

Elementary and Early Childhood Education  
Annual Report  
Fiscal Year 2012  
Submitted by Peter Moran, Department Head

**Section 1: Introduction**

This report covers the time frame of July 1, 2011 – June 30, 2012. The department continued to make progress with major action items related to the development and expansion of Partner School Districts and the Statewide Distance Elementary Program, and took steps to strengthen programs to better meet the needs of pre-service teachers. In particular, the second cohort of students in the Statewide program graduated this May. Cohorts 3 and 4 are currently making progress through the program, and Cohort 5 will begin in September 2012.

Other highlights from this time frame include:

- Final year of \$1.78 million Literacy Grant, Co-PI: Dr. Patrick Manyak
- Two Elementary Education hires began their careers at UW in Fall 2011: Dr. Tamara Mielke, Elementary Education, and Dr. Ana Houseal, Elementary Education and Science & Math Teaching Center. The department also hired Dr. Dana Robertson, start date Fall 2012. The Elementary and Early Childhood Department also benefits from the hire of Dr. Jacqueline Leonard as director of the Science and Mathematics Teaching Center, as Dr. Leonard's faculty line resides in our department.
- \$75,000 donation from the Ellbogen Foundation for the Excellence in Early Childhood Education Fund.
- Dr. Tricia Giovacco-Johnson tenured and promoted to the rank of Associate Professor.
- Departmental approval to require all elementary education majors to complete a minor, replacing the Area of Concentration options. The department is currently at work on determining available minors and exploring how the minors requirement would impact transfer students, particularly those from Wyoming community colleges.
- With generous support from the Dean's Excellence Fund, Dr. Steve Bialostok initiated a funds of knowledge research project in collaboration with schools and families on the Wind River Reservation.
- Amy Spiker, Elementary Education Academic Professional, was honored with the College of Education Teaching award in April 2012.
- Department piloted a new student teaching evaluation tool (Teacher Performance Assessment) across all sections of elementary education student teaching in Spring 2012.

**Section 2. Academic Planning Implementation:**

- Sent Elementary and Early Childhood Education faculty to articulation conferences with community colleges in Fall 2011. These meetings resulted in rearticulation of elementary education courses with the community colleges and the beginning of initial conversations regarding the move from Areas of Concentration to requiring academic minors in the elementary education degree program. (#1)
- In cooperation with the Mathematics Department faculty and faculty from community colleges, the revised MATH 1105 and MATH 2120 courses were offered during 2010-11. These courses were revised in order to align course outcomes in the elementary math sequence more directly with the National Council of Teachers of Mathematics principles and standards. (#1)
- Early Childhood faculty members, Michelle Buchanan and Samara Madrid are members of the State Advisory Council for Early Childhood and helped with the development of the newly

published Early Learning Guidelines/Birth to Three Years of Age and the revision of the Wyoming Early Childhood Readiness Standards for children ages 3-5 years. (#1)

- Michelle Buchanan will be working with the Wyoming Department of Education in using the Instructional Foundations for Kindergarten as a data collection tool for assessing the school readiness of kindergarteners and schools in Wyoming. This work began in June 2012. (#1)
- Discussions were held on the role of faculty in the Partner Schools, particularly as they relate to student teaching supervision. Faculty roles were modified in the MOU's with districts to reflect the desired changes. Less emphasis will be placed on student observations, with greater emphasis on student professional development activities, including supporting students in the completion of the Teacher Performance Assessment. (#2)
- The department piloted a Denver section for residency/student teaching. A pilot small group of student teachers were placed in the Denver public schools for residency in Spring 2012. It is anticipated that the relationship between our program and the Denver public schools will continue to grow and within a few years a full section of student teachers will be placed in the Denver public schools. (#2)
- The department continues to make progress toward implementing the requirement that all elementary education majors also earn a content area minor. The minor coursework will replace the current Areas of Concentration. The Early Childhood Endorsement was submitted and approved as a minor in Spring 2012. The department is currently engaged in developing minors in Elementary Literacy Education, Elementary Mathematics Education, Elementary Science Education, Elementary Humanities Education, and Elementary Arts Education. It is anticipated that those minor fields will be submitted for approval during the Fall 2012 semester. (#3)
- In the Statewide Distance Elementary Education Program, plans were adopted for overlapping three-year cohorts to maximize impacts of controlled student enrollment. Cohorts 3 (2010-2013), 4 (2011 – 2014) and 5 (2012-2015) were announced to the state, guaranteeing program through this time period. As is true for previous years, a concerted effort was made throughout the 2011-2012 academic year to recruit students for the program. Those efforts resulted in admitting more than 20 students for Cohort 5. The program continues to be evaluated on a regular basis, with subsequent decisions to be made on additional cohorts in 2012. (#4)
- Planning for the Literacy Research Center and Clinic progressed steadily during the 2011-2012 year. (#6)
  - Level 1 planning for the renovation of the ground level of the Education Annex was completed in 2012.
  - Materials and resources have been purchased for the Center and are currently being utilized in a temporary site.
  - In Summer 2011, First Lady Carol Mead agreed to serve as the spokesperson for the promotion of the LRCC.
  - Literacy Center faculty are currently engaged in building partnerships with school districts, literacy centers and state agencies to provide LRCC expertise and services to meet the literacy-related needs of the state. (#6)

### **Section 3. Teaching Activities:**

The department does not have reward or incentive structures independent of the college or university, as quality teaching is an expectation beyond tenure requirements. All faculty with primary teaching responsibilities have at least 65% teaching loads. The department encourages collaborative planning, arranges peer observations, and devotes time in department meetings to teaching, learning, and assessment.

The agenda for several department meetings over the course of the year were set to discuss teaching issues, including technology use, evaluation and grading, embedding elements of the Teacher Performance Assessment into program courses, and the use of common assessments.

Mentoring is provided for new faculty to address early concerns which arise, as well as to ease the transition into the University of Wyoming programs and courses.

In terms of credit hour production, the Department of Elementary and Early Childhood Education enrolled a total of 2,259 students in 439 credit hours of course offerings, with a total credit hour production of 8,401.

<b>Semester</b>	<b>Total Credit Hours</b>	<b>Total Students Enrolled</b>	<b>Credit Hour Production</b>
<b>Fall 2011</b>	170	1146	3712
<b>Spring 2012</b>	246	940	4183
<b>Summer 2012</b>	23	173	506
<b>Total</b>	439	2259	8401

**Section 4. Research and/or Creative Activities:**

This past year, discussions about non-tenured faculty on decisions of tenure and promotion have focused on the development of coherent research agendas and consistent productivity in scholarly activity. More progress needs to be made in order for the department to state that all faculty members have well-defined research agendas and are actively engaged in scholarly work.

Numerically, the department faculty produced a substantial assemblage of scholarly work (see Appendix A). This work includes:

- 6 edited books (1 published, 1 at press, 4 under contract)
- 16 book chapters (11 published, 5 at press)
- 15 articles (8 published, 7 at press)
- 18 article manuscripts are currently under review
- 25 national / international conference presentations

**Section 5. Service, Extension and Outreach Activities:**

The list of service activities rendered by the department faculty is extensive (See Appendix B). These activities support the department, college, university, state, and profession. At the college level, ELEC faculty serve on several committees/task forces. Supporting university initiatives, faculty also serve on multi-unit advisory boards (SMTC, Rainbow Resource), standing and ad hoc committees (Shepard Symposium, Athletic Planning, USP, University T&P), and as advisors to student organizations. At the state and national levels, faculty serve their profession by advising state agencies on key policies, such as the Governor’s Council for Early Childhood Development, participating in national committee functions, and advising the Wind River Tribal College.

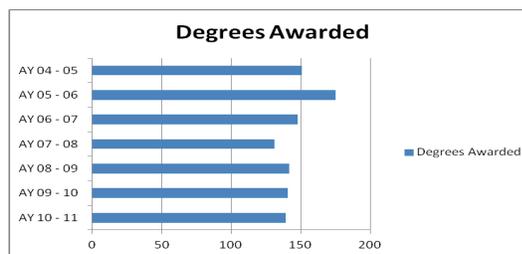
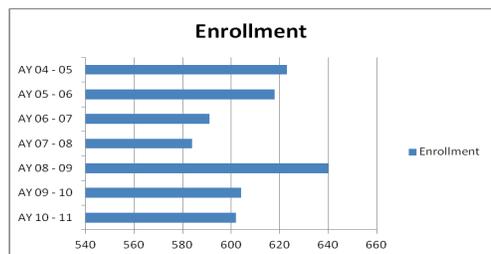
The impact of the service efforts is widespread and extremely important. While the work at the department, college and university levels is critical to day-to-day operations, the broadest impact is at the state level. Under the Area of Distinction regarding professions critical to the region, the Department serves a key role in advising districts and the state department in matters of policy, pedagogy, assessment, and teacher preparation. Elementary and Early Childhood faculty have been at the forefront

in the development of teaching and learning standards for early childhood education, mathematics, science, literacy, and social studies, as well as statewide assessments for K-12 students. This work has far-reaching impact on the Wyoming educational system.

The department has agreements with Outreach Credit Programs to deliver the C&I masters programs, including the Literacy Program leading to Wyoming Reading Endorsement, the Birth to Five Early Childhood Endorsement, the C&I MA program, and the UW/CC Elementary Education program. We have been able to deliver the graduate offerings successfully through OCP, with growing numbers in all programs. The enrollment in the UW/CC program continues to grow as well. Two additional faculty members were hired at UW/CC in 2010 to assist with the growing student enrollment.

### Section 6. Student Recruitment and Retention Activities and Enrollment Trends:

The enrollment trend based on the 2005-2011 data for bachelors students indicate a range between 585 and 640 declared majors over that period. Despite the fluctuations in overall enrollment, graduation rates have been relatively stable, ranging between 131 and 175 students per year, with an average of about 150 graduates each year over the period. This means that approximately 25% of the enrolled students are graduating each year.



For the Laramie on-campus program, the Office of Teacher Education has taken the lead in recruitment, providing contact with community colleges and high school counselors. The recruitment for the Statewide program has been overseen by Athena Kennedy, and coordinated through Outreach Credit Programs. Upon request, department faculty members have participated in Discovery Days. Drs. Tricia Johnson and Scott Chamberlin have been particularly active in freshmen orientation events. Recruitment in general, however, is not a high priority for the department, as the enrollment in elementary education is at a level near capacity in terms of our ability to provide Partner District placements with faculty oversight. Recruitment of a more diverse population of students remains priority.

Dr. Tim Rush continued to recruit and act as an advocate for teacher candidates in the Wind River Indian Reservation. He worked closely with Dr. Angela Jaime, the CWC program coordinator, and the Fremont #25 school district to identify and support teacher candidates and find ways to meet their needs. Additionally, the Statewide Distance Elementary Education Program is committed to recruiting students who traditionally are unable to complete an undergraduate degree due to limited access to degree programs.

The department takes advantage of several tools and opportunities to maintain contact with students to provide support, including advising, the Teacher Education listserv, and one-to-one email. Each faculty member has an advising load of 5%, which has been defined as a total of 30 undergraduate and graduate students. Advising through faculty provides greater personal contact with students to encourage retention and success. Advising contact beyond advising weeks varies from individual to individual.

By far, the most contact with students outside of class is through personal email. Students have ready access to the department office and individual faculty members. Graduate students who are off campus rely on this medium to ask questions, arrange committee meetings, and seek advising.

### **Section 7. Development activities and public relations.**

The Early Childhood faculty continue to lead the way in development work, having established a strong relationship with the Ellbogen Foundation that makes a yearly donation of \$75,000 to the Excellence in Early Childhood Education Fund. This fund has provided resources for:

- The development and delivery of the Early Childhood Mental Health Certificate program with the department of Counselor Education.
- Faculty outreach and training for early childhood programs around the state on positive social-emotional support for young children with challenging behavior.
- Hiring a national consultant in early childhood special education (Dr. Mary Beth Bruder) to work with Child Development Services and faculty to incorporate Division of Early Childhood/Council for Exceptional Children Recommended Practices in programs serving young children with special needs and in the College of Education early childhood special education teacher preparation program.
- The creation of the Wyoming Campus Early Education Coalition (WCEEC). The WCEEC is a coalition of campus early childhood instructors, and campus children's program administrators and teachers. The WCEEC convened initially in May of 2011. The goals for the WCEEC were formally developed and agreed upon in October 2011. Those goals are listed below:
  - a. *Becoming the model early childhood education program in each local community*
  - b. *Increasing program visibility on campus*
  - c. *Communicating the purpose of each early childhood program and its unique mission on each local campus*
  - d. *Professionalization of program staff and practicum students, including improving professional development and mentoring opportunities*
  - e. *Addressing program challenges with funding and staffing in innovated ways*
  - f. *Advocate for increased commitment to quality early childhood education opportunities for Wyoming's children and support for Wyoming's early childhood professionals, with policy-makers locally and state-wide.*
  - g. *Become a statewide resource on early childhood issues and provide outreach to Wyoming communities.*
- Early Childhood Summer Leadership Institutes that support ongoing programs and state early childhood initiatives. During the summer of 2011 the focus of the Institute was on Play Therapy and in June of 2012, the newly formed Wyoming Campus Early Education Coalition sponsored a conference in Jackson for UW and Community College Campus Child Care faculty, administrators and providers.
- A 2011 summer course with a nationally known expert (Russell Keeler) on creating Natural Playscapes in early childhood settings. The course was offered in conjunction with Basic Beginnings in Laramie and students built a natural playscape at the new Basic Beginnings center as a service learning project for the course.

Public Relations: Faculty members are encouraged to submit summaries of accomplishments in all aspects of the job description. Summaries are forwarded to the college for distribution via email, inclusion in the Black Board, or for posting on the department and college websites. The

accomplishments of several ELEC faculty members were highlighted in the Black Board and on the web site over the course of 2011-12.

### **Section 8. Classified and Professional Staffing:**

Dorie Gallegos continues to prove her worth to the department and college. She is appreciated by the head and the department faculty for her positive attitude, strong commitment to excellence, and efficiency in all assigned tasks. Dorie consistently looks for new ways to improve her performance and strengthen her contributions to the department.

### **Section 9. Diversity:**

This year, the department made a concerted effort to advertise and recruit diverse candidates for the Elementary Literacy Methods position. We advertised in journals targeting diverse audiences, actively recruited at conferences such as NAME, and made contact with institutions noted for quality programs to contact diverse candidates. The search yielded an ethnically diverse population of candidates, including international candidates. Dr. Dana Robertson was hired for that position.

Drs. Tim Rush and Angela Jaime continue to spearhead the delivery of a UW certificate program targeting preparation of teachers of Native American students. The program population is initially limited to teachers in Wyoming, but will later be extended to teachers of Native Americans regardless of location through the use of on-line coursework.

## **Section 10. College of Education Undergraduate 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 Scholarly Activity

### Books and Chapters

Chamberlin, S. A. Using model-eliciting activities to investigate concepts in statistics (under contract). Waco, TX: Prufrock Press.

Chamberlin, S. A. Serving the needs of intellectually advanced mathematics students in grades K-6 (under contract). Marion, IL: Pieces of Learning.

Moran, P.W. (accepted 2011, forthcoming 2012). Efficiency, Standardization and Mitigation of Risk: The Strange Career of Scientific Management in American Education, 1890-2005. Education and the Risk Society, S. Bialostok (ed) Sense Publishing.

Moran, P.W. & Moran, M.E. (accepted 2011, forthcoming 2012). Doubly Disadvantaged: Access to Technology, Information Literacy, and Impoverished Children in the United States, 1990-2008. Unintended Consequences of Technology: Worldwide Perspectives Thirumurthy, Lee & Arndt (eds.).

Forrester, J.H. (2011). New Perspectives and directions for Collaborative Research in Mathematics. Invited Essays: Quantitative Reasoning and Mathematical Modeling in the Sciences: A Virtual Conversation. Then use of estimations skills in the sciences. [Monograph]. Edited by Hatfield, L., and Chamberlin, S.

Han, K. T. (2011). Teaching on the edge: The life story of an Asian American woman literacy professor in a rural, predominantly White university. In X. L. Rong & R. Endo (Eds.), Asian American education—Identities, racial issues, and languages (pp. 131-158). Charlotte, N. Carolina: Information Age Publishing, Inc.

Fernie, D., Madrid, S., & Kantor, R. (Eds.). (2011). Educating Toddlers to Teachers: Learning to see and influence the School and Peer Cultures of Classrooms. Cresskill, NJ: Hampton Press.

Madrid, S. (2011). Romantic love among peers in the preschool classroom. In D. Fernie, S. Madrid, & R. Kantor, (Eds.), Educating Toddlers to Teachers: Learning to see and influence the School and Peer Cultures of Classrooms. Cresskill, NJ: Hampton Press.

Fernie, D., Kantor, R. Madrid, S. (2011). Introduction. In D. Fernie, S. Madrid, & R. Kantor, (Eds.), Educating Toddlers to Teachers: Learning to see and influence the School and Peer Cultures of Classrooms. Cresskill, NJ: Hampton Press.

Kantor, R., Fernie, D., & Madrid, S. (2011). Connections and Implications: Contributions to a theory of classrooms as culture. In D. Fernie, S. Madrid, & R. Kantor, (Eds.), *Educating Toddlers to Teachers: Learning to see and influence the School and Peer Cultures of Classrooms*. Cresskill, NJ: Hampton Press.

Manyak, P. (in press). Powerful Vocabulary Instruction for English Learners. In J. Baumann & E. Kame'enui (Eds.) *Vocabulary Instruction: Research to Practice*. New York, Guilford Press.

Mielke, T. (2011). "Losing, Choosing, Abusing, Removing my Religion: Conflicting Attitudes Concerning Religion in Contemporary Adolescent Literature" in *Conflicts and Controversies: Challenging Children's Literature* Bridget Carrington & Jennifer Harding (eds.). Pied Piper Publishing.

Mielke, T. (2011). "Transforming a Stereotype: Little Black Sambo's American Illustrators." *Crossing Textual Boundaries in International Children's Literature*. Lance Weldy (ed), Cambridge Scholars Publishing.

Nganga, L. & Kambutu, J. (2011). Broadening Social Studies curricula: Integrating global education in a teacher education program. In William B. Russell III, *Contemporary Social Studies, Series: Teaching and Learning Social*, University of Central Florida College of Education.

Nganga, L. & Laughlin, P. (2011). Preparing culturally responsive rural Early Childhood educators: The role of infusing diversity into multiple course work. In Doris Terry Williams, Karl Reid, and Tammy Mann (Eds.), *Early Childhood Education for Rural Children of Color, Rural education, UNCF (United Negro College Fund)*.

Palmer, J., Roberts, A., Ching, G. & Ha, Young (Editors) (2011). *Internationalization of East Asian Higher Education*. Palgrave's International Development and Education series: New York: NY.

Roberts, A. & Palmer, J. (2011). Ideologies in Perspective. In Palmer, J., Roberts, A., Ching, G. & Ha, Young (Editors) (2011). *Internationalization of East Asian Higher Education (2011)*. Palgrave's International Development and Education series: New York: NY.

Roberts, A. & Ching, G. (2011). Concepts, Contributions, and Challenges of the Contemporary University Community. In Palmer, J., Roberts, A., Ching, G. & Ha, Young (Editors) (2010). *Internationalization of East Asian Higher Education (2011)*. Palgrave's International Development and Education series: New York: NY.

Giovacco-Johnson, T. & Buchanan, M. (2011). Constructing and Resisting the Development of a School Readiness Survey. *Early Childhood Research and Practice*. Spring 2011

Kamberelis, G., & Dimitriadis, G. (In Press). Focus groups: Contingent articulations of pedagogy, politics, and inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

Kamberelis, G., & Dimitriadis, G. (Contract pending). Focus groups: From structured interviews to collective conversations. New York: Routledge.

Dimitriadis, G., & Kamberelis, G. (Contract pending). Tales told out of school: Conversations with pioneers of qualitative inquiry. New York: Routledge.

Hutchison, L., Buss, A., Ellsworth, J., and Persichitte, K. (In progress--accepted). Soothing Cerberus: The Wyoming Odyssey. In L. Erickson and N. Wentworth (Eds.) *Tensions of Accreditation*. Emerald Group Publishing, Ltd.

### Refereed Articles

Published

Chamberlin, S. A., & Powers, R. (2011) An instrument designed to assess affect with middle grade gifted students during mathematical problem solving. *Gifted Education International*, 29.

Chamberlin, S. A. (2011) Mathematical problems that optimize learning for students of advanced intellect in grades K-6. *Journal of Advanced Academics*, 22, 52-77.

Baldwin, N. (2011). Emotional intersections: Making time and space for teacher emotion. *The Voice: The Journal for Campus Children's Centers*.

Jones, M. G., Forrester, J. H., and Gardner, G. E. (2011). Accuracy of Measurement Estimation in Students with Visual Impairments. Manuscript accepted at *Journal of Visual Impairment and Blindness*.

Jones, M. G., Forrester, J. H., Gardner, G. E., and Taylor, A. (2011). Linear Estimation: Contexts and Spatial Abilities. Manuscript accepted at the *Journal of School Science and Mathematics*.

Han, K. T. (2011). Seeing through the eyes of others: Films, anime, and manga in teacher education programs. *Journal of Educational Practices for Social Justice*, 11-21.

Madrid, S. (2011). Emotional intersections: Learning how to feel as a social advocate. *The Voice: The Journal for Campus Children's Centers*.

Miller, K., Hellenberg, J., Hudson, M., & Brenneman, L. Wyoming teachers perceptions of teacher quality: Effects of national board certification and teacher education level. Accepted for publication to *The Researcher* June 2011.

<p>In press</p>	<p>Rush, R. T. (in press) Literacy methods from indigenous classrooms, Indigenous education column, Perspectives Magazine, National Association for Bilingual Education.</p> <p>Baldwin, N. (in press). Review of Alternative Approaches to Assessing Young Children 2nd Ed, by A. Losardo, &amp; A.N. Syverson. Research and Practice for Persons with Severe Disabilities.</p> <p>Bialostok, S. Kamberelis, G. (in press) The Play of Risk, Affect, and the Enterprising Self in a Fourth-Grade Classroom. International Journal of Qualitative Studies in Education</p> <p>Ovando, C.J., &amp; Locke, S. (in press). Finding and Reading Road Signs in Ethnographic Research: Studying the Language and Stories of the Unwelcome Stranger. In K. Davis (ed). Critical Qualitative Research in Second Language Studies: Agency and Advocacy on the Pacific Rim.</p> <p>Nganga, L., (in press). Children and cultural socialization in Kenya and the U.S.A. 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. &amp; 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> <p>Kambutu J., &amp; 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>Submitted for Review</p>	<p>Mann, E. L., Carmody, H. G., &amp; Chamberlin, S. A. Affect in mathematics: In search of an integrated model. Re-Submitted on 20 September, 2011 to Educational Studies in Mathematics.</p> <p>Houseal, A. K., Abd El Khalick, F., Destefano, L. (submitted). Impact of a Student-Teacher-Scientist Partnership on Students' and Teachers' Content Knowledge, Attitudes toward Science, and Pedagogical Practices. Submitted to the Journal of Research in Science Teaching.</p> <p>Moran, P. (submitted). "From Jefferson to Banneker: Demographic Change and School Naming Practices in Kansas City, Missouri's Segregated School System, 1940-1953." Journal of American History.</p>

Moran, P. (submitted). "Data, Maps and Critical Thinking: Teaching Strategies for Creating, Interpreting and Analyzing Cartograms." *Social Studies*.

Han, K. T. (Under review). "These Things Do Not Ring True to Me": Preservice Teacher Dispositions to Social Justice Literature in a Remote Suburban Teacher Education Program. Paper submitted to *Urban Review*.

Laughter, J., Han, K. T., Madhuri, M., Williams, T., & King, D. Encountering the Other in Personal Narratives: Developing Transracialized Selves through a Literacy Research Community (12-0043) Paper submitted to *Journal of Literacy Research*.

Madhuri, M. & Han, K. T. (Under review). Introducing children's literature that addresses social justice in teacher Education. Paper submitted to *Journal of Children's Literature*.

Nganga, L. & Han, K.T., (expected date of publication 2012). Chapter proposal: Immigration and global economies in the context of globalization: What are the challenges and solution? In W. B. Russell 111 et.al. (Eds.), *Exploring Globalization Opportunities and Challenges in Social Studies: Effective Instructional Approaches*, Senses Publishers, Rotterdam, the Netherlands.

Han, K. T. (Under review). Experiences of Faculty of Color Teaching in a Predominantly White University: Fostering Interracial Relationships Among Faculty of Color and White Preservice Teachers. Submitted to *International Journal of Qualitative Studies in Education*.

Han, K. T. (Revised and resubmitted). *Hindering or Supporting Learning? Urban Education*.

Locke, S, & Russo, R. (submitted for review) Environmental education and Eco-literacy as tools of Education for Sustainable Development. *Journal of Environmental Education*.

Madrid, S., Baldwin, N., & Frye, E. (revise and resubmit). Professional feelings: One early childhood educators discomfort as a teacher and learner. *Journal of Early Childhood Research*.

Madrid, S. (under review). Sassy Girls: Has the "mean girl" found her way into mot the preschool classroom? *Global Studies of Childhood*.

Nganga, L. (Revising for resubmission). Implications of professional development availability on the implementation of multicultural curriculum in Early Childhood education. *International Journal of Multicultural Education (IJME)*.

	<p>Kambutu J., &amp; 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>Roberts, A. Fulbright-Professors' Journey: Transformation in a Contemporary Taiwan University. <i>Journal of Studies in International Education</i>.</p> <p>Chou, C., Roberts, A., &amp; Ching. G. Social capital and the cross-border mobility of higher education international students in Taiwan. <i>Asia Pacific Journal of Education</i>, (submitted).</p> <p>Roberts, A. Labors of Academia in the 21st Century: An East Asian Exemplar. <i>Journal of Studies in International Education</i>. (submitted).</p> <p>Moran, P. and Miller, K. Data, maps and critical thinking: Teaching strategies for creating, interpreting and analyzing cartograms. Submitted to <i>Social Studies</i>.</p>
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### Non-Refereed Articles

Published	<p>Chamberlin, S. A. (2011). Going against the grain: How to actively facilitate science learning in an educational climate not designed to support it. <i>Gifted Times</i>, 9, Available at: <a href="http://www.mynewsletter.co.kr/gifted/201112/2-1.html">http://www.mynewsletter.co.kr/gifted/201112/2-1.html</a>.</p>
<b>Creative Contributions</b> List art works, film, play scripts, creative writing that directly connect to your work at the University only	<p>Viva Garibito (2011). Non-credit-bearing study abroad service project for University of Wyoming students to work with impoverished children in the Garibito region of Costa Rica</p> <p>Fall 2011 created and implemented student teacher and mentor teacher placement survey. Follow up survey in spring 2012 for data collection.</p>
<b>Evaluation Projects</b>	External Evaluator for Wyoming INBRE Program (2011)

### Conference Presentations

#### National / International Presentations and Papers

Refereed	<p>Chamberlin, S. A. (2011, January). Enhancing elementary pre-service teacher development through field experiences with gifted students. Association of Mathematics Teacher Educators, Irvine, CA.</p> <p>Houseal, A. K., Destefano, L., &amp; Abd-El-Khalick, F. (2011, April). STaRRS in Yellowstone: Student outcomes from a student-teacher-scientist partnership. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.</p>
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Houseal, A. K., Abd-El-Khalick, F., & Destefano, L. (2011, April). A Student-Teacher-Scientist Partnership: Impact on teachers' knowledge, attitudes, and instructional practice. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Orlando, FL.

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.

Madrid, S. & Buchanan, M. L. (accepted, 2011). Women faculty reflect on years in the academy. American Education Research Association, Vancouver, Canada.

Forrester, J.H., Jones, M. G., & Gardner, G. E. Presentation at the National Association of Research in Science Teaching Annual Conference. Competitive Science Events and Academic Major Choice. Orlando, FL, April 3-6, 2011.

Forrester, J. H., Jones, M. G., & Gardner, G. E. Presentation at the American Educational Research Association Annual Conference. The Influence of Participation in a Competitive Science Event on Subsequent Academic Major Choice. New Orleans, LA, April 8-12, 2011.

Madrid, S., & Frye, E. (2011, October). A pedagogy of discomfort: One early childhood educator's struggle and ambivalence as a teacher and learner. Paper presented at the 19th Reconceptualizing Early Childhood Conference, London. UK

Madrid, S. (2011, May). Critical emotional reflexivity: Using ethnography to uncover school culture and peer culture disturbances in the classroom. Paper presented at the Seventh International Congress of Qualitative Inquiry, Urbana, IL.

Baumann, J. F., Manyak, P. C., Blachowicz, C. L. Z., Bates, A., Cieply, C., Graves, M. F., Peterson, H., & Olejnik, S. (2011, April). A formative experiment on vocabulary instruction in grades 4 and 5. Paper presented in Vocabulary instruction and intervention: Research insights session. Annual meeting of the American Educational Research Association, New Orleans, LA.

Manyak, P. and Peterson, H. (2011, April). Qualitative Findings From an Upper Elementary Grade Formative Experiment in Comprehension Vocabulary Instruction. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.

Manyak, P. & Peterson, H. (2011, December). Window on Teaching Vocabulary to Fourth- and Fifth-Grade English Learners and Native Speakers: A Qualitative Examination of Student Processing of Instructed Novel Words and Teachers' Instructional Responses. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

	<p>Blachowicz, C. L. Z., Baumann, J. F., Manyak, P. C., Bates, A., Cieply, C. Peterson &amp; Davis. (May, 2011) Boost vocabulary power: Comprehensive vocabulary instruction in elementary classrooms. Annual Convention of the International Reading Association, Orlando, FL.</p> <p>Nganga, L. &amp; 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>Kambutu, J., Nganga, L., &amp; Han, K. T. (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>Han, K.T., Nganga, L., &amp; 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>Muir Welsh, K., Wachob, D., &amp; Cook, L. (2011, October). PLACE. Paper presented at the meeting of the Northern Rocky Mountain Educational Research Association Annual Conference, Jackson, WY.</p> <p>Giovacco-Johnson, T. (November, 2011). Teaching Ethics through Action: Service Learning as a Framework for Advocacy and Change in Early Childhood Education. NAECTE Annual Meeting, Orlando, FL.</p> <p>Giovacco-Johnson, T. (June, 2011). Service Learning as Applied Ethics: Moving from Dispositions to Action. National Association for Early Childhood Teacher Educators, NAEYC Professional Development Workshop, Providence, RI.</p>
<p>Invited / Non- refereed</p>	<p>Adams, C. A., Chamberlin, S. A., Chandler, K., Duncan, D., Gavin, M. K., Tassel, J., Beckman, D. K., Gilbert, B., Pereira, N., Schultz, C., Sheffield, L. J., &amp; van Tassel Baska, J. (2011). Invest in America's future. National Association for Gifted Children, New Orleans, LA.</p> <p>Mayes, R. &amp; Forrester, J. H., (2011). Invited presentation to Jenks District School System. National Science Foundation Pathways Project Professional Development. Tulsa, Oklahoma, May 31-June 1, 2011.</p> <p>Forrester, J. H., Jones, M. G., &amp; Gardner, G. E. (2011). Invited presentation for Quantitative Reasoning and Mathematical Modeling in Science Seminar. Quantitative Reasoning and Estimation Skills: Implications for Science Education. Laramie, WY, March, 2011.</p> <p>Forrester, J. H. Presentation at the 9th Annual Math and Science Teachers Conference. Competitive Science Events: What kind of difference can the classroom teacher make? Casper, WY, January 13-14, 2011</p>

	<p>2011 Building a Career in Children's Literature. Children's Literature Association Conference in Roanoke, VA. June 23-25, 2011. Panel Members include Lynne Vallone, Childhood Studies; Michelle Abate, Graduate Student Publishing; Michelle Pagni Stewart, Teaching Children's Literature at the Community College; Tammy Mielke, Studying and Teaching Abroad.</p>
<b>State / Local Presentations and Papers</b>	
<p>Refereed</p>	<p>Baldwin, N., Tanner, L., Lee, T., Fry, E., Ballard, C., Randall, B. (2011). The Journey to Empowerment: Challenging Cultural Images of Young Children. University of Wyoming Shepard Symposium on Social Justice.</p>
<b>Proceedings</b>	
<p>Invited / Non-refereed</p>	<p>Chamberlin, S. A., Hatfield, L. L., &amp; Belbase, S. (2011). New perspectives and directions for collaborative research in mathematics education: Papers from a planning conference for WISDOMe. Wyoming Institute for the Study of Mathematics Education, Laramie, WY.</p>

## Appendix B – Service Activities

- NAGC (National Association for Gifted Children), Convention Task Force
- Purdue University Cross-Country and Track and Field Leadership Board
- Chair-elect of STEM Network for National Association for Gifted Children
- National Association for Gifted Children Science, Technology, Engineering, and Mathematics Newsletter editor
- Gifted Education Resource Institute Associated Colleague, Purdue University
- Director for STEM Network proposals for National Association for Gifted Children STEM strand
- Reviewer of conference proposals for National Association for Gifted Children, Mathematics and Science strand
- Reviewer for Journal for Advanced Academics
- Reviewer for Journal for the Education of the Gifted
- Reviewer for the Journal of Research in Mathematics Education
- Reviewer for Mathematical Thinking and Learning: An International Journal
- Reviewer for Interdisciplinary Journal of Problem-Based Learning
- Reviewer for Montana Mathematics Enthusiast
- Reviewer for Linguistics and Education
- Reviewer for Mathematical Thinking and Learning
- State Pre-school Readiness Task Force
- Athletic Planning Committee
- Chair of Data Safety Monitoring Board (IRB)
- Faculty Dispute Resolution Committee
- Science and Mathematics Teaching Center Advisory Board
- College of Education Ambassadors
- Mathematics Petition Chair
- National Park Service Education Advisory Board Committee
- Co-chair of the education subcommittee of the NPSEABC
- Reviewer for Iowa Academy of Science Junior Academy Grant proposals
- Consultant for Uinta County School District #1 – Science Curriculum work (Focus: Middle-High School)
- Consultant for Carbon County School District #2 – Science Curriculum work (Focus: K-6)
- Reviewer, National Council for the Social Studies
- Reviewer, Social Education
- PTSB, Praxis Standard Setting Committee for Highly Qualified Teachers in Art
- University Studies Program Evaluation Task Force
- College of Health Sciences, Physical Education Pedagogy Faculty Search Committee
- College of Education, Scholarship Award Committee
- College of Education, Community College Rearticulation Committee
- International Reading Association, Annual Awards Committee
- Wind River Tribal College, advisory board and adjunct faculty
- Advisory Council on Teacher Education, Chair
- Wyoming Campus Early Education Coalition
- Laramie CHILD – Home childcare providers association
- Board Member American Anthropological Association

- Editorial Board Expressão Journal
- Diversity Task Force - Chair
- Prior learning assessment committee member
- TPAC Early Childhood Special Education Assessment Reviewer
- AERA Conference Reviewer
- Wyoming State Advisory Council (Governor's Council on Early Childhood Development)
- Child Development Services of Wyoming Senior Advisory Board Member
- Wyoming Early Childhood Partnership Operating Board/Wyoming Kids First
- Early Childhood Programs Articulation Coordinator
- Early Learning Standards 3-5 Revisions Committee
- University Tenure and Promotion Committee
- Committee on Committees
- Elementary and Early Childhood Literacy Search
- WTEP, Admissions Policy Committee
- Early Childhood Mental Health Advisory Council
- National Science Foundation to serve on an ITEST Review Panel
- Association of Science Teacher Educators Conference Strand Coordinator: Environmental Science
- Reviewer for the Association of Science Teacher Educators Annual Conference
- Reviewer for the National Association of Research in Science Teaching
- Supervisor of Life Science Events for Wyoming Science Olympiad State Competition Conference
- Advisory Board Member, Casper Mountain Science School
- TPA Task Force Member and Chair
- Library Committee Member, UW/CC
- Member of the University Faculty Senate, UW/CC Representative
- Search Committee for SMTC Outreach Science Educator
- Chairperson for the Critical Race Theory Group at the Literacy Research Association (LRA).
- KATE (Korean Association of Teachers of English).
- Reviewer for a National Journal, Multiple Perspectives
- Reviewer for the Middle Grades Research Journal
- Reviewer for a book entitled, "Teachers' role in second language learning: Classroom applications of sociocultural theory"
- Community Leadership Team at UW/CC
- Reviewer Multicultural Perspectives
- Reviewer Reconceptualizing Early Childhood Education Conference
- Reviewer Contemporary Issues in Early Childhood
- Reviewer Linguistics and Education
- Wyoming Higher Education Council, Chair
- Wyoming State Department of Education, Comprehensive State Literacy Plan (P12) Team
- Wyoming State Department of Education Language Arts Common Core Standards Committee (K-12)
- Wyoming Head Start Advisory Council, Race to the Top ELC Sub-Committee
- Wyoming Early Learning Guidelines, Writing Committee
- Faculty Advisor Student Wyoming Education Association (SWEA)
- Curriculum and Instruction Diversity Recruitment and Retention Sub-Committee,

- Member, Editorial Review Board, Journal of Literacy Research
- Member, Editorial Review Board, Research in the Teaching of English
- Reviewer, Reading Research Quarterly
- Reviewer, Multicultural Perspectives
- Reviewer, Yearbook of the National Reading Conference
- Reviewer, National Reading Conference
- Member, Wyoming State Literacy Team
- Member, University Graduate Council
- Member, ACGE
- Member, Literacy task force
- Children’s Literature Association Article Committee
- Children’s Literature Association Publicity Committee
- Co-Editor Children’s Literature Association Newsletter
- NCSS International visitors committee
- College of Education, Professional development Task force committee
- Monteverde Friends School Service, Monteverde, Costa Rica
- Community English Language Education Program, Guapiles, Costa Rica
- Fulbright Association Scholars Program Review Committee
- International Studies Fulbright Review Committee for ETA Program
- Lab School Site Council
- COE Technology Committee
- COE Study Abroad Advisor
- COE Graduate Admissions Entrance Committee, Chair
- Reviewer for American Educational Research Association
- Multicultural Perspectives Journal reviewer
- Northern Rocky Mountain Education Research Association Treasurer
- Shepard Symposium for Social Justice Planning Committee
- NSTA Review Panel
- Wyoming Science Teachers Association
- Wyoming Teachers of Mathematics
- Disposition Task Force
- Early Education and Child Development SIG
- Association for Childhood Education International
- National Association for the Education of Young Children
- National Association for Early Childhood Teacher Education
- UW Lab School – World Languages Committee Member
- UW Lab School – Search Committee Member
- UW Lab School – Site Council Member
- UW Campus Childcare Committee
- ECTL Assessment Forum – Panel Presentation on Service Learning
- E-volution Workshop Presenter
- LeaRN Weeks of Welcome Faculty “Sneak Peek” Workshop
- Cross Campus Interdisciplinary Early Childhood Programs Research Group
- College of Education Advising Task Force
- College of Education Scholarship Committee

- Transfer Orientation Advisor
- Summer Freshman Advising
- Heptner Scholarship Committee
- Member, Standing Committee, 2011 National Assessment of Educational Progress (NAEP)
- Writing Test Development, Washington, DC
- Consultant, Common Core State Standards Initiative, National Governors Association, Washington, D.C.
- Editor-in Chief, Linguistics and Education: An International Journal
- Editorial Advisory Board, Literacy Teaching and Learning: An International Journal of Early Reading and Writing
- Reviewer, American Educational Research Journal
- Reviewer, Educational Researcher
- Reviewer, Review of Educational Research
- Reviewer, English Education
- Reviewer, Literacy Research Association Conference
- Reviewer, National Council of Teachers of English Conference
- Member, Standards Review Steering Committee, Wyoming Department of Education, Cheyenne, WY
- Consultant, Draper Museum of Natural History, Cody, WY
- Consultant, Laramie County School District #1, Cheyenne, WY
- Diversity Recruitment Brochure Committee, Department of Curriculum & Instruction, College of Education, University of Wyoming
- Member of the Wyoming Geography Alliance
- Director of the Education Public Access Resource Center
- College of Education Facilities Planning Committee
- College Tenure and Promotion
- Science Education PhD Program Coordinator