



The Blackboard

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Fall 2011

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.

Gillis joins faculty as new literacy ed chair

The opportunity to continue a lifetime's research in disciplinary literacy, and the chance to engage others in that process in ways that benefit Wyoming school children, brought the College of Education's newest Wyoming Excellence Endowed Chair of Literacy Education to Laramie this fall.

Victoria Gillis wasn't planning a next career step when the college's search committee called to ask her to consider applying for the Excellence Chair vacancy. Already retired from Clemson University, Gillis had hoped to find time to explore long-burning literacy questions in the next phase of her life.

"I was retired, but I wasn't really mentally ready to retire," Gillis says. "I felt like I had just begun to figure some things out in my field."

Unfortunately, Gillis's heavy post-retirement workload made balance difficult.

"I was teaching—and teaching a lot (for Clemson)—which left me with little time to write, to do research, to turn around," she says.

When the UW committee persisted, and when she pondered a range of personal and professional possibilities that a new life in Laramie represented, Victoria decided to take a look. She admits to being non-committal on the prospect of a move going into the visit. That changed once she arrived on campus.

"The democratic nature of the entire campus, and the collegial stance of the faculty so impressed me that when I got home, it was a different thing," Victoria says, "I started thinking, 'I really, really hope I get that job.'"

She got the job, moved to Laramie in August, and began getting acquainted with her new faculty colleagues and the state she now calls home. Gillis brings with her deep expertise in disciplinary literacy, an approach only now gaining the national spotlight.

"The field of content-area reading is undergoing huge changes right now—a sea change," she explains. "The focus is less on 'let's make reading important in every content area,' to more 'let's find out about the discipline, and find out what literacies are embedded in the discipline. That's the way to go.' That had been my stance all along."

Gillis was a skeptic when a supervisor in her Florida school district assigned her to help pilot a new approach to literacy in the early 1970s, in response to the state's legislature mandated content-area reading training for all teachers. While most districts took a centralized approach, bringing teachers to district offices to be trained by the reading supervisor, Gillis's district opted for a different way. Victoria and seven other expert teachers were introduced to a basket of innovative literacy practices, charged with trying some of them in their classrooms, then asked to report back with the results.

"I thought, 'Okay lady. I'm going to show you that you need to just stay in your little reading lab and leave me alone,'" Gillis recalls. "I'm teaching science. I don't need reading.' That was my idea."



Victoria Ridgeway Gillis

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College concern for high achievement, outcomes an ongoing one

Dear Friends of the College, Faculty, and Staff,

I write this as a new academic year begins but you will read it as our first semester closes. Like the start of each fall semester, there is a strong feeling of hope and high expectation in the air.

Every teacher wants their students to experience success in their classroom and in their future. My faculty are no exception as we work with over 1100 undergraduates who hope to become classroom teachers, about 60 non-traditional and post-baccalaureate students on the Laramie campus and in the Statewide Elementary Program, and nearly 600 graduate students in programs that range from endorsements for inservice teachers to further hone their instructional skills (like *Teachers of American Indian Children*) to master's and doctoral degree programs (like *Reading* and *Mathematics Education*). We are able to deliver these programs and meet our students' expectations only because we have a dedicated support staff in the College who also deserve our recognition and strong collaborations with the Outreach School.

Nationally, Colleges of Education continue to be criticized for low admission and graduation standards, weak curricula, inadequate time and limited contact in school classrooms, and faculty that are out of touch with contemporary practice. For the record, each of these areas has been reviewed at least once in the last half dozen years in the UW College of Education and we are once again involved in reviewing/revising many of these policies/expectations for undergraduate and graduate programs as part of our strategic plan for 2009-2014. We have not engaged in these efforts because of the criticisms, rather because we recognize that these persistent reflections help us further define excellence for ourselves and for our graduates, thereby enhancing our state and national reputation. This is work we engage in beyond teaching, research, service, and outreach...simply because it is the right thing to do.

We believe all students can learn. We believe that learning does not happen at the same rate or in the same contexts for all students. We believe that learning is impacted by direct instruction and by the personal circumstance in which every learner lives. These beliefs bring us to value



Dean Kay Persichitte

differentiated instruction and to eschew "one size fits all" curricula and pedagogy. We believe these things for our own undergraduate and graduate students and we believe these things for the children who will be the students of our students.

We believe effective teachers and other school personnel provide the pathway to postsecondary education at a time in our history when *some* postsecondary education *is* the ticket to the middle class in America. In the 21st century, that ticket will not be punched for a trade, a professional career, or a college degree without significant basic skills in reading, mathematics, and writing. Recently, I have heard about discussions focused on how we (all Wyoming citizens) can

raise the education aspirations of students. What can each of us be doing to emphasize the importance of completing a rigorous public education *for every child*? What are we doing in the College of Education to assure that our graduates are prepared to share their content in relevant and meaningful ways *for every child*? Are our graduates prepared to provide a challenging, yet achievable, learning experience *for every child*? Are we taking advantage of our local education system to influence the offering of a broad curricula and extra-curricular opportunities that provide *every student* with reasons to complete high school? Parents, community organizations, churches, and others can help pave the pathway to postsecondary education by taking advantage of every opportunity to raise the education aspirations of all children. In this College, we have an opportunity to influence the education aspirations of thousands of children for generations to come through our graduates. No wonder this is a time of great hope and high expectation!

Lastly, as the school year proceeds, please don't forget to THANK the MANY great teachers and educational leaders out there. They are professionals accorded less and less respect every year, it seems. A big thank you to all my friends and colleagues who teach, who have taught, who teach the next generation of professionals for our schools, who are school administrators, and who volunteer their time to schools...you know the lives you touch!

Eight join College of Ed faculty this year

The UW College of Education welcomed eight new faculty members at the start of the 2011-12 academic year.

TERRY BURANT joined the Department of Educational Studies as an academic professional lecturer. Terry holds a PhD in teaching and teacher education (minors in language, reading and culture and special education) from the University of Arizona. Her research interests include teaching fashion and teaching as a moral practice. Early instructional assignments include teaching EDST 3000: “Teacher as Practitioner.”

ANDREA BURROWS is an assistant professor in the Department of Secondary Education, where she teaches “Science Methods I” and “Science Methods II” for our undergraduate programs. She also teaches graduate science education courses and “Residency in Teaching.” Her research interests include STEM (science, technology, engineering and mathematics) partnerships, secondary teacher partnerships, scientists in secondary education, and grant-funded partnership evaluations. Andrea holds an EdD in curriculum and instruction with a science specialization from the University of Cincinnati.

VICTORIA GILLIS joined the faculty as professor and Wyoming Excellence in Higher Education Endowed Chair in Literacy Education, based in the Department of Secondary Education. Victoria holds a PhD in reading education from the University of Georgia. Her research focuses on digital literacy and professional development for content area teachers. Among her early teaching assignments: “Theoretical Perspectives on Literacy Processes and Practices.”

COURTNEY HAINES is a new assistant professor in the Department of Professional Studies. She is assigned to teach a range of educational research courses for the college, including two early assignments: EDRE 5600, “Educational Research 1: Descriptive Research;” and EDRE 5610, “Educational Research II: Group Comparison Research.” Courtney holds a PhD in educational psychology from the University of Nebraska-Lincoln. Her research interests fall in two areas: research methodologies and student success.

CHRIS HAYNES joined the Department of Secondary Education faculty as an assistant professor of agricultural education. Haynes holds a PhD in agricultural education, communications and leadership from Oklahoma State University. He teaches several ag education courses for the college, including EDAG 4070, “Techniques of Agricultural Mechanics and Technology;” EDSE 3278 and EDSE 4278, “Subject Matter Specific Methods I and II in Agricultural Education.” His research interests include student achievement in science and math through career and technology education; science, technology, engineering, agriculture, and mathematics (STEAM); and agricultural competency and literacy.



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Elementary/Early Childhood Ed graduates first distance cohort

Greetings from the Department of Elementary and Early Childhood Education. We are off to a good start this academic year and are pleased to welcome a couple of new faces to our faculty: Tammy Mielke and Ana Houseal.

The first cohort of students in our statewide elementary education distance program graduated in May and the second cohort is on schedule to complete student teaching and graduate this coming spring semester. The third and fourth cohorts are currently progressing through the program, with a fifth cohort beginning in fall 2012.

The department views this distance program as an important part of our mission to serve the state and provide an opportunity for students who are unable to come to the Laramie or Casper campuses to continue their education. The department is committed to offering this program through 2015 as Cohort 5 completes.

This academic year, the department is piloting a new capstone assessment for student teaching, the Teacher Performance Assessment (TPA). The TPA is an intensive, classroom teaching-based instrument that challenges students to be reflective about their own teacher decision-making as evidenced in their planning, delivery and assessment of instruction.

A few other pieces of news to pass along:

- ▶ Our early childhood faculty members have again been awarded a generous gift from the Ellbogen Excellence in Early Childhood Education Fund to support teaching, research and outreach efforts for early childhood professionals.
- ▶ Steve Bialostok, George Kamberelis, Michelle Buchanan, and Tim Rush have been awarded a grant through the Ellbogen Deans Excellence Endowment to study cultural funds of knowledge among the families of Native American elementary students on the Wind River Reservation. In this project, teachers will learn anthropological methods to explore the cultural dynamics and every day practices of the families of the children they teach. Using this information, teachers will create culturally-relevant curriculum and engage in culturally-relevant pedagogy in their classrooms.
- ▶ As many of you probably already know, Deb Parkinson, a truly outstanding faculty member in elementary literacy, retired in May. The search for that position gets underway this fall.

National recognition for UW's secondary education programs

In order to ensure that the University of Wyoming teacher education programs for secondary education majors are not only up to date, but also meeting the highest standards possible, faculty members from the Department of Secondary Education elected to pursue *nationally recognized* status from the Specialty Professional Associations (SPAs) that offer such a certification.

This rigorous program of accreditation—which is aligned with the National Council for Accreditation of Teacher Education (NCATE), and is offered through SPAs in most secondary education areas—required that secondary education faculty members develop assessments for students in the programs, collect data on those assessments for at least two academic years, and then write reports based on a careful and thorough analysis of those data. As of spring semester 2011, the following secondary education program areas have been designated as *Nationally Recognized* by their respective SPAs:

- ▶ English Education (National Council of Teachers of English)
- ▶ Mathematics Education (National Council of Teachers of Mathematics)

- ▶ Modern Languages Education (American Council on the Teaching of Foreign Languages)
- ▶ Science Education (National Science Teachers Association)
- ▶ Social Studies Education (National Council for the Social Studies)

“We’re very proud of achieving national recognition in all of the content areas possible,” Secondary Education Department Head Linda Hutchison says. “Our faculty have worked hard to provide evidence of our outstanding programs, and our students and Wyoming school districts will benefit from these rigorous assessments.”

Other program areas in secondary education in which national recognition is not available, such as K-12 art education, technical education, and agricultural education, continue to undergo rigorous accreditation through the Wyoming Professional Teaching Standards Board. Assessment data collected through both accreditation processes allow secondary education faculty members to continuously assess and improve program offerings.

Educational studies supports undergraduate, C&I curricula

The Department of Educational Studies offers the foundational courses for the undergraduate and post baccalaureate teacher education programs.

The department also shares the Curriculum and Instruction graduate programs with the Department of Elementary Education and the Department of Secondary Education.

We currently have nine tenured/tenure-track faculty members (Jeasik Cho, Angela Jaime, Edward Janak, John Kambutu [UWCC], Linda Keefauver, Audrey Kleinsasser, Kevin Roxas, Jenna Shim, and Allen Trent). In August 2011, the department mourned the departure of Francisco Rios, who had served as department head since fall 2009. Francisco is now dean of the Woodring College of Education at Western Washington University. Sara Chapa is our department's administrative assistant.

Our department faculty members are active from local to international levels. This year, some of our accomplishments include the following:

- ▶ Jeasik Cho and John Kambutu were on sabbatical 2010-11. Both advanced their research agendas considerably as a result.
- ▶ Jeasik Cho and Allen Trent have been invited to write two chapters on qualitative research for the prestigious *Oxford Handbook of Qualitative Research*. The invitation comes as a result of the international reputation of these two scholars.
- ▶ Angela Jaime served as the chair of the 2011 Shepard Symposium on Social Justice and will continue to do so through 2012. She co-authored, with Timothy Rush, a chapter in the Association of Teacher Educators' book on American Indian Education, *Standing Together*. Additionally Jaime co-authored an article with Edward Munoz and Deborah McGriff entitled, *Assessment of student learning: Estudios Chicanas/os cultivating engaged global citizens*.
- ▶ Ed Janak received the College of Education's *Outstanding Advising Award* (2011) and the *Outstanding Teaching Award* (2010). In addition, he is a two-time recipient of the Promoting Intellectual Engagement (PIE) Award for teaching of first and second year students. He serves both as the national website committee chair for Kappa Delta Pi, the international education honor society, and as the "Education, Teaching, History, and Pop Culture" area chair for the Pop Culture/American Culture Association.

- ▶ John Kambutu continues to advance his work in International Education. Last summer, he directed a service-learning project in Kenya that included a new initiative to build a school kitchen for a school there. His work and reputation in international education also led him to be invited to serve as guest editor of the journal *Multicultural Perspectives* for a themed issue on multicultural education within this era of internalization and globalization. John co-authored with Lydiah Nganga, a chapter on Kenya's education in the Association of Childhood Education International-ACEI.
- ▶ Audrey Kleinsasser continues to lead active and innovative activities to advance the Wyoming School-University Partnership.
- ▶ Francisco Rios, along with three UW colleagues (M. Zamudio, C. Russell, and J. Bridgeman), had their book *Critical Race Theory Matters* published this year by Routledge. He also served as the director of the Social Justice Research Center.
- ▶ Kevin Roxas, along with Jeasik Cho, have been invited to be editorial board members of *Multicultural Education Review*.
- ▶ Jenna Shim has been awarded the Ellbogen Early Career Award for 2011-2013 to engage in work around ESL education in rural school districts. In addition she has served as co-chair of the ESL endorsement program and assumed complete leadership in fall, 2011.
- ▶ Allen Trent, who recently assumed the role of associate dean for undergraduate programs, has been appointed to the Wyoming Professional Teaching Standards Board.

We strongly support the college's commitment to diversity and social justice. The department houses two Wyoming state-approved teaching endorsement programs: English as a Second Language (ESL) and Teachers of American Indian Children (TAIC).

We continue to take leadership roles in diversity related efforts in various arenas: classes (curriculum and assessment integrations), the college, and the university (through the provision of professional development and participation in the Shepard Symposium on Social Justice). We include in these efforts the development of resource materials and scholarly publications and presentations all connected to diversity, teaching and learning. Many of these (and other) activities and accomplishments are noted at: <http://www.uwyo.edu/edstudies/>

The UW-based Rocky Mountain Center of Play Therapy Studies, under the direction of Kara Carnes-Holt (right), hosted this year's institute.



Play therapy institute features prominent researcher

The fourth biennial Wyoming Institute for Play Therapy and Early Childhood Leadership was hosted at the Hilton Conference Center on July 14-16.

More than 120 participants from Wyoming and neighboring states joined together for three days of learning how to support the emotional needs of children and families.

We were privileged to have Dee Ray from the University of North Texas as our featured presenter. Ray is nationally recognized as a leader in play therapy research and implementing school-based play therapy programs. Several participants eagerly shared that this conference was the best conference they had attended and certainly exceeded their expectations.

Appreciation is extended to the John P. Ellbogen Foundation for providing scholarships and financial support to make this conference a huge success.

Professional Studies welcomes special ed, hosts research colloquium

A successful Research Colloquium which featured scholarly presentations of research studies conducted by department faculty and students, as well as a well-attended, successful Wyoming Institute for Play Therapy and Early Childhood Leadership (sponsored by the Ellbogen Foundation) were recent highlights for us.

The Professional Studies Department formed in 2009 from the merger of three departments (Adult Learning and Instructional Technology, Counselor Education, and Educational Leadership which includes Educational Research). With the addition of the Special Education faculty and programs July 1, 2011, we have 24 full-time faculty members in six discrete program areas (adult and postsecondary education, counseling, educational leadership, educational research, instructional technology, and special education) who deliver a variety of graduate programs (PhD, EdD, MS, MA) as well as certificate programs and undergraduate courses that support the college's teacher education program and other programs across campus.

Housed on the third floor of the Education Building, we enjoy lively dialogues, a variety of research collaborations, and supportive mentoring among faculty members and graduate students. We welcome you to email, call, and connect with us for a personal visit!

Innovation and Immersion

Wyoming teachers attend summer SMTC workshops

More than 300 teachers tested water, gathered data, raced solar-powered cars or designed lessons in workshops, classes and conferences offered by the Science and Mathematics Teaching Center (SMTC) this summer.

Teachers in master's degree programs in teaching Middle-level Math and Middle-level Science spent most of the month of June on campus in Laramie taking intensive content and teaching courses. In another master's degree program for secondary math teachers offered in conjunction with the University of Northern Colorado through a grant from the National Science Foundation, 25 teachers took classes offered by UW.

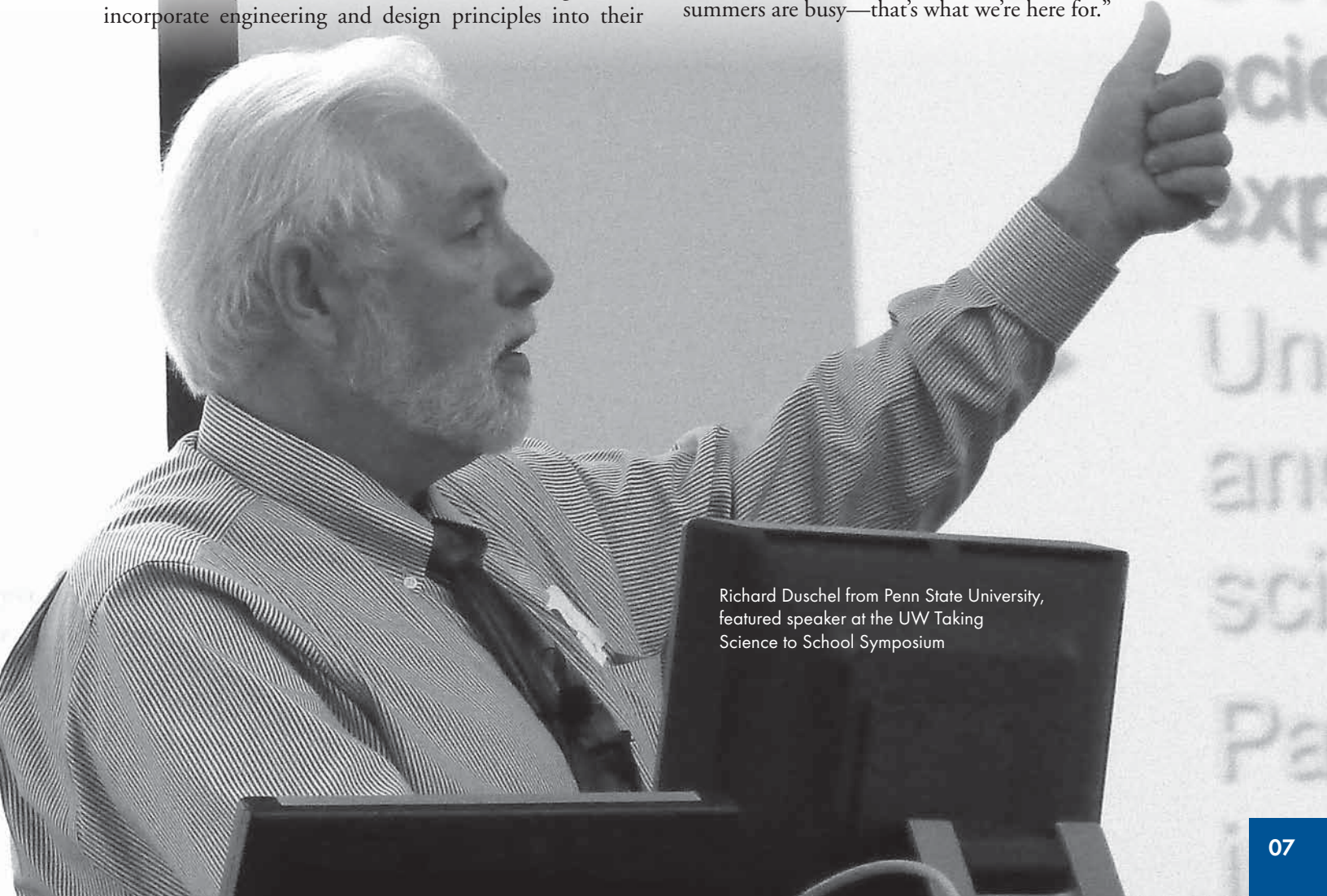
Professional development classes are another major activity of the SMTC thanks to funding from Math Science Partnership grants from the Wyoming Department of Education and the No Child Left Behind Act.

"This summer three projects were just ending their third and final year of funding while three new projects were just beginning," Sylvia Parker, interim director of the SMTC, says. "While 36 teachers were learning how to incorporate engineering and design principles into their

classrooms and engaging in hands-on experiments, 39 teachers from Douglas were learning about problem-based approaches for integrating curriculum, and 32 teachers and paraprofessionals in Thermopolis were learning to form and use targeted assessments of student readiness for learning new math content."

These grants have enabled the SMTC to provide targeted and timely professional development for teachers from all over the state. Capping this busy summer was a symposium featuring Richard Duschel, editor of *Taking Science to School*, a compilation of the latest research on how children learn science (see photo) and Jay McTighe, co-author of *Understanding by Design*, an approach for designing lessons and assessments to ensure student understanding of important concepts.

"We're looking forward to working with interested school districts to explore the use of a new framework for teaching science. We're also gearing up to write more grant proposals to meet the training and development needs of Wyoming science and math teachers," Parker says. "Our summers are busy—that's what we're here for."



Richard Duschel from Penn State University, featured speaker at the UW Taking Science to School Symposium

National science organization recognizes UW, CC student group

A student group serving UW and Casper College (CC) students recently received recognition by the National Science Teacher Association (NSTA).

During the spring semester, students began a group that would focus on science content and science education with the hope of making science/science education a focal point in the community. They met multiple times throughout the summer and developed a constitution. In August the group was acknowledged by the Casper College Student Senate as a recognized student group on campus.

UW's NSTA group includes UW and CC students who are interested in science and K-12 science education. During the first part of September, the NSTA UW and CC chapter was officially recognized as a student chapter by the national NSTA organization in Virginia. Now that the student chapter has national recognition, all students who join will receive a free one year membership to NSTA, which includes electronic access to the four peer reviewed journals NSTA publishes, as well as discounts to conferences, a monthly newsletter, white papers on science education, access to a plethora of online resources for teachers, and discounts on books.

The group is focused on outreach to the community. For example, the NSTA UW and CC student chapter will be putting on a 'science show' at Sagewood Elementary School during parent teacher conferences. In addition, the group's membership volunteers at area schools by mentoring and assisting with Lego robotics, science fair and Science Olympiad. NSTA UW and CC works closely with the Casper Mountain Science School and will be assisting the technical education student group in building two storage sheds to house the winter gear and science supplies for the science school this fall.

It really is a blessing for me to be working with this outstanding, motivated group of students," adviser Jason Katzman says. "They will make a positive impact for science and science education in the greater central Wyoming region."

Anderson leads Partnership engagement initiative

John Anderson, long-time National Network for Educational Renewal leader and Agenda for Education in a Democracy scholar, has joined the Wyoming School-University Partnership to lead its community-school engagement initiative.

A Wyoming native and political science professor, Anderson also is teaching several courses online for UW's Department of Political Science.

The Partnership's Governing Board committed funds for an initiative it has been considering for several years. The goal of the initiative is to expand the idea of empowering youth to improve their communities in member Partnership school districts. A key difference in this initiative from other similar service learning and college recruitment efforts is that the community problem or project idea must emanate from students with support of at least one classroom teacher. In addition, district leadership must commit \$2,500 to the local project with up to another \$2,500 allocated for

project support and travel of experts from UW, Wyoming's community colleges, or other agencies. Most projects will be planned and implemented over a two-year period.

John, in collaboration with colleagues at the University of Nebraska-Kearney, piloted the idea in seven Nebraska schools and their communities over the last four years. The Wyoming Partnership will launch its initiative with at least four Wyoming schools and communities.

During August and September, potential applicants completed a required first step by participating in an informational telephone conference call to register interest. John also visited with some teachers face-to-face and fielded individual phone calls. Applications materials were due in mid-October with selection occurring shortly thereafter. Local work will begin in December-January.

To learn more about the initiative and check the list of selected participants, go to www.uwyo.edu/wsusp.

NNER announces Foster's retirement, strategic planning process

Ann Foster, executive director of the National Network for Educational Renewal, has announced that she plans to retire in the coming year. During the year, Ann and members of the NNER's Governing Council will convene a small strategic planning group to plan the leadership transition and look to the NNER's future.

The Wyoming School-University Partnership, along with other NNER settings, was invited to nominate potential members of that 12-15 member strategic planning

committee. Committee members will be announced mid-October, during the 2011 NNER annual conference in Hartford, CT.

The Wyoming nominees include John Anderson, community engagement facilitator; Dave Barker, Platte County School District 2 superintendent and past chair of the Wyoming Partnership Governing Board; and Audrey Kleinsasser, Partnership director.

NNER coming to Denver

Wyoming Partnership to co-sponsor 2012 Denver conference

Mark your calendars! The National Network for Educational Renewal (NNER) annual conference is slated for Oct. 20-22, 2012, at the historic Brown Palace Hotel in downtown Denver, Colo.

Visit <http://www.nnerconference.org/> to receive conference updates, join a planning committee, propose a conference breakout session, or contact the planners.

The theme, *Simultaneous Renewal: Everyone Teaches, Everyone Learns*, reflects the NNER's core commitment to ongoing collaborations in the preparation of teachers. In that commitment, educators across the spectrum, including K-12, general education, and teacher education, work together to advance an Agenda for Education in a Democracy.

NNER Conference 2012

**Simultaneous Renewal:
Everyone Teaches,
Everyone Learns**

October 18-20, 2012
At the historic Brown Palace Hotel
Denver, Colorado

www.nnerconference.org



Dean Kay Persichitte (center) congratulates 2011 honorees. To Kay's right (far left) are 2011 Distinguished Former Faculty Award recipients Ed Paradis and Mina Bayne. To her left (far right in the photo) are 2011 Distinguished Alumni Award recipients Jerry Paxton and Bill Pettus.

College honors 2011 distinguished alumni, former faculty

Distinguished Alumni Award: Jerry Paxton

Fifth-generation Wyomingite Jerry Paxton made a career—and a life—teaching in Carbon County (Wyo.) District 2 schools. Paxton “moved to Encampment to take a job but found a home,” one where he watched children grow, move through the town’s K-12 school and on to successful and productive lives.

Jerry was born in Riverton but spent most of his youth on the family ranch in the Big Horn Basin. After graduating from Manderson High School, he enlisted in the Army and served as a military police officer in Germany for two years. Paxton enrolled as an agricultural education major at UW when he returned in 1967. Jerry wasn’t alone when he made the move to Laramie: three of his five brothers also were enrolled at UW, and his wife was expecting their eldest daughter. Two of his brothers also pursued education degrees, joining Jerry in following their grandmother into the teaching profession.

After completing his BS in 1971, Paxton took a position teaching vocational agriculture at the Encampment school. He also earned a master’s degree in vocational agriculture from UW in 1983. With the exception of limited-term assignments as principal at Hanna-Elk Mountain High School, Paxton’s entire career was spent as a teacher and principal in Encampment. By the time Jerry retired in 2005, he had served in the classroom for 27 years and as a principal in the district for another seven years.

Teaching gave him a chance to interact with children, long before they arrived in his high school classes (one of the joys of teaching in a K-12 school). The principalship offered Jerry the opportunity to shape the culture of the school, focusing the attention of everyone on the staff on the mission of preparing students for success in a changing world.

Jerry’s connections to students extended beyond the classroom, via his active sponsorship of the school’s Future Farmers of America (FFA) chapter and other extracurricular

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2011 distinguished alumni, former faculty Continued from page 10

activities. Part of his role as FFA mentor was accompanying students to various national competitions and conferences, helping them to not only expand their accomplishments to a national arena but also expose them to a broader world beyond their hometown.

Paxton's professional affiliations helped keep him connected to the issues and cutting-edge developments in vocational education. They also introduced opportunities to lead his profession. Jerry was a member of, and presided over, both the Wyoming Vocational Agriculture Teachers Association and the Wyoming Vocational Association. He was the first agricultural education teacher to serve on the national FFA board of directors. Jerry also served six years on the National Council for Agricultural Education.

Distinguished Alumni Award: William Pettus

Rawlins native William F. Pettus (BA '63, MEd '67) spent his 35-year career working as a teacher, counselor and educational leader in California before returning to his home state for what has become an active retirement.

Bill's first assignment took him to the Norwalk-La Mirada Unified School District, where he worked as a teacher and counselor. After completing his second master's degree from California State College, Fullerton, he accepted his next professional challenge: serving as coordinator of special education and school psychologist for the Rim of the World Unified School District in Lake Arrowhead, Calif. As director of special education, Pettus moved a limited district program to fully compliant with California law.

Accepting big challenges was something with which Bill would become acquainted in his career. While employed at the Rim of the World district, the superintendent appointed him principal of the high school and told him to "clean up the mess." Not only did Bill address the problems, under his leadership the school recorded improvements in academic scores in two of four areas and received "honorable mention" distinguished school status. Pettus also served as assistant superintendent of personnel services, curriculum, and business services and interim superintendent for Rim of the World. When he left that district, the local teachers association presented him with its Friend of Education Award.

Bill's last academic assignment was superintendent of Mariposa Unified School District, which he not only moved out of a \$1 million debt but also helped to lead four facilities to "distinguished school" status. Several organizations had recognized Pettus' leadership as superintendent by the

time he retired including the California State Senate and Assembly, the California School Leadership Academy, the Association of California School Administrators and the California County Superintendents Educational Services Association.

Since retiring to Jackson, Wyo., Bill and his wife, Nancy, have been anything but idle. They have been actively involved in Rotary International over the years, participating in major projects such as polio immunization days in Ghana and wheelchair distribution activities in Guatemala. During Bill's tenure as local area district governor, 45 clubs implemented projects that benefit the disabled.

Bill serves on the UW College of Education Advisory Board and the UW Alumni Association Board. He also served a one-year term on the Teton Literacy Project Board.

Distinguished Former Faculty Award: Mina Bayne

Though her Swedish immigrant father got only as far as the eighth grade and her mother completed the ninth, Mina Bayne's parents instilled in her both the importance of education and the expectation that she and her sister would go on to college. Those core values, and a strong love for school, made education a logical career. Equally logical: pursuing that education at the University of Wyoming, where Mina earned three degrees from the College of Education—a BA in elementary education (1963), MEd in curriculum and instruction-elementary education (1971), and PhD in curriculum and instruction-reading education (1984).

Bayne began her teaching career in a second grade classroom at Whiting Elementary School in Laramie in 1963. In 1971, Mina accepted a faculty position at the UW Lab School, where she taught first grade. At the Lab School, she found a student-centered environment, where teachers were expected to focus on what works for the children—to constantly explore and evaluate new methods in service to that goal. During Mina's tenure there, the school adopted a multi-grade, integrated approach to teaching. Bayne's responsibilities shifted as she assumed a larger role as curriculum leader of the nursery school-fourth grade group. That experience prepared her for the next big step of her career, the Lab School directorship, in 1981.

Part-time teaching for the College of Education curriculum and instruction program turned to a full-time position in 1987, when she joined the faculty as an associate

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The College of Education also recognized faculty, staff and graduate assistants at its spring banquet. With Dean Kay Persichitte (far left) are 2011 honorees Steve Bialostok, Ed Janak, Meaghan Nolte, Deb Parkinson, Christina Moore, and Judy Ellsworth.

College recognizes faculty, staff, grad student excellence

Nominators describe the work and attitudes that led to this year's recipients of College of Education awards. Recipients were honored at the annual Distinguished Alumni and Distinguished Former Faculty Awards luncheon.

Faculty Award for Outstanding Teaching: Deb Parkinson

“Deb Parkinson exemplifies exceptional teaching in our program. She consistently receives extraordinarily high ratings on the student evaluations; and her students regularly comment that Deb’s classes are challenging, engaging, relevant and applicable to their development as professional educators. In her teaching, Dr. Parkinson contributes to our programs in countless ways. She has been instrumental in developing courses that are now cornerstone pieces of our program. She is always willing and enthusiastic about taking on additional teaching responsibilities, as was the case with our “Children’s Literature” course this semester. Deb is a model of what an outstanding member of our teaching faculty should be—her work in the classroom provides an example that all of our faculty should strive to emulate.”

Faculty Award for Outstanding Advising: Ed Janak

“Ed’s view of, and his actions pertaining to, his advising role are more than signing off on a semester’s proposed

schedule. Often he is contacted by students for guidance on career options. He is also very in tune with a student’s nonverbal communications and is successful at having an individual truly open up to their true feelings. Ed is well versed on the resources offered to students on this campus for additional help and accurately directs students to the appropriate resources.”

Faculty Award for Outstanding Research and Scholarship: Steve Bialostok

“I consider Steve to be a consummate scholar who brings national recognition to our college for the work he does in educational anthropology, early childhood education, and the nature and effects of classroom discourse...He has developed multi-layered forms of analysis that have allowed him to generate and report findings about the nature and effects of discourse and social interaction on children’s learning and development that are complex and nuanced.”

Faculty Award for Outstanding Service to the Education Profession: Judy Ellsworth

“Dr. Judy Ellsworth has made multiple contributions to education in Wyoming. She has had a positive impact as a teacher, professor, director of the Science and Mathematics Teaching Center, and most recently as associate dean for

Continued on page 20

Advisory Board supports college with time, experience, connections

We acknowledge with sincere thanks for their service these members of the College of Education Advisory Board:

Current members

Jeana Byrne from Cheyenne, Wyo.
Judy Catchpole from Casper, Wyo.
Diana Clapp from Kinnear, Wyo.
Mary Crum from Casper, Wyo.
Charlotte Davis from Laramie, Wyo.
Maron Davis from Laramie, Wyo.
Ami Enzi from Cheyenne, Wyo.
Cindy Hill from Cheyenne, Wyo.
Sandy Hoffman from Fort Collins, Colo.
Sara Johnson from Laramie, Wyo.
Jim Lowham from Fort Collins, Colo.
Ashley Maloney from Denver, Colo.
Bill Pettus from Jackson, Wyo.
Nancy Pettus from Jackson, Wyo.
Judy Richards from Lovell, Wyo.
Lea Schoenwald from Thermopolis, Wyo.
Teresa Stemle from Evanston, Wyo.
Larry Stewart from Laramie, Wyo.
Thea Stidum from Sacramento, Calif.
Glen Stinson from Powell, Wyo.
Betty Walters from Casper, Wyo.

Honorary members

Babette Frazier from Fort Collins, Colo.
Mary Garland from Laramie, Wyo.
Susan Thomas from Casper, Wyo.
Linda Vosika from Riverton, Wyo.

Student members

Brian Eberhard, graduate student
Lauren Miller, undergraduate student



The Sullivan Family Student Center continues to be a favorite place for students—to study, meet, and enjoy a quiet place to reflect.

Newcomb Grants fund eight new teacher projects

Eight recent graduates returned to campus this fall to share their experiences as first-year teachers, and to discuss the ways in which a College of Education grant supported their transition into the profession.

The Lola B. Newcomb Beginning Teacher Support Grant was made possible by a gift from the estate of Newcomb, who attended summer school at the College of Education in the 1930s.

The Newcomb Grant provides \$1,000 in professional development funds to first-year teachers in Wyoming who are graduates of UW. Grants may be used for a range of activities, including:

- ▶ Mentoring
- ▶ Conferences and workshops
- ▶ Travel related to those activities
- ▶ Substitute time to allow the recipient to participate in mentoring and professional development opportunities
- ▶ Purchase of materials for the classroom.

Grant recipients must return to campus on “Newcomb Day” to share what they have learned with our students, faculty and staff. Applications for the Newcomb Grant are available each fall, through the Dean’s Office.

MANFORD HURLEY teaches career and technical education at Natrona County High School in Casper. Manford was invited to present at the 73rd International Technology and Engineering Educators Association Annual Conference. His Newcomb Grant helped to support that trip.

JENNIFER MILLER teaches first grade at Spring Creek Elementary in Laramie. Jennifer used funds from her Newcomb Grant to purchase books for her class, create leveled literacy bags and locate print and electronic literacy resources.

MEGAN PARKER teaches seventh grade math at Torrington Middle School. Megan’s Newcomb Grant was used to purchase Texas Instruments calculators for use in the pre-algebra class that she teaches.

Continued on page 15

Eight grant recipients shared their stories with undergraduate students and education faculty during the annual Newcomb Day visit. Shown with Dean Kay Persichitte are (front row) Jennifer Miller, Lindsay Shaw, Ashley Rousseau, (back row) Lori Trevillyan, Manford Hurley, Megan Parker, Brooke Spicer, and Kimberly Wise.



Newcomb Grants Continued from page 14

ASHLEY ROUSSEAU teaches sixth grade language arts at Davis Middle School in Evanston. Ashley used her Newcomb funds to attend the New Young Adult Literature Conference in Salt Lake City.

LINDSAY SHAW is a Title I K-6 reading and math specialist at Beitel Elementary in Laramie. Her Newcomb Grant funded the purchase of math and reading manipulatives to target students who have a kinesthetic learning style. She also planned to purchase an iPod Nano and peripherals to support auditory and musically inclined learners.

BROOKE SPICER is a kindergarten teacher, also at Spring Creek Elementary in Laramie. Brooke used her

Newcomb funds to help support purchase of an interactive whiteboard for her classroom as well as software and literature related to using that technology.

LORI TREVILLYAN is a second grade teacher at Albin Elementary School. Lori used her Newcomb Grant to purchase books and furniture to create a reading corner in her classroom and expand the class library.

KIMBERLY WISE is a kindergarten teacher at East Side Elementary in Worland. Kimberly used her grant to purchase the Tag School Reading System and a Leapster Explorer for her classroom.

Kennedy leads statewide elementary education program

Athena Kennedy has been selected by the University of Wyoming College of Education as the new Statewide Elementary Education Program (SEP) Coordinator.

Kennedy brings a number of years of relevant professional experience to this new role, including advising and program coordination work at universities such as Colorado State University and California State University-San Bernadino. She is currently a doctoral student in the College of Education.

The University of Wyoming and Wyoming community colleges share a commitment to preparing the best teachers for students in Wyoming schools. The SEP is focused on two critical needs—the preparation of elementary education teachers and educational access for site-bound students.

The coordinator will provide leadership in the areas of student service, program administration, and marketing

and promotion. The SEP is beginning a fourth cohort this August, with another cohort starting the following year.

The SEP draws on distance education methods and technology to serve students where they live. This provides flexibility for non-traditional students who may have family or employment responsibilities in addition to their academic work. The need for a student to travel to the UW Laramie campus for classes is eliminated. For more information, please contact Athena at (307) 766-4052 or awolfe@uwyo.edu.



Athena Kennedy



Newly hooded master's degree recipients take a breath and celebrate their accomplishments at the conclusion of last year's spring commencement ceremony.



Scenes from a graduation

While every College of Education commencement is special—for graduates, their families and the faculty who shepherded them on the journey—our spring 2011 ceremony included an extra-special addition when Phil Lantz received an honorary degree from UW. Provost Myron Allen conferred the degree to Lantz, a longtime friend to the college, university and education. Also adding to the special nature of this year's event: a keynote address by University of Georgia faculty member Rob Branch.

Top: Provost Myron Allen congratulates Phil Lantz after conferring an honorary degree from UW. Education Dean Kay Persichitte prepares for Lantz's hooding. Bottom left: Robert Branch, professor and head of the Department of Educational Psychology and Instructional Technology at University of Georgia, delivered the commencement keynote address. Bottom middle: Lay-nah Blue Morris spoke on behalf of the graduate students. Bottom right: Wendy Boardman represented the undergraduates.



Four college community members retire from UW

The College of Education said good-bye to four members of its community this summer and fall, when members of the faculty and staff retired from UW.

Judy Ellsworth

Judy Ellsworth's 39-year career in education covered elementary school, middle school and higher education. After earning her PhD in educational leadership and policy studies from the University of Washington in 1995, Judy joined the University of Wyoming faculty as an assistant professor of elementary and early childhood education. When called, Ellsworth served the college in two key administrative roles. She assumed directorship of the Science and Mathematics Teaching Center (SMTTC) in 2001, serving in that leadership capacity until 2004. The college again called Judy's name, in 2008, to serve as acting director of teacher education. She moved to full-time status in that role in 2009, a position she held until her retirement this summer. A renowned teacher, Judy received the John P. Ellbogen Meritorious Teaching Award in 2000.

Deb Parkinson

Deb Parkinson's affiliation with the College of Education crosses multiple levels. She came to campus in 1998, first as a newly hired K-1 teacher in the college's lab school. She deepened her UW affiliation as a graduate student working on a PhD in curriculum and instruction. After earning her doctorate and a break from UW to teach at Southern Oregon University, Deb returned to Laramie in 2002, as a literacy education faculty member in the Department of Elementary and Early Childhood Education. Parkinson's career in education career has spanned the age spectrum. Among her pre-UW career assignments were work with

developmentally disabled children and adults, as a Head Start teacher, and as a director of a school-based pre-school program. Deb is an award-winning faculty member at UW, receiving both the Ellbogen Graduate Student Outstanding Teaching Award (2000) and the John P. Ellbogen Meritorious Classroom Teaching Award (2006).

Carl Reynolds

Carl Reynolds joined the College of Education faculty in 1976 as an assistant professor of agriculture education, following completion of his doctorate at the University of Illinois. Carl rose through the academic ranks to a full professorship, in 1993. Carl carried sole responsibility for the college's secondary program in agriculture education for his entire career here. His influence on literally hundreds of future teachers and graduate students has been profound. His support of agriculture education programs in high schools across Wyoming also is noteworthy. During his career, Carl also served terms as a program coordinator and as associate dean for graduate and continuing professional education (1992-96). Carl retired this summer.

Marilyn McDonald

Marilyn McDonald's career at UW spans 35 years. The College of Education portion of that journey began in 1991, when she was hired as secretary for the Department of Counselor Education. Across 20 years of service in the college, Marilyn provided support to multiple departments and most of our veteran faculty. When she retired this fall, she was serving as an office assistant in the Department of Secondary Education. Marilyn earned the college's Outstanding Staff Award in 1996.

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

LORI RUSSELL-CHAPIN, PhD, '87, is a co-director of the newly created Center for Collaborative Brain Research (CCBR) in Peoria, Illinois. Dr. Russell-Chapin is a professor and associate dean for the College of Education and Health Sciences at Bradley University. The center's mission is dedicated to collaborative, cutting edge research in the areas of brain research, neural feedback and brain imaging. There are three research projects occurring now. Russell-Chapin's current research is *A Pilot Study of Neurofeedback, fMRI and Brain Plasticity: Implications for Counseling Treatment of Attention Deficit Hyperactivity Disorder*.

JULIE TODD, BA '01, married Mark Foster Aug. 6, 2010. Julie is employed in South Dakota with the Todd County School District as a multi-grade teacher. Mark owns his own construction business. The couple live in Valentine, Neb.

Gillis new literacy excellence chair Continued from page 1

Victoria implemented two of the recommended changes (the two requiring the least amount of effort) in a class drawing students identified as low achievers, gave a common test to that class and one for “gifted” students, and was shocked by the results. The class average for the “underachieving” students—a group she assumed was mostly illiterate—exceeded the “gifted” class average. A student in the former class wrote the best exam essay in both classes.

“That brought home to me that the problems in this class were not the kids,” Gillis says, “The problems in this class were directly related to the way I was teaching. I needed to do something different. So I did.”

Years later, in South Carolina, that experience prompted grant-funded research in her school, which yielded remarkable results: the percentage of ninth graders failing mathematics dropped from 30 percent to 3 percent during the first quarter of the project.

Victoria had opportunities to extend her work to an international setting. While on the Clemson faculty, Gillis volunteered for the Reading and Writing for Critical Thinking Project in Eastern Europe and Central America.

Through that project, she worked with teachers in both Latvia and Guatemala to implement a comparable train-the-trainer model, preparing teachers to lead their peers in a different approach to literacy and critical thinking.

“We focused less on infusing reading into content areas and more on infusing critical thinking and democratic thinking into the classrooms,” she says.

Gillis describes her Excellence Chair role as one of “mentoring and giving back to the community”—both the academic community and the state of Wyoming. Victoria says she looks forward to exploring opportunities to adapt a similar approach in Wyoming, gauging interest by fellow UW faculty and among teachers and administrators in local school districts.

“Vertical teaming is really important,” she says of her vision of an ideal research collaboration. “We have education faculty members, we have arts and sciences faculty members, and we have teachers and communities—all could be involved in a grant effort that is targeted toward improving the disciplinary literacy of children in Wyoming.”



Eight join College of Ed faculty Continued from page 3

ANAHOUSEAL is the college’s outreach science educator for the Science and Mathematics Teaching Center (SMTC). She joins the Department of Elementary and Early Childhood Education as an assistant professor. Ana holds a PhD in secondary and continuing education (science education) from the University of Illinois at Urbana-Champaign. In addition to her work with the SMTC, Houseal’s early instructional assignments include teaching a “Plan B Support Seminar” for students enrolled in the SMTC’s master’s degree programs. Ana’s research interests include student-teacher-scientist partnerships, teacher professional development (focus on effective science teaching strategies), adolescent science education, and program evaluation.

DAVID HVIDSTON joined the Department of Professional Studies faculty as an assistant professor in the educational leadership program. Hvidston, a former school administrator, will be teaching a variety of courses in that program, including EDAD 5010, “Leadership for Curriculum Development,” and EDAD 5580, “Supervised Internship in Educational Administration.” David also is a graduate of the program, earning his EdD in educational leadership from UW in 2002. Hvidston’s research interests focus on two areas, principal evaluation and principal leadership.

TAMMY MIELKE is the Department of Elementary and Early Childhood Education’s second assistant professor hire this year. Children’s literature is her specialization and the topic of her initial teaching assignments in the college. Tammy holds a PhD in children’s literature from Coventry University in the United Kingdom. Her research interests include children’s and adolescent literature, graphic novels, global children’s literature, literacy, technology, and postcolonial theory and literatures.



2011 distinguished alumni, former faculty Continued from page 11

professor. Promotion to full professor followed in 1993. As a member of the faculty, and as an administrator (special assistant to the dean and associate dean for undergraduate studies), Bayne helped shape the direction and the curriculum for the teacher education program.

One of her bigger accomplishments—and contributions to teacher education in Wyoming—was establishment of an elementary education program in Powell. Mina adapted the successful Laramie-based program to fit the needs of sitebound local residents. Bayne replicated that process when she helped to launch a similar local program on the Wind River Indian Reservation.

In 1990, the university presented Mina the Ellbogen Excellence in Teaching Award, one of the institution's highest faculty honors. She also received the National Association of Laboratory Schools Distinguished Service Award in 1993 and the Wyoming School-University Partnership's Outstanding Service and Leadership in School Renewal Award in 1998.

Bayne was an active volunteer in professional associations and education initiatives. She twice chaired the Japan-Related Curriculum Project's Wyoming Team. She also served on the Wyoming State Teacher Education Initiative (TEI) board, president of the Wyoming State Reading Council, and president of the National Association of Laboratory Schools.

Distinguished Former Faculty Award: Edward Paradis

Ed Paradis planned to spend no more than two years at UW when he arrived for his teaching assignment in 1972. Two years turned to three; three turned to four. Four years turned into 32. Paradis not only found a career in Wyoming—he found a new quality of life.

A self-described “public school person,” Ed was immediately welcomed into Wyoming's elementary classrooms for research and consultations. This allowed him ready access to the kinds of field-based research scenarios required to explore his chosen expertise area of literacy. Equally important was the opportunity that access provided to develop life-long professional relationships

with classroom teachers and administrators, as peers and fellow researchers.

Paradis began his education career teaching fifth and sixth graders in Huntington Beach, Calif., following his 1963 graduation from the University of Minnesota (UM). After two years in the classroom, and six months working as a college sales representative for Macmillan Publishing, Ed returned to UM to pursue a doctorate, with an emphasis on reading. Ed earned his PhD in 1970. Paradis' first higher education assignment was on the faculty at the University of Georgia, where he taught for two years before leaving to accept his new position at Wyoming.

Paradis describes his UW career as occurring in three phases. His early years centered on traditional teaching and research responsibilities expected of a junior faculty member working toward tenure. A one-year sabbatical spent in a first grade classroom in rural Afton, Wyo., in 1980 caused a re-examination of what Ed had been teaching in his classes, realizing that methods that were taken for granted as effective practice did not necessarily work that way in the classroom. This experience led to a mid-career focus on increasing preservice students' exposure to K-12 classrooms across their undergraduate program.

In the final phase of his career, Ed expanded his focus from literacy to the broader teacher education program. A 1998 appointment as associate dean for undergraduate studies placed Paradis in a leadership position for shaping what the curriculum and experience would look like for future students.

Ed was active in the International Reading Association (IRA) throughout his career. He also was active in the American Educational Research Association (AERA) National Reading Conference, the American Association of Colleges for Teacher Education, and the Association for Teacher Educators.

After his 2004 retirement, Ed served as interim director of the Wyoming School-University Partnership. He continues to teach an online version of the college's “Oral and Written Language Acquisition” course. Ed also works as a ski instructor at Keystone Resort. He enjoys traveling the globe.

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Faculty, staff, grad student excellence Continued from page 12

undergraduate education. Judy is respected by educators throughout the state because of the meaningful professional development she has provided Wyoming teachers. Her 'service to the profession' is a model for us all to follow."

Staff Award for Outstanding Service to the College: Christina Moore

"Christina's position demands a thoughtful balance of time, working as the Dean's Office receptionist as well as assisting the associate dean of graduate programs. As the front line receptionist, Christina handles numerous phone calls, guests, and visitors every day. She has a unique ability to do so with a professional and courteous manner. She is dependable, efficient, and confidential."

Award for Outstanding Contribution Toward Improving the Climate of the College: Kent Becker

"Over the last two years, Dr. Becker has assumed responsibilities as head of the Professional Studies Department, a new academic unit in the college that integrated 19 faculty and two staff from five different program areas. Dr. Becker's success in developing a climate of cooperation has been reflected in many program and department activities. Dr. Becker's leadership was essential to this successful reorganization, and he never hesitated or faltered to step forward and make the new department work."

Outstanding Graduate Student Award for Significant Accomplishments: Meaghan Nolte

"Students admire her clarity, responsiveness and helpfulness. They also cite her solid academic content, in-depth examples, and practical strategies for application. Meaghan garners these same descriptions as an effective clinical supervisor who supports students' personal and professional growth as they step forward as counselors. I have overheard master's students ask, 'What does Meaghan say about that?'"

John P. Ellbogen Outstanding Graduate Assistant Teaching Award: Christin Covello

"Christin's work with the 'Fundamentals of Counseling' course has been exceptional. She works with great care to ensure that her online students and her campus students are receiving high caliber content and instruction. Christin works to create learning environment that are inviting, challenging and meaningful."

John P. Ellbogen Outstanding Graduate Assistant Teaching Award: Brian Eberhard

"Brian Eberhard is a hard-working, patient teacher who really connects with his students. Brian brings his expertise as a recent classroom teacher to the social studies education program. Our students appreciate the connections he makes between coursework and classroom applications."