

**ANNUAL REPORT
DEPARTMENT OF EDUCATIONAL STUDIES –
FISCAL YEAR 2011 - 2012
R. Timothy Rush, Department Head**

Section 1: Introduction

The following annual report represents the 2011-2012 Academic Year for the Department of Educational Studies. The Department of Educational Studies offers the foundation courses for the undergraduate and post baccalaureate teacher education programs. The department also shares the Curriculum and Instruction graduate programs with the Department of Elementary Education and the Department of Secondary Education. Our faculty provide all of the courses of both the Teachers of American Indian Children and English as a Second Language endorsement graduate certificate programs.

We currently have 10 tenured/tenure-track faculty members (Cho, Jaime, Janak, Kambutu [UWCC], Kleinsasser, Persichitte, Roxas, T. Rush, Shim, and Trent). R. Timothy Rush began service as the department head in August, 2011. Dr. Terry Burant joined our faculty as an Academic Professional Lecturer, in August 2011. Michelle Hansen became our department's Office Associate in April 2012.

This academic year, we conducted a search and screen for a new assistant professor. Forty-seven individuals applied, seven were interviewed by phone, and three were invited to campus for interviews. We were very pleased that Dean Persichitte chose to offer the position to Dr. Aurora Chang, who subsequently accepted. She will begin her appointment in August 2012. We are grateful to the search and screen committee for their exemplary work on this important task.

Educational Studies faculty members are active from local to international levels. This year, we have achieved a variety of accomplishments including the following (which are detailed in appendices to this report):

- Terry Burant began working with Pinedale High School and the NNER sponsored Community Engagement Project to develop school climate improvement and teen center projects. This will continue in the fall. Terry also presented at the Milwaukee Public Schools "Celebration of the Profession" staff development day (June 2, 2012) focused on the Common Core standards in literacy.
- Jeasik Cho and John Kambutu were on sabbatical 2010-11. Both advanced their research agendas considerably and reported very positive results in presentations to College faculty and the department during the current academic year.
- Jeasik Cho and Allen Trent have been invited to write two chapters on qualitative research for the prestigious *Oxford Handbook of Qualitative*

- Research.* The invitation comes as a result of the international reputation of these two scholars.
- Jeasik Cho, Kevin Roxas, and Francisco Rios, traveled to Seoul, South Korea and presented invited papers at the international conference of the Korea Association for Multicultural Education.
 - Angela Jaime served her second year as the Director of the highly successful Shepard Symposium for Social Justice and will continue to do so through 2013. She also co-authored a book chapter and presented papers at an international conference on education and at the Annual Convention of the National Indian Education Association.
 - Ed Janak received the College of Education's *Outstanding Advising Award*. In addition, he received the PIE Award for teaching of first and second year students. Dr. Janak achieved tenure and promotion to the rank of associate professor in May 2012.
 - John Kambutu has furthered his work in International Education given his service-learning work in Kenya including a new initiative to build a school kitchen for a school there. His work and reputation in international education also led him to serve as guest editor of the journal *Multicultural Perspectives* for a theme issue on international and multicultural education. His sabbatical research focused on providing insights about racial minority students in Wyoming.
 - Audrey Kleinsasser continues to lead active and innovative activities to advance the Wyoming School-University Partnership.
 - Kevin Roxas published four prestigious articles and presented several scholarly papers and international conferences.
 - Timothy Rush became head of this department with the unanimous endorsement of the faculty in August 2011. He co-presented a TAIC-related paper with Angela Jaime at the Hawaii International Conference on Education and is co-author, with Dr. Jaime, of a chapter in the forthcoming ATE book, *Standing Together*. Consistent with the social justice mission of the department, he also served on the national TPAC Bias Review committee. Late in the academic year, he received the University of Wyoming Master Distance Educator award from the Wyoming Distance Education Consortium.
 - Jenna Shim has been awarded the Ellbogen Early Career Award for 2011-2013 to engage in work around ESL education in rural school districts. In addition she has served her first year as Coordinator of the ESL Teacher Preparation program in exemplary fashion.
 - Allen Trent, Associate Dean of Undergraduate Education, has been appointed to the state-wide Professional Teacher Standards Board. This is in addition to his work with the Wyoming Teacher Policy Initiative, an action-research based project with a focus on informing public policy. Dr. Trent achieved promotion to the rank of full professor in May 2012.

Section 2: Academic Planning Implementation

The following bulleted list documents our progress in implementing our EDST Academic Plan for 2009-2014. We recognize that we are in the third year of pursuing activities relative to these new five-year goals. Notwithstanding, action items/steps to accomplish goals are organized and presented in the following three categories respective to each goal:

- 1) *Items Completed or Near Complete***
- 2) *Items/Actions in Progress***
- 3) *Items Not Completed***

Goal 1: Expand Curricular Focus on Democratic, Multicultural Teacher Education.

Items Completed or Near Complete

- Revisited democracy and language diversity integration including both processes and content for the integration.
- Continue activities to get students into alternative educational settings than those typically provided in Wyoming. This includes our continual visits to the Denver Public Schools and the Wind River Reservation.
- Continued steps to permanently integrate the Denver Public Schools experience for EDST 2480 students.
- Expanded experiences in Denver Public Schools for students in EDST 3000.
- Strengthened and increased our use of public schools in Cheyenne with EDST 3000 section assigned for practicum.
- Sought funding to institutionalize field experiences to the Wind River Reservation
- Revised skills, assessments, dispositions, rubrics and reporting documentation for these experiences (participated in systematic phase-in of Live-Text to replace CEID to accomplish this).

Items/Actions in Progress

- Invited faculty to attend professional development opportunities around these Democratic and Multicultural Education.
 - Consider two new areas for infusion including GLBTQ issues and the education of American Indian students; use the democracy and language diversity work as template for new areas of focus. Established a new course dealing with GLBTQ issues.

Items/Actions Not Completed

- Consider new research projects to demonstrate impact of curriculum integration topics.

Goal 2: Recruitment and Retention of Students from Under-represented Populations

Items Completed or Near Complete

- Begin to identify those students who we are most interested in targeting for these efforts: non-declared UW students of color, high school students, and students from the Denver schools.

Items/Actions in Progress

- Have second meeting with UW's Denver recruiter.
- Begin initial conversations with COE diversity committee.

Items Not Completed

- Attend LCCC College Fair.
- Begin conversations with Wyoming community colleges about recruiting ethnic minority students.
- Discuss possible collaborations with MSLI, MRC and athletic departments here on campus.
- Develop brochure for advising centers and advisors.

Goal 3: Increase Visibility of Scholarship.

Items Completed or Near Complete

- Develop a mission statement and value postulates for the department. Share with other departments and college.
- Made scholarly work more prominent on our department webpage.
- Continued to promote active scholarly agendas for all tenure-track faculty with research assignments on their workload.
- Active participation in Wyoming School-University Partnership via Wyoming AED conference with focus on educational studies.
- Expand participation in NNER activities (Leadership program, annual meeting, and program planning for Denver in 2012).
- Submitted proposals for the 2012 conference of the NNER.

Items/Actions in Progress

- Provide opportunities for scholarly discussions within the department.

Items Not Completed

- Present at American Educational Studies Association conference.

Goal 4: Define the Role of the Educational Studies Department in the College of Education.

Items Completed or Near Complete

- Get Educational Studies to count for OIA data (via C&I).

Items/Actions in Progress

- Discussed of the role Educational Studies plays vis-a-vis the new Teacher Professional Assessment initiative in the College.
- Articulated Educational Studies courses with the seven community colleges.

Items Not Completed

- Discuss pros/cons of an Educational Studies for non-Education major students.
- Develop an Educational Studies newsletter to highlight contributions, student learning, department-level expertise.
- Host conversations with other departments about possible collaborations and sharing expertise.

Section 3: Teaching Activities

The EDST department continues to play an active role in aligning our classes, assessments, and the WTEP (Wyoming Teacher Education Program) decision points to the standards for the teacher preparation programs. This evidence, along with the CEID, the COE database system, documents the development of competent, democratic professionals. All of our EDST courses have common syllabus templates, embedded common assessments, and rubrics used to evaluate students' proficiency related to the WTEP Standards. Subsequently, data related to student proficiency and dispositions is entered in the CEID database for aggregation and tracking. We are prepared to export these data to the Live-Text system.

A significant activity during this period was discussion of our role in the new Teacher Professional Accountability Consortium. The department has taken an active role in preparing our undergraduate students for this new requirement. It included an opportunity to share with those responsible for the teacher preparation programs (notably, Elementary and Secondary Education departments) what we do in our courses and the role we will play in this new initiative.

The Department of Educational Studies provides the required foundational courses for the Wyoming Teacher Education Program, and so we continue to offer multiple sections of all our required courses (EDST 2450 Human Lifespan Development; EDST 2480 Diversity and Politics of Schooling; EDST 3000 Teacher as Practitioner; EDST 3550 Educational Assessment) including offering one section of all these courses in the summer semester. EDST courses have maintained the following 2003 USP designations: EDST 1500 (I, L); EDST 2450 (CS); EDST 2480 (D); EDST 3000 (O, WB). In the 2011-12 academic year (including summer, 2011), we served 828 students in our EDST courses on the Laramie campus. The department offered 113 undergraduate/EDST credit hours this same academic year. Of these 113 EDST hours offered, EDST faculty members covered 71. Out-of-department, part-time, and graduate instructors

taught forty-two of these hours.

Our department continues to utilize course level working groups of faculty teaching particular foundations courses. These groups meet to share ideas about resources, curriculum alignment, content, assessment methodologies and strategies, and instructional models. Members from other departments who teach some of our courses (as well as adjunct and GA instructors) are included in these groups.

Collaboration, for our department, *is* the mentoring program we have in place. We also continually inform faculty and graduate assistants of the professional growth opportunities that are available. Our department has worked to see that each member has a peer review of a class session by a member of our department. These are on going and in a rotation annually so instructors receive a variety of feedback from a variety of perspectives. Feedback is provided to department members through the use of a uniform template provided for this purpose. We plan to continue engaging in collaborative professional development in order to maintain this positive trend.

See Appendix A for details on courses taught by Educational Studies personnel.

Section 4: Research and/or Creative Activities

The Department of Educational Studies values and supports the research and creative activities of its faculty. The faculty members with research responsibilities continue to be active in these areas.

In addition, the Department collectively (in AY 12-13) continued a strong record of scholarly activity. In addition, the Department collectively (in AY 12-13) continued a strong record of scholarly activity. Faculty members in the Department of Educational Studies accounted for 1 book, 1 chapter in books, 6 refereed publications and 3 refereed publications in press, 3 book reviews, 15 non-refereed articles, and 2 non-refereed publications in press. Collectively, this represents 17 works published or in press for the department. Thirteen (13) works are currently under review. Additionally, faculty provided 15 professional presentations throughout the year and it included a keynote presentation by Cho.

Of note, all active faculty members with research obligations as part of their job descriptions published (or have in press) at least one peer-reviewed publication last year.

See Appendix B for a comprehensive listing of accomplishments, by faculty member.

Section 5: Service, Extension and Outreach Activities

The Educational Studies Department has a high “service oriented” ethic that guides much of our efforts. Our list of service activities is impressive even though only 5% of each faculty member’s workload relates directly to service. Our service activities include: department, college, university, local community, statewide, national, and international levels.

Our faculty members are engaged in many department and college level and responsibilities including the Advisory Council for Graduate Education (ACGE) with one representative; the Advisory Council for Teacher Education (ACTE) with two representatives, one serving as chair); the Technology committee; the Technology Fee committee; and two members on the C&I Graduate Admissions committee. One of our faculty served on the College of Education Tenure and Promotion Committee. Additionally we had two members serve on College of Education scholarship selection committee. Three faculty members are advisors to Recognized Student Organizations here at the UW. One represents us on the Faculty Senate.

As a department, we continue to demonstrate our commitment to diversity through our service activities. We have two members of the Shepard Symposium for Social Justice Committee Steering Committee including the chair for the 2011 conference (Jaime). Department members also serve on the College Diversity Committee, the UW Diversity Team, and the American Indian Studies Advisory Committee and Chicano Studies Advisory Committee. More diversity related service is included in the diversity specific section of this report (section 9).

Our regional/national level service activities continue to increase. Cho has been appointed to an editorial board for a Korean education journal. Jaime was program chair and will be chair of the Indigenous Peoples of the Americas Special Interest Group of the AERA. Kleinsasser’s work with the Partnership revitalization has benefitted educators across our region including WY, CO, and NE. Trent continues to play important leadership roles on the state level with respect to the National Board Certification for Wyoming Teachers as well as the Wyoming Teacher Policy Institute.

All faculty members engage in meaningful service (on average, two committees). Service is at the core of what we do. In fact, we believe that all the activities described in this report (teaching, scholarship, etc.) provide valuable service to our field, state, country and world.

A listing of service activities in which we have been involved is provided in Appendix C.

Section 6: Student Recruitment and Retention Activities and Enrollment Trends

Our involvement in student recruitment activities is manifested in many ways. Perhaps most importantly, we have placed this as one of our goals in the 2009-2014 five-year plan and have begun important conversations about our special and unique role we can play, especially in increasing the number of students from under-represented populations.

We have a continuing presence at Discovery Days, the College of Education recruitment and informational sessions. We also actively participate in the Freshman Interest Group program (FIG). This also assists in recruitment/retention. The department also offers EDST 1500: an “1” course (USP) to interest students in pursuing education as a career. One department member is very involved in the Casper community speaking to and interacting with public school students on a regular basis.

All faculty in the department engage in retention focused activities, but to date these are individual efforts. These efforts at retention, in part, focus on the curriculum taught in the department courses. For example, the employment of common syllabi, assessments and rubrics across all sections of a designated course; vertical articulation between department courses; and modeling good teaching practices by our department members all help to engage students and promote retention in teacher education. Additionally, the department is active in all facets of the graduate and undergraduate student advising processes.

It is difficult to review trends in enrollment specific to our department. As a department, we have no “majors” because our department primarily delivers the required, undergraduate level courses for all elementary education and secondary education majors. Figures are largely in line with the enrollment numbers in these departments. Additionally, there are many students who transfer from Wyoming community colleges with various levels of program completion that enter the Wyoming Teacher Education Program (WTEP). There are also students with undeclared majors or majors in other colleges that are investigating education as a major.

Section 7: Development Activities and Public Relations

Our website is regularly updated in order to maintain its excellent condition and meets University standards for content and appearance. The website contains useful information about our courses, faculty, accomplishments, and information about the English as a Second Language endorsement program and links to the Teachers of American Indian Children and other College of Education departments and programs. We are visible at state, regional and national conferences for public relations and student and faculty recruiting. We participate in college-sponsored events for alumni and donors.

Section 8: Classified and Professional Staffing

In early April, we gave well wishes to Sara Chapa as our Office Associate of six years, as she moved to a higher-level position elsewhere at the University. Shortly after Sara's departure, Michelle Hansen, assumed this role while still supporting the Curriculum and Instruction graduate program. Educational Studies is fortunate to have attracted two such women to provide us with their capable, good natured, administrative assistance.

Section 9: Diversity

We continue to take leadership roles in diversity related efforts in various arenas: classes (curriculum and assessment integrations), the college, and the university (through the provision of professional development and participation in the Shepard Symposium on Social Justice). We include in these efforts the development of resource materials and scholarly publications and presentations all connected to diversity, teaching and learning. Many of these and related activities and accomplishments have been discussed throughout this report.

Highlights of our diversity efforts include leadership roles in the Shepard Symposium for Social Justice and the Social Justice Research Center. Educational Studies serves as primary home of the English as a Second Language (ESL) and Teachers of American Indian Children (TAIC) program. Finally, it serves as the home of *Multicultural Perspectives*, the journal of the National Association for Multicultural Education.

Section 10: Assessment

Tier 1 and Tier 2 Programs – Assessment Report

Department or program name: College of Education, Teacher Education (undergraduate) Program - The Wyoming Teacher Education Program (WTEP) is the undergraduate program for the college, so this report applies to the following departments - Secondary Education, Elementary and Early Childhood Education, and Educational Studies; the report also applies to the "Post-Baccalaureate Teacher Education Program," as students in this program are required to meet the same learning outcomes as students in the traditional undergraduate program.

Degree/program assessed: Teacher Education Program

Submitted by: Allen Trent

Date submitted: June 1, 2012

What are your research questions about student learning?

How do our student teachers perform on the new national Teacher Performance Assessment (TPA)?

In what ways does preparation for, and completion of, the TPA support preservice teachers' development of knowledge and skills associated with effective teaching?

How can we best integrate TPA related components (planning, instruction, academic language development, assessment, reflection) across the WTEP in ways that best prepare our students for success on this assessment, and subsequently, for successful K-12 classroom teaching?

What program or department-level student learning outcomes were assessed by this project?

At the program level, this summative assessment evaluates student teachers' proficiency related to the following teacher education program Learner Outcomes:

- Demonstrate acquisition of discipline knowledge and the application of that knowledge to create meaningful learning experiences for students.
- Demonstrate knowledge of developmental theories and develop a perspective of development that is both socio-cultural and biological in order to form a responsive pedagogy.
- Demonstrate the ability to respond to diverse learners, employ differentiated instruction, and cultivate a mutually respectful learning community that values all students.
- Apply multiple instructional strategies and learning theories and use a wide range of instructional materials and technology in order to achieve learning goals for all students.
- Demonstrate the ability to foster and implement democratic learning environments which model principles of ethics, schooling for a democratic society, and social justice, especially in the development of mutual respect, support, and critical inquiry in the classroom.
- Model effective communication techniques (including writing, speaking, listening, and use of media/technology) that promote learner understanding and encourage convergent and divergent thinking.
- Demonstrate the ability to select and create appropriate learning experiences based upon principles of effective instruction, both as an individual and team

- member.
- Demonstrate the knowledge and skills necessary to understand, select, construct, and use a variety of assessment methods and strategies to guide instruction, promote student growth, and to document student learning.
 - Demonstrate the characteristics associated with reflective practice including self-assessment, individual and collective inquiry and life-long learning traits to support personal growth and professional development.

Additionally, all of our teacher education majors/program areas are accredited through either the state (Professional Teaching Standards Board/PTSB) or via state/PTSB approved “SPAs” - Specialized Program Associations (e.g., the National Council of Teachers of Mathematics). To attain and maintain accreditation, programs must meet the standards/learner outcomes designated by the state and/or the SPA organizations.

Describe your assessment project and provide pertinent background information.

The University of Wyoming College of Education is part of a 26 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. Last spring (2011) we piloted draft versions of this assessment with one group of elementary student teachers (24) that completed select components of the assessment, and with a group of Social Studies Education majors (20) that completed the entire assessment. This spring (2012) approximately 10,000 student teachers across the U.S. completed the TPA as a part of a national field test. 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 3-5 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, Math, Social Studies and Science student teachers completed this assessment (approximately 200 student teachers total). Additionally, we are introducing components of the assessment throughout the Wyoming Teacher 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.

Provide relevant data to answer your research question. What are the key findings?

We are still in the early stages of TPA implementation, but we do have some data that responds, in part, to our research questions. Over time, and as we complete subsequent cycles of the TPA, we will have more data that will inform our research questions, and ultimately, we will have much data to inform and guide adaptations to our courses and programs.

Spring 2011 TPA Pilot –

As noted above, 20 student teachers in Social Studies Education participated in the pilot of a draft TPA in spring 2011. At this time, the TPA was scored using 12, four point rubrics (4 being the highest score). We selected scorers (social studies teachers from around the state) and sent them through extensive scorer training. The consortium told us that, even though this was a pilot, that an average score of “2” across rubrics was “passing” or was the equivalent of the level of proficiency expected of preservice teachers at this stage. Our student teachers’ average score was 2.25, and only one of the 20 did not meet or exceed the “passing” score.

Spring 2012 Field Test-

200 student teachers in elementary education, and secondary: science, math, social studies and English completed the TPA. In addition to changing parts of the assessments between the pilot and field test years (based on feedback received on the pilot), the consortium also changed the rubrics from 4 to 5 point rubrics. This year (and going forward) the TPAs are scored by trained evaluators employed by Pearson, a national testing company. At the writing of this report, we have received the scores back for 109 of our student teachers. The average scores across all rubrics for each content area are as follows:

CONTENT AREA/LEVEL	AVERAGE SCORE OF TPAs
Elementary Literacy	2.73 (n=46)
Secondary Social Studies/History	3.12 (n=17)
Secondary Science	2.91 (n=25)
Secondary English	2.71 (n=11)
Secondary Math	2.32 (n=10)

In addition to these formal assessment scores, we are in the process of soliciting feedback from the student teachers that completed the TPA, and from their UW supervisors/instructors and mentor teachers. Thus far, the feedback has been mixed with more negative feedback/critique than positive. In all respondent groups there were both positive, and negative points of feedback. For example:

Student teacher comment: I did not like TPA. It took time away from my classes and my students, and it focused on items that I felt had no particular influence on my teaching. Completing the assignment did not help me become a better teacher.

Student teacher comment: I found the TPA requirements and assessments valuable and beneficial as a student in the student teaching experience. I felt I benefited from the before, during, and after planning and reflection within the assessment...

Mentor teacher comment: While I realize that I don't have a full scope of understanding of the TPA, what I do know is that it took away from the student teaching experience rather than enhancing it. The TPA seemed very much like a class, and as a class, it left the student teachers in the mind-set of being students, rather than teachers. The weeks spent in charge of a classroom are the only experience future teachers have of the varied and time-consuming responsibilities of a teacher. To ask them to be responsible for a classroom with multiple preps as well as taking a class seems unrealistic and counter-productive...

Mentor teacher comment: I had a positive experience with the TPA. What I liked most about the TPA was the process really gave me and my student teacher a lot of good talking points.

UW faculty member comment: I did not like it--it negatively changed the Student Teaching experience for students. It made it a single shot assessment that was not very valued by students--especially since they have their jobs or not previous to any scores being released. My evaluations were negatively impacted by the uncoordinated implementation of this assessment--but I didn't have the assessment previous to Student Teaching. I heard nothing but complaints from mentors and students about the TPA assessment. I used to feel happy when students were near the end of their student teaching because they had improved so much. Now I feel nothing but their anger at this assessment being required. As we all know a single shot assessment isn't valuable in improving a teacher's classroom practice. Our previous measures were more valuable at preparing teachers to be successful in classrooms. This may be politically expedient but it is not productive for our students to become better teachers. The lack of reflection required for success is one example. Another is that the scores come so removed from the experience. It is the PAWS problems all over again.

UW faculty member comment: TPA is one piece of evidence that can be used to evaluate the effectiveness of our UW teaching candidates. I do not believe that it is the only evidence or should it be used to withhold graduation/certification for the teaching

candidates. Now that I understand the TPA process more fully, I will be able to help my students navigate TPAs various and many rubrics/sections.

Describe the meaning of your results as they relate to program strengths and challenges. What changes to the program or curriculum have been made, are planned, or contemplated in the future as a result from this assessment project?

The consortium's goal is to determine a suggested cut score or acceptable level of proficiency for the TPA. They will do this using the data from this spring's field test, and so we expect to have this recommendation by late summer/early fall. At that point, we will have to decide the role this will play in our program (adopt the cut score? Use a cut score, but one that is lower or higher than suggested?). That said, it appears that our students are performing pretty well on the assessment averaging 2.74 (on a 5 point scale) across all TPA areas and all students (again based on scores received to date). We've also been told informally, that as preservice teachers, scoring a "5" in any rubric area is very difficult. The criteria in the rubric level 5s are more aligned with the expectations of professional, inservice teachers.

Interestingly, the content area faculty that participated in the pilot experience in 2011 (Social Studies/History) have students with the highest average scores thus far in the field test (3.12 avg). This may be due to the faculty members' greater familiarity with the assessment and their more comprehensively developed ways to prepare students for success on this assessment.

Each of the 12 TPA rubrics aligns with specific teaching skills/behaviors. When analyzing our student teachers' scores on specific rubrics/skill areas, our students performed best on rubric one, "planning" with an average score of 2.95. This is a positive finding, as comprehensive lesson planning, preparation, and differentiation are skills reinforced at multiple points across the WTEP. Our student teachers scored lowest on rubric nine, "analyzing teaching effectiveness" with an average score of 2.56. This rubric explores how candidates/student teachers "use evidence to evaluate and change teaching practice to meet the varied learning needs of students." This skill then involves reflecting on prior teaching and student performance in order to utilize this information as formative feedback that guides future instruction. This is a higher level teaching skill, and so we are not particularly surprised that this was an area in which our students scored lower. If the data we continue to receive aligns with this data already received (and thus confirms "analyzing teaching effectiveness" as an area of weakness for our students) we will strategize ways to better integrate this content/skill set into our coursework leading up to the student teaching experience.

We have had several faculty conversations (beginning with a retreat late spring 2011) about integrating the knowledge, skills, concepts and vocabulary assessed in the TPA across the required program courses. For example, we are introducing the TPA in early (sophomore level) courses; we are requiring students to complete a condensed version of this assessment as a part of their junior level practicum experience; and then are

addressing all TPA components in the fall senior methods courses (students take methods in fall, then student teach in spring of their senior year). The aim for the coming year will be to continue these conversations and develop a comprehensive plan for TPA integration across the WTEP. The data already received, and the data that will arrive soon, will inform this integration plan and the ways we address the TPA elements in our teacher education coursework.

Finally, the qualitative feedback noted earlier in this report will also inform this work. For example, some primary themes of this feedback include suggestions to: introduce the assessment early in the program; allow students opportunities to practice TPA elements and receive formative feedback prior to student teaching; make sure we are aligning the assessment with WTEP learner outcomes; minimize the time it takes student teachers to complete the assessment; provide clearer instructions for using LiveText (our data platform) to complete and upload the assessment; and generally help student teachers, faculty members, and mentor teachers to increasingly see the value of this assessment as it relates to teachers' abilities to support student learning. We plan to address all this and more as we continue to have focused faculty conversations and create plans to support our students in their professional growth toward inservice teaching.

Appendix A – Research and Creative Activities

Chapters and Books	<p>Cho, J., & Trent, A. (under contract). Understanding and evaluating qualitative research processes and products. New York: The Oxford University Press.</p>
	<p>Cho, J., & Trent, A. (ongoing). Evaluating qualitative research. In P. Leavy (Ed.), <i>The Oxford Handbook of Qualitative Research</i>. New York: The Oxford University Press.</p>
	<p>Jaime, A. M. & Rush, R. T. (2012). A three-part strategy for assuring culturally relevant pedagogy for American Indian Children. In Klug, B. & McCarthy, J. <i>Standing Together: Indigenous Education as Culturally Responsive Pedagogy</i>. Association of Teacher Educator's.</p>
	<p>Janak, E. and Blum, D. eds. (Spring 2012). <i>The Pop of Pedagogy: Using Pop Culture to Improve Instruction</i>. Lanham, MD: Lexington Press. (Under contract)</p>
	<p>Nganga, L. & Kambutu, J. (2011). Broadening Social Studies curricula: Integrating global education in a teacher education program. In William B. Russell III, <i>Contemporary Social Studies, Series: Teaching and Learning Social</i>, University of Central Florida College of Education.</p>
	<p>Rios, F. & Stanton, C. R. (2011), <i>Understanding multicultural education.</i>, London: Rowan and Littlefield.</p> <p>Trent, A., & Cho, J. (ongoing). Interpretation strategy. In P. Leavy (Ed.), <i>The Oxford Handbook of Qualitative Research</i>. New York: The Oxford University Press.</p>
Refereed Articles	
Published	<p>Munoz, E., Jaime, A.M., McGriff, D. & Molina, A. H. (2012, January). Assessment of student learning: Estudios Chicanas/os cultivating engaged global citizens. <i>Teaching Sociology</i>.</p> <p>Shim, J. (2011). Structuralism's relevance in a Post-structural era: Re-visiting research on multicultural curricular studies. <i>Journal of Curriculum Studies</i>, 43(6), 739-758.</p> <p>Janak, E. (October 2011). "Guest Editorial: The Things That Bind</p>

	<p>Us: Using Pop Culture as an Entrée to U.S. History...In China” The Journal of Popular Culture, 44 (5). 911-914.</p> <p>Roxas, K., & Roy, L. (2012). Learning from Somali Bantu refugee students: Recommendations for teachers in the field. <i>Teacher Education and Practice</i>, 25(1).</p> <p>Roy, L., & Roxas, K. (2011). Whose deficit is this anyhow?: Exploring counter-stories of Somali Bantu refugees’ experience in doing school. <i>Harvard Educational Review</i>, 81(3), 521-541.</p> <p>Roxas, K. (2011). Building a newcomer school for refugees with the community in mind. <i>Education in a Democracy</i>, 3(1), 23-34.</p> <p>Roxas, K. (2011) Creating Communities: Working with Refugee Students in Classrooms, <i>Democracy and Education</i>, 19(2) Article 5. Available at: http://democracyeducationjournal.org/home/vol19/iss2/5.</p> <p>[Response by Keiser, D. (2011) Let a Thousand Teachers Bloom. A Response to Creating Communities, <i>Democracy and Education</i>, 19(2), Article 11. Available at: http://democracyeducationjournal.org/home/vol19/iss2/11.]</p>
In press	<p>Nganga, L. & Kambutu, J. (in-press). Collaborative student-centered interdisciplinary pedagogy: Reducing resistance to social justice and knowledge compartmentalization. <i>Journal of Education Research</i>.</p> <p>Shim, J. (In press). Clashes within one teacher’s racial logic: Space of possibles? <i>Teaching Education</i></p> <p>Jensen, A., Janak, E. and Slater, T. (2012). “Changing Course: The Impacts of 'Waiting for Superman' on Future Teachers’ Perspectives on the State of Education.” <i>Contemporary Issues in Education Research</i>, 5 (1). 23-32.</p> <p>Janak, E. (Spring 2012). “Revelle”-ing in History: Lessons Learned from a Family of Teachers.” Accepted into <i>Vitae Scholasticae</i>.</p> <p>Cho, J., Rios, F., Trent, A., & Mayfield, K. (Acceptance Rate 11-20%). Integrating language diversity into teacher education curricula. <i>Teacher Education Quarterly</i>.</p> <p>Cho, J., & Eberhard, B. When Pandora’s Box is opened: Perceived problems and hopes for Standardized testing in Wyoming (Accepted). <i>The Qualitative Report</i>.</p>

Submitted for Review	<p>Kambutu J., & Nganga, L. (Revising for resubmission). Do you speak African? Teaching for diversity and global awareness in a “global village.” <i>Journal of International Social Studies</i>.</p> <p>Shim, J. (Under Review). Exploring teachers’ inner world: Responses to intercultural texts. Submitted to <i>Curriculum Inquiry</i>. (Revise and resubmit)</p> <p>Shim, J. (Under Review). Pierre Bourdieu and intercultural education: It is not just about lack of knowledge about Others. Submitted to <i>Intercultural Education</i>. (Revise and resubmit)</p> <p>Janak, E. “No Longer Held Hostage to the Eye: Using How Race is Made to Redefine Multicultural Education in the United States.” Submitted November 2011 to the <i>Journal of Educational Foundations</i>.</p> <p>Janak, E. “Tame by Comparison: The Vitriol of South Carolina Politics in the Battles of Benjamin Tillman, Coleman Blease and John Swearingen.” Submitted October 2011 to <i>Southern Cultures</i>.</p> <p>Janak, E. “ ‘Democracy is Beautiful’: Using a Historical Framework to Examine Preservice Teachers’ Attitudes about Teaching for Democracy.”</p> <p>Janak, E. & Hutchens, C. “Proving Nobody is “Just a Teacher” and What Comes Around, Goes Around: Linking Past and Present Educational Practices by Building a Digital Archive of Teacher Stories.” Resubmitted August 2011 to <i>Sound Historian</i> (the journal of the Texas Oral History Association).</p> <p>Janak, E. “North, South, East and West: Patterns of Discrimination in Philanthropic Spending in the 20th Century”</p> <p>Janak, E. “Viewing Democracy in 3-D: Using the Past to Examine Schooling for Democracy.” Submitted June 2011 to <i>Education in Democracy: A Journal of the NNER</i>.</p> <p>Roxas, K., & Roy, L. (Under Review). “That’s how we roll”: A case study of a recently arrived refugee student in public school. Revised and resubmitted to <i>Urban Review</i>.</p> <p>Cho, J. On critical performance race theory: Principles, pedagogy,</p>

	<p>and loving community. Review of Multicultural Education.</p> <p>Eberhard, B., Cho, J., Bryant, C., & Harbour, C. Skimming electronic text and talking: A pre-reading framework and process for analysis of lengthy and complex primary source texts. Social Studies Research and Practice (Resubmitted).</p> <p>Tan, F., & Cho, J. Capitalizing on prior experiences in culturally responsive teaching for adult ESL learners: A multi-theoretical framework (Adult Basic Education and Literacy Journal, revised and resubmitted).</p>
Non-Refereed Articles	
Published	<p>Veronica, L. & Kambutu, J. (2011). Multicultural Education Within the Era of Internalization and Globalization. <i>Multicultural Perspective</i>, 13, (1), 3-4.</p> <p>Rush, R. T. (2012) Literacy methods from indigenous classrooms, Indigenous education column, <i>Perspectives Magazine</i>, January/February, National Association for Bilingual Education.</p>
In press	<p>Kambutu J., & Nganga, L. (in press). Preparing Teachers for Multicultural Education in a "Lily" White Community. In Omiunota N. Ukpokodu (Ed.), "Voices From the Margin: Perspectives of African-Born Teacher Educators on African and American Education", Information Age Publishing.</p> <p>Nganga, L. & Kambutu, J. (in press). Perspectives on K-12 Teaching and Teacher Preparation in Kenya: The Case of Kenyanization. In Omiunota N. Ukpokodu (Ed.), "Voices From the Margin: Perspectives of African-Born Teacher Educators on African and American Education", Information Age Publishing.</p>
Submitted for Review	
Creative Contributions	
List art works, film, play scripts, creative writing	<p>EDCI 5480/EDEL 4975: International Studies (Kenya): This innovative study abroad course allowed learners to use primary resources to explore various topics including Kenya's history, geography, cultures, languages (Kiswahili), economy, education, archeology, ecology, paleontology and zoology. Other areas such as geo-political, ethnic and gender issues and the HIV/AIDS epidemic</p>

that directly connect to your work at the University only	will be explored. Learners will participate in field experiences (based on areas of interest). During the course, learners will reflect in writing and orally the similarities and differences between America and Kenya. In addition, they will examine ways in which the course will have influenced them as citizens of the world.
Evaluation Projects	<p>Janak, E. (October, 2011). In review, [Review of Ethnically Qualified: Race, Merit, and the Selection of Urban Teachers 1920-1980]. H-Net/H-Education.</p> <p>Janak, E. (March, 2011). In review, [Review of Opportunity Lost: Race and Poverty in the Memphis City Schools]. H-Net/H-Education.</p> <p>Janak, E. (Summer-Fall 2011). In review, [Review of Dusty, Deek, and Mr. Do-Right: High School Football in Illinois]. The Oral History Review 38 (2). 387-89.</p>

Conference Presentations

National / International Presentations and Papers

Refereed	<p>Cho, J., Cha, K., Choi, S., and Choe, B. (2011a). A Comparative Study of Korean and U.S. Preservice Teachers' Perceptions on Language Diversity and Instructional Competence in Multicultural Education. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Oct., Dayton, OH.</p> <p>Cho, J. (2011b). On critical performance race theory: Principles, pedagogy, and loving community. Paper presented at the 3rd international KAME conference. Junjoo, Korea. Jaime, A.M. & Rush, R.T. (2012, January). The teachers of American Indian children teacher endorsement program and its effects on the Wind River Indian Reservation. Hawaii International Conference on Education.</p> <p>Janak, E. (2011, November). "Preparing Teachers in 3-D: Learning from Past KDP Laureates to Influence Current Teaching Practices." Kappa Delta Pi International Honor Society in Education Centennial Convocation, Indianapolis, IN.</p> <p>Jaime, A.M. & Rush, R.T. (2011, October). Culture centered education at Fort Washakie School. National Indian Education Association.</p>
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	<p>Kambutu, J., Nganga, L., & Keonghee, T. H. (2011). Restoring hope for an empowering education: Narratives from learners of color in rural schools. A paper presented at the National Association for Multicultural Education (NAME) annual conference, Chicago, IL- November 3</p> <p>Nganga, L. & Kambutu, J. (2011). Education for the Net-Generation: Reframing the debate. A paper presented at the National Association for Multicultural Education (NAME) annual conference, Chicago, IL- November 4</p> <p>Keonghee, T. H., Nganga, L., & Kambutu, J. (2011). Exploring the Experiences of Faculty of Color Working in a Rural, Predominantly White Institution. A paper presented at the National Association for Multicultural Education (NAME) annual conference, Chicago, IL- November 5</p> <p>Roxas, K. (2011). Building a newcomer school to meet the needs of refugee students and their families. Paper presented at the annual meeting of the National Association of Multicultural Education (NAME), Chicago, IL.</p> <p>Roxas, K. (2011). Creating intentional communities: Working with refugee students in public school classrooms. Paper presented at the annual meeting of the National Network for Educational Renewal (NNER), Hartford, CT.</p> <p>Rush, R. T. and Jaime, A. "Culture-centered education at Fort Washakie School," Wyoming Indian Education. Paper presented at the 40th annual conference of the National Indian Education Association, Albuquerque, NM, October 2011.</p> <p>Shim, J. (2011). Communicating something we don't know in intercultural relations and education. Paper presented at the 32nd Annual Conference on Curriculum Theory and Classroom Practice, The Bergamo Center, Dayton, OH.</p> <p>Shim, J. (2011). Structuralism's relevance in a Poststructural era: Re-visiting research on multicultural education. Paper presented at the 2011 National Association for Multicultural Education Conference, Chicago, IL.</p> <p>Shim, J. (2011). Intercultural relations: Beyond face to face interactions. Paper presented at TESOL 2011 the 45th Annual Convention and Exhibit, New Orleans, LA.</p>
Invited / Non-refereed	Kambutu, J. (2011). Cultural believes, values and practices: Religion in Kenya. Presented to Methodists Church. Casper.

	<p>Roxas, K. (2011). Creating intentional communities: Working with refugee students in classrooms. Korean Association for Multicultural Education (KAME), Jeongu City, Korea. Paper invited by Dr. Yoon-Kyung Cha, KAME President, Professor, Hanyang University.</p> <p>Roxas, K. (2011). Global Multicultural Education: Contemporary Issues, Voices with Different Backgrounds, and Supportive Programs, Seoul UNESCO Hall, Seoul, Korea. Paper invited by Dr. Youngsook Lee, Director, The Research Center for Open Education, Duksung University.</p>
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State / Local Presentations and Papers

Refereed	<p>Janak, E. (2011, April). What Do You Mean Good Teachers are Good Citizens? Examining Pre-Service Teachers' Attitudes About Democracy and Justice. The Fifteenth Annual Shepard Symposium on Social Justice. Laramie, WY.</p>
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Invited / Non-refereed	
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Proceedings

Refereed	
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Invited / Non-refereed	
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Appendix B – Teaching Activity

Teaching

Semester	Course	Load Status	Responsibility	Students	Credit Hours
Fall	EDST 2480-1 (Diversity and the Politics of Schooling)	On Load	100%	25	4
Fall	EDST 2480-2 (Diversity and the Politics of Schooling)	On Load	100%	26	4
Fall	EDST 2480-4 (Diversity and the Politics of Schooling)	On Load	100%	26	4
Spring	EDCI 5110-40 (Foundations of American Indian Education)	Over Load	100%	13	3
Spring	EDST 3000-1 (Teacher of Practitioner)	On Load	100%	20	6
Spring	EDST 3000-3 (Teacher of Practitioner)	On Load	100%	25	6
Summer	EDCI 5450-60 (Issues in MC Ed)	Over Load	100%	18	3
Summer	EDCI 5121-60 (History of American Indian Education)	Over Load	100%	20	3
Summer	EDCI 5121-40 (History of American Indian Education)	Over Load	100%	11	3
Fall	EDCI 5600-1 (Diversity in Education)	On Load	100%	8	3
Fall	EDST 3000-1 (Teacher as Practitioner)	On Load	100%	7	6
Summer	AAST 1000-1 (Introduction to African American Studies)	Over Load	100%	7	3
Summer	EDCI 5480-1 (International Service Learning)	Over Load	100%	4	3
Summer	EDEL/EDSE/EDCI 4975-1 (International Service Learning)	Over Load	100%	4	3
Summer	EDSE 4975-1 (International Service Learning)	Over Load	100%	1	3
Fall	EDST 3000-1 (Teacher as Practitioner)	On Load	100%	25	6
Fall	EDCI 5440	On Load	100%	22	3
Spring	EDST 2480	On Load	100%	28	4
Spring	EDST 2480	On	100%	26	4

		Load			
Summer	EDCI 5440	Over Load	100%	22	3
Fall	EDST 3000-1 (Teacher as Practitioner)	On Load	34%	30	6
Spring	EDCI 5000-1 (Principles of Curriculum)	On Load	33%	28	3
Spring	EDST 2480-2 (Diversity and the Politics of Schooling)	On Load	33%	26	4
Summer	EDST 4000-1 (Foundations of Education in a Diverse Society)	Over Load	0.1%	26	3
Fall	EDCI 5450-1 (Issues in Multicultural Education)	On Load	100%	25	3
Fall	EDST 3000-2 (Teacher as Practitioner)	On Load	100%	16	6
Summer	DEPT 2480-1 (Diversity and Politics of Schooling)	Over Load	100%	8	4
Fall	EDCI 5560-40 (Seminar in Assessment)	On Load	100%	33	1
Fall	EDST 3550-1 (Educational Assessment)	On Load	100%	39	2
Fall	EDST 3550-2 (Educational Assessment)	On Load	100%	21	2
Fall	EDST 3550-3 (Educational Assessment)	On Load	100%	40	2
Spring	EDRE 5650-60 (Advanced Qualitative Research Methods)	On Load	100%	11	3
Spring	EDST 3550-1 (Educational Assessment)	On Load	100%	40	2
Spring	EDST 3550-2 (Educational Assessment)	On Load	100%	29	2
Summer	EDCI 5500-60 (Classroom Assessment)	Over Load	100%	30	3
Summer	EDST 3550-2 (Educational Assessment)	Over Load	100%	25	2
Fall	EDCI 5141-60 (Instructional Methods in American Indian Education)	On Load	100%	12	3
Fall	EDCI 5141-60 (Instructional Methods in American Indian Education)	On Load	100%	23	3
Spring	EDEL 4500-60 (Residency in Teaching)	On Load	100%	23	5

Spring	ENGL 4785-60 (Seminar: Literacy for Diverse Populations)	On Load	100%	30	3
Summer	EDCI 5710-60 (Advanced Content Area Reading)	Over Load	100%	30	3

Appendix C – Service Activities of the Educational Studies Department

- Chair for the Indigenous Peoples of the Americas Special Interest Group, American Education Research Association.
- Mathew Shepard Symposium on Social Justice
- Associate member of the Social Justice Research Center
- Advisory Board for the Social Justice Research Center
- Faculty Advisor-Sigma Lambda Gamma Sorority, Inc.
- Faculty Advisor for UW Keepers of the Fire Native student group
- Women’s Studies Adjunct/Advisory Committee
- University Diversity Team, Enrollment Management
- American Indian Studies Advisory Committee
- Curriculum and Instruction Admissions Committee
- College of Education Diversity Council
- Guest Editor invited by Multicultural Perspective: The Official Journal of the National Association for Multicultural Education to edit a themed issue “Multicultural education within the era of internalization and globalization
Reviewer- Multicultural Perspectives, the official Journal of the National Association for Multicultural Education (NAME).
- Proposal Reviewer--- National Association for Multicultural Education Conference.
- Guest reviewer of manuscripts: The Urban Education- University of Chicago, Illinois.
- Citizens’ advisory committee member, Casper
- Budget committee member
- Faculty dispute resolution panel
- USP Stage-2 Task-Force Member
- Search committee member for Endowed chair---literacy
- Advisory Council for Teacher Education (ACTE) member
- EDST faculty search committee member
- UW/CC Building Planning Committee.
- UW/CC scholarship committee member.
- UW/CC Learning Community, Leadership Committee
- UW/CC search committee member for Social Work faculty
- Editorial Associate, Rethinking Schools
- Editorial Board Member, Multicultural Perspectives
- Faculty Senate
- Dispositions Task Force
- Appeals Committee
- American Educational Research Association Annual Conference Reviewer
- TESOL Annual Convention and Exhibit, Reviewer.
- Annual Conference on Curriculum Theory and Classroom Practice, Reviewer.

- English as a Second Language Endorsement Program, Program Director and Advisory Board Chair
- Heptner Scholarship Committee, Member
- Technology Committee
- Kappa Delta Pi--Chair, Technology Subcommittee
- Kappa Delta Pi--Communications Committee
- American Culture Association/Pop Culture Association--Area Chair, "Education, Teaching, History & Popular Culture"
- Queer Studies Advisory Board
- Parking Advisory Board
- Student Interaction Committee
- Library Council
- Advisor, Kappa Delta Pi Education Honor Society
- PRAXIS awareness seminars/discussion leader
- National Network for Educational Renewal, Annual Conference Planning Committee
- Cheney International Scholarship Committee, Member
- Scholarship Committee
- English as a Second Language Program Committee
- Secondary Education Science Position Search Committee
- Professional Studies Department, Search
- Professional Development Task Force
- C & I Admission Committee
- Research Faculty Task Force
- ACGE (Member, Advisory Council on Graduate Education)
- International Reading Association, Annual Awards Committee
- TPAC Bias Review Committee
- Wind River Tribal College, advisory board and adjunct faculty
- Advisory Council on Teacher Education
- TPA Task Force
- Began working with Pinedale High School and the NNER sponsored Community Engagement Project to develop school climate improvement and teen center projects. This will continue in the fall.
- Presented at the Milwaukee Public Schools "Celebration of the Profession" staff development day (June 2, 2012) focused on the Common Core standards in literacy.
- Student Recruitment and Retention Activities: Planned FIG section of 2450 in the fall. Will speak at a "welcome to UW" for freshmen event in August.
- Brought 4 co-editors from Rethinking Schools to be the featured speakers and workshop presenters to the Shepard Symposium Teacher Tea Day.
- Presented as part of the featured RS day of the Shepard Symposium.