead served on the boards of Wyoming State Library, the Wyoming State Association of American School Librarians, the Louisiana State Association of American School Librarians, the American Library Association and the Mountain Plains Library Association.

Also active in her community, Agnes served on the boards of the Ivinson Memorial Hospital Foundation, the Albany County Library, the Eppson Center for Seniors, the Wyoming Territorial Prison and Old West Park, and the Laramie Soup Kitchen.

Among many ways in which her legacy will live on are the Agnes Milstead Distinguished Librarianship Award, recognizing outstanding library faculty, and the Milstead Endowment, which funds library purchases and educational programs for the University Libraries.



The College of Education honored Agnes Milstead in 2006, bestowing upon her the Distinguished Former Faculty Award. Escorting Milstead onto the field during halftime of a Cowboy football game were Amber Vossler, education ambassador, and Melanie Friesen, Athletic Department intern.

Spring 2010– 13



Life sciences site swap: Teachers are learners

By Brenna Wanous, Wyoming School-University Partnership

Starting college can be, for many students, like moving to a new country.

Everything they were accustomed to in high school is now drastically different. Classes can be much larger and involve new technology. Homework assignments ask more complex questions requiring higher levels of writing and comprehension. Teachers' expectations of students' initiative and quality of work are greater.

And most significantly, students must learn to do it almost entirely on their own. This transition poses significant challenges to students, their college professors, as well as their high school teachers seeking to prepare them well for the future.

The Wyoming School-University Partnership, a consortium of 21 school districts, two UW colleges, the seven Wyoming community colleges, the Wyoming Department of Education, and the Wyoming Education Association, is working to rectify this issue. On Feb. 18 and 19, the Partnership piloted its first district-university site swap involving UW's Life Sciences Program and Carbon County School District 2 (Encampment, Hanna, and Saratoga). Ten junior high and high school teachers and administrators, including district superintendent Bob Gates, came to UW to attend classes and talk with a wide range of faculty and students. Later this spring, UW faculty and students will complete the swap by visiting Carbon 2 schools.

"This first site swap represents a next step to 'dig a little deeper' on understanding the challenges students face when transitioning from high school to college," explains Mark Lyford, director of UW's Life Sciences Program. "While we've been having statewide K-16 discussions about this in the life sciences for five years, experiencing high school and college from the students' perspective is critical and a real eye-opener for faculty and administrators on both sides."

The site swap came out of statewide summits, workshops, and colloquia that the Partnership has supported since 2005. Carbon 2 appealed to the Partnership to coordinate a district-level event to determine where student

preparedness in high school and student expectations in college do and do not align. "There is a gap between what we get them ready for [in high school], and what they need to do [in college]. We need to close that gap – that's my goal," Carbon 2 superintendent Bob Gates said during the site swap event. "What could have been different for a high school student that would have made them more successful in college?"

Carbon 2 participants and UW faculty from botany, zoology, chemistry, and English delved into discussions ranging from student engagement, incorporation of technology in lectures and homework, challenges of state testing requirements, common skill deficiencies, and more.

Carbon 2 participants observed a LIFE 1010 (introductory biology) weekly lab preparation meeting with lab coordinator Diane Gorski and eight graduate assistants, in which they discussed the course's learning objectives and in what ways students must meet them. The group participated in a Thursday evening LIFE 1010 lab with the graduate teaching assistants and students, and a large lecture class with Associate Professor Patricia Colberg the following morning.

Later this spring, the site swap will be reciprocated by UW faculty and graduate students who will spend time in the Carbon 2 schools. The group will interact with students, experience the constraints school districts work under, and brainstorm ways of better aligning student preparedness and college-level expectations.

"This visit was an eye-opener for all of us," Saratoga Middle/High School science instructor Bob Thrasher said. "I think this was the best use of time I have spent during my tenure in this district."

While this event was focused on the life sciences, high school to higher education transition issues span disciplines,

continued on p.15

WyoCARE treasure no longer hidden

The new coordinator of a University of Wyoming clearinghouse is spending her early months working to ensure that a “silent, hidden treasure of free resources” is silent no more – and taking a more holistic approach to addressing substance abuse and violence prevention.

Johnna Nuñez assumed leadership of WyoCARE (Wyoming Chemical Abuse Research Education project), housed in the UW College of Education, in late May 2009. From her first day on the job, her focus has been on raising the 18-year-old unit’s visibility, reaching out to mental health practitioners and other stakeholders who would find value in the center’s services. She also has begun laying the groundwork for an expanded definition of WyoCARE’s core services.

“Helping communities in Wyoming to be healthy is our goal,” Nuñez says of WyoCARE’s mission. “It’s always been about substance abuse and violence. But if we talk about preventative factors, we go back to coping skills, such as handling stress, eating healthy, and taking a holistic approach to being well.”

This translates into not only an expanded library of materials but also broader range of services that emphasize outreach activities, including presentations to practitioner and lay groups, consultations, referrals, and most recently a free opportunity to earn continuing education units via WyoCARE’s new e-course that was designed by Nuñez.

Graduate assistants Lay-Nah Morris and Kiphany Roberts play critical roles in broadening both visibility and services.

“Their main duty is to get out there and let people know that WyoCARE exists,” Nuñez says. “For example, the graduate assistants held a group session at a preschool in town, working with the teachers and talking with the



Coordinator Johnna Nuñez and four students ensure that mental health practitioners and other stakeholders have access to the substance abuse resources available through WyoCARE. Shown reviewing several offerings from the facility are AmeriCorps members Brooke Snyder and Jamie Garcia, Nuñez, and doctoral students Lay-Nah Morris and Kiphany Roberts.

kids about making good decisions.” They have also done numerous presentations on diversity awareness, eating disorders, and many more. “They’re using their skills to support people across the state, too.”

Funded primarily by a grant from the Wyoming Department of Health, Mental Health and Substance Abuse Services Division, WyoCARE continues to serve as the distribution point for educational materials on substance abuse, violence prevention and related wellness topics. WyoCARE’s inventory includes more than 2,000 titles ready for distribution to practitioners, parents, and others interested in covered topics. The center also has a lending library of videos on a range of wellness issues.

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WSUP cont.

school districts and educational institutions. In addition to site swap events, the Partnership facilitates communication and collaboration among educators on all levels through statewide conferences, subject-area summits, book-study groups, guest speaker events, and more.

“Across all levels, academic performance is about skilled and caring teachers who balance high expectations and strong support,” explains Audrey Kleinsasser, director of the Wyoming School-University Partnership. “In a time of aggressive federal and state compliance, it’s more important than ever for faculty across levels to talk with one another about learning expectations. Since access to academic opportunity is a core Partnership principle, the

site swap is the epitome of Partnership work and benefits to students.”

The life sciences site swap event was made possible by a \$15,000 gift from the Qwest Foundation. The funding supported a statewide mathematics meeting that featured work around the ACT district profiles and a “Designing Mathematical Experiences that Matter” workshop. Later this winter and spring, secondary and postsecondary faculty in the life sciences, writing, and world languages will meet.

To get involved and to receive email updates from the Partnership about these and other events, visit www.uwyo.edu/wsups.

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New WyoCARE coordinator wins MacNeel Award

A year full of transitions and changes ended on a positive note for lifelong Wyoming citizen Johnna Nuñez: word that she was the Wyoming Counseling Association's 2009 J.R. MacNeel Award winner.

The J.R. MacNeel Award is given in remembrance of the first Counselor Education Department head at UW. It recognizes a Wyoming Department of Education employee, UW employee or a graduate student.

"It was really affirming to receive an award from people outside of the university who could see and appreciate being 'out there,' being available and willing to help," Nuñez says of the recognition. "It's way more than a plaque on my wall."

The award caps off a year when Nuñez received her Ph.D. in counselor education (May 2009) and began the next phase of her career coordinating the Wyoming Chemical Abuse Research Education project (WyoCARE). While post-graduation career choices abounded, Johnna hoped to find an opportunity that would allow her family to remain in Laramie, a community she had grown to love during each of her three degree seeking educational opportunities there. When the time came to make a decision, the choice was clear.

"This is a great place to give back," she says of the decision to accept the WyoCARE position and join the College of Education community in a new role. "It feels like it is a place of service, and it really felt like that is what I was supposed to do."

Colleagues in the UW Counselor Education Program nominated Nuñez for the award.

"Johnna distinguished herself as a doctoral student who demonstrated academic excellence, professional success, accomplishment and potential," counselor education faculty member Mary Alice Bruce wrote when nominating Nuñez. "Recognized for her outstanding teaching and inspiration to others, Johnna also received the Ellbogen Graduate Assistantship Award, the highest UW honor given to a graduate assistant."

"An example of Johnna's devoted service to the



2009 MacNeel Award recipient Johnna Nuñez

counseling field was her work in the Laramie Downtown Clinic," Bruce explained. "Self-initiated, Johnna volunteered to consistently devote Wednesday late afternoons and evenings several times each month to offer counseling services to those in need at the Clinic. Johnna continued this work throughout her doctoral practicum."

Nuñez also developed and launched an online course in 2008, CNSL 5020, "Holistic Health: Finding a Mind-Body-Spirit Connection," in response to needs expressed by Wyoming's practicing counselors. It continues to be offered every summer to an increasing audience.

"The world is so often defined and lead by those who present themselves and frankly, I am not willing to miss an opportunity to help make our state and our world an even better place to be," Nuñez says.

The UW College of Education tradition remains strong in Johnna's family. Her mother, Carla Laron Nuñez, graduated in 1966 with a degree in secondary English education.



Kamberelis, cont.

“The Center was looking for someone to teach theory, research, and pedagogy around writing issues, as well as qualitative research methods. The fit was perfect,” Kamberelis remembers. Among other things, the faculty at the UIUC Center for Writing Studies involved multiple departments on campus, creating “quite a brain trust” and an environment where the collaboration experiences that will serve him well at Wyoming grew.

Other career stops on the way to Laramie included three years at Purdue University and 10 years at the University at Albany-SUNY. At each of these institutions, his teaching assignments drew upon his literacy education and qualitative inquiry expertise.

Kamberelis was not seeking a career move when word of the Wyoming excellence chair arrived; but informal research into the state, the university, the college, and the literacy education faculty led him to consider the possibility.

“It seemed to have all of the components for doing really interesting, interdisciplinary, collective work that would make a difference in the state, the region, and the nation,” George says of UW’s literacy education program.

“I see the University of Wyoming and the College of Education as perfectly poised to be what the Carnegie foundation calls the engaged university,” Kamberelis adds. “The University of Wyoming is becoming better and better as a research institution

while, at the same time, serving its local community and the state better and better.”

George also finds the state to be an institution that supports K-16 education wholeheartedly.

“The state seems to have a real commitment—ideologically, pragmatically, and financially—to education at all levels,” Kamberelis says.

Some of his initial work at Wyoming has been devoted to the recently launched doctoral program in literacy education. Kamberelis, along with fellow literacy education chair Jim Baumann and the entire literacy faculty, are charged with leading literacy education initiatives, including the new Ph.D. program.

Building support in multiple ways will be critical, he says.

“We need to work with the university to make sure that, as we build these programs, our doctoral students are well funded, and we need simultaneously to work to secure external funding so that our programs can grow and become self-sustaining.”

Mentoring junior faculty and supporting students enrolled in the program also are high priorities.

“I expect to work fairly hard with the doctoral students that we have now, and also to engage in recruitment efforts that will allow us to build the doctoral program,” Kamberelis says. “I also expect to work with the other endowed chairs to help build an infrastructure of support for junior faculty.”

WyoCARE, cont.

Interest exploded during the summertime, translating immediately into more orders for WyoCARE materials.

“Our orders were up about 1,000 percent in one month in the last quarter,” Nuñez says.

Even more important are the relationships being built, not only with individuals already employed in mental health and substance abuse professions but also with individuals training to enter the field. WyoCARE staff members are making special efforts to acquaint graduate counselor education students with the program, “so that they remember that when they’re out there and they don’t have anybody to consult, or they have an ethical dilemma that they don’t feel comfortable talking about to their supervisor, or they need to check out a movie, they can come to us.”

WyoCARE’s staff expanded by two this year, when it successfully recruited two AmeriCorps members to the program. Brooke Snyder and Jamie Garcia receive living

expense stipends in exchange for work in the office. In addition to routine clerical and shipping support, each AmeriCorps member is responsible for one major project. Snyder, a junior from Redvale, Colo., is preparing an online database of resources across the state for launch at WyoCARE. This database is being constructed in collaboration with the Department of Corrections. Garcia, a freshman from Rawlins, is adding descriptions of every resource to the online inventory and performing many other helpful tasks. “She is so willing to help out wherever she is needed,” says Nuñez.

While WyoCARE’s mission will remain constant, how staff members fulfill it will likely shift as citizen needs expand and evolve.

For more information on WyoCARE’s services, call 1-800-895-1121 or visit this website: <http://www.wyocare.org/>.

Alumni Bulletin Board

Submissions to the Alumni Bulletin Board may be sent via e-mail (debbeck@uwyo.edu) or mail:

Debra Beck, Ed.D., editor
UW College of Education
1000 E. University Ave.
Dept. 3374
Laramie, WY 82071

Katie Wise Friedman, B.A., 2001, Elementary Education/
Creative Arts, died Friday, Oct. 16, 2009, one day after giving
birth to her second son, Quinn. While at UW, Katie was a

member of Pi Beta Phi sorority. She met the love of her life,
Air Force Academy graduate Jon Friedman, while attending
the wedding of mutual friends. The couple married in June
2004. In addition to her B.A. from UW, Friedman earned a
master of education degree while her family was stationed in
Korea. Katie is survived by husband Jon, Quinn and Quinn's
older brother, Clark. Donations can be made to the Katie
Wise Friedman Memorial Fund (for Clark and Quinn), c/o
Integrity Bank and Trust, 13475 Voyager Parkway, Colorado
Springs, CO 80921.

Slater joins National Science Teachers Association Board

Professor Tim Slater, the first recipient of the Wyoming
Excellence in Higher Education Endowed Chair
in Science Education, has been elected to the Board of
Directors of the National Science Teachers Association.

NSTA has a membership of 55,000 teachers and represents
interests of K-12 and higher education science educators
from across the country.

At UW, Slater is working with other faculty to implement
a Ph.D. program in which graduate students conduct
education research on teaching science. His research focuses
on student conceptual understanding, with emphasis on
non-science majors and pre-service teachers.

The NSTA position is the latest in a list of national
organizations on which Slater has served. He has been the
education officer for the American Astronomical Society,
an elected member of the Board of Directors for the
Astronomical Society of the Pacific, an elected councilor-
at-large for the Society of College Science Teachers, served
on the Editorial Board of the *Astronomy Education Review*,
and has served multiple terms as chairman of the Astronomy
Education Committee of the American Association of
Physics Teachers.

Contributing to education scholarship

Six College of Education faculty serve as editors of
academic journals. Faculty members and their journal
assignments are:

Multicultural Perspectives — Francisco Rios, Ed.
Research and Practice for Persons with Severe Disabilities
— Marty Agran, Ed.
English Education — Leslie Rush, Co-Ed.
Linguistics and Education — George Kamberelis, Ed.
Rural Educator — Mark Stock and Heather Duncan,
Co-Eds.

Education students serve as AmeriCorps members

Congratulations to the following College of Education
students who are serving as AmeriCorps members
during the spring 2010 semester:

Emmy Coxbill
Molly Humphrey
Jake Jensen
Troy Kavanagh

Joshua King
Kristy Palmer
Spencer Reid
Ashley Rousseau

In support of their service, members receive civic training
and an education award.



'sea change,' cont.

Clearly, all Colleges of Education are situated in a federal policy climate of increased, evidence-based accountability. Along with state certification agencies, we are transitioning from "highly qualified" to "highly effective" with measuring tools not yet fully defined. It is a certainty that one measure of effectiveness will be student achievement. Colleges of Education **MUST** adjust our data collection and assessment systems to link teacher education program data to student learning outcomes!

The sea change that is appearing on the horizon for UW teacher preparation programs will impact current and future preservice students, current and future inservice teachers and school administrators, and the hundreds of thousands of learners with whom they will

interact during their careers. Our responsibility is to assure that the impact is a positive one. We will need the support, cooperation, and collaboration of every internal and external constituency as we attempt to ride this wave.

We need your support to recruit, prepare, induct, support continuous improvement, retain, and reward effective teachers and administrators as a critical partner in the Wyoming P-20 educational system. In 2010 there are 98,000 public schools in the U.S. serving 50 million students who are taught by 3.2 million teachers. Of these, 15,000 are considered to be high-poverty. We have much work to do.

Sincerely,

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