

Elementary and Early Childhood Education
Annual Report
Fiscal Year 2011
Submitted by Peter Moran, Department Head

Section 1: Introduction

This report covers the time frame of June 2010 – May 2011. 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 first cohort of students in the Statewide program graduated this May. Cohorts 2 and 3 are currently making progress through the program, and Cohort 4 will begin in September 2011.

Other highlights from this time frame include:

- 2nd year of \$1.78 million Literacy Grant, Co-PI: Dr. Patrick Manyak
- Two Elementary Education hires began their careers at UW/CC in Fall 2010 – Dr. Jennifer Forrester and Dr. Tao Han. Hire of Dr. Tamara Mielke, Elementary Education, and Dr. Ana Houseal, Elementary Education and Science & Math Teaching Center, start date Fall 2011.
- \$75,000 donation from the Ellbogen Foundation for work in Early Childhood Education
- Dr. Michelle Buchanan was promoted to the rank of Professor
- Dr. Lydiah Nganga was 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.
- One faculty member approved for Sabbatical Leave for 2010-11 (Dr. Kate Welsh).
- Dr. Steve Bialostok honored with the College of Education Outstanding Research and Scholarship award in April 2011.
- Dr. Deb Parkinson honored with the College of Education Teaching award in April 2011.
- Department piloted a new student teaching evaluation tool (Teacher Performance Assessment) in the Albany County student teaching section, Spring 2011. The TPA will be implemented in all sections of student teaching, Spring 2012.

Section 2. Academic Planning Implementation:

- Sent Elementary and Early Childhood Education faculty to articulation conferences with community colleges in Fall 2010. During the Spring 2011 semester, community colleges submitted syllabi, common assessments and other documentation to the department for course rearticulation. (#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)
- 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. (#2)
- The department approved initiating a Denver section for residency/student teaching. A pilot small group of student teachers have been placed in the Denver public schools for residency in

Spring 2012. It is anticipated that a full section of student teachers will be placed in the Denver public schools in Spring 2013. (#2)

- The department continues to make progress toward implementing the requirement that all elementary education majors also earn a content minor. The minor coursework will replace the current Areas of Concentration. The Early Childhood Endorsement was submitted as a minor in Spring 2011. It is intended that the minor will also provide core coursework toward middle school endorsement in a given content area. (#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. The program will be evaluated on a regular basis, with subsequent decisions to be made on additional cohorts in 2012. (#4)
- A small group of student teachers again completed residency in Guatemala. Department faculty engaged in building partnerships with international institutions in Nepal and Guatemala. (#5)
- The Literacy Center plans are still in development. Potential sites for the Center have been identified, but formal announcements have yet to be made. Materials and Resources have been purchased for the Center and are currently being utilized in a temporary site. (#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 (all but department head) 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, 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.

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 have well-defined research agendas and are actively engaged in scholarly work.

Numerically, the department faculty produced a substantial assemblage of scholarly works (see Appendix 1). These works include 7 refereed journal articles with 7 more in-press, 32 national/international conference presentations, and 3 books or chapters, with 9 in-press. In addition, 9 article manuscripts are under review by publishers.

Section 5. Service, Extension and Outreach Activities:

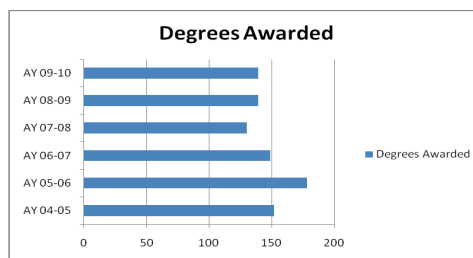
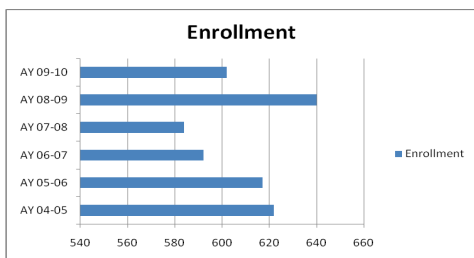
The list of service activities rendered by the department faculty is extensive (See Appendix 2). These activities support the department, college, university, state, and profession. At the college level, ELEC faculty serve on several committees/task forces. Supporting university initiatives, faculty 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 to assist with the growing student enrollment.

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

The enrollment trend based on the 2005-2010 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 a little under 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 Dr. Sharyn Polley, and coordinated through Outreach Credit Programs. Upon request, department faculty 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 three Early Childhood faculty continue to lead the way in development work, having carefully established strong relationships with Foundations interested in supporting Early Childhood initiatives.

- Michelle Buchanan, Tricia Johnson, and Samara Madrid – Early Childhood Care Center, Daniel's Fund, Ellbogen Foundation, and McMurray Foundation

Public Relations: Faculty 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 were highlighted in the Black Board and on the web site over the course of 2010-11.

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 Children's Literature 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. Tamara Mielke 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 REPORTING FOR 2010-2012 –

College of Education, Teacher Education (undergraduate) Program: The Teacher Education Program is the undergraduate program for the college so applies to the following depts.-- Secondary Education, Elementary Education, Educational Studies

Tier 1 programs are required to submit an assessment report each year for the next two years. The project report described in Question 3 can be submitted in either July 2011 or July 2012.

1. Please check which of the following types of assessment(s) your department/program has engaged in over the last five years. A description of these activities is available at the end of this document.

Direct Assessments

- ? Standardized tests
 The Teacher Education Program does not require a standardized exit test to graduate, but the Professional Teaching Standards Board does require a PRAXIS II test for elementary education and social studies graduates to be licensed in Wyoming. These 2 areas are required to take the test because of the scope of content they teach. Other secondary content areas are not required because they receive a concurrent major in the content they will be teaching.

- Embedded question analyses

Indirect Assessments

- X Dispositional surveys
 While Dispositional Surveys were marked – we really have disposition ratings (what we consider crucial professional skills and behaviors) that are recorded in key classes throughout the Teacher Education Program and entered into the CEID (college database). The intent is to track these student dispositions to identify students who need contracts to continue and/or further support.

- X Student satisfaction surveys
 1) Every other year the undergraduate program contracts with the WYSAC for a student teacher/mentor teacher survey on specified categories of the Teacher Education Program. This is given during the residency semester. These data are tracked over years to determine change
2) Every year students and mentors receive a reflection survey during residency to consider: 1) what mentors think they have provided in different

areas of curriculum, assessment, management, etc. and, 2) what student teachers think they have gained in those areas. These data are tracked from year to year.

3) Many faculty teaching classes throughout the Teacher Education program give informal surveys on how the class is going at different points in the semester. This data is informal but used to consider changes during the semester.

4) Students have the opportunity to fill out online course evaluations for each class they take each semester. This data (aggregated, but with individual comments) is then provided to the dept. heads and the appropriate faculty member.

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| <input type="checkbox"/> Student learning portfolios | <input type="checkbox"/> Exit interviews |
| <input checked="" type="checkbox"/> Examination of student work examples | <input type="checkbox"/> Alumni surveys |
| <input type="checkbox"/> Key courses within the Teacher Education Program define common assessments (e.g., project, paper, study, etc.) which all students do in that course no matter the instructor. These are then grades and entered into the CEID system. | |
| <input type="checkbox"/> Jury panels | <input type="checkbox"/> Focus groups |
| <input type="checkbox"/> Employer panels | <input type="checkbox"/> Retention analysis |
| <input type="checkbox"/> Internship/externship reviews | <input type="checkbox"/> FTE analysis |
| <input type="checkbox"/> Senior-level final examinations | <input type="checkbox"/> Grade distribution reports |
| <input type="checkbox"/> Oral examinations | <input type="checkbox"/> Job placement data |
| <input type="checkbox"/> Simulation exercises | <input type="checkbox"/> Faculty surveys |
| <input type="checkbox"/> Capstone projects | <input type="checkbox"/> Transfer student surveys |

X Other (please specify) –

Other (please specify)

1) Teacher Performance Assessment (Outside scoring with rubrics). This might also be considered a capstone though it is not titled that. This is a national development effort, headed by Stanford and involving 21 states, to create a comprehensive teacher assessment measuring context, planning, instruction, and assessment. We piloted this instrument (only residency without any previous experience with the tool) in one elementary and one secondary section this spring. TPA will be further piloted with a greater number of content areas next year as a “no fault” pilot. Thereafter, scores will not be recorded and shared. When the pilot phase is over, the scores will be reported through a data system (to be selected) and will be available to college personnel and for university and national reports. These assessments will be introduced throughout the program in defined Educational Studies courses, Elementary Education courses, and Secondary Education Courses. The final product will be developed and scored during the residency semester as an exit assessment.

2) Student teaching evaluation – during residency, the mentor teacher fills out a defined evaluation covering content knowledge and dispositions of teaching (rated on a 4 point scale -unsatisfactory, basic, proficient, distinguished - for each category.). This is done at midterm for the student to have time to work on areas defined as U or B and then again at the end of residency. No student can pass residency with more than three basic ratings out of 14-19 categories depending on the content area.

2. If your program(s) is/are under the auspices of outside accreditation, provide a short summary of where you are in the accreditation process and what are/were the outcomes.

We are program accredited through NCATE and our last visit was in the spring 2008. The programs were accredited without conditions through spring 2016. We are also evaluated by the Professional Standards Teaching Board (Wyoming) at that same time and have been program approved through that process as well, so PTSB licenses are granted based on program completion rather than course by course. Additionally, each content area is either “nationally recognized” through their Specialized Professional Association (SPA) -- e.g., National Council of Teachers of Mathematics (NCTM), National Council for Social Studies (NCSS), National Council of Teachers of English (NCTE), National Science Teacher Association (NSTA), Association for Childhood Education International (ACEI), etc. -- or approved through the PTSB for state-level approval where content areas do not have a specific SPA or the program has different goals/directions in Wyoming. Since the NCATE visit the following undergraduate program content areas have received national recognition which is good for the same length of time as the NCATE approval: elementary education, mathematics, English, physical education (not in our college but works through the college for these approvals), social studies, and science. The modern languages content area was SPA approved with “recognition with conditions” and a report has been submitted addressing the feedback, with the final review results in August, 2011. If approved, the modern languages will also have “national recognition”. The other content areas have been state approved for their content area programs: art, agricultural education, and technical education.

3. Provide an example of one assessment project start to finish, including what you did, who was involved, what the results were, how your department used the information, and what changes were made as a result of the assessment. The example you provide should be written in a format that can be understood easily by others outside of your discipline. This example will be published on the UW assessment of student learning website and may be distributed to the university community via various assessment related workshops and meetings. A template for this report is available at the end of this document.

My department/program will submit its report in:

July 2011

X July 2012 – Project: We will report on the TPA pilot process which will be further along at that point and we will be able to describe specific examples.

Appendix 1 – Research Activities

Books and Chapters	<p>Buchanan, M. L. (in press). Young Children at Risk in a Risk Society. In (Bialostok, S. M. Ed.) Education in a Risk Society.</p> <p>Chamberlin, S. A. (under contract). Using model-eliciting activities to investigate concepts in statistics. Waco, TX: Prufrock Press.</p> <p>Madrid, S. (in press). 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.</p> <p>Fernie, D., Kantor, R. Madrid, S. (in press). Historical Perspectives. 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.</p> <p>Kantor, R., Fernie, D., & Madrid, S. (in press). What have we learned: An integrative summary, conclusions, and educational implications. 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.</p> <p>Fernie, D., Madrid, S., & Kantor, R. (Eds.) (in press). Educating Toddlers to Teachers: Learning to see and influence the School and Peer Cultures of Classrooms. Cresskill, NJ: Hampton Press.</p> <p>Madrid, S. & Katz, L. (2010). Young children’s gendered positioning and emotional scenarios in play narratives. In B. Irby and G. Brown (Eds.), Gender and Early Learning Environments. Charlotte, NC: Information Age Publishing.</p> <p>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.</p> <p>Moran, P.W. & Moran, M.E. (in press). 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.).</p> <p>Nganga, L. (2010). The many forms of violence against women in Kenya. In Servidio E. Pike D. W. (Ed). Crimes against women around the world, Nova Science Inc.</p> <p>Nganga, L. & Kambutu, J. (2010). Education in Kenya: Primary and secondary school curriculum development since independence . In J. Kirylo & A. Nauman (Eds.) Curriculum Development: Perspectives from Around the World, Association for Childhood Education International- ACEI.</p> <p>Palmer, J., Roberts, A., Ching, G. & Ha, Young (Editors) (2010). Internationalization of East Asian Higher Education (2010). Palgrave’s International Development and Education series: New York: NY (under contract/submitted for 1st publisher review).</p> <p>Roberts, A. & Palmer, J. (2010). Ideologies in Perspective. In Palmer, J., Roberts, A., Ching, G. & Ha, Young (Editors) (2010). Internationalization of East Asian Higher Education (2010). Palgrave’s International Development and Education series: New York: NY (under contract/submitted for 1st publisher review).</p> <p>Roberts, A. & Ching, G. (2010). Concepts, Contributions, and Challenges of the Contemporary</p>
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	<p>University Community. In Palmer, J., Roberts, A., Ching, G. & Ha, Young (Editors) (2010). <i>Internationalization of East Asian Higher Education</i> (2010). Palgrave's International Development and Education series: New York: NY (under contract/submitted for 1st publisher review).</p> <p>Jaime, A. & Rush, R. T. "A Three-Part Strategy for Assuring the Viability of Culturally Relevant/Responsive Pedagogy for American Indian Children," Chapter manuscript prepared for inclusion in Association of Teacher Educators (ATE), Commission on American Indian Education book, <i>Standing Together: Culturally Responsive Pedagogy</i>, Patricia Klug, editor, 2010.</p>
Refereed Articles	
Published	<p>Bialostok, S., Kamberelis, G. 2010. <i>New Capitalism, Risk, and Subjectification in an Early Childhood Classroom</i>. <i>Contemporary Issues in Early Childhood</i>. 11(3)</p> <p>Chamberlin, S. A. (2010). A review of instruments created to assess affect in mathematics. <i>Journal of Mathematics Education</i>, 7, 167-182. Available at: http://educationforatoz.org/images/_14_Scott_A._Chamberlin.pdf.</p> <p>Chamberlin, M. T., & Chamberlin, S. A. (2010). Administering a series of problem solving tasks to upper grade elementary gifted students: What elementary pre-service teachers learned. <i>Journal for the Education of the Gifted</i>, 33, 233-268.</p> <p>Giovacco-Johnson, T. (2010). Applied Ethics as a Foundation in Early Childhood Teacher Education: Exploring the Connections and Possibilities. <i>Early Childhood Education Journal</i>. Volume 38, Number 6, 449-456</p> <p>Madrid, S. & Dunn-Kenney, M. (2010). Persecutory guilt, surveillance and resistance: The emotional themes of early childhood educators. <i>Contemporary Issues in Early Childhood</i>, 11(4), 388-341.</p> <p>Janak, E.A. & Moran, P.W. (2010). Unlikely Crusader: John Eldred Swearingen and African-American Education in South Carolina. <i>Educational Studies</i> 46 (2): 224-249.</p> <p>Roberts, A., Chou, C., & Ching, G. (2010). Contemporary Trends in East Asian Higher Education: Dispositions of International Students in a Taiwan University. <i>The International Journal of Higher Education and Educational Planning</i>.</p>
In press	<p>Giovacco-Johnson, T. & Buchanan, M. L. (accepted 2010). Constructing and resisting the development of a school readiness survey: The power of participatory research. <i>Early Childhood Research to Practice</i>.</p> <p>Chamberlin, S. A. (in press). Mathematical problems that optimize learning for students of advanced intellect in grades K-6. Submitted to <i>Journal of Advanced Academics</i></p> <p>Chamberlin, S. A., Hatfield, L., & Belbase, S. (in press). New perspectives and directions for collaborative research in mathematics education (Eds.). <i>Proceedings from the Wyoming Institute for the Study and Development of Mathematical Education</i>.</p> <p>Ovando, C.J., & 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). <i>Critical Qualitative Research in Second Language Studies: Agency and Advocacy on the Pacific Rim</i>.</p>

	<p>Nganga, L. & Kambutu, J. (Expected date of publication 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.</p> <p>Nganga, L. & Laughlin, P. (Expected date of Publication, 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).</p> <p>Nganga, L. & Kambutu, J. (Expected date of Publication, 2011). Collaborative student- centered interdisciplinary pedagogy: Reducing resistance to social justice and knowledge compartmentalization. In Journal of Education Research</p>
Submitted for Review	<p>Buchanan, M. L. & Simpson, E. (submitted 2010). War stories: Using a virtual contextual environment to support the writing of high school students with learning disabilities. Journal of Educational Computing Research.</p> <p>Locke, S, & Russo, R. (submitted for review) Environmental education and Eco-literacy as tools of Education for Sustainable Development. Journal of Environmental Education.</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> <p>Moran, P. and Miller, K. (submitted). "Data, Maps and Critical Thinking: Teaching Strategies for Creating, Interpreting and Analyzing Cartograms." Social Studies.</p> <p>Nganga, L., (Under review). 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. & Kambutu, J. (Under review) 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., & Nganga, L. (Under review). 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>Chou, C., Roberts, A., & Ching. G. Social capital and the cross-border mobility of higher education international students in Taiwan. Asia Pacific Journal of Education, (submitted).</p> <p>Roberts, A. Labors of Academia in the 21st Century: An East Asian Exemplar. Journal of Studies in International Education. (submitted).</p>

Non-Refereed Articles

Published	<p>Manyak, P. (2010). Vocabulary instruction for English learners: Lessons from MCVIP. <i>The Reading Teacher</i>, 64(2), 142–146.</p> <p>Bauer, E.B., Manyak, P.C., & Cook, C. (2010). Supporting Content Learning for English Learners. <i>The Reading Teacher</i>, 63(5), 430–432.</p> <p>Moran, P.W. (2010). Review of Raymond Wolters, <i>Race and Education, 1954-2007</i> (Columbia: University of Missouri Press, 2009) in <i>American Historical Review</i> v.115 no.4 (October 2010): 1184-1185.</p>
Evaluation Projects	<p>Buchanan, M. L.(2010) Instructional Foundations for Kindergarten Teacher Interview Summary Report(WDE).</p>

Conference Presentations

National / International Presentations and Papers

Refereed	<p>Bialostok, S. (2010). American Anthropological Association Paper: The Circulations of Neoliberal Discourses into the Everyday Pedagogy of Classroom Teachers. Session: The Globalization and Corporatization of Education: The Limits and Liminality of the Market.</p> <p>Buchanan, M. L. & Simpson, E. (2010). War stories: Using virtual contextual environments to support student writing for high school students with learning disabilities. AERA 2010 Annual Conference</p> <p>Buchanan, M. L. & Simpson, E. (2010). Shedding disability and sharing stories form a virtual world. The Association for the Study of Play.</p> <p>Giovacco-Johnson, T. & Buchanan, M. L. (2010). Constructing and resisting the development of a school readiness survey: The power of participatory research. AERA 2010 Annual Conference.</p> <p>Giovacco-Johnson, T. & Buchanan, M. L. (2010). Wyoming Instructional Foundations for Kindergarten Research Project, Head Start Research Conference.</p> <p>Giovacco-Johnson, T. & Buchanan, M. (June, 2010). Teacher-Researcher Collaboration in the Development of a School Readiness Survey. 10th Annual Head Start Research Conference, Washington, D. C.</p> <p>Giovacco-Johnson, T. & Buchanan, M. (May, 2010). Constructing and Resisting the Development of a School Readiness Survey: The Power of Participatory Research. Annual meeting of the American Educational Research Association Annual Meeting, Denver, CO.</p> <p>Locke, S. & Ovando, C. (2010). Researching the Stranger in our Midst: Reconsidering Research in South - South Immigration. Paper presented at the CIES Annual Meeting. Chicago, IL.</p> <p>Locke, S. & Ovando C. (2010) Finding and Reading Road Signs in Ethnographic Research: Studying the Language and Stories of the Unwelcome Stranger Paper presented at the AERA Annual Meeting, Denver, CO.</p> <p>Madrid, S. (2010, October). Creating emotional intersections between early childhood educators</p>
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and preschool children. Paper presented at the 2010 Reconceptualizing Early Childhood Education Conference, Atlanta, GA.

Madrid, S. & Dunn-Kenney, M. (2010, April). Learning how to feel as a professional: Emotion in education. Roundtable presented at the 2010 American Educational Research Association in Denver, CO.

Madrid, S., Fernie, D., & Kantor, R. (2010, April). A peer culture school-culture perspective: An evolving construct in recent ethnographic research. Symposium presented to the 2010 American Educational Research Association in Denver, CO.

Baumann, J. F., Manyak, P. A., & Blachowicz, C. L. Z. (2010, July). Development of a multi-faceted, comprehensive instructional program for the upper elementary grades. Poster session at the 5th Annual Institute of Education Sciences Research Conference, Washington, DC.

Baumann, J. F., & Manyak, P. (2010, April). A multifaceted, comprehensive approach to vocabulary instruction in the upper-elementary grades: Theory, research, & practice. Paper presented at the Annual Convention of the International Reading Association, Chicago, IL.

Moran, P. and Miller, K. (2010). Strategies for Teaching Global Issues: Three Topics for Integrated Units. Workshop Presentation at the National Council for the Social Studies Annual Meeting. Denver, CO.

Nganga, L. (2010). Providing experiences that help learners develop a global perspective. Presented at the National Council of Social Studies (NCSS), Denver, CO.

Nganga, L. (2010). Pre-Service teachers taking a global perspective: Expanding cultural and geographical boundaries. Presented at the International Assembly, National Council of Social Studies (NCSS), Denver, CO.

Nganga, L. (2010, April). Using global education and international cultural experiences to prepare teachers for diverse learners. Presented at the Association for Childhood Education International (ACEI) Annual International Conference. Phoenix, Arizona.

Nganga, L. (2010, April). Education in Kenya: Primary and secondary school curriculum development since independence. A panel presentation guided by J. Kirylo, editor, at the Association for Childhood Education International (ACEI) Annual International Conference. Phoenix, Arizona.

Kambutu, J. & Nganga, L. (2010, November.). Teaching the Net-Generation well: Pedagogical strategies to bridge existing generational cultural divide. A paper presented at the National Association for Multicultural Education (NAME) annual conference, Las Vegas, Nevada.

Ching, G. & Roberts, A. Cross-Mobility of University International Students: Contemporary Trends and Challenges in East Asia paper presentation to AERA, Denver, CO.

Roberts, A. Innovative Trends and Contrasting Paradigms of Higher Education: An East Asian Exemplar Symposium paper presentation to AERA Denver, CO.

Roberts, A. Innovative Trends and Contrasting Paradigms of Higher Education: An East Asian Exemplar. Paper presentation to the Council for International Exchange of Scholars Annual Conference.

	<p>Roberts, A. Mediating the Labor of Teaching and Research in a Globalizing World: An East Asian Exemplar in Higher Education. Paper presentation to AERA, San Diego, CA.</p> <p>Locke, J. & Roberts, A. Empowerment and professional development of a Novice Teacher: Implications for the ETA Fulbright Scholars Program. Paper presentation submitted to Asia Pacific Professional Leaders in Education Conference, Bangkok, Thailand (submitted for 2010).</p> <p>Roberts, A. Social capital and international students in East Asia: Implications for the development of academic university communities. Paper presentation submitted to Asia Pacific Professional Leaders in Education Conference, Bangkok, Thailand (submitted for 2010).</p> <p>Roberts, A. Academic Content and international Scholarship in a Globally Competitive University: An East Asian Paradigm. Paper presentation at the International Conference of Education, Research and Innovation, Madrid Spain.</p> <p>Roberts, A. & Locke, J. Patterns of Instruction: Blending the Globalization of English as a Foreign Language. Paper presentation at the International Conference of Education, Research and Innovation, Madrid Spain.</p> <p>Rush, R. T., Jaime, A., Rogers, C., LeClair, A., Whiteplume, B. and Conrad, M., "Responsibility and Renewal in American Indian Education: Three Programs and Effects," Invited reprise paper presented at the Annual Conference of the National Network for Educational Renewal, Casper, WY, January 2010.</p> <p>Rush, R. T., Whiteplume, B., "Stress, Schooling, and American Indian Learners: Insights and Applications*," Second Annual American Indian Teacher Education Conference , Flagstaff, AZ, June 11, 2010</p> <p>Rush, R. T. and Jaime, A. "The University of Wyoming Graduate Certificate Program and State Endorsement for Teachers of American Indian Children." Second Annual American Indian Teacher Education Conference , Flagstaff, AZ, June 2010.</p> <p>Rush, R. T., Rogers, C. and Whiteplume, B., "Accessing History and Motivating Study Through Music and Song," 1st Annual Conference on Language, Culture, and History, University of Wyoming, Laramie, July 1, 2010</p>
Invited / Non-refereed	Rush, R. T., "Friendly Reminders: Social Justice in Preparing Teachers for Teaching to the Texas Career and College Readiness Standards," Invited Keynote Address, University of Texas at Arlington, Arlington, Texas, November 5, 2010
Proceedings	
Refereed	<p>Chamberlin, S. A., Hatfield, L., & Belbase, S. (in press). New perspectives and directions for collaborative research in mathematics education (Eds.). Proceedings from the Wyoming Institute for the Study and Development of Mathematical Education.</p> <p>Welsh, K., Ellsworth, J., Canterna, R., Chamberlin, S. A., & Wiig, D. (2010). Inquiring minds want to know: An evaluation of Project Inquiry. Proceedings of the American Educational Research Association. Denver, CO: AERA.</p> <p>Locke, J. & Roberts, A. (2010). Cultural globalization: A case study of the global-local</p>

relationship of the Fulbright English teaching assistant program. Paper proceedings submitted to the International Association for Technology, Education and Development Conference, Valencia, Spain.

Roberts, A. (2010). Faces of globalization: Social capital and contemporary trends of higher education. Paper proceedings submitted to the International Association for Technology, Education and Development Conference, Valencia, Spain.

Appendix 2 – Service Activities

- Board Member. American Anthropological Association - Council on Anthropology and Education
- Editor, Anthropology News
- Editorial Board: Expressão Journal
- Diversity Task Force - Chair
- Student Grievance Committee
- Reviewer: Routledge Publishing, Play and Culture Journal, Early Education and Development Journal, International Journal of Disability, Development and Education, American Educational Research Association Conference Proposal Reviewer.
- Wyoming Head Start Advisory Council (Govs Council)
- Child Development Services of Wyoming, Board of Senior Advisors
- Wyoming Early Childhood Partnership Operating Board/Wyoming Kids First
- Early Childhood Birth to Five/Eight Endorsement Program Articulation Coordinator
- Instructional Foundations for Kindergarten Research Project, Wyoming Department of Education
- University Tenure and Promotion Committee
- Program development for UW Early Childhood Mental Health certificate program
- Cross-campus Interdisciplinary Early Childhood Programs and Research Committee (includes coordination of the Interdisciplinary Masters Program in Early Childhood Development)
- Director of Ellbogen Excellence in Early Childhood Education Leadership Institute and Outreach Activities
- Coordinator, Early Childhood Special Education Endorsement Program
- National Association for Gifted Children chair-elect for special interest group of Science, Technology, Engineering, and Mathematics
- National Association for Gifted Children Science, Technology, Engineering, and Mathematics Newsletter editor
- Reviewer for Linguistics and Education
- National Association for Gifted Children National Task Force on Mathematics and Science
- Reviewer of proposals for National Association for Gifted Mathematics and Science strand
- 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
- Gifted Education Resource Institute Associated Colleague
- Chair of Data Monitoring Safety Board for Institutional Review Board
- Athletic Planning Committee member
- Faculty Senate Dispute and Resolution Committee
- College of Education Mentor
- Advisory Council on Graduate Education
- Mathematics Education Endowed Chair Search Committee
- Peer Reviewer for Refereed Journals
- Early Education and Development
- Rural Educator
- Journal of Research in Childhood Education
- Book Reviewer, Foundations and Change in Early Childhood Education, Wiley
- Member American Educational Research Association, Division K
- Critical Perspectives on Early Childhood Education SIG
- 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
- Wyoming Department of Education – Kindergarten Readiness
- Survey/Instructional Foundations for Kindergarten
- UW Lab School – Search Committee Member
- UW Lab School – Site Council Member
- Centennial Valley Preschool – Advisory Board Member
- LeaRN Weeks of Welcome Academic Workshop
- Interdisciplinary Early Childhood Research Group
- Course Evaluation Task Force - 2010 Freshman and Transfer Orientation Advisor
- Program Coordination – 3 - 8 Early Childhood Endorsement Program
- Program Coordination – 3 - 5 Early Childhood Endorsement Program
- Excellence & Equity, Reviewer
- Multicultural Perspectives, Reviewer
- Environmental Education Ecological
- Engineering, Reviewer
- Faculty Senate
- Reconceptualizing Early Childhood Education, Conference reviewer
- Contemporary Issues in Early Childhood, Reviewer
- Linguistics and Education, Reviewer
- Reading Research Quarterly, Reviewer
- English Education, Reviewer
- American Educational Research Association, Reviewed conference proposals, Critical Perspective in Early Childhood Education SIG AND Division G: Social Context of Teaching and Learning
- Kathmandu University, Guest Lecture
- Wyoming State Department of Education, Comprehensive State Literacy Plan (P12) Team
- Wyoming State Department of Education Language Arts Common Core Standards Committee (K-12)
- Children’s Literature Search Committee
- Faculty Advisor Student Wyoming Education Association (SWEA)
- Curriculum and Instruction Diversity Recruitment and Retention Sub-Committee
- Co-Editor, English Learner Department, The Reading Teacher
- Member, Editorial Review Board, Journal of Literacy Research
- Member, Editorial Review Board, Research in the Teaching of English
- Reviewer, Research in the Teaching of English
- Reviewer, Multicultural Perspectives
- Manuscript Reviewer, Yearbook of the National Reading Conference
- Proposal Reviewer, National Reading Conference Annual Conference
- Member, Wyoming State Literacy Team
- Member, University Graduate Council
- Member, Literacy task force
- Proposal Reviewer, National Council for the Social Studies
- Manuscript Reviewer, Social Education
- University Studies Program Committee
- Scholarship Award Committee
- National Advisory Committee Member: Praxis Early Childhood
- Wyoming Kids First- Partnership member
- Board Member – Early Learning Center Casper College
- International Conference on Creativity Education, Member of Planning Committee, National Chung-Chi University, Taipei Taiwan
- Annual Education Research Association Conference Reviewer
- Monteverde Friends School Service, Monteverde, Costa Rica

- Community English Language Education Program, Guapiles, Costa Rica
- Fulbright Association Scholars Program Review Committee
- COE Technology Committee
- COE Study Abroad Advisor
- COE Graduate Entrance Committee (chair)
- International Reading Association, Annual Awards Committee
- Wind River Tribal College, advisory board and adjunct faculty
- Fort Washakie School, curriculum advisory board
- Tenure and Promotion Committee
- Advisory Committee on Teacher Education