

# The Blackboard

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## Fall 2014

The University's policy has been, and will continue to be, one of nondiscrimination, offering equal opportunity to all employees and applicants for employment on the basis of their demonstrated ability and competence without regard to such matters as race, sex, gender, color, religion, national origin, disability, age, veteran status, sexual orientation, genetic information, political belief, or other status protected by state and federal statutes or University Regulations.



College of Education student organizations, faculty, staff and students celebrated our centennial during UW's 2014 homecoming parade.

## College collaborates on educational leadership effort

By UW News

Efforts to improve the performance of Wyoming's public education system depend significantly upon developing strong leaders to guide teachers in the classroom.

That's one of the conclusions behind a new initiative to support educational leadership development in Wyoming's schools. The Wyoming School Leadership Collaborative kicked off this summer at the University of Wyoming, involving leaders from UW's College of Education, superintendents and other leaders from Wyoming school districts, community college representatives, the State Board of Education, Wyoming's Professional Teaching Standards Board, the Wyoming Education Association and the John P. Ellbogen Foundation.

"Collaboration on challenges facing public schools in Wyoming just makes sense on so many levels," says College of Education Interim Dean Michael Day. "The college is very committed to partner with school districts, teachers and others to help address immediate issues and concerns. What we're doing here is a really good step in that direction."

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# Letter from the Interim Dean

Greetings,

As some of you may know I'm an art and history guy who much prefers activity (like touring this beautiful state, hiking our scenic trails, exploring museums, and visiting schools) than sitting through meetings. So returning to the college in time to celebrate its 100th anniversary is extremely rewarding.

Though some celebratory planning was in place when I returned to the college in November 2013 all was accelerated in spring 2014. High on the list of activities was learning more about the fascinating history of the college and sharing its rich and unique story. With the leadership of college professor Ed Janak, and with support funding and production expertise provided by the Outreach School, a brief six-minute history of the college was assembled; it is available for viewing on our college website ([www.uwyo.edu/education/](http://www.uwyo.edu/education/)).

In addition a five cabinet exhibit highlighting the College of Education's Service to Wyoming was assembled and was displayed. (Much of the credit for the display belongs to Harry Whitlock, a graduate research assistant in Coe Library and to the wonderful supportive librarians and administrators at Coe Library.) The two-month display concluded on Oct. 31, but plans are underway to capture the display on our college website and to share the panels with interested locations in Wyoming.

Also assembled under the direction of librarian Cassandra Kvenld and college professor Tammy Lee Mielke and displayed in the college's LRC (Learning Resource Center) is a collection of *100 years of Children Books*; there is also an electronic display of the collection, something we plan to add to our college website.

In addition to our historical undertakings many other events were planned; some are featured in this issue of *The Blackboard*. In conjunction with the college's annual award banquet recognizing outstanding alumni and former faculty on Sept. 5, a 100th anniversary dinner was held in the Wyoming Union. More than 200 individuals attended the banquet including former and current College of Education faculty and staff, student members of our College Ambassadors (and junior ambassadors from the Laboratory School), UW President Richard McGinity and both current and former university officials, College of Education Advisory Board members, past Wyoming superintendents of schools, classroom teachers, school



administrators, as well as general friends and benefactors of the college.

Anniversary festivities continued Saturday, Sept. 6, with historical presentations and discussions held in our college auditorium, led tours of many remodeled college facilities including the Sullivan Family Student Center and the Literacy Research Center and Clinic, and half time recognition at the UW Cowboy and Air Force Falcon football game.

In addition College students and faculty as well as Laboratory School students and teachers participated in this year's homecoming events on Oct. 18—events included two floats in the homecoming parade and sponsorship of an alumni, student, faculty and staff tailgating lunch prior to UW Cowboys and San Jose Spartan football game.

But perhaps the most personally pleasing activity I've engaged in this fall is touring Wyoming. As of this writing, I've already visited ten Wyoming counties (for a display of some photos from these visits and a listing of scheduled receptions see our college website ([www.uwyo.edu/education/](http://www.uwyo.edu/education/))). By the end of fall term, scheduled visits to the remaining 13 counties were also planned. As the reader might conclude from the introductory paragraph above, I truly enjoy this opportunity being interim dean of the College of Education provides.

Every other week this fall I scheduled three- to four-day visits to specific parts of Wyoming. The visits began in the southwest section of the state (Lincoln, Unita, and Sweetwater counties). Two weeks later four northwest counties were visited (Teton, Sublette, Fremont and Hot Springs counties). In mid-October, I visited three northeast counties (Campbell, Crook and Weston). During these 10 county visits, I experienced over 40 schools (preschool through adult), spent over 50 hours visiting classrooms (preschool, elementary school, middle school, high school, community college) met most of the school superintendents responsible for school districts in these 10 counties, toured classrooms with numerous building principals, and observed and interacted with a host of teachers (including many graduates from the College of Education).

Before briefly sharing what I've learned thus far "school-wise" from these visits, allow me to digress. Allow me to share a bit about the general experience of traveling nearly three thousand Wyoming miles through a very special landscape bathed in the colors of fall.

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# Four new faculty join two College of Ed departments

The College of Education and two of our departments welcomed four new faculty members this fall.

**Tiffany Dobler** joined the special education faculty as an academic professional lecturer. Dobler's initial teaching assignments include "Introduction to Special Education," "Practicum I," "Practicum II," "Academic Instruction for Students with Disabilities," and "Special Education Law." Tiffany holds a master's degree in special education from the University of Northern Colorado; she is completing her doctorate in special education, also from UNC.



Dobler's research interests include special education administration and leadership qualities/qualities and impact on teacher effectiveness, longevity, due process, and student outcomes; post-school outcomes for students with disabilities and effects of educational outcomes on success; and special education teacher preparation in and understanding of rearing processes and instruction.

**Mark Helmsing** is the newest member of the Department of Secondary Education faculty. Mark assumes leadership of the department's social studies education program. In that role, he teaches "Social Studies Methods" I and II courses. He also supervises social studies student teachers in Wyoming schools during their residency in the spring.



Helmsing received a Ph.D. in curriculum, teaching and education policy from Michigan State University. Mark is "broadly interested in how people learn about their identity and their sense of belonging to a given place and time, particularly how we teach and learn about what it means to belong to the United States and how we learn different narratives, stories, myths, beliefs and ideals through not only social studies education, but also in museums and in popular culture." He is designing a study to explore how adolescent students learn about "the West" and how they learn competing understandings of what it means to live here, both past and present.

**Lay-nah Blue Morris-Howe** joined the Department of Professional Studies counseling program as an assistant lecturer. Morris-Howe received her Ph.D. in counselor education and supervision from

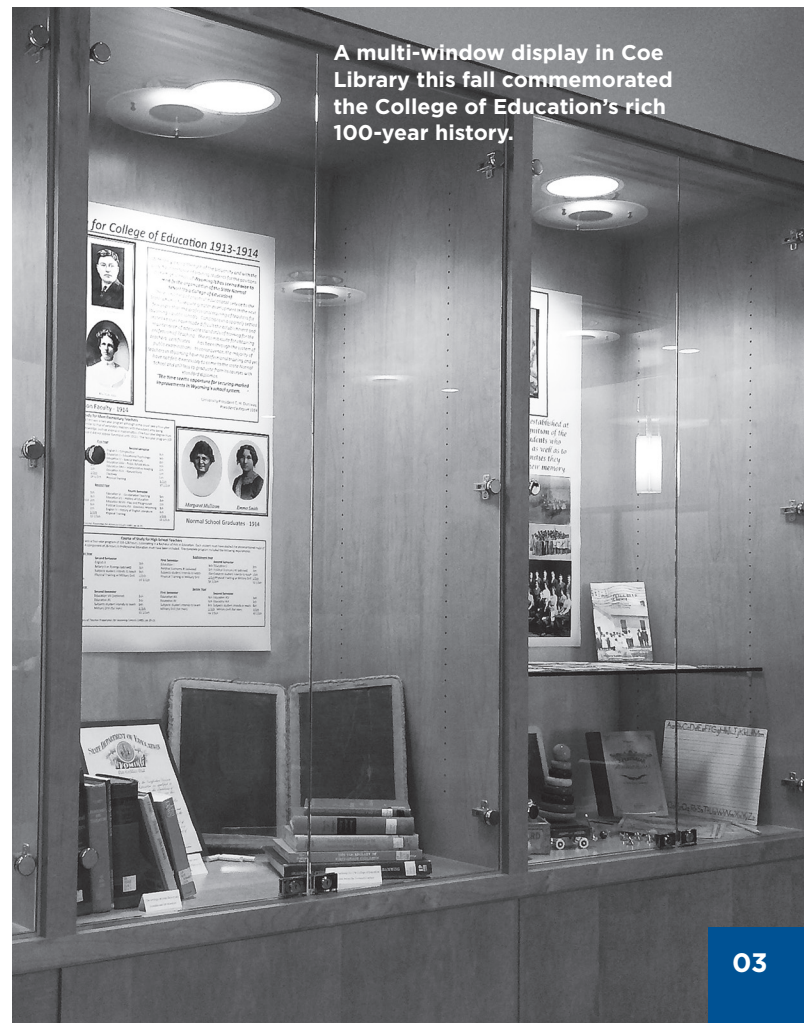
the same program. Her doctoral research focused on ethnic identity development. Lay-nah teaches three courses in her new role: "Cultural Education," "Family Composition," and "Multicultural Competencies of Counselors."



**Eric Teman** joined the Department of Professional Studies as an assistant professor of educational research. Eric's early teaching assignments include two core research courses: EDRE 5530, "Introduction to Educational Research," and EDRE 5600, "Educational Research 1: Descriptive Research."



Teman holds a Ph.D. in postmodern qualitative methodologies from the University of Northern Colorado. His research interests focus on gay/lesbian/bisexual/transgender-related ethical issues in research.



A multi-window display in Coe Library this fall commemorated the College of Education's rich 100-year history.

# Professional Studies launches makerspace initiative

By Mary Alice Bruce, Chairperson, Department of Professional Studies

This fall, the Department of Professional Studies is proud to launch WyoMakers, a new facility on the University of Wyoming campus that provides a variety of tools, software, and equipment to encourage design, problem solving, and creativity.

This exciting facility is thanks to the Mary Garland Early Career Fellowship awarded to faculty member Tonia Dousay, one of our new faculty members last year. University faculty may use the space to structure activities that encourage undergraduate and graduate students to engage in hands-on activities. Teacher educators, in particular, are encouraged to use the space as a teaching tool related to designing learning activities.

Any teacher in the state of Wyoming is also welcome to use the space either in person or virtually. In addition to workstations, software, and a 3D printer, WyoMakers has a variety of resources available to loan at no cost to Wyoming schools. Upcoming activities in the WyoMakers makerspace include planned electives with the UW Laboratory School, including a fabric and pattern design course and mobile app development course.

The maker movement, a collective of do-it-yourself design and production centers, has been active in the United States since 2005. However, it has only been in the last few years that this grassroots innovative approach to a technology-infused personal learning network has garnered much media attention. Earlier this spring, NPR featured makerspaces on their *All Tech Considered* program, and the two flagship Maker Faires in the Bay Area and New York drew more than 200,000 participants to engage in hands-on demonstrations and activities that promote innovation and experimentation. For more information about WyoMakers, please contact at [tdousay@uwo.edu](mailto:tdousay@uwo.edu)

Meanwhile, The Wyoming School Leadership Collaborative kicked off in July with leaders invited from the College of Education as well as Wyoming school districts, community colleges, State Board of Education, Professional Teaching Standards Board, Education Association and the John P. Ellbogen Foundation. Mark Stock continues taking the lead with the support of David Hvidston and Dean Michael Day regarding an Initiative for a Center for Educational Leadership.

In other news, the completely renovated Counselor Education Training Clinic (CETC) now has totally new furniture and digitized equipment in our play therapy as well as individual and group/family rooms. We prepare our graduate students to serve the university, our



community, and the K-9 students of the on-site Lab School with a wide variety of services including activities of the Rocky Mountain Center of Play Therapy and the provision of substance abuse evaluations.

Wyoming mental health professionals, school counselors, social workers, and early childhood teachers are welcomed by the Rocky Mountain Center of Play Therapy Studies to attend the 6th biennial play therapy conference in Laramie, Wyoming.

Plan to be with us June 24–25 for the Neurobiology of Healing through Play Therapy: Nurturing Hearts with Brains in Mind with Bonnie Badenoch. June 26–27 is The Use of Expressive Therapies and Attachment Work when Working with Traumatized Children and their Families with Eliana Gil. Attendees enjoyed a dynamic opportunity to enhance the incredibly important work they do with children and families. This conference is sponsored partially by John P. Ellbogen Foundation for Excellence in Early Childhood Education.

Recruitment of highly qualified students continue to be a focus of our faculty. Competitive grant monies of \$10,000 for recruitment were again awarded to our department by Academic Affairs during the 2013–2014 academic year. Using some of the monies to update our website, we invite you to take a look at new video clips, information, and pictures at [www.uwo.edu/profstudies/index.html](http://www.uwo.edu/profstudies/index.html). Academic Affairs also awarded our department another graduate assistant for the two next years who is supporting us with faculty research and teaching.

The annual Doctoral Retreat is one of many mentoring events and activities with our graduate students. Craig Shepherd took the lead with a task force of faculty and students to plan and carry out a morning of collaborative sessions and presentations leading to a community lunch and then an afternoon of program specific orientation and dissertation plans.

Distance and on-campus student comments regarding the successful day included:

- ▶ “I was able to interact with students I had only met online and form bonds with them.”

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# New minor, faculty research strength mark Educational Studies year

By John Kambutu, Chairperson, Department of Educational Studies

The Department of Educational Studies (EDST) experienced a number of successes as it continued to advance its goal of becoming nationally recognized for programs and research that document high levels of authentic engagement and learning.

We now offer a minor in Diversity and Social Justice education. Associate Professor Angela Jaime, in collaboration with other academic disciplines across campus, guided this initiative. The department is planning to start offering the minor in the fall 2015.

Meanwhile, the following synopsis highlights other individual staff and faculty members' accomplishments:

**Stephanie Ksionzyk** is our new office associate. The department is very appreciative of Stephanie since she joined us in September. In addition to cultivating a strong sense of belonging, Ksionzyk has supported the department very effectively. She is a hard worker who is also collaborative and self-driven. Stephanie is a creative problem solver. She has a very strong sense of duty and commitment, and for that, the department is very thankful.

**Terry Burant** received the most recent College of Education Award for Outstanding Teaching. In addition to outstanding teaching, Burant chaired the Ellbogen Symposium Committee and is the adviser to Kappa Delta Pi (student organization). The department appreciates her service on the College of Education Centennial planning committee and the University Lab School Advisory Board.

**Jeasik Cho** authored/co-authored an article and two book chapters. One of his co-authored chapters, published in the *Oxford Handbook on Qualitative Research*, is especially meaningful because it examines different strategies critical to evaluating qualitative research. Meanwhile, Cho guided a group of faculty to South Korea where they presented at the Korean Multicultural Education summer conference.

**Angela Jaime** authored/co-authored two chapters and presented her work at the National Network for Educational Renewal. Jaime also attended the National Network for Educational Renewal 2014 summer symposium, thanks to College of Education and the Wyoming School-University Partnership for providing support. Meanwhile, Angela continued her service on numerous committees, including the College of Education tenure and promotion committee. For four years now,

she has served effectively as the director of the highly successful Shepard Symposium on Social Justice. Angela furthered her interest and commitment to social justice by working tirelessly towards the establishment of a social justice minor in the college.

**Ed Janak** continued to expand his interest in education and democracy by publishing an article in the *National Network for Educational Renewal Journal*. He also served on various national and international scholarly committees. Janak is serving on the University of Wyoming USP III implementation task force, and he is chair of the University of Wyoming Faculty Senate. In the spring of 2014, Ed was on a sabbatical leave that enabled him to study historical trends in external funding of public education, and how those trends shape current funding patterns.

**Audrey Kleinsasser** continues to serve as the director of Wyoming School-University Partnership. Thanks to Audrey's leadership, an overwhelming majority of Wyoming's school districts have joined the partnership. Audrey serves on multiple committees including the College of Education Tenure and Promotion committee, Wyoming Education Coordinating Council and Wyoming National Board Certification for Teaching Initiative Advisory Board. Her co-authored article, focusing on "A School-University Partnership Model" that works, will certainly impact school/university partnership work in dramatic ways.

**Jenna Shim** had a very active and productive scholarship agenda. To that end, Shim published six articles in prestigious journals. She also presented her research at numerous national and international conferences, including the American Education Research Association. Jenna is the coordinator and chair of our English as Second Language (ESL) endorsement program, and thanks to her leadership skills, the program continues for flourish.

**Allen Trent** returned to teaching after his outstanding service as associate dean. In addition to presenting his scholarship, Trent co-authored two chapters and served on numerous committees including the University of Wyoming Cultural Programs. Currently, Allen is on sabbatical leave to advance his interest in collaborative teaching. In specific, he will participate in 3rd and 4th grade teaching in public schools around

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# Strong major enrollment, research highlight Elementary/Early Childhood year

By Pete Moran, Chairperson, Department of Elementary and Early Childhood Education

Greetings from the Department of Elementary and Early Childhood Education. We are off to a good start this academic year and are pleased to be able to share some news from the department with you.

Elementary and early childhood education remains one of the most popular degree programs on campus. More than 150 students graduated from the program in May, and the department currently serves almost 500 students with declared majors in Elementary Education.

Our faculty members also continue to be quite productive in contributing to the scholarly literature in early childhood and elementary education. Last year, our faculty secured almost \$1.5 million in grant funding and published 40 refereed articles, book chapters and edited books.

In service to the state, our faculty members continue to be involved in multiple initiatives in early childhood education, kindergarten readiness, teacher preparation, and professional development for teachers. The fourth cohort of students in our statewide elementary education distance program graduated in May; and the fifth, and final, cohort is currently finishing the elementary methods courses. That cohort of students will progress into student teaching in the spring and graduate in May.

The department also continues to be responsive to emergent trends in the field of education. During the past academic year, department faculty have continued to build experiences into the program that prepare our students for the capstone assessment in 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, classroom instruction and assessment of student learning. Several states have implemented similar assessments for teachers in the field, and we count ourselves lucky to be included in the consortium that is using this important new assessment tool. The results from our students last year reaffirmed our conviction that our graduates are well prepared to enter the teaching profession and make a meaningful difference in student learning. We are confident that our student teachers for this year will be up to the challenge as well.

The department continues to make progress toward developing academic minors to compliment the degree

programs in Elementary and Early Childhood Education. Our first minor area of study, a specialization in early childhood education, has been in place for two years and has proven to be an appealing option for students. The minor in Literacy Education is being launched this year and we expect it, too, will be an attractive option for students seeking greater depth in literacy and will provide our students with a competitive advantage in seeking teaching positions. The STEM Education minor also continues to move forward. We plan for that minor option to be approved this year and be available to students beginning next Fall. We are also exploring the possibility of developing one additional minor area in Humanities, Social Sciences and Arts Education.

A few other pieces of news to pass along—

- ▶ Samara Madrid was promoted to the rank of associate professor. Madrid is a highly valued member of our early childhood faculty.
- ▶ Tim Rush retired from our faculty this past year after a lengthy and distinguished career at the University of Wyoming. He is staying active managing his ranch and, of course, writing cowboy poetry. The search to fill Tim's position in literacy education got underway this fall.
- ▶ Over the summer, six early childhood students traveled to Nepal for a unique three-week field experience working with children and families in Kathmandu. The field experience was coordinated and led by early childhood faculty members Samara Madrid and Nikki Baldwin.
- ▶ Tricia Johnson returns to campus this year after a year-long sabbatical in Australia studying early childhood programs and distance education down under.



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# Secondary Education Department faculty members reach out to Wyoming

By Kate Muir Welsh, Chairperson, Department of Secondary Education

We are off to a great start for the 2014–15 school year in the Secondary Education Department. One of our goals is to support educators in the state of Wyoming. This summer and fall we've been busy offering professional development for Wyoming 6th–12th grade teachers. Two programs are highlighted below.

Andrea Burrows (co-principal investigator) and doctoral candidate/graduate assistant (GA)Debbie French collaborated with the Physics and Astronomy Department faculty and GAs (Adam Myers (principal investigator), Mike DiPompeo, Shannon Hall, and Andria Schwartz) to create and implement a professional development for teachers entitled "Astronomy Days Black Holes."

The workshop was held on the University of Wyoming's main campus from June 15–18. The 15 participants (nine in-service Wyoming teachers, three in-service New Hampshire teachers, two pre-service Wyoming teachers, and one guest/graduate student) learned about the following topics: Light/Color, Spectra/Chemical Composition, Observing the Night Sky, Heat Energy, Detecting Distant Exoplanets, Planetary Geology, Galaxy Zoo, and more.

The website to access the content and other information can be found at: [physics.uwyo.edu/~mike/workshop/index.html](http://physics.uwyo.edu/~mike/workshop/index.html). Dr. Burrows has other active professional development programs. They can be found

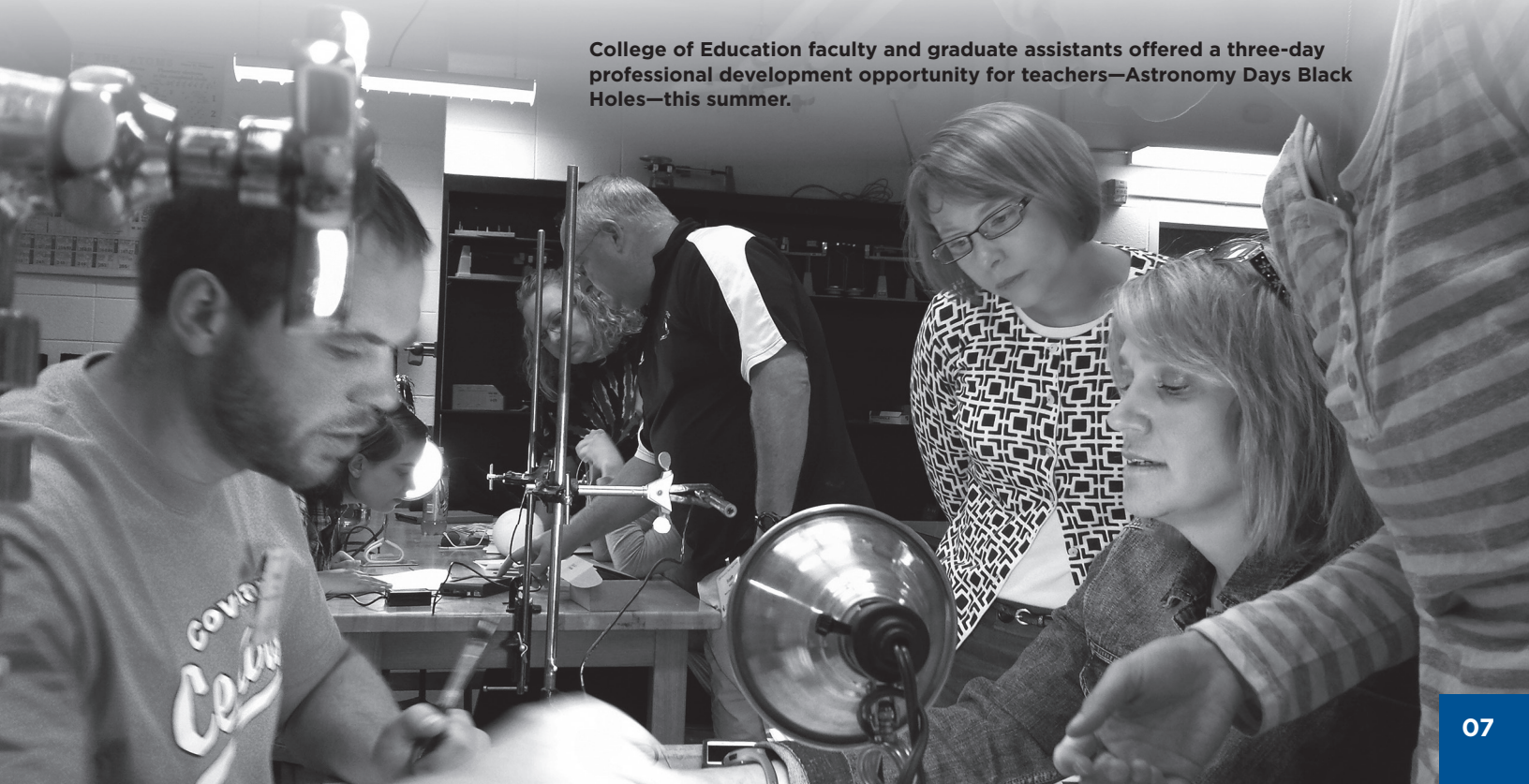
at UWpd.org. (The educational outreach portion of the Hidden Side of Growing Black Holes grant was funded by the National Science Foundation #1211112.)

In September and October 2014, Jason Hendryx, modern languages education faculty member, offered professional development sessions for Wyoming world language teachers. Sessions were held in Rock Springs, Cody, Gillette, Casper, and Cheyenne. In these day-long sessions, participants focused on teaching strategies such as grouping, developing learning tasks, and layering language with meaning. Teachers also focused on implementing state standards. Teachers had the option to earn University of Wyoming credit for their work. The sessions were well attended.

Other exciting news is that our department welcomes a new faculty member, Mark Helmsing. He comes to the University of Wyoming from Michigan State University to be our social studies education program coordinator. He is already reaching out to state teachers, museums, and other groups in Wyoming. Mark is also reaching out across campus to work with faculty in the College of Arts and Sciences. Please join me in welcoming Mark to Wyoming!

Secondary Education is excited to reach out and work with others to support secondary education in Wyoming. We look forward to working with alumni as well as teachers. Please be in touch with any suggestions or questions!

**College of Education faculty and graduate assistants offered a three-day professional development opportunity for teachers—Astronomy Days Black Holes—this summer.**



# Grant-funded research expanding SMTC reach, influence, opportunities

By Jacqueline Leonard, Director, UW Science and Mathematics Teaching Center

This year begins on an exciting note as the SMTC received its third major grant in less than a year: a National Science Foundation Grant funding the Wyoming Interns to Teachers (WITS) (Jackie Leonard PI) program on Aug. 15 for \$1.5 million.

The WITS project, our second Noyce scholarship and research grant, targets undergraduate STEM majors at UW and Central Wyoming College. These students will receive tuition and housing scholarships that will lead to the award of two degrees: one in a STEM field and the other in Elementary/Early Childhood education. Two additional grants continue to make a difference for teachers and students in several Wyoming counties, including Albany, Converse, Fremont, Laramie, Natrona, Park, and Uinta:

- ▶ Sustaining Wyoming's Advancing Reach in Mathematics and Science (Andrea Burrows, PI, \$1.1 million, Oct. 1, 2013) and
- ▶ Visualization Basics: Using Gaming to Enhance Computational Thinking (Jackie Leonard, PI, \$1.2 million, Oct. 1, 2013)

These are particularly rewarding as the SMTC Project Director and Science Fair Coordinator, Joy B. Johnson, begins her first academic year at UW.

Through these and other grant opportunities such as the Mathematics and Science Partnership grant with Gillette (PI, Ana Houseal), Sustainable Biofuel Feedstock's from Beetle-killed Wood (PI, Sylvia Parker), and the Halliburton Foundation (Joy B. Johnson, PI), five doctoral students and 12 Teton Science Schools (TSS) graduate assistants are working with researchers in the SMTC, College of Education, and the Haub School of Environmental and Natural Resources. We extend a warm welcome to the dozen new Natural Science Education master's degree students from TSS and to our recently admitted doctoral students from Saudi Arabia, Nigeria, and Pakistan.

We also congratulate the following 2014 graduates of SMTC programs: Iva Moss-Redman in Middle-Level Mathematics; Maggie Bell, Katie Berry, and Timothy Brown in Middle-Level Science; and Benjamin Johnson, Tayla Fulcher and Devin Trainor in Natural Science Education.

We also want to highlight the two successful events. We hosted 24 teachers in our Middle Level Mathematics and Middle Level Science Programs this summer. In

addition, former College of Education Dean Patricia McClurg and Cheryl Matias, assistant professor at the University of Colorado Denver, facilitated a successful retreat at the Historic Plains Hotel in Cheyenne.

Finally, the SMTC will be focusing on a number of areas this coming year, and our priorities include:

- ▶ The assessment of our TSS program, as the College of Education prepares for the National Council for Accreditation of Teacher Education (NCATE) review. We will work with April Landale and her staff at the Kelly campus to conduct this work.
- ▶ Increasing recruitment: In this era of shrinking resources and declining enrollment, we plan to focus on strategies to increase recruitment and retention of mathematics and science teachers and teacher candidates in Wyoming and the region.

We will need our friends, affiliate faculty and alumni to help us to achieve our goals more than ever. I am always happy to hear from you with any suggestions and ideas you may have to help us improve our program





## College team delivers desks to Kenyan school

A summertime visit to Hillside, Central Kenya, offered two University of Wyoming-Casper professor opportunities to follow up on projects initiated during a 2013 service learning project, explore future collaborations involving UW students, and deliver desks for school children.

John Kambutu, associate professor of educational studies, and Lydiah Nganga, associate professor of elementary and early childhood education, delivered about 100 desks to Karati Primary School in Kinangop. The desk project was funded by a participant from the 2013 Hillside Kenya project, with support from the UW Foundation. John and Lydiah spearheaded the construction of the desks.

They also delivered a \$100 donation to be used to buy school uniforms for poor children, a donation from our students. The desks and money were well received. While there, Nganga visited with Mr. Kamonde, the principal of Karati Primary School, to discuss plans for a future service-learning project involving UW students.

Nganga and Kambutu visited Mburu Gigichua lunch program that was started after the group's 2011 Kenya service-learning project that saw the construction of a dining hall and a kitchen. The program is going strong and has seen the improvement of children's health as well as performance.

"The school principal reported that truancy is a thing of the past," Nganga reports, "and children are excited to

be at school since they are assured of a warm meal for lunch."

Nganga visited their early childhood program and reports "the teacher and I discussed issues pertaining to early childhood on a global level and the possibility of involving our education students at the school at a future date in a short observational/participatory experience."

Lydiah also met with the principal/manager of the Thika Primrose Academy and explored the possibility of having our students visit the school for a cross-cultural international experience. They discussed the possibility of having UW students hosted by Kenyatta University during such an experience. Kenyatta University is willing to engage in such an experience. Discussions are ongoing; a memorandum of understanding would be required for the project to proceed.

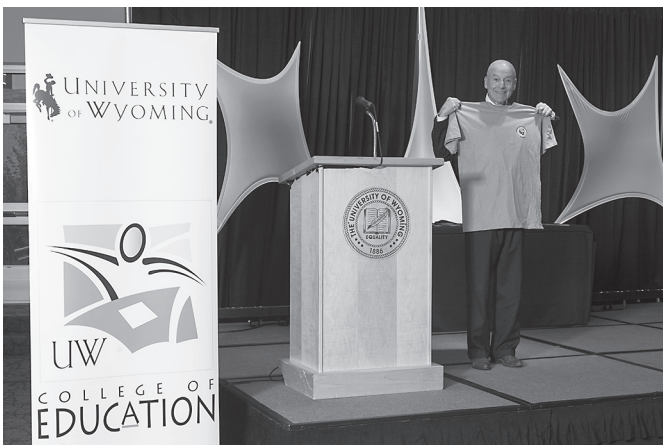
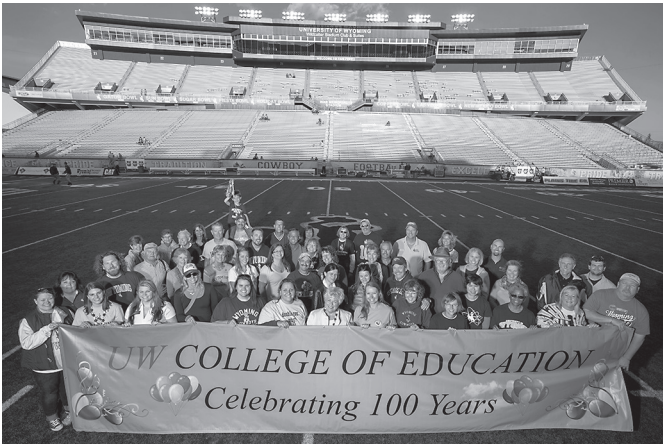
While at Kenyatta University, Nganga discussed her research interests with a colleague with the hope of future collaboration in areas of international educational and global education.

Nganga also visited the 2013 Hillside water project site, funded through community members and UW-Casper in collaboration with the UW Foundation. A community group has been formed to help in the daily running of the project. Community elders reported that the project has immensely helped women and children who no longer have to walk a 20-mile round trip to fetch water.

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College of Education faculty members John Kambutu and Lydiah Nganga (seated, front row) presented desks to students at Karati Primary School. A donation provided by a participant in our 2013 Kenya service learning experience funded construction of the desks.





## Happy 100th! College celebrates centennial with fall events

Alumni, faculty, students and staff marked the College of Education's 100th anniversary this fall in a series of celebratory events (p. 10). A "100-year celebration dinner" opened the semester Sept. 5, bringing former students and friends back to campus to reminisce and to recognize our 2104 Distinguished Former Faculty and Distinguished Alumni Award recipients. Honored were Distinguished Former Faculty Ruth Adsit and Charles Maxwell, both recognized posthumously, and three Distinguished Alumni: Joan Evans, M.Ed. '98, adult education; Kenneth W. Miller, M.S. '87, natural science, Ph.D. '93, curriculum and instruction; and Anna Ursyn, Ph.D., '94, curriculum and instruction. Also highlighting the centennial was a statewide tour by Interim Dean Michael Day (p. 11). During the tour, which covered all regions of Wyoming, Day met with alumni, school administrators, students, and friends of the college.

## Desks to Kenyan school Continued from page 9

“The travel was a great learning experience,” Nganga says. “It provided me with the opportunity to discuss and plan future learning experiences for UW students as well as for myself. Everywhere we went we were well received and the Kenyan people were excited to discuss what the University of Wyoming is doing in Kenya through our service learning projects.”

Nganga will lead another service learning group to Hillside Karati School next summer to help in the construction of a classroom. Interested students and community members can contact her at [Lnganga@uwyo.edu](mailto:Lnganga@uwyo.edu).

## National Science Foundation grants fund science, mathematics teaching certification

Are you, or someone you know, interested in teaching high school science or mathematics in the U.S.? Do you already have a degree in science, mathematics, technology, or engineering?


Through a National Science Foundation (NSF) grant—Sustaining Wyoming’s Advancing Reach Through Mathematics and Science (SWARMS)—UW can pay for three semesters (full program time) to get a Wyoming post-bachelor mathematics or science teaching certification.

SWARMS can pay for your UW classes so that you can become a teacher!

Physics, chemistry, earth science, and mathematics teachers are highly sought after and we encourage your participation. Diverse students, minorities, and military personnel are encouraged to apply.

Classes begin in the summer of June 2015. Contact us today if you are interested to make sure that you are ready to begin.

For more information, visit [www.UWswarms.org](http://www.UWswarms.org), or contact Andrea Burrows at [aburrow1@uwyo.edu](mailto:aburrow1@uwyo.edu), (307) 766-6735.



**Ceira Lee (chemistry education, left) and SWARMS fellow Kali Nicholas (biology and chemistry education) try their hands at an interactive lesson during a program event.**

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# Newcomb Grants fund eight new teacher projects

Eight recent University of Wyoming 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 Mrs. 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 school districts 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 Education Dean’s Office.

**Kelsey English** is a general education second grade teacher at Northpark Elementary in Rock Springs. Kelsey used her grant to purchase four iPads to increase student engagement in her classroom. The iPads allow her and her students to access free and low-cost educational apps that capture student interest and enhance student learning. Kelsey also planned to use the tool for a range of classroom management functions.

**Robert Gilmore** is a fifth grade teacher at Crest Hill Elementary in Casper. Robert used his grant to purchase an iPad, apps and classroom supplies to both enhance his teaching capacity and the accessibility of essential tools for all of his students.

**Kelly Horn** teaches kindergarten at Saratoga Elementary School in Saratoga. Kelly used her grant to support attendance at two conferences, the Wyoming Stream Team workshop and the Common Core Institute. She also used funds to expand her classroom library and to purchase supplies to enhance her instruction.

**Stephanie McKinney** teaches third and fourth grade at Rock River Elementary School in Rock River. She taught fourth and fifth grade classes last year. The Newcomb Grant allowed Stephanie to purchase three

iPads, accessories and apps to support learning and engagement in her classroom and after school tutoring for her students.

**Katie Mitchell** is a second grade teacher at Anderson Elementary in Cheyenne. Funds from the Newcomb Grant supported Katie’s attendance at the Love and Logic Educator and Parent Retreat this summer. She also used the grant to purchase books and supplies to enhance her classroom library.

**Trista Ostrom** teaches kindergarten at Encampment School in Encampment. Trista used funds from the grant to attend the Love and Logic Educator and Parent Retreat in Copper Mountain, Colo., this summer. She also purchased tools to support her mathematics instruction from her grant.

**Kelsey Redland Tobin** launched her career last year, teaching first grade at Westside Elementary School in Powell. This year, she moved to a fifth grade classroom. Kelsey’s Newcomb Grant is supporting implementation of Project Citizen, a civic education program sponsored by the Wyoming Partnership for Civic Education, in her classroom, building a classroom library for Daily Five implementation, and CCSS unit/assessment resources from Teachers Pay Teachers.

**Sadie Wilson** is a fifth grade at Conestoga Elementary School in Gillette, moving to that grade level after teaching kindergarten in 201–14. Sadie used her grant to attend “2 Sisters” workshops in Minneapolis this summer. The event offered an introduction to the Daily Five and the CAFÉ programs and an opportunity to explore how each might be used to enhance her teaching and support student learning.



This year’s Newcomb Grant recipients (front row, left to right): Kelsey Redland Tobin, Sadie Wilson, Kelly Horn, Kelsey English, (back row, left to right) Stephanie McKinney, Katie Mitchell, Trista Ostrom, and Robert Gilmore.

## Dousay attends Google Teacher Academy

University of Wyoming assistant professor of instructional technology Tonia Dousay joined a select group of educators participating in the Google Teacher Academy, held Dec. 2–3 in Austin, Texas.

The Google Teacher Academy is a two-day intensive program that recognizes educators who are doing innovative and exciting things in their classrooms with technology.

Fifty participants received hands-on experience with Google's products and technologies, learn about innovative instructional strategies, and receive resources to share with colleagues. Upon completion, Academy participants become Google-certified teachers, who share what they learn with other educators.

"I am truly honored to become part of an amazing professional network and view this opportunity as evidence of my commitment to teaching and education at the University of Wyoming and my passion for technology," Dousay says.

Google-certified teachers are exceptional educators with a passion for using innovative tools to improve teaching and learning, as well as creative leaders and ambassadors for change. They are recognized experts and widely admired for their commitment to high expectations for students, lifelong learning and collaboration.

The Google Certified Teacher Program was launched in 2006 with the first Academy held at Google headquarters in Mountain View. The program has since held academies across the US, Australia, and U.K., expanding the ranks of Google-certified teachers to more than 800 educators worldwide. The Google Teacher Academy is produced by Google, in collaboration with Computer-Using Educators (CUE, Inc.), an educational nonprofit organization.



## Partnership opens mixed realities opportunities

As mobile and immersive learning become more common in classrooms and our every day lives, the College of Education is preparing to research and put into practice the related technologies and tools related to these innovations.

The University of Wyoming is currently home to the Shell 3-D Visualization Center, a four-walled CAVE (Cave Automatic Virtual Environment) and 3-D visualization laboratory housed in the School of Energy Resources. Department of Professional Studies faculty member Tonia Dousay is working with the facility to formalize a partnership in an emerging center for the development and use of "mixed realities" for learning and teaching.

The proposed center, which would be housed at the University of Hull in Yorkshire (United Kingdom), aims to develop an international resource of case study materials, practical examples, and developed expertise in the pedagogic application of mixed realities in learning and teaching contexts.

As partners in this new initiative, students across the college will be able to explore emerging technologies

in augmented and virtual realities. From designing learning activities to be deployed for mixed realities to incorporating best practices of how to use these applications in classrooms, current and future educators will have hands-on access to resources shared by all international partners in the center.

This means that social studies teachers can explore applications of visualizing historical concepts such as those seen in the Georgia Virtual History Project ([www.willson.uga.edu/featured/georgia-virtual-history-project-among-highlights-of-digital-humanities-lab-research-cluster/](http://www.willson.uga.edu/featured/georgia-virtual-history-project-among-highlights-of-digital-humanities-lab-research-cluster/)) or any teacher can consider a virtual, immersive field trip to museums in other countries.

Whether students are designing for or using the Oculus Rift virtual reality headset or a planned mobile version of the CAVE that can travel to schools around the state, the intent of this partnership is to provide a practical application of the exciting technological enhancements developed by partner institutions and a way in which the effectiveness of these tools can be evaluated.



## Science seminars build instruction capacity

How do a group of dedicated science/mathematics methods instructors cover the spectrum of science and math content?

They rely on the resources from national and state agencies to supplement the curriculum.

During the fall methods semester, students are enrolled in three content classes: literacy, humanities, and science/mathematics. Each of these provides students with the teaching and learning tools to successfully complete their residency semester. In a recent paper prepared for the Noyce Foundation, Rolf Blank of the Council of Chief State School Officers indicated that the time spent on teaching science has decreased.

“At a time when proficiency in science is more important than ever, the average time students spend learning science in the elementary grades is declining,” Blank wrote. “Through the late 1980s and 1990s, time spent on both science and mathematics had been increasing until shortly before passage of the No Child Left Behind (NCLB) law in 2001, currently referred to by its more formal title, the Education and Secondary Education Act (ESEA). Since then, instructional time for math has increased modestly and held steady, time for English language arts (ELA) has increased substantially, and time for science has dropped to an average of 2.3 hours per week, the lowest level since 1988. . .”

Students entering the elementary classroom are reporting similar experiences—student journal reflections point to little or no science being taught in elementary classrooms. To address this issue, the elementary science/math faculty has offered Friday Science seminars for more than 10 years. This year, four seminars are offered; Flying Wild, Wyoming Stream Team, Wyoming AG in the Classroom, and NASA, each free of charge.

### Flying Wild

Flying Wild: An Educator’s Guide to Celebrating Birds is a program of the Council for Environmental Education) with sponsors from the Environmental Education and Training Partnership (EETAP), National Fish and Wildlife Foundation, and ConocoPhillips

The guide is intended to provide activities that may be used to “. . . teach classroom lessons or to set up service-learning projects about birds and their habitats.” The activities are interdisciplinary and are designed to involve students as leaders. Each activity identifies a learning objective and aligns with the National Science Education Standard (NSES). Students attending the seminar receive the guide and other materials/recourses to support them in the classroom. Students work in groups trying out a variety of activities from the guide, play simulation games to further deepen the concept, and come away with a new understanding of birds and their place in our world. For more information, visit [www.flyingwild.org](http://www.flyingwild.org).

### Wyoming Stream Team

Wyoming Stream Team is a statewide educational stream monitoring program involving students, teachers and other volunteers who collect water quality data on Wyoming’s water ways. The mission of Wyoming Stream Team is to promote awareness and stewardship of Wyoming’s water resources through education and data sharing.

Wyoming Stream Team is coordinated by Teton Science Schools’ Teacher Learning Center and focuses on stream habitat and water quality. This educational program assists students and teachers to collect data for use by students, local communities and the Wyoming

Continued on page 16

# New UW outreach course supports early childhood learning foundations

Helping early childhood educators, primary school teachers and parents interested in understanding and supporting young children's developmental needs is the goal of a new distance-delivered course offered by the University of Wyoming Department of Elementary and Early Childhood Education and the UW Outreach School.

The 16 students enrolled in the inaugural, six-week edition of "Independent Study on the Wyoming Early Learning Foundations" are participating in six online units and three synchronous, audio teleconference sessions. College of Education lecturer Tiernan McIlwaine created and teaches the class, which is offered for both undergraduate and graduate UW credit.

Grounded in the Wyoming Early Learning Foundations (WELFs), the course guides students through exploration and lesson development tailored to their specific goals and needs. The WELFs, nine early childhood development domains, were developed by a collaborative stakeholder group of early childhood experts, providers, policy makers, and UW College of Education faculty researchers.

The course's first two units focus on understanding child development through age five. The final four units explore how to plan for children's development via lesson plans and interventions that support their specific learning goals.

"Participants in these courses have the opportunity to integrate the WELFs into lesson planning for home, child care and preschool environments," McIlwaine says "This lesson planning helps parents and practitioners enhance activities with children to maximize growth and development across the WELFs. Rather than thinking of promoting development in math, science or literacy in isolation, participants learn to take advantage of emerging child interests as a method to engage children in activities that address a variety of developmental areas all at the same time."

Recruitment is underway for the spring edition of the course. For information on course enrollment and financial aid opportunities, contact McIlwaine at [tmcilwai@uwyo.edu](mailto:tmcilwai@uwyo.edu).

## Science seminars Continued from page 15

Department of Environmental Quality. The program is an extension of the water quality monitoring workshops conducted by Teton Science Schools since 1993. Data collected by schools and other groups is entered into an accessible, on-line database and viewed by participants from around the region. Results are also used by Wyoming Department of Environmental Quality as a screening tool to detect threats to stream health.

Funding for Wyoming Stream Team is provided in part by the Wyoming Department of Environmental Quality through a Clean Water Act Section 319 grant from the United States EPA. ([www.tetonscience.org/index.cfm?id=tlc\\_wystreamteam](http://www.tetonscience.org/index.cfm?id=tlc_wystreamteam))

### Wyoming Agriculture in the Classroom

This program focuses on the education of students in Wyoming agriculture and natural resources. The majority of the curriculum is project-based, which allows students and teachers to engage in new and interactive ways. The curriculum is interdisciplinary and utilizes student's critical thinking skills in real world examples (such as a Webquest as a means of exploring a topic) "Country to Classroom" readers are available for students in grade

3–5, with an annual bookmark contest. All activities in the readers are correlated with both Science and Literacy standards.

The website for Wyoming Ag in the Classroom ([www.wyaitc.org](http://www.wyaitc.org)) offers lesson plans for teachers and games for students along with additional links for resources.

### Wyoming NASA Space Grant Consortium

The Wyoming NASA Space Grant Consortium works to promote science, technology, engineering, and mathematics education from elementary through university levels. Wyoming NASA Space Grant sponsors educational and research programs in the state of Wyoming in support of NASA's missions, and serves as a link between citizens of the state and NASA. Wyoming NASA Space Grant programs include resources for Wyoming K–12 teachers and students, research fellowships for students at Wyoming community colleges and the University of Wyoming, NASA Center internships for college students, scholarship programs for community college STEM students, and grants for college faculty.

In October, we brought NASA Education Specialist, Tony Leavitt, to UW for several pre-service workshops

*Continued on page 18*



# Early childhood students gain experience in Nepal

Six students in the University of Wyoming's early childhood education program gained valuable multicultural experience they say will make them better teachers during a three-week visit to Nepal this summer.

The students completed the capstone experience for their early childhood education endorsement by teaching as interns in early childhood classrooms in Kathmandu. It was the first international early childhood experience ever offered through the UW College of Education.

"Everything about the trip was memorable and will benefit my future as a teacher and person," says Hannah Wille of Casper, who will be a senior at UW-Casper this fall. "I will feel the ripple effects of this experience for years to come."

Wille and two other students who made the trip to Nepal will enter their final year at UW this fall. For the other three students, the Nepal trip was the last piece of their UW education, as they've graduated and now start their teaching careers.

"While spending every day teaching in Nepali classrooms, I was reminded of the joy I feel from simply learning with and teaching children," says Lauren Carlisle of Lovell, who began her career as a first-grade teacher at Slade Elementary School in Laramie this fall. "I was reminded why it is I spent four years in college training to become an educator."

The trip was arranged by early childhood faculty members Samara Madrid and Nikki Baldwin, who accompanied the students as supervisors after visiting Nepal in the summer of 2013. The two built upon the College of Education's existing relationship with Kathmandu University in mathematics education.

The UW students worked full time in two Kathmandu early childhood programs—Bridgewater International School and the Montessori Children's House. "Our purpose was to instill in our students an understanding of schools as a medium that communicates culture in really powerful ways," Baldwin says. "When we're outside our culture, it sort of strips down teaching experiences and causes us to look at things through a different lens."

"Teaching is a culturally embedded practice. So when we come back to Wyoming, we're a lot more able to recognize all the culturally embedded practices in our own classrooms. By challenging our assumptions, we can look at our practices a little differently."

Seeing a different approach to teaching had an impact on the students. Carlisle reflected, "I learned that it's not

important to determine which way is better or worse, but rather value each irrespective of the other," she says. "Ultimately, I learned and am still practicing to treat things differently, and not comparatively."

Baldwin says the students performed so well that several were asked to return to Nepal and even were offered jobs as teachers and teaching trainers.

"It was a really big success," she says. "It demonstrated the strength of our early childhood training in the College of Education."

The students had memorable experiences outside the classroom as well. All of them noted the friendly, kind reception they received from the Nepali people.

On one trip into the countryside outside Kathmandu, the students noticed people planting rice together as families and were intrigued by the activity. As the students watched they were invited to help, spontaneously taking off their shoes, rolling up their pants and joining in the rice planting.

"I was amazed at how kind these people were—accepting and genuine," Carlisle says. "Just thinking about the experience makes my heart want to go back to those sweet people."

Baldwin says she and Madrid hope to return with students in the summer of 2016. This year's successful trip sets the stage for expansion, as connections were made with additional schools as potential placement sites and with a second university, Tribuvan University.

In addition, Madrid will return in 2015 to conduct professional development with the Bridgewater teachers on early childhood literacy. She will also conduct a research project that will examine Nepali teachers' conceptions of culturally relevant pedagogy and the child in cultural context, which will be used to help prepare University of Wyoming students to teach young children both in the US and abroad.

The students who completed the inaugural trip heartily recommend that others take part in future visits to Nepal.

"This experience taught me how to work under challenging situations and think on my toes without using any resources or support," says Caitlyn Bratt of Douglas, who'll be a senior at UW this fall. "Working with students in a completely different culture helped prepare me to teach in diverse classrooms, creating an equal relationship between students and teachers."

## Wyoming School Leadership Collaborative Continued from page 1

During the kickoff meeting, Wyoming education leaders discussed the qualities of excellent superintendents, principals and teacher leaders; agreed that more should be done to enhance the pipeline of such leaders for Wyoming school districts; emphasized the importance of mentorship in leadership development; and expressed a need for more professional development opportunities for school administrators. The group proposed development of an educational leadership academy or center in the state and agreed that it should be part of UW's College of Education.

"This was a great start," says Dan Stephan, executive director of the Wyoming Association of School Administrators and former superintendent of Laramie County School District 1 in Cheyenne. He pointed out that almost half of Wyoming's school districts have hired new superintendents in the past few years, and that leadership development is a high priority for districts across the state.

Paige Fenton Hughes, coordinator for the State Board of Education and former superintendent of Fremont County School District 1 in Lander, says having a support system to help school officials foster better instruction is crucial for Wyoming.

"Increasing student achievement depends upon good instruction. Principals and superintendents can support

and facilitate good instruction, or they can get in the way," Fenton Hughes says. "The key is to foster the positives to help teachers do the best job they can."

The potential to have an impact on student achievement is what attracted the Ellbogen Foundation to support the leadership collaborative, says Mary Garland, the foundation's president and chair. She sees a need for leadership improvements across the education system, from state agencies to individual schools.

"This is something that is on the minds of people across the whole system," she says. "And we want to be able to tie it all back to student achievement."

Following the initial meeting, a small subgroup of the collaborative—led by Mark Stock, returning UW College of Education faculty member and former superintendent of Laramie County School District 1—will meet to put ideas into writing. Further meetings of the larger group then are expected to help execute the plans.

Day says the College of Education's involvement in the Wyoming School Leadership Collaborative reflects a desire to become more involved in addressing the state's public school challenges.

"In addition to graduating excellent teachers and administrators, we want to be a resource for professionals at all levels in Wyoming's education system," he says.

## Makerspace initiative Continued from page 4

- ▶ "I was empowered to tackle stress and move forward in my program."
- ▶ "Highlights for me were meeting other students and professors, the information on organizing research, using library tools, and journal submissions."
- ▶ "I liked the opportunity to choose sessions, interact with students and faculty, and obtain clarifications on several program expectations as we visited with others over lunch."

Joining our top-notch faculty members and students this year are Tiffany Dabler of special education and Eric Teman of educational research. Congratulations are due to Craig Shepherd for promotion and tenure as an associate professor in Instructional Technology. We are housed in the top floor of the Education Building and welcome you to come and visit us when you are on-campus!

## Science seminars Continued from page 16

with education majors at UW and a Lunar Certification Workshop for in-service and pre-service teachers. During the Lunar Certification Workshop, NASA Educator Tony Leavitt guided teachers through topics in earth/space science including solar system formation and interactions of earth, moon and other space objects. At the end of the workshop, certification was awarded and certified teachers were able to request moon rocks and meteorite samples

from NASA for use in their classrooms. NASA Education Specialists are experienced educators who are broadly knowledgeable about NASA's missions, programs, and educational resources. NASA Specialists are available to set up "webshops" to deliver teacher professional development and in-class programming in subjects relevant to NASA's missions, and to visit classrooms. For more information contact the Wyoming NASA Space Grant office at [wsgc@uwyo.edu](mailto:wsgc@uwyo.edu).

## Letter from the Interim Dean Continued from page 2

During my travels I'm constantly reminded of Wyoming's abundance of natural beauty: its major rivers and mountains, its grassy plains and stark deserts, and the ever-present pronghorn (a constant reminder of wildness overcoming the human tendency to control nature). And glimpses of Wyoming's past are ever present: the Plains Indian tribes whose ancestors traveled the land for generations; the mountain men who traversed the landscape in search of adventure, livelihood, and solitude; the early pioneers who crossed the land with visions of new homelands further west; the repeated presence miners in search of the rich bounty land can provide; the laying of railroad tracks connecting the Eastern United States with the West; cattle men, sheep herders, the settlement of homesteaders, and the growth of communities. Throughout, violent cultural clashes occurred and delicate, often complicated, appeasements made. Wyoming's cultural history is as rich as its natural history—I carry Candy Moulton's *Roadside History of Wyoming* and generally never pass up a pull out where a roadside display is provided.

So what have I learned from the 40 classrooms visits? Mostly, I see enthusiasm and feel pride: enthusiasm for the depth of learning taking place and pride in the teaching profession. I see welcoming environments that promote achievement and celebrate students. I see colorful hallways displaying student art and recognizing student creativity; actually I see lots of attention to art, music and health. I see classrooms with open doors that welcome school visitors, students working intently on projects, students

working together, and students helping each other. I see an emphasis on reading especially in the early grades (often small reading groups guided by caring teachers involved in both direct and interest-guided instruction); and I see school-lead coordination of day care facilities, helping ensure essential reading development takes place for all children.

I see lots of technology being used in classrooms as well as tools such as iPads provided to all students, STEM (science, technology, engineering and mathematics) infused into career training coursework in extremely creative ways, and dual language instruction incorporated into a variety of subjects.

I also see wonderful auditoriums and health facilities shared with local communities. Posted with a tinge of pride on school walls, I see reminders of school values and expectations.

I see common areas designed for student conversation and engagement. I see schools meticulously maintained, even schools constructed decades and decades ago. I see cafeterias where healthy foods are served (I've had lunch in a few); superintendents walking around schools who actually know the names of teachers as well as those of their custodial and kitchen staff, asking about their families; and activity-rich after school programs. Finally with great pride, I see graduates from the College of Education firmly part of school communities, welcomed and appreciated.

*Michael Day, Interim Dean  
UW College of Education*

## Educational Studies Continued from page 5

Wyoming. Allen expects to generate invaluable data that he plans to disseminate by writing a series of articles and by presenting at various conferences.

**John Kambutu** furthered his work in international education by co-editing an article and a book. In addition, Kambutu published several book chapters and presented this work at various conferences. John attended the National Network for Educational Renewal 2014 summer symposium, thanks to College of Education and the University/school partnership for providing pertinent support. John had the opportunity to expand his knowledge, especially issues of educational policy

and practice.

Meanwhile, John and his colleague, **Lydia Nganga**, offered a service-learning course that established a water well in central Kenya in 2013. The well is supporting over 18,000 people. During the summer of 2014, they travelled to Kenya to deliver over 100 desks to a poor rural school. A participant in their 2013 program donated these desks. Meanwhile, John and Lydia are planning a summer of 2015 international experience that is aimed at building a classroom at this school.



## 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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**Richard Jones, B.S. '84, Geology, B.S. '89, Secondary Science Education, M.S. '90**, Natural Science, is a 2014 recipient of the University of Hawaii Regents' Medal for Excellence in Teaching. The award "honors faculty members who exhibit an extraordinary level of subject mastery and scholarship, teaching effectiveness and creativity, and personal values that benefit students." Jones teaches science education for the UH West O'ahu Education Program. Outside of the classroom, Jones is an avid scuba diver, quilter and vintage Volkswagon enthusiast. He serves as president of the Hawaii Science Teachers Association (HASTA), a University Hawaii Professional Assembly Board Member for UH West O'ahu, and a co-principal investigator for the university's \$245,000 STEM Center of Excellence Grant.

**Karen Kaminski, Ph.D. '00 Adult Learning and Technology, M.Ed '96 Instructional Design & Technology**, was promoted to associate professor in the School of Education at Colorado State University. She is chairperson of the Master of Education—Adult Education

and Training. She also is the principal investigator for the Adult Basic Education—Training and Learning Center, housed in the School of Education and funded through the Colorado Department of Education. This center provides support and training for instructors of adult basic education, adult secondary education, and English as a second language who work throughout the state of Colorado.

**LeAnn Uhling, M.A. '09 Curriculum and Instruction**, achieved National Board Certification Fall of 2013. LeAnn is the only NBCT-certified educator in Saratoga where she teaches kindergarten at Saratoga Elementary School. She is also Wyoming's 2010 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) recipient. Uhling serves as a vital resource for other teachers in the district interested in pursuing these professional development opportunities.

Dedication to developing innovative ways to engage his students in applying math concepts led to district-level recognition for **John Volpe, B.A. '11, Secondary Mathematics Education**. Cherry Creek (Colorado) Schools administrators and peers honored Volpe and other outstanding teachers during the district's "Making a Difference Celebration" in December. Volpe's collaboration with other seventh grade mathematics faculty to create a "math carnival" for Liberty Middle School students. During the event, the students "applied their knowledge of theoretical and experiential probability to the creation of carnival games."