# TABLE OF CONTENTS

2  Letter from the Director  
3  Overview  
4  Mission & Vision  
5  Endowed Chairs & Graduate Students  
8  Impact  
9  Engaging In Literacy Learning  
14  Board, Advisory Panel, Staff, & Faculty  
16  A Thank You to Donors & Strategic Partners
Dear Friends of Literacy,

At the Literacy Research Center and Clinic (LRCC), we take tremendous pride in the successes we have enjoyed promoting literacy learning and instruction in Wyoming’s schools and centers and with families across the state. We are grateful to the Wyoming’s Governor’s office, the Legislature, and our numerous donors for their ongoing support and generosity.

Since opening our doors in March of 2014, we have worked in 24 schools and centers in 17 Wyoming counties. We have helped more than 1,700 teachers hone their instructional methods to advance countless students’ literacy learning through professional development offerings and research projects. We have supported literacy development with 370 families in home literacy practices. We have coached 50 master’s and undergraduate students as they worked with more than 75 school-age students in literacy tutoring experiences. We have provided eleven graduate assistantships for doctoral work in literacy, and our literacy Ph.D. program continues to grow in number of students, international reputation, and competitiveness.

At the core of our work is a vision focused on statewide engagement as accomplished through professional learning opportunities for teachers, UW students, and educational organizations across the state; on field-based research that explores problems-of-practice with partner research sites; and on clinical services to support school-age students who find literacy learning challenging. Literacy is a cornerstone for the educational, social, economic, and personal fulfillment of our nation. The ability to read, to write, and to communicate are essential skills to function in the 21st century. As the world becomes more digital and more connected and interdependent, it is imperative that individuals are literate in all forms necessary to succeed in this global community. Working with students, families, and educators across the state allows the center to promote literate citizens who are able to respond thoughtfully and articulately in oral and written forms to participate fully in economic, political, social, and educational dialogues.

You will note that the opportunities that the LRCC offers are for the very young to adults. In the pages of this report, you will find traces of this work highlighted through photographs, testimonials, and descriptions of some of the projects we have engaged in over the last year. With the collaboration of faculty at the University of Wyoming and several partner institutions, our Outreach Advisory Board, our Research Advisory Panel, the Wyoming Department of Education, the Wyoming school districts and educational centers, and other dedicated stakeholders, we find our work is continuing to broaden in its scope and be refined in its approach. We know the coming year will abound with many exciting new developments.

Take care,

Dr. Dana A. Robertson
Executive Director
UW Literacy Research Center and Clinic
The UW Literacy Research Center and Clinic serves as the epicenter for literacy in Wyoming. The center’s vision focuses on statewide engagement as accomplished through the following.

- PROFESSIONAL DEVELOPMENT – The center strengthens educators’ capacity to teach literacy effectively to students of all ages and levels.

- FIELD-BASED RESEARCH – The center’s research emphasis employs a pragmatic field-based problem-solving approach to conducting and reporting research.

- CLINICAL SERVICES – The center provides tutoring to struggling and developing students, their families, and their teachers both in-house and across the state using digital distance technology.

Growing the broad support needed to launch the LRCC has been a multi-year, multi-partner, multi-founder process. One key to the project’s success is the institutional commitment represented in the center’s inclusion in the UW academic planning process. Becoming a university priority raised the center’s visibility, especially with potential donors. Private funding, matched by state funds provided by the Wyoming Legislature, ultimately made the center possible.

The work of the center is guided by two groups—the LRCC Outreach Advisory Board and the LRCC Research Advisory Board. The Outreach Advisory Board is spearheaded by Wyoming’s First Lady, Carol Mead, who functions as the leading spokesperson for Wyoming’s statewide literacy initiatives. The Research Advisory Board is composed of nationally recognized literacy luminaries who promote, review, and recommend literacy research projects that are funded by our grants.
MISSION

The UW Literacy Research Center and Clinic serves as the epicenter for disseminating literacy knowledge and evidence-based practices in Wyoming, offering professional development for practicing teachers, a clinical setting for preparing pre-service teacher candidates, and cutting-edge research conducted by faculty and graduate students on literacy education. Statewide engagement is the thread that runs through all that we do.

VISION

FOR PROFESSIONAL DEVELOPMENT – The center provides current and future educators access to professional development programs, university programs, conferences, and educational opportunities to strengthen their capacity to teach literacy effectively to students of all ages and levels. The center provides practicum opportunities for undergraduate and graduate students and partners with educational organizations across Wyoming—with more partnerships in the works—including school districts, statewide educational organizations that support libraries, child development centers, and individual students, teachers, and schools.

FOR FIELD-BASED RESEARCH – The center’s research emphasis employs a pragmatic field-based problem-solving approach to conducting and reporting research. Faculty and graduate students conduct research in the clinic, with school- and family-based partners throughout Wyoming, and in collaboration with other literacy researchers throughout the nation.

FOR CLINICAL SERVICES – The center provides tutoring to struggling and developing students, their families, and their teachers both in-house and across the state using digital distance technology.

“The LRCC was a great opportunity for me to learn more about myself as a teacher while also helping the bright minds of the future. The excitement and the energy in the LRCC is the best part about it, and I know every person there, instructor and student, was excited about learning.”

- Wyoming Educator
Endowed Chairs & Graduate Students

Over the past year, LRCC projects were supported by six funded graduate students. Symbolically, the LRCC could not function without them, and their professional growth is forever touched by us.

Wyoming Excellence in Higher Education Endowed Chair in Elementary Literacy Education Cynthia Brock is a professor in the College of Education. She taught elementary, middle, and high school for nine years in Oregon, California, Florida, and Michigan before returning to graduate school to earn a doctorate in educational psychology with a focus in literacy and an emphasis on second language learners. Before coming to UW, Dr. Brock was at Texas Woman's University, University of Nevada – Reno, and the University of South Australia. Dr. Brock’s scholarly research agenda centers on the study of opportunity to learn, and her studies have explored children’s learning, pre- and in-service teachers’ learning, and her own learning and the learning of her colleagues. Dr. Brock is particularly interested in exploring the literacy learning opportunities for elementary children from diverse cultural, linguistic, and economic backgrounds, and she explores ways to work with pre- and in-service teachers to foster the literacy learning opportunities of children from underrepresented backgrounds. She has conducted qualitative research in cross-cultural contexts including the United States, Australia, England, Fiji, Thailand, Laos, Spain, Chile, and Costa Rica. She has published her work in journals such as Reading Research Quarterly, Teaching and Teacher Education, The International Journal of Qualitative Studies in Education, Curriculum Inquiry, Urban Education, The Elementary School Journal, Pedagogies: An International Journal, and Peace and Conflict: Journal of Peace Psychology. She has also published her work in numerous book chapters, books, and handbooks.

Newly appointed Wyoming Excellence in Higher Education Endowed Chair in Literacy Education Leigh A. Hall is a professor at the University of Wyoming. She taught middle school language arts and social studies in Houston, Texas, before returning to graduate school to earn a doctorate in literacy education. Prior to coming to UW, Dr. Hall was at the University of North Carolina for 12 years. Dr. Hall’s research centers on helping adolescents improve their academic reading and writing abilities. She examines how teachers can work with diverse learners to help them improve their literacy practices within the context of the classroom. Dr. Hall is particularly interested in the role technology can play in enhancing instruction to achieve these goals. Her research has received several awards including the outstanding dissertation award from the International Literacy Association, the Early Career Achievement Award, and the Edward B. Fry Book Award for Empowering Struggling Readers: Practices for the Middle Grades (both from the Literacy Research Association). She has published in such journals as Research in the Teaching of English, Journal of Literacy Research, Teachers College Record, and Harvard Educational Review.
V**ictoria R. Gillis** is professor emeritus at Clemson University and formerly served as professor and Wyoming Excellence in Higher Education Endowed Chair in Literacy Education in the College of Education at the University of Wyoming, where she is currently an adjunct professor. She taught science courses including life science, chemistry, physics, and physical science in Georgia, Florida, and South Carolina. In the early 1970s, she encountered the ideas and concepts in content area reading and tried them in her classroom. Her success in using content area reading strategies led her to return to graduate school after 20 years in the classroom to complete doctoral work in literacy education. She was director of the South Carolina Center of Excellence for Adolescent Literacy and Learning at Clemson University and was a volunteer for the Reading and Writing for Critical Thinking project in Latvia and Guatemala, where she worked with teachers, college professors, and ministry officials delivering professional development workshops in critical thinking and disciplinary literacy. She is lead author of the eighth edition of the disciplinary literacy textbook *Content Area Reading and Literacy: Succeeding in Today’s Diverse Classrooms*, has authored or co-authored chapters in edited books, and has published articles in *Reading Research Quarterly*, *The Science Teacher*, and the *Journal of Adolescent & Adult Literacy*. She is a frequent presenter at conferences and engages in professional development with middle and high school teachers in all content areas. Her most recent professional development work involved Sublette County School District 9 and Fremont County K–12 teachers. The LRCC offers heartfelt appreciation to the dedication and leadership of Vicki Gillis as she moves into her retirement.

G**raduate Student Adeline Borti**’s work focuses on curriculum theory, higher education, and language education. She is the author, with others, of “Challenges in African Classrooms: A Case Study of the Ghanaian Context” published in *Research on Humanities and Social Sciences* and “Range and Frequency of Conjunctive Adjuncts in Ghanaian University Students’ Writing in English” published in *Multilingualism, Language in Education and Academic Literacy: Applied Linguistics Research in the Language Centre*. Borti wrote:

My journey after gaining my Bachelor of Education degree in 2001 was marked with the beginning of my teaching career as an English teacher with a focus on English as a second in Ghana in 2001. From 2001 to 2016, I taught at the elementary, junior high school, senior high school, and university levels at different phases of my teaching career. At the university level, I served on committees while teaching at University of Ghana and Wisconsin International University College, Ghana. During my Master of Arts in Teaching English as a Second Language program, I became interested in literacy issues that affect students at all the levels of education. Also, literacy is a national concern in Ghana. It is evident that Ghana has some literacy issues, and the Ministry of Education and Ghana Education Service are addressing these concerns through the implementation of the National Literacy Acceleration Program and Ghana Reading Action Plan.

My search to contribute to finding a solution led me to explore further opportunities in literacy education because literacy is an empowerment tool in the lives of individuals and nations. Literacy is fundamental to academic achievement, lifelong learning, and sustainable development. And because I had all my education in Ghana, I was determined to further my education outside Ghana in order to experience other social and educational cultures. With the ambition to be immersed in rigorous coursework and research coupled with the advice of one of my mentors, Professor Kwaku Osam, I chose to do my Ph.D. in the U.S.
With this background, I see my enrollment in the Ph.D. literacy program at University of Wyoming and the opportunity to be awarded a three-year graduate assistantship funded by Donne and Sue Fisher Advancement of Literacy Graduate Assistantship as an opportunity to further equip myself to be nationally and globally relevant in my chosen field as a literacy teacher educator, a scholar, and a social worker. One of the reasons I chose University of Wyoming is because it has literacy teaching courses and research courses that would build my research and knowledge capacity, as well as enhance my pedagogy. As an international student, I find the literacy education program related to my interest because of the faculty’s expertise and professionalism. The literacy program is rigorous, and the state-of-the-art Literacy Research Center and Clinic is a very useful resource that enables me to learn more from the literacy experiences of coaches, tutors, and students and also impact them. There is also rich leadership training, ability to link literacy theory to practice, and the encouragement of great collaboration between literacy program students and faculty, and I find these qualities apt for my career and professional development.

My experience so far has been rewarding. The funding from Donne and Sue Fisher Advancement of Literacy Graduate Assistantship enables me to benefit Wyoming and Agotime-Wodome in Ghana. For instance, during the 2016–17 academic year, I had the opportunity as a graduate assistant to work with my advisor, Dr. Victoria Gillis, in relation to literacy teaching and research and to present at two conferences—the Literacy Research Association in Tennessee and American Reading Forum in Florida. Also, I have been able to do research and present a paper at a Literacy Research Association in Tennessee and publish a peer-reviewed article with Dr. Cynthia Brock.

In addition, the LRCC offered me the opportunity to understudy tutors and literacy coaches and then tutor in summer 2016. My graduate assistantship affords me the opportunity to work with University of Wyoming literacy research team and Teton Literacy Center team in order to learn more about literacy education and also impact Wyoming in terms of literacy teacher professional development. The scope of my activity has expanded beyond Wyoming. For instance, I initiated a rural schools’ literacy program in Ghana, and in December 2016, Dr. Brock assisted me with airfare to and from Ghana in order for me to implement my project. I donated 104 English reading books to a rural school, Wodome-Agotime Salvation Army Basic (Elementary) School in Ghana, and organized a one-day literacy teachers’ professional development for 18 teachers of the same school. With the generosity of Donne and Sue Fisher Doctoral Student Mini-Grant in Literacy and through the help of the Literacy Research Center and Clinic, under the leadership of Dr. Dana Robertson, I secured $750 towards the purchase and shipping of three bookshelves and 21 literacy teachers’ resource books for the Wodome-Agotime Salvation Army Basic School. Providing literacy opportunities for rural schools and in the future building libraries for these schools are my passion.

Being a literacy student and a graduate assistant has also given me the opportunity to attend the University of Wyoming and Wyoming Partnership English as a Second Language Conference in Casper in April 2016 and in Jackson in April 2017 as well as a literacy conference in fall 2016, where I volunteered at the conferences’ registration tables. Further, I would not have been able to attend the just-ended 2017 Positioning Theory Conference at the Oxford University in England without being a Ph.D. student and graduate assistant in literacy.

In conclusion, as a lecturer on study-leave without pay, I could not have realized my dream of becoming a global literacy scholar without receiving funding from Donne and Sue Fisher Advancement of Literacy Graduate Assistantship. Further, the international experience and diversity that I bring to Wyoming, UW, and specifically the literacy unit would not have been possible without this funding.
IMPACT

BY THE NUMBERS

17 WYOMING COUNTIES WHERE LRCC HAS WORKED

1,700 TEACHERS HONED THEIR INSTRUCTIONAL METHODS THROUGH LRCC

24 SCHOOLS AND CENTERS WHO HAVE PARTNERED WITH LRCC

370 FAMILIES USE HOME LITERACY PRACTICES LEARNED THROUGH LRCC

50 UNDERGRAD AND MASTERS STUDENTS HAVE WORKED WITH MORE THAN 75 SCHOOL-AGE STUDENTS

11 GRADUATE ASSISTANTSHIPS FOR DOCTORAL WORK IN LITERACY PROVIDED THROUGH THE LRCC

DID YOU KNOW

15% of the U.S. population have difficulty reading

The U.S. is 12th in the world in literacy

44 million U.S. adults can't read a bedtime story to their children

Children who can't read by third grade are four times less likely to graduate from high school

50% of U.S. adults can't read a book written at an eighth grade level

60% of people in U.S. prisons can't read

Illiteracy costs American taxpayers an estimated $20 billion a year
ENGAGING IN LITERACY LEARNING

The Literacy Research Center and Clinic is at the forefront of professional development and research in literacy education. The center also advances literacy in numerous other ways—through the use of communication technologies to provide resources and information to practitioners, families, and the general public; through robust conference opportunities for educators; through quality research published in highly competitive peer-reviewed publications; and through efforts to raise public awareness about the importance of literacy.

- **LRCC WEBSITE AND RESOURCES** (uwyo.edu/education/lrcc) – The LRCC website is a resource for educators, administrators, and policy makers. The site provides archived videos related to literacy teaching and learning from past UW Fall Literacy Conferences, visiting professors, and speaker series. Topics of the videos span from primary-aged literacy instruction through working with adolescents and adults. In addition, the website features podcasts created by UW graduate students outlining research-based practices in literacy instruction, links to ebook libraries in multiple languages, a repository for graduate student projects, and links to community and national organizations committed to literacy development for all ages.

- **UW FALL LITERACY CONFERENCE** – Now coming into its eighth year, the UW Fall Literacy Conference has provided a professional learning experience for hundreds of UW students and educators from the Mountain West region. Last year’s conference focused on writing and writing instruction and featured Ralph Fletcher and Steve Jenkins, two highly respected keynote speakers, as well as several local children’s authors and presentations from educators across Wyoming and the country. This year’s conference on comprehension across the disciplines promises to be just as exciting.

- **WYOMING ENGLISH AS A SECOND LANGUAGE AND DUAL IMMERSION CONFERENCE** – This past year, the LRCC served as co-organizers for the second annual English as a Second Language and Dual Immersion Conference. Held in Jackson, the conference hosted more than 140 educators from across the state and region. With presentations by national experts and Wyoming educators, the conference brought people together with a shared focus of providing quality educational opportunities to the state’s growing multilingual population.

- **WYOMING PATHWAYS FROM PRISON** – For the past two years, the LRCC has provided support for the Wyoming Pathways from Prison initiative. In one strand of the project’s work, inmates in the women’s correctional facility have received literacy tutoring that provides access to educational opportunities for both personal and family purposes. In the next year, the tutoring work is being expanded to provide educational opportunities to male inmates as well.
The First Lady's Leaders in Literacy Award

The First Lady's Leaders in Literacy Award was initiated in 2016 by the LRCC Outreach Advisory Board to recognize and honor Wyoming citizens, organizations, businesses, or communities that have made substantial contributions in Wyoming and that exemplify a commitment to the literacy development of Wyoming citizens. Award winners are announced at the Wyoming Business Alliance meeting in November in Cheyenne, and recipients receive a $4,000 award and a plaque recognizing the honor.

In its inaugural year, the Teton Literacy Center was the award recipient. The mission of this center is to change lives through the power of literacy in its community. It focuses on family literacy through prevention, intervention, and enrichment programs.

Last year’s other nominees included the following:

- **Gina M. Hughes**, Cheyenne, is an English language arts teacher and English department chair at Triumph High School.
- **Katy Brock**, Laramie, is an UW graduate student working with the Wyoming Women's Correctional Center by providing mentoring and tutoring guidance to the women inmates.
- **Jolene Olson**, Sheridan, is currently the co-chair for American Association of University Women, and she was formerly employed by Raising Readers and Literacy Volunteers of America.
- **Betty Abbott**, Cheyenne, is the Correctional Education programs manager for the Wyoming Department of Corrections.
- **Susan Bednasek**, Wheatland, works for the Platte County Early Literacy Project.
- **Sue Knesel**, Gillette, has retired and she was involved with the Campbell County Public Library.
- **Casey Vansickle**, Wright, is an art instructor for the Campbell County School District.
- **John Jorgensen**, Casper, heads the Sue Jorgensen Library Foundation created in 1996 to benefit libraries and advance the cause of childhood literacy in Wyoming.
- **Wyoming Agriculture in the Classroom**, Cheyenne, develops an understanding of agriculture and natural resources through education.
- **Children’s Learning Center**, Jackson, supports the development of the whole child through early childhood care and education, early interventions, and access for all.
- **Raising Readers in Wyoming**, Pine Bluffs, encourages parents to read to their young children by providing beautiful new books as part of the well child health care visits.
- **We Read**, Casper, is a partnership between the *Casper Star-Tribune*, the Natrona County School District, and the Natrona County Public Library, supported by local businesses and foundations.
- **Davis Elementary School**, Cheyenne, has the mission is to “Reach Every Learner Whatever It Takes!”
The Outreach Advisory Board Literacy Forum

On April 24, 2017, the Outreach Advisory Board hosted 20 guests for a Statewide Literacy Forum at the governor’s residence in Cheyenne. The goal of the forum was to bring together members of the outreach board and nominees of the 2016 First Lady’s Leaders in Literacy Award to share the ways we are all engaging communities and the state in literacy initiatives. With a focus on building relationships among the individuals and organizations in attendance, discussions were centered on sharing the successes and challenges of the different endeavors and on how we could leverage each other’s strengths and capacities to advance literacy development through unified pathways.

The UW Literacy Clinic Initiative

The goal of the UW Literacy Clinic Initiative is to provide diagnostic assessment and individualized tutoring to school-aged students on the UW campus, as well as to students across the state. Our focus is helping children and adolescents who are experiencing difficulty learning to read and write. Working collaboratively with parents, teachers, school administrators, and clinic faculty, tutors and coaches assess each child’s strengths and needs and then implement appropriate research-based interventions. Children and adolescents who participate have many different learning profiles. Some struggle just a bit, while others experience more pronounced reading or writing difficulty.

The UW students and Wyoming in-service teachers who serve as tutors in the clinic work under the direct supervision of UW faculty to deepen their understanding of research-based assessment and instructional practices as they learn how to diagnostically assess students’ strengths and needs and to provide responsive instruction one-on-one. Professional development experiences for tutors involve discussion and shared inquiry, participating and engaging in ongoing research projects, and engaging in weekly coaching and co-planning of intensive systematic instruction aimed at working within students’ abiding interests while accelerating their learning gains. Tutoring sessions incorporate three research-based instructional principles: motivation and engagement, instructional intensity, and cognitive challenge.

The clinic is funded by the Donne and Sue Fisher Fund for the Advancement of Literacy, the John P. Ellbogen Graduate Assistantship, the Douglas Reeves Graduate Assistantship, and the Mary Garland Early Career Fellowship Award.

“During my semester of tutoring for the Literacy Center at the University of Wyoming, Dana and other supporting staff were consistently available for guidance and reflection. Their wealth of literacy knowledge gave me the tools to provide effective strategies with my student that kept her engaged and wanting more.”

– Wyoming Educator and Graduate Student
Wyoming Writing Project

The Wyoming Writing Project is a local site of the National Writing Project. Co-directed by UW faculty member Dr. Amy Spiker and doctoral student Tia Frahm, the Wyoming Writing Project mission is to support teachers as writers and teachers of writing. Each year, writing project sites conduct a three-week intensive Invitational Summer Institute. This institute is traditionally face-to-face contact with invited master teachers called Summer Scholars. The Summer Scholars work on their own personal and professional writing, conduct an inquiry project into instructional practices, and prepare for leadership in their schools and communities. At the end of the institute, Summer Scholars are Teacher Consultants poised to support teachers in writing in classrooms.

In just about two years, the project has worked with more than 100 educators across Wyoming, as well as engaged teachers, families, and students in writing marathons. It has received national recognition for its innovative approaches to professional learning opportunities in this expansive rural state.

In addition, the Wyoming Writing Project enjoyed media coverage around the state in 2016.

- Summer Scholar Keather Pierantoni spoke to the Star Valley Independent about her experiences as a scholar and about participating in the writing marathon as a family in “Wyoming Writing Project coming to Star Valley” (https://www.starvalleyindependent.com/2016/07/11/wyoming-writing-project-coming-to-star-valley/).
- Summer Scholar and Sheridan High School English teacher Matt Johnson was excited to participate in a writing marathon since it allowed him to get out of his writing comfort zone and not only to write in new places but to share with other writers. The Sheridan Press published an article, “Sheridan to host writing marathon July 1” (http://thesheridanpress.com/?p=55579).
- Summer Scholar Sara Pommarane shared her experience in the Summer Institute with the Laramie Boomerang in an article, “Writing program open to local teachers” (http://www.laramieboomerang.com/news/local_news/writing-program-open-to-local-teachers/article_2b3b1a44-4efa-11e6-8495-ef0f268ac031.html?mode=jqm).
- The Wyoming Writing Project made the front page of the National Writing Project website, a lead story in the In the News section title “Rejuvenated Wyoming Writing Project Takes Professional Development on the Road” (https://www.nwp.org/cs/public/print/resource/4590).

“I greatly enjoyed the writing marathon. It was nice to be able to write just for the sake of writing. I do already do this, but going out into the world to do it was truly wonderful. It really made my day.”

– S.W.
“For the past three years, Cindy Brock and Victoria Gillis, Wyoming Excellence Chairs in Literacy Education, have worked with the LRCC to provide professional learning experiences to educators in Fremont County School District #25. As part of Fremont County’s Teacher Quality Grant, Gillis and Brock offered hybrid professional learning opportunities through UW’s professional development credits that included face-to-face weekend workshops with follow-up implementation expectations for when teachers returned to their classrooms.

Each year, approximately 35 K–12 educators participated in the workshop courses. During 2016, the course focused on active vocabulary learning across the disciplines. In 2017, workshops focused on how they could leverage the power of writing for learning. Within these experiences, participants planned and taught lessons drawing on the principles of instruction presented. These lessons included specific ways to support students’ literacy learning within and across disciplines such as science, math, and social studies.”

“Teton Literacy Center Partnership

Dana Robertson and Cindy Brock formed a professional learning community partnership with the Teton Literacy Center (TLC) in Jackson. The TLC engages preschool-aged children through adults in early literacy, tutoring, enrichment, and adult literacy experiences. As of the 2015–16 school year, the TLC had worked with just under 700 students and 100 volunteer teachers over the course of 22,459 student-hours.

The focus of the LRCC/TLC partnership for the 2016–17 academic year was on developing the vocabulary and oral language proficiencies of all students and adult learners, with particular focus on the large multilingual population in Teton County. Robertson and Brock worked directly with Executive Director Laura Soltau and the seven other coordinators and lead teachers through face-to-face professional learning experiences and video-mediated teacher study groups. These eight faculty members then took the practices back to their lesson planning for their own instructional contexts, as well as the lessons they planned for the many volunteers who provide tutoring services.

Moving into the 2017–18 academic year, the group of eight lead teachers will delve more deeply in teacher study groups, reflective practices, and self-directed professional learning goals grounded in evidence-based literacy practices.”
BOARD, ADVISORY PANEL, STAFF, & FACULTY

The Outreach Advisory Board
First Lady Carol Mead – Co-Chair
Judy Catchpole – Co-Chair
Wm. Jeff Wasserburger
Affie Ellis
Jillian Balow
Mary Garland
Amy Ready
Brian Farmer
Susan Anderson
William Scarlett

The Research Advisory Panel (2015-17)
Michelle Ann Abate, The Ohio State University
Donna Alvermann, University of Georgia
Rita Bean, University of Pittsburgh
Fenice Boyd, SUNY Buffalo
Jan Dole, University of Utah
Virginia Goatley, SUNY Albany
Lori Helman, University of Minnesota
Kathleen Hinchman, Syracuse University
James V. Hoffman, University of Texas Austin
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Melanie Kuhn, Purdue University
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Gwendolyn McMillon, Oakland University
Mary McVee, SUNY Buffalo
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C. Patrick Proctor, Boston College
Misty Sailors, University of Texas San Antonio
Paula Schwanenflugel, University of Georgia
Cynthia Shanahan, University of Illinois Chicago
Sheila Valencia, University of Washington
"Our partnership with the University of Wyoming LRCC has elevated the quality of teaching at Teton Literacy Center and ensured that our work as educators is driven by students’ needs. The support, direction, resources, and mentorship provided by the team at the LRCC has not only ensured a solid foundation in instructional practice, but it has allowed us to embed professional learning into our culture at TLC."

- Laura

Staff
Dana A. Robertson, Executive Director
Heidi Scheunke, Office Associate
Don Mayes, Computer Support Specialist

Faculty
Steve Bialostok, Professor
Cynthia Brock, Excellence Chair
Jennifer Geringer, Assistant Lecturer
Victoria Gillis, Excellence Chair (retired)
Leigh Hall, Excellence Chair

Keonghee Tao Han, Associate Professor
Patrick Manyak, Associate Professor
Todd Reynolds, Assistant Lecturer
Dana A. Robertson, Assistant Professor

Leslie Rush, Professor
Jenna Min Shim, Associate Professor
Amy Spiker, Associate Lecturer
Allen Trent, Professor
A THANK YOU TO DONORS & STRATEGIC PARTNERS

The University of Wyoming College of Education would like to show their deepest appreciation to the many benefactors who made the Literacy Research Center and Clinic a reality.

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- Don and Betty Walters
- The Charles D. Trover Family Foundation
- Archie Jurich
- The John P. Ellbogen Foundation

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- Governor Matt Mead and First Lady Carol Mead
- The Wyoming State Legislature