



# The Blackboard

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## Spring 2012

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.

## UW participates in Teacher Performance Assessment field test

By Allen Trent, associate dean for undergraduate studies

The University of Wyoming College of Education is part of a 21-state consortium of colleges and universities field-testing the Teacher Performance Assessment (TPA), a summative assessment for student teachers at (or near) the end of their programs.

Approximately 10,000 student teachers across the U.S. will be completing the TPA this year. This assessment is designed to measure a set of core teaching skills that support student learning.

For the TPA, teacher candidates plan and teach a learning segment of three to five connected lessons, videotape some of this teaching, assess their students' work, provide feedback to support continued student progress, and finally, reflect on the effectiveness of their teaching practices throughout.

The student teachers submit documentation that includes lesson plans, video clips of instruction, student work samples, and self-assessment of their teaching practices used during the learning segment. Trained evaluators then score these assessments.

This spring (2012) all UW elementary education, and secondary English, mathematics, social studies and science student teachers are completing this assessment. Additionally, we are introducing components of the assessment throughout the Wyoming Teacher

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Preservice teachers completing their residencies in several of our programs submitted documentation of their teaching skills as part of a 21-state field-test of the Teacher Performance Assessment (TPA) this spring. Students submitted lesson plan samples, video clips, examples of student work, and a self-assessment. Trained evaluators scored their submissions and provided feedback.



## American education: Historical perspectives, education policy

Dear Friends of the College, Faculty, and Staff,

By the time you read this, we will be in final preparations to celebrate the graduation of around 400 undergraduate and graduate students from the College of Education. Commencement is always a highlight for us all! For our graduates, it is a time of looking forward; a time of anticipation of next challenges and important decisions; a time of joy in significant accomplishments. For me, each commencement is first a time of celebration followed quickly by serious reflection; reflection on accomplishments and work left unfinished; on progress toward a long-term vision of great school personnel supporting every child; on the history of teaching in this nation and how that history impacts us even in the 21st century.

If you have not read *The American Public School Teacher* by Darrel Drury and Justin Baer (©2011), I recommend it highly. Here are some excerpts to tease you and your thinking about the historical influences on current perspectives about education policy, quality of school personnel, alternative teacher preparation, accountability, the role/responsibility of education in economic health, demographics of our schools, and more.

- ▶ “For much of our history—from the colonial era of the one-room schoolhouse through the mid-twentieth century—more emphasis was placed on expanding *access* to public education than on improving its *quality*, and even less emphasis was placed on the quality and effectiveness of teachers themselves.” (p. 3-4)
- ▶ The end of WWII and the baby boom resulted in severe teacher shortages in the U.S. “The number of emergency teaching certificates issued by states rose quickly, from 2,305 in 1940 to 108,932 by the war’s end....Several states raised formal training requirements for elementary and secondary teachers, but with emergency certificates being issued by the tens of thousands, maintaining standards was an uphill battle for a workforce that was grossly overworked, demoralized, and underpaid.” (p. 6)
- ▶ The launch of *Sputnik* in 1957 “brought a new sense of urgency to the nation’s growing concern about the quality of its schools.” (p. 6)



Dean Kay Persichitte

- ▶ 1965: enactment of the first Elementary and Secondary Education Act (ESEA). “One year later, the new emphasis on equity was bolstered by the publication of a congressionally mandated study by James Coleman and his associates that documented large racial disparities in student achievement.” (p. 7)
- ▶ 1983: publication of *A Nation at Risk* (under the Reagan administration) followed by many others in the mid to late 80s
- ▶ Teaching has become much more complex over the last 50 years as evidenced by: “seismic shifts in the racial and ethnic composition of America’s school-age population, combined with policies designed to promote within-school heterogeneity and inclusion...” (p. 9); greater variance in the achievement levels of students in these heterogeneous classrooms (p. 11); the dominance of the standards and accountability movement launched over the last twenty years with “...an ambitious vision for systemic changes to public education designed to promote higher levels of learning.” (p. 12) but which has “...provided few meaningful supports for teachers, administrators, and other actors charged with improving student achievement.” (p. 13)
- ▶ “Public school teachers constitute the largest college-educated occupational group in the United States.” (p. 25)
- ▶ “...the percentage of female teachers in middle and high schools has continued to rise, with women occupying the majority of teaching positions across all levels of schools.” (p. 29)
- ▶ “In 1987 the modal teacher age was approximately forty-one; in 2007 the distribution is bimodal, and modal ages were twenty-eight and fifty-five.” (p. 31)
- ▶ From 1987 to 2007 “the modal years of teaching experience dropped from 15 years to just one year.” (p. 31)
- ▶ “In 2007 the percentage of teachers with a master’s degree or higher (52 percent) marginally exceeded the percentage holding bachelor’s degrees (47 percent).” (p. 32)
- ▶ “Between 1980 and 2005 the percentage of teachers who completed development activities sponsored by a school district increased nearly 25 percentage points, from 57 to 81 percent.” (p. 34)

Continued on page 18

# College adopts in-house course rating process

By Suzanne Young, associate dean for graduate programs

In Fall 2010, the College of Education changed from using a standardized evaluation form to our own in-house developed rating form, to collect student ratings of instruction. We also began using EvaluationKit, a web-based course evaluation and survey system, to administer our rating form.

We conduct our evaluations during the last three weeks of each semester. As the evaluation period begins, instructors are encouraged to discuss the evaluations with students in their classes, reminding them of the importance of the evaluations, how we use them, and how seriously we consider them.

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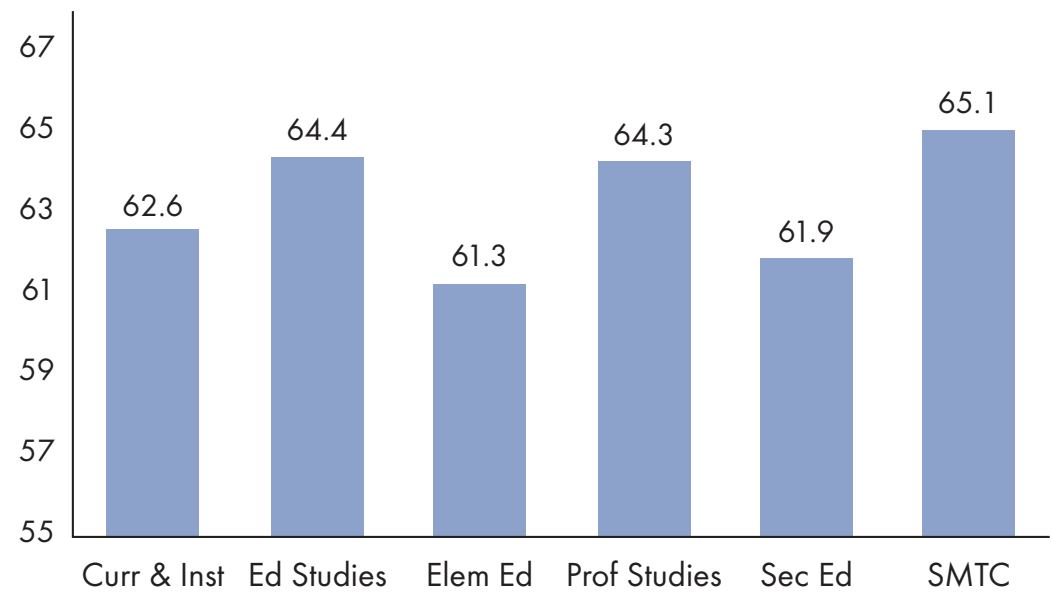


Figure 1. Course evaluation response rates, by department (Fall 2011)

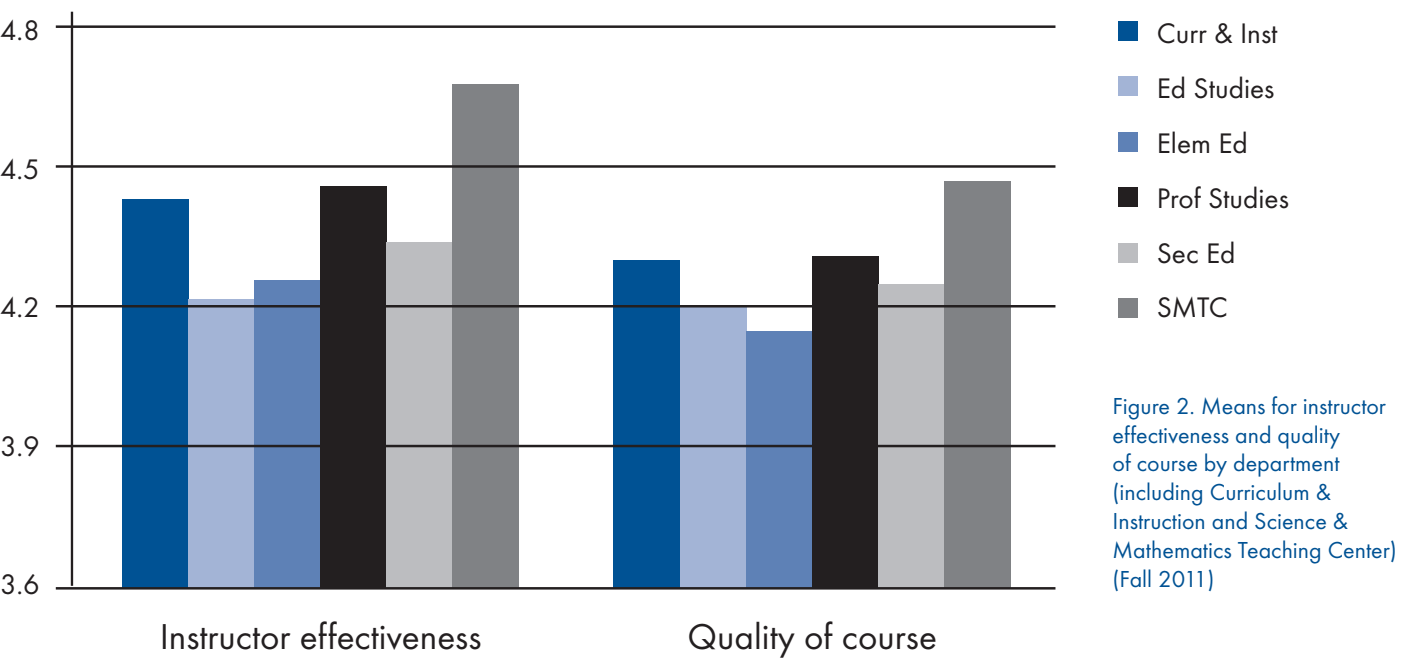


Figure 2. Means for instructor effectiveness and quality of course by department (including Curriculum & Instruction and Science & Mathematics Teaching Center) (Fall 2011)



## WISDOM<sup>e</sup> advancing mathematics ed, doctoral program

Since launching the Wyoming Institute for the Study and Development of Mathematics Education (WISDOM<sup>e</sup>) in 2010, organizers of the College of Education's international initiative have been hard at work raising visibility for early outcomes, promoting UW's doctoral program in mathematics education, and planning new opportunities for collaboration and professional development.

Larry Hatfield, Wyoming Excellence Chair in Mathematics Education, leads WISDOM<sup>e</sup> and the programs emerging from it. One of the first, and most visible, was the inaugural planning conference held in Laramie in September 2010. From that conference emerged preliminary agendas for four collaborative research teams.

It also resulted in a monograph, *New Perspectives and Directions for Collaborative Education*, featuring papers produced for the planning conference. This is the first in a series of volumes highlighting research and issues related to mathematics education. Volume 2 will focus on research and theory of quantitative reasoning and mathematical modeling (QRAMM). Most of the essays stem from a doctoral-level course in quantitative reasoning created and delivered by former UW Science and Mathematics Teaching Center Director Bob Mayes. Mayes used distance technology to engage several renowned quantitative reasoning researchers with students in the class.

Volume 3 is being developed out of a doctoral sequel to Mayes' course, taught by Hatfield, emphasizing integrated (interdisciplinary) approaches to the teaching and learning of mathematics and science education. Focus will be on sharing teacher-oriented ideas for modeling integrated approaches, using student-created curriculum resources. The graduate students wrote detailed teaching resource guides incorporating mathematics and science concepts in the context of studying the gray wolves of Wyoming. They field-tested those resources at Laramie Junior High School, as well as in a secondary mathematics education teaching methods course in the college.

Volume 4 will include reporting from WISDOM<sup>e</sup>'s Developing Investigations of Mathematical Experiences (DIME) research team.

Another significant focus in the last year has been promoting both WISDOM<sup>e</sup> and UW's doctoral program in mathematics education. One of those opportunities came at the annual Psychology of Mathematical Education (PME)-North America conference, held in Reno in October, where UW faculty and doctoral students were one of the largest cohorts attending and presenting. At that event, including a reception sponsored by the UW College of Education, UW's delegation distributed brochures promoting our doctoral program and around 400 copies of the first WISDOM<sup>e</sup> monograph. Hatfield and Mayes

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Work initiated, and relationships developed, during the inaugural WISDOM<sup>e</sup> planning conference in 2010 fuel ongoing efforts to advance research and scholarly engagement.



## Briske's doctoral journey exemplifies distance education

In a doctoral program noted for its accessibility, thanks to courses delivered online and via other technologies, one student puts the notion of “distance” in an entirely new light.

Lt. Col. Joel Briske is a student in the UW College of Education's adult and postsecondary education program, working toward a doctor of education (EdD) with an eye toward a spring 2014 graduation. He's making steady progress toward that goal. At the moment, he's making progress from Afghanistan, where he is deployed as a combat adviser for the 2/3 Afghan Civil Order Police. Briske's team advises the battalion on a range of processes, e.g., security operations, logistics, communications and personnel.

Briske has integrated lifelong learning across his 24 years of active duty in the Air Force. Joel enlisted at age 17 (with the required parental permission) and served 10 years as an enlisted member before entering a commissioning program at the University of New Mexico (UNM). He had already earned an AAS degree in criminal justice the Community College of the Air Force and was on his way to earning a BA in criminology (1996) from UNM. An MA in management (1999) from Webster University followed. All along the way, Briske moved to wherever in the world his next Air Force assignment took him.

One of those deployment stops was Greenland, where Briske moved from student to educator. While stationed at Thule Air Force Base, he set up and operated an extension campus of Lake Region State College (LRSC). The program delivered lower-level college courses to military personnel for the college, which is based in Devils Lake, N.D. He created and ran a similar program for LRSC while stationed in Las Vegas.

Briske's interest in education was ignited. He began envisioning a doctorate as an important next step, so much so that he requested that his next assignment be near a major university. Then the military transferred him to F.E. Warren Air Force Base.

“I thought I was dead in the water,” he says of the Cheyenne assignment. But he didn't give up hope. “Once there, I started looking around at the surrounding universities. I was still dead set on attending a brick and mortar institute.” Briske's criteria for a graduate program led him to the University of Wyoming, 45 minutes away from Cheyenne, and UW's doctoral program in adult and postsecondary education. An exploratory visit to the College of Education uncovered the right mix of program, accessibility and affordability.

“I realized after digesting all the materials that the University of Wyoming had a doctoral program,” he

says, “where I could combine all my academic passions—sociology, management and education—and at the same time make a natural progression building on my experiences in the Air Force and at some point in the future become a competitive candidate for a community college presidency.”

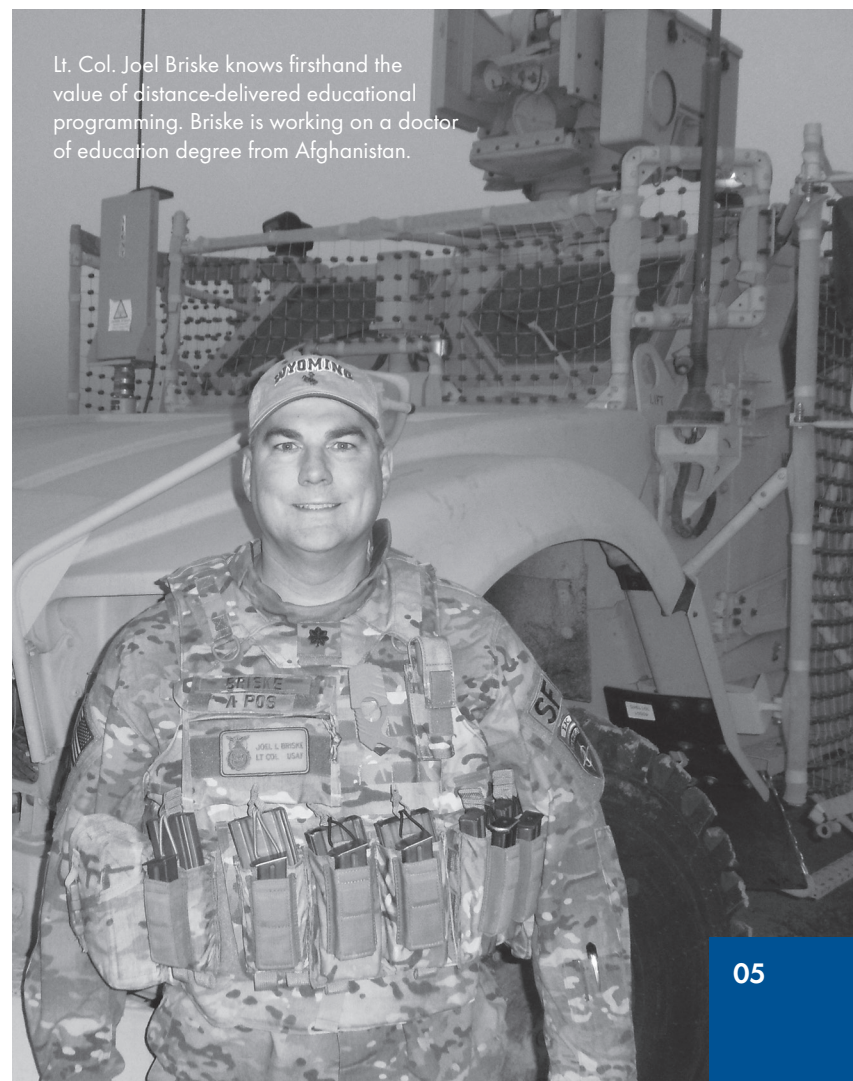
The program's flexibility (many classes are offered online) is a bonus for someone whose job takes him to the far corners of the earth.

“I am fortunate to have the opportunity to be in a doctoral program,” Briske says. “This understanding keeps me motivated to overcome still looming obstacles. Time, distance and travel are my arch enemies. I have come to learn to travel with an office style speaker phone (so the rest of the class does not have to listen to me breathing) and to always be cognizant of where I will be and what type of connectivity I have while I am taking classes.”

“Even while stationed in Wyoming, my work has taken me to other places like San Antonio, Texas; Barksdale, La.; and Heart, Afghanistan.”

“I do have to admit that the last location has provided a bit of a challenge but I am still able to gain connectivity using

*Continued on page 19*



Lt. Col. Joel Briske knows firsthand the value of distance-delivered educational programming. Briske is working on a doctor of education degree from Afghanistan.

## Shalinsky represents Wyoming Partnership on NNER transition team

A transition team appointed to lead the National Network for Educational Renewal (NNER) through an 18-month transition period includes University of Wyoming representative Audrey Shalinsky.

Audrey Shalinsky, anthropology professor and associate dean in the UW College of Arts and Sciences, is a member of the Wyoming School-University Partnership's governing board and a liaison to many College of Education committees. The transition team also includes, Tom Defranco, University of Connecticut, Phyllis Fernlund, Chico State University (California), Sam Hausfather, Maryville University (Missouri), Harriet Jaworoski, Rock Hill School District (South Carolina), LaTisha Smith, Harris Stow State University (Missouri), and Jean Eagle, Talawanda School District (Ohio). Eagle who is a member of the NNER executive committee will facilitate the team.

The task of the transition team is threefold. First, it will identify organizational models for not-for-profit organizations housed in local institutions and investigate

how these could translate to the NNER. Second, it will investigate financial and contractual obligations involved with housing the NNER in a university, school district, or other institution. Third and last, it will consider the infrastructure supports (i.e., access to technology, administrative supports) that the executive director would need and how to best provide those in different contexts.

The transition team's work began in mid-March, 2012. The NNER executive board is anticipating a July report. Then, in October, during the 2012 NNER annual fall conference in Denver, the team will report out to the larger constituency.

In February, the NNER governing council announced that Greg Bernhardt was named the interim director designate. Bernhardt, a recently retired Wright State University dean (Ohio), is a founder of the Dayton Regional STEM School. Bernhardt will start his term in May when Ann Foster, long-time executive director, retires.

## Scott Marion to keynote 2012 NNER Conference

Scott Marion, a well-known and highly regarded large school assessment expert, will deliver the 2012 National Network for Educational Renewal (NNER) conference keynote address, "Getting Teacher Accountability Right or at Least Getting it a Lot Less Wrong!"

Marion works directly with issues such as bridging internal (teacher-school directed) and external (state controlled) accountability systems, including those in Wyoming.

In addition to Friday and Saturday breakout sessions and a Saturday afternoon featuring a variety of professional development sessions, Colorado's "Moonlighting Teachers" will kick off the conference. For a schedule of events and information about the conference site, including lodging, go to <http://www.nnerconference.org/>.



Register online now

**National Network for  
Educational Renewal annual conference**

October 18-20, 2012

<http://www.nnerconference.org/>

The historic Brown Palace Hotel and  
Conference Center, Denver, Colorado



# College recognizes student accomplishments, awards scholarships

College of Education faculty and staff recognized recipients of 2011-12 scholarships, and the donors that provide the support that make them possible, at our annual fall banquet.

This year, we awarded nearly \$250,000, from 64 different funds, to 222 students. Following are the scholarships and recipients.

## UNDERGRADUATE SCHOLARSHIPS

### Ag Education/FFA Alumni and Friends Scholarship

Jamie Lynn Szallar

### Glennie Bacon Scholarship

Danielle Malson

### Grace Thorson Brown Scholarship

Stephanie Baldwin  
Jessica Behnke  
Kim Bock  
Cami Clark  
Lashel Sewell

### The Dick and Marty Brown Scholarship

Troy Corson  
Ken Coitteux

### Mark Carson Trust Scholarship

Charles Christensen  
Mikaela Morgan  
Timothy Shaw

### Edna Pendleton Cash Scholarship

Kelsey Underwood

### Charlotte Cossairt Scholarship

Alexandria Cook  
Anna Davis  
Stephanie McKinney  
Michele Turner  
Jessica Wilhelmson

### Mary M. & David H. Crum Scholarship

Cassandra Clift  
Brian Eardley  
Tenae Mascarenas  
Travis Mortimore

### Virginia Davis Scholarship

Paul Weatherford



The Eleanor "Rusty" Rowland Scholarship: Dean Kay Persichitte, donor John Rowland, recipient Margaret Mammarelli, Nancy Brizuela, Guillermo Brizuela

### Delta Kappa Gamma Upsilon Chapter Recruitment Grant

Rebecca Dickinson  
Angela Hernandez  
Cheryl Huckins  
Riley Kallhoff  
Christopher Robinson

### James Durkee Scholarship

Brice McIntosh

### College of Education Scholarship

Tirzah Cole  
Ashley Cometto  
Jesus Davilla  
Sara Oard

### Leah and Ken Griffin Scholarship

Hanna Arzigian  
Jamie Dry

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

Sydney Fancher

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

Kaitlyn Parke  
Lisa Smith

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

Nanci Madsen  
Juanita Walker

### Jessie Mae Halsted Scholarship

Pennie Caldwell  
Daniel Johnson

### Ola A. Hammond Scholarship

Whitney Sturman

### Ernest and Helen Hilton Scholarship

Teresa Gilfillan  
Angela Hernandez  
Georgia Kirkpatrick  
Kylie Marchant  
Jessica McClure

Shona Ross  
Travis Santistevan  
Gretchen Shaffer  
Timothy Shaw  
Anna Thomas  
Eric Vierkant  
Kelsi Yates

### Suzanne P. Hoffman Memorial Scholarship

Marilyn Detillion  
Rolfe Schwartzkopf

### Honor a Teacher Scholarship

Rocky Bolin  
Danae Chintla  
Alexandra Jelly  
Ricardo Lind-Gonzalez  
Jacee Phillips  
Zachary Simpson  
Patrick Whited

### James and Dorothy Hook Scholarship

Sydney Fancher  
Ryan Magrum  
Ryan Mikesell  
Kristen Olson

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## College awards scholarships Continued from page 7

Joseph Palsic  
Kasey Rasmussen  
Jackie Westover

### **Wendy C. Jacobson Scholarship**

Kimberly Isabell

### **Orla V. Lamb Scholarship**

Cassi Bugas  
Sharon DeWitt  
Jessica McClure  
Kelsi Yates

### **Everett D. Lantz Memorial Scholarship**

Daniel Bear  
Ashley Graves

### **Emma Jean Mader Scholarship**

Jacqueline Gilmore

### **Robert and Jacqueline Malonek Scholarship in Education**

Justin Lamb  
Cathy Haston  
Shawna Mandros

Camilla McFadden  
Shawn Miskulin  
Jennifer Petri  
Jillian Pivic  
Bryce Strampe  
Paula Vincelette  
Virginia Wittman

### **Josephine J. McCue Scholarship**

James Andersen  
Katherine Ganskow  
Amanda Holtz  
Erynn Hooper  
Erin Kirk  
Cynthia Plaganis  
Patrick Whited

### **Keiji G. and Shirley S. Okano Memorial Scholarship**

Troy Corson  
Brian Eardley  
Christopher Riedl

### **Harriet Knight Orr Scholarship**

Lonna Holt

### **Mildred Petrie Scholarship**

Rebecca Dickinson  
Jacqueline Finch  
Angela Hernandez  
Abby Pederson  
Samantha Roblee  
Tony Selk  
Brenda Stratemeyer  
Whitney Sturman

### **Margaret Smith Powell Scholarship**

Brandeth Hand

### **Reeves Family Scholarship**

Drake Phipps  
Kelsey Underwood

### **Mary Mead Steinhour Scholarship**

Gretchen Shaffer

### **Paul Stock Foundation Scholarship in Education**

Charles Christensen  
Heather Dryden  
Chad Gibbs  
Ashley Graves  
Brandeth Hand  
Tyler Johnson  
Michelle Lee  
Miranda Samsel

### **Jane and Michael J. Sullivan Wyoming Teachers Scholarship**

Jacob Bauman  
Marcus Benson  
Rocky Bolin  
Anne Fenczik  
Oscar Lilley  
Joseph Palsic  
Tim Shaw  
Lisa Smith  
Anna Thomas  
Jacqueline Twiford  
Virginia Wittman

### **Superior Student in Education Scholarship**

Sady Perryman  
Lindsay Ross

### **Gordon and Reta Mae Tate Scholarship**

Christopher Collier  
Brianna Gillespie

### **Janice Thiel Scholarship**

Ashley Acker  
Anna Bosley

### **George and Grace Shively Tupper Scholarship**

Jacob Bauman  
McKayla Schwahn

### **Altamae Wynecoop Van Sant Merit Scholarship**

Miranda Baker  
Evelyn Hernandez  
Jodi Ottman  
Jacee Phillips

### **Linda and Ron Vosika Scholarship**

Cali Stone  
Emily Waxler

### **Laurence and Mathilda Walker Scholarship**

Kyra Patrick  
Cassie Nelson

### **Lura O. Wirick Scholarship**

Katie Baxter  
Ashley Wright

### **James Zancanella Scholarship**

Brad Catron

## **GRADUATE SCHOLARSHIPS AND AWARDS**

### **Clarence Jayne Scholarship**

Lindee Wiltjer

### **Patricia B. Ferris-Hawley Scholarship**

Juli Smith  
Darla Sneathen  
Shana Thomas

### **Evelyn Milam Scholarship**

Carly Cheatham  
David Sibbett  
Courtney Smith  
Cortney Thoren  
Caitlin Wheatley

### **Lyle Miller Scholarship**

Stephanie Long

The Dick and Marty Brown Scholarship: Dean Kay Persichitte, recipient Troy Corson, and donor Sarah Brown Mathews



Continued on page 9



## College awards scholarships Continued from page 8

### Arden White Scholarship

Isa Amat  
Stephanie Long  
Courtney Smith  
Ku Suhaila  
Syamilah Zakaria

### William G. Berube Scholarship

Andrea Gilbert  
Oluwole Ilesanmi  
Athena Kennedy  
Sara McGinnis  
Heather Morrison  
Rayme Van Dell

### Russell I. Hammond Scholarship

Bill Erickson

### Maurice Wear Scholarship

Chelsea Colbert  
Holli Guillory  
Jennifer Leman  
Kathleen Schwab

### Ivan Willey Scholarship

Ahmed Al-Aasfour

### Donald S. and Dorothy L. Bird Special Education Scholarship

Danielle Michael  
Emily Rowley

### Ace Cossairt Scholarship

Kristi McCrann

### Eleanor R. "Rusty" Rowland Scholarship

Garret Lym  
Margaret Mammarelli  
Molly Ann Martin

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

Emmy Coxbill  
Jane Taylor  
Dewayne Tillman  
Sandra Toolen  
Shane Zeidler

### Sigrid See Endowment Scholarship

Julia Faulkner  
Jeffrey Hammer  
Emily Haught  
Cody Marvel  
Annette Pace  
Theresa Produit  
Hillary Russell

### Elnora Brooks Memorial Scholarship

Andrea Gilbert

### Margaret "Peggy" Cooney Scholarship

Eleanor Frye

### John K. Corbett Memorial Scholarship

David Des Armier, Jr.  
Oluwole Ilesanmi

### Rotary District 5440 Literacy Scholarship

Amanda Bahige  
Ann Bayles  
Belinda Epler  
Patrick O'Hara  
Margaret Pesch  
Otty Roney  
Becky Thompson  
Jeanne Van Heule

### Leona and Jeanette Heptner Scholarship

Tanzeem Ali  
Hoi Yuen Chan  
Dianbing Chen  
David Des Armier, Jr.  
Andrea Gilbert  
Oluwole Ilesanmi  
Athena Kennedy  
Sara McGinnis  
Veronica Sherwood  
David Sibbett  
Courtney Smith  
Jarod Waite  
Leslie Wilder  
Lindee Wiltjer  
Xinxiao Yang  
Tenzin Yeshi



The Arden White Scholarship: Noor Syamilah Zakaria, Dean Kay Persichitte, Ku Suhaila, Isa Amat



The Leona and Jeanette Heptner Scholarship: David Sibbett, Dean Kay Persichitte, Athena Kennedy, Hoi Yuen (Jason) Chan, Lindee Wiltjer, Leslie Wilder

## Sullivan Plaza honors family, enhances college facility

A new plaza honoring the Hon. Mike and Jane Sullivan will soon welcome students and visitors to the College of Education, with financial support from donors contributing to the project.

The Sullivan Plaza will provide an anchor at the northeast corner of Prexy's Pasture. Following designs used to develop similar spaces honoring the Simpson and Cheney families, Sullivan Plaza will feature amphitheater seating, benches, Vedauwoo boulders and an array of native trees. It also will include a redesign of the Education Building's front entrance.

The project honors the Sullivans' continued commitment to educational excellence and their many

contributions to the University of Wyoming. Mike served as Wyoming's governor from 1987-1995 and U.S. ambassador to Ireland from 1999-2001. Jane was Wyoming's first lady.

Gifts of \$10,000 or more to the plaza project will be matched through a unique program offered by UW President Tom Buchanan, up to \$350,000.

For more information about the Simpson Plaza or to contribute to the fund, please contact

John D. Stark  
UW Foundation vice president  
Phone (307) 766-3930  
Email [jdstark@uwyo.edu](mailto:jdstark@uwyo.edu)



CONCEPTUAL PERSPECTIVE  
SULLIVAN PLAZA

AECOM

December 15, 2011

A birds-eye view of the Simpson Plaza illustrates the natural integration of a welcoming path to the Education Building from Prexy's Pasture and adjoining buildings. Among the significant changes to the building itself: a revised, handicapped-accessible entrance.





CONCEPTUAL PERSPECTIVE  
SULLIVAN PLAZA

AECOM

December 15, 2011

Students, visitors and others will enjoy having new areas to sit, reflect, and appreciate the natural beauty of UW's central campus when the Sullivan Plaza is complete. Native trees and landscaping will enhance the physical space.

## Welsh named new director of Social Justice Research Center

College of Education associate professor Kate Muir Welsh recently was selected to serve as the second director of UW's Social Justice Research Center.

The center promotes scholarly activity by faculty members, students, and staff related to social justice, without regard to the departments or disciplines of the people involved. The center has a private endowment-generated budget of \$50,000 a year to advance UW's scholarly contributions, bring visiting scholars and distinguished speakers to UW, and support other activities that result in the creation and dissemination of knowledge and perspectives on social justice. Among other initiatives since its 2007 inception, the center has supported the Annual Shepard Symposium on Social Justice and the students' Good Mule Project.

Welsh joined the Department of Elementary and Early Childhood Education in 2002. Her PhD, in education, is from the University of California-Los Angeles. She also holds a BA in biological sciences from University of California-Berkeley.

Kate has worked closely with the Teton Science Schools in Jackson and the Science and Mathematics Teaching Center on the UW campus. She has served as chair of the Shepard Symposium Planning Committee for several years. Welsh is an accomplished researcher in her discipline, having published in scholarly journals, contributed to books on education research, and presented her research at numerous professional meetings.

# College of Education Honor Roll of Donors

The College of Education recognizes the generosity of the following donors, who supported our students and programs during the year beginning Sept. 1, 2010, and ending Aug. 31, 2011.

## \$5,000 AND OVER

Dixie Ward Revocable Trust  
John P. Ellbogen Foundation  
Ruth R. Ellbogen Foundation  
Mrs. Ruth R. Ellbogen  
Dr. Louise A. Jackson  
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Miss Thea J. Stidum  
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Wyoming Retired Education Personnel  
Mrs. Martha B. Wyrsh

## \$1,000–4,999

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Dr. Jane M. Kercher  
Dr. Lydia Z. Kercher  
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Dr. Jeanne A. Mattick  
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Ms. Diana J. Ohman  
Maj. Gen. Susan L. Pamerleau, USAF(Ret.)  
Mr. and Dr. Andrew R. Persichitte  
Dr. and Mrs. William F. Pettus  
Mrs. Nancy A. Shovlain  
Wyoming State 4-H Foundation

## \$500–999

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Ms. Betty L. Fear  
Mr. Michael S. Harr  
Heisey Properties  
Mrs. Verna M. Heisey  
Mr. Gus J. Kallas  
Dr. and Mrs. Nathan J. Ker  
Ms. Kathryn A. Kercher-Link  
Dr. Audrey M. Kleinsasser

Representative and Mrs. John W. Patton  
Margaret L. Prine Revocable Trust  
Dr. Margaret L. Prine  
Mr. and Mrs. Don C. Richards  
Eleanor R. Rowland Trust  
Mr. and Mrs. Robert L. Savage  
Mr. Roger J. Youtz

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## Tenzin Yeshe's future: Serving Tibetan refugees

Tenzin Yeshe began his graduate journey in a familiar business field, but found his life's purpose in education.

Yeshe enrolled in UW's graduate program in accounting when he arrived in Laramie in 2007, expecting to continue an already successful career in that profession after graduation. But he knew that his interests—and future—were somewhere else. After one semester, Tenzin transferred to UW's doctoral program in adult and post-secondary education.

"Education is the one area where I will be better able to continue to help the Tibetan people," he says. "I realize that money is not everything. For me, what is more important is how I can contribute to my Tibetan community."

Yeshe wasn't completely unfamiliar with education or with the educational challenges that his peers face. Before coming to the U.S. to study, he spent three years as an internal auditor assigned to Tibetan refugee schools in India, Nepal and Bhutan. For another five years, he was serving as undersecretary and later, deputy secretary of education, helping Tibetan students find opportunities to study in other countries, when he met former UW Graduate School Dean Don Roth. But the decision to pursue doctoral work in adult education represented both a shift in career direction and a personally transformative learning experience.

"When I moved into the field of education, I realized that it is not only about teaching but it's also about developing yourself as an individual," Yeshe says.

Tenzin's dissertation research explored the impact of skills education for adult Tibetan immigrants in the United States. He found that, despite having comparatively high levels of education, this population faces significant challenges to successful life in the U.S.

"Many of the Tibetans are struggling with their life, with their work, and also with their continuous learning in the United States," he says.

Because of gaps between their educational backgrounds and the needs of the American job market, many are working in low-paying jobs with long hours. They lack the skills needed for a new life for themselves and their families.

"Many of them do not realize the need for new skills to achieve some kind of upward mobility in the United States," Yeshe explains. "They are really content with what

they learned from India, trying to use those to get a better job here."

Language also can be a barrier, according to Yeshe's study. While most refugees are comfortable with written English, they had few opportunities to practice speaking it. The result is lower confidence and lower proficiency.

Adding to the challenge are negative self-perceptions of themselves as adult learners—that they are "too old" to learn—and the assumption that their need for learning ended when they completed formal education in India.

Tenzin's study fills a significant gap in adult education research generally and research on the Tibetan refugee population specifically.

"There are very limited studies of skills education in the United States, both for the American population as well as for immigrant populations," he says. "I believe my study is the first and may help to provide solutions or recommendations for further research."

Beyond contributing to the scholarly discussion, Yeshe's research has sparked clarity about how he can individually contribute to the health and viability of the U.S.'s Tibetan refugee community, by developing and providing skills education that fit their needs.

He also sees opportunity in engaging members of that community to help each other.

"During this whole dissertation journey, I came into contact with some of the most highly trained Tibetan professionals in the United States," he says. "They are willing to provide volunteer services for some kind of skills education to Tibetan immigrants."

A more indirect outcome of his doctoral work: increased visibility as a contributor to blogs and Tibetan news sites.

"I started writing in 2009," he says. "That is when I was at UW. My writing stems from UW. I think it is mainly because, when I see the growth in myself, when I see different perspectives from looking at a particular topic, I see an obligation to share it."

After successfully defending his dissertation in November, Yeshe is now focusing on job opportunities that will allow him to continue his research and work with the Tibetan refugee population. On the research front, he plans to expand his study to new groups within the larger population, to better understand the broader learning needs of Tibetan immigrants.

## On dismantling boxes: A personal reflection on the 2012 Shepard Symposium keynote

By Angela Jaime, associate professor of educational studies, chairperson–Shepard Symposium on Social Justice

In the Shepard Symposium on Social Justice Committee meetings early Fall 2011 we discussed our options for a keynote speaker for the 16th annual Shepard Symposium, and chose Tim Wise, a prominent anti-racist writer and educator who has spoken at more than 600 college campuses across the nation.

Wyoming is the last of the 50 states Tim Wise has spoken in giving him a perfect record. This year's symposium, titled "Identities: Dismantling the Boxes," deconstructed and interrupted the ways in which proscriptive identities are forced upon members of marginalized groups by society. Wise spoke to the College of Education faculty and staff, at the Shepard Symposium keynote, a fireside chat to Shepard attendees, and to University Wyoming staff and faculty, separately, for a two-hour workshop.

Wise's message to all the audiences he spoke to was to get the information and not just believe the hype in the talk news casts. He challenged us to think critically about the injustices in the country which happen daily, including the Trayvon Martin killing and slaying of innocent people based on their membership to marginalized groups. He spoke to the use of White Privilege to oppress the "other" in areas of education, the workforce, and in our own relationships; power used to divide and oppress people for the use of advancement through White Privilege.

Wise also focused on the various ways in which the power used to oppress people is a clear message that "you don't belong" or "that you are not welcome here."

The keynote was attended by more than 250 people, and his other talks were also well attended. As the chair of the Shepard Symposium for the last two years and a member for the last 5, this was one of the most rewarding symposiums yet. Dr. Beth Loffreda, author of *Losing Matt Shepard*, spoke at the lunch time plenary and inspired us all to use our voice and stand up for the injustices happening around us daily.

Wise is the author of six books, including the highly acclaimed memoir, *White Like Me: Reflections on Race from a Privileged Son*; an academic volume on affirmative action, entitled, *Affirmative Action: Racial Preference in Black and White*; an essay collection, entitled, *Speaking Treason Fluently: Anti-Racist Reflections From an Angry White Male*; two books on race and racism in the Obama era, entitled respectively, *Between Barack and a Hard Place: Racism and White Denial in the Age of Obama*, and *Colorblind: The Rise of Post-Racial Politics and the Retreat from Racial Equity*; and his latest, *Dear White America: Letter to a New Minority*, which examines rising white anxiety in an increasingly multicultural nation.

He has contributed essays to 25 books, and is one of several persons featured in *White Men Challenging Racism: Thirty-Five Personal Stories*, from Duke University Press.

## UW College of Education joins 'Operation Educate the Educator'

The University of Wyoming College of Education has joined an effort to help prepare educators to better meet the needs of dependents of military service members.

"Operation Educate the Educator" was initiated through the American Association of Colleges of Teacher Education (AACTE). Leadership of the Wyoming Teacher Education Programs (WTEP), which operates under UW's College of Education, recently agreed to join the initiative.

"We're pleased to be part of this emerging program, and to contribute to preparing the nation's classroom teachers to better meet the needs of the military-connected student population," says Kay Persichitte, UW College of Education dean.

This population includes children in grades K-12 who are dependents of military service members, as well as adolescents and young adults enrolled in trade schools or institutions of higher learning.

The program includes a set of guidelines and implementation strategies which are under review for targeted incorporation within the WTEP.

## Graduate programs evolving, expanding to meet needs

In the College of Education, we are currently offering seven master's degree programs and 13 doctoral degree programs (nine PhDs and four EdDs).

In addition to our degree programs, we offer 12 certificate and/or endorsement programs. During academic year 2011-12, we approved an online instruction certificate program; it requires students to take four online courses that will help them effectively develop and teach online courses in a variety of settings.

We also developed a new specialization in secondary mathematics, as part of the master of science in teaching offered through the Science and Mathematics Teaching Center. This new specialization will allow students the opportunity to deepen their expertise in secondary mathematics.

Finally, we recently received final approval from the trustees for a restructuring of our PhD in education (with eight specializations). It is revised to be two PhDs, one in education with four specializations; and the second one in curriculum and instruction, also with four specializations. Although this change does not add any new programs, it will provide benefits to both students and faculty in clarity and focus.

Additional changes are on the way in other areas. Stay tuned!

## Alumni Bulletin Board

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

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**Brent Weigner, MeD '77, Lifelong Learning and Instruction, PhD '84, Educational Administration**, completed the Antarctic Ice Marathon and 100K in early December. In the process, he broke the U.S. record for 100 kilometer time on Antarctica and became the first person to run seven separate marathons on all seven continents. Weigner is a retired junior high school teacher from Cheyenne.

**Robert Friend, BS '89, Business Education**, in his 22nd year of teaching accounting, personal finance, and computers at Coconino High School in Flagstaff, Ariz.





## Teacher Performance Assessment field test Continued from page 1

Education Program to position our preservice teachers for success on this evaluation, and ultimately, to be successful classroom practitioners with the knowledge and skills to support all students' learning.

The TPA has been developed to be a nationally accessible teaching performance assessment that will allow states, school districts and teacher preparation programs to share a common framework for defining and measuring teacher competence.

The American Association of Colleges for Teacher Education (AACTE), the Council of Chief State School Officers (CCSSO), and the National Education Association (NEA) have all endorsed the TPA. The data from this field test will be used to establish a national standard for entry-level teachers. We are excited about participating in this consortium and believe the performance assessment will help us to continue to produce highly effective teachers.

## Letter from the dean: American education Continued from page 2


► In 2005, one in two teachers who completed professional development in classroom technology use reported a need for additional training. (p. 35-37)

► "...a precipitous drop in elementary class sizes over the past two decades: from twenty-six students in 1987 to twenty-two students in 2007. Middle and high school class sizes, however, have remained relatively stable over the same period." (p. 37)

► "Indeed, the U.S. average for in-class instructional time ranks highest among the twenty-six OECD countries that reported data—four more hours per week than the closest ranked countries." (p. 37)

► Since 1970, the NEA survey has documented "desire to work with young people" as the top reason to enter teaching. Since 1980, the survey has also tracked reasons that keep folks in teaching with the same top three reasons as entering the profession: desire to work with young people, value or significance of education in society, and interest in subject-matter field. (p. 40-41)

Whether looking forward or reflecting on the past, I believe we have one common thread at commencement: HOPE. With great hope for our graduates and the future of the College of Education, I wish you all a wonderful Wyoming spring and summer!



## College adopts in-house course rating process Continued from page 3

Research on course evaluations suggests that when students understand how much we value their evaluations, response rates tend to be higher. Our response rate for the entire college was approximately 63 percent in Fall 2011, reflecting more than 2,000 student responses; typical rates at other institutions range from 30 to 50 percent. Figure 1 shows the response rates by department.

The survey has 22 scale items; two of these ask students to rate the overall effectiveness of the course instructor and

to rate the overall quality of the course. Figure two shows the means of these two items by department.

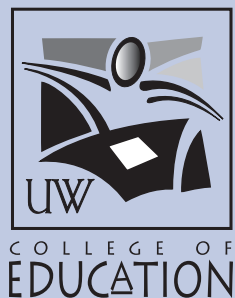
This spring, faculty and department heads will have the opportunity to add custom questions to individual or department evaluations. Evaluations will begin April 9; let's aim for our highest response rates in our short history of online instructor ratings. Dean Persichitte is offering a College of Education t-shirt to any faculty member with a course reaching a 100 percent response rate!

Congratulations and best retirement wishes  
to the following College of Education faculty:

**CAROL BRYANT**, associate professor of secondary education

**JOHN COCHENOUR**, associate professor of professional studies

**MICHAEL DAY**, professor of professional studies



## The College of Education congratulates

**DR. MICHAEL DAY**, professor emeritus of professional studies  
*2012 John P. Ellbogen Lifetime Achievement Award*

**DR. CLIFF HARBOUR**, associate professor of professional studies  
*2012 Hollon Family Award for Teaching Excellence in Off-Campus Programs*

## WISDOM<sup>e</sup> update Continued from page 4

established new working groups for DIME and QRaMM, directing three sessions to foster inclusion of additional scholars to the work of the research teams.

Hatfield plans to support the doctoral faculty and students to present their research at the PME-NA 2012 conference in Kalamazoo, Michigan, and to distribute the Volume 2 monograph to promote further visibility of what is developing at UW.

UW and WISDOM<sup>e</sup> will be seeing international visibility as well. One of the next opportunities to share the initiative outside of the United States will come when Hatfield and fellow UW mathematics education faculty member Linda Hutchison travel to Seoul, Korea for the 12th International Congress on Mathematical Education to present research papers from their DIME and TTAME work. Hatfield also will promote WISDOM<sup>e</sup>, via his DIME research presentation at the international PME meeting, held this year in Taiwan.

International partnerships may eventually extend to a cooperative agreement with Kathmandu University and Tribhuvan University in Nepal.

“The idea is that we would build a partnership for Mathematics Education research and doctoral education that would include both of those institutions,” Hatfield says.

In addition, two WISDOM<sup>e</sup> international conferences are being planned. The first, a STEM Research Symposium on Quantitative Reasoning in Mathematics and Science Education, will be co-hosted by Georgia Southern University, UW WISDOM<sup>e</sup>, and the NSF Pathways Project based at Colorado State University for May 31-June 2 in Savannah, Ga.

The initial biennial WISDOM<sup>e</sup> International Conference on Research and Practice in Mathematics Education is being planned for summer 2013 to be held in one of Wyoming’s pristine locations. As a gathering of scholars and school mathematics practitioners, it will feature both research reports and “research-into-practice” workshops, which Hatfield describes as “a unique venue in our field aimed at bridging the huge chasm that seems to exist between the work of scholars and the efforts of teachers.”

## Briske’s doctoral journey Continued from page 5

an amplifying antenna to my netbook with an air access card with foreign country access,” he says. “Connectivity is spotty but working. Traveling and working abroad means extra planning and extra communication with your professor, oh and yes, did I say EXTRA communication with your professor.”

While the participation challenges that Briske will face in his next assignment likely won’t be as intense as those he’s facing now, the flexibility of UW’s program will continue to be an asset in his quest for a doctorate.

“I know that I will be moving again almost as soon as I get back from Afghanistan in the summer of 2012, to where I do not know,” Briske says. “But wherever I go I will be able to continue my program with UW.”

Joel and his wife would like to return to Wyoming after he retires from the Air Force.

“I would like to be able to use my decades of experience in leading people, managing systems and conducting strategic planning and budgeting in the AF, combined with the knowledge gained from the EdD program at UW to work within the educational systems in Wyoming,” he says. “There is nothing I would rather do and no place I would rather live. Wyoming has become my home.”

Among Briske’s awards and decorations are the Meritorious Service Medal with one Bronze Oak Leaf Cluster, Joint Service Commendation Medal, Air Force Commendation Medal with four Bronze Oak Leaf Clusters, and the Air Force Achievement Medal with Silver Oak Leaf Cluster.



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