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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 forever grateful to the Wyoming Governor’s Office, Legislature, and our numerous donors for their ongoing support and generosity. This year, we offer a very special thank you to First Lady Carol Mead, whose commitment to literacy and children made this center a reality when its doors first opened in 2014.

This past year, the LRCC provided services in 10 school districts or counties; interacted with more than 350 educators in state-wide conferences; and worked with countless children, families, and pre-service and in-service teachers in our literacy clinic and in schools and centers around the state. Helping us in our efforts are our five funded graduate students and members of the literacy faculty at UW.

At the core of our work is a vision focused on statewide engagement as accomplished through professional learning opportunities; field-based research that explores problems-of-practice with partner research sites; and clinical services to support school-age students who find reading and writing challenging. Literacy is a cornerstone for educational, social, economic, and personal fulfillment. The abilities to read, write, and 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 LRCC 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 LRCC offers opportunities for those from 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. We have collaborated with faculty at the University of Wyoming and several partner institutions, the LRCC Outreach Advisory Board, the LRCC Research Advisory Panel, the Wyoming Department of Education, the Wyoming school districts and educational centers, and other dedicated stakeholders, and we have enjoyed another year of inspiring work with educators and children around the state. As one educator told us recently, “Your expertise is a gift.” We know our road is not always easy, but we know it’s all worth it.

Take care,

Dana A. Robertson

Dr. Dana A. Robertson
Executive Director
UW Literacy Research Center and Clinic
OUR VISION
Empowering literacy through evidence-based practices.

OUR MISSION
Teaching and researching how Wyoming students think with, acquire knowledge from, engage with, and produce a variety of texts, as well as how teachers facilitate these processes. When students can more effectively process and produce texts and teachers can support students’ abilities, then students are more likely to achieve personal, economic, and social fulfillment—improving quality of life for students, their families, and their communities.

OUR VALUES
Literacy is achieved through the following.

• RESEARCH: Rigorous research evidence applied in instruction to support students’ comprehension and production of text.
• ENGAGEMENT: Collaboration and shared responsibility for students’ comprehension and production of text among researchers, educators, parents, students, and the community.
• EMPOWERMENT: A demonstrable impact on Wyoming teachers’ knowledge and skill of effective literacy instruction and on student learning.
• EQUITY: Instructional decisions that ensure equitable opportunities for all students to engage in active, informed citizenship and succeed in a sustainable global economy.

OUR PATHWAYS
• RESEARCH: Engage in impactful, rigorous, and recognized literacy research and scholarship.
• PROFESSIONAL LEARNING: Provide demonstratively impactful professional learning opportunities in literacy for pre-service and in-service teachers.
• CLINICAL SERVICES: Provide F2F and distance access to clinical literacy services.

OUR DESTINATION
• 90% of Wyoming children and young adults are performing at or above grade-level performance standards on the state-level and/or NAEP assessment.
• Wyoming teachers select and use high leverage evidence-based literacy teaching and learning strategies.
• University students are graduating confident, knowledgeable, and skilled in the selection and use of high-leverage evidence-based literacy teaching, learning, and research.
Participants who showed improved knowledge and application of literacy teaching practices

Participants involved in long-term partnerships
- Evansville Elementary
- Teton Literacy Center
- Jackson Elementary
- Big Piney Middle and High Schools
- Jackson School Readiness Project – Sublette & Teton Head Starts
- WyoWrites

Number of counties supported by WyoWrites

Number of school-aged students engaged in WyoWrites writing camps and events

Number of schoolwide needs assessments completed (4 elementary, 2 secondary)

Number of educators who attended conferences supported by the LRCC

Wyoming counties represented at LRCC’s Fall Literacy Conference 2018

Accomplishments to Date
- 43 Peer-reviewed conference presentations
- 8 Invited presentations

Awards and Honors
- 2

Publications
- 18

WWP Scholar publications
- 3
LRCC Clinic

100% Tutors who reported understanding teaching actions that motivate and engage

97% Tutors who reported more confidence in teaching overall

97% Tutors who reported more confidence adapting instruction in response to students

25 Number of tutors trained in clinical practices

75% Students in the summer clinics who made at least a half-year gain in 16 60-90-minute sessions over 4 weeks

70% Students across fall-spring semesters in the clinic made at least a one-grade level gain in 14 60-90-minute sessions once per week

35 Number of school-aged students participating in clinical services

Ready4K WY, 2018

97% Number of families surveyed who recommend receiving texts

100% Number of families surveyed who report using text messages

93% Number of families who report text messages help them understand how well their child is doing in school

600+ Number of families enrolled in texting program
First Lady Carol Mead is a champion of literacy. She has single-handedly changed the landscape of literacy education in the state.

During her tenure, First Lady Mead has worked tirelessly with the University of Wyoming College of Education to establish the Literacy Research Center and Clinic. She serves as a chair of the Outreach Board for the clinic and on the board for the University of Wyoming’s Board of Trustees Education Initiative. In addition, with the help of a coalition of public and private organizations, she launched Eat. Read. Grow., now a statewide program that provides families with the opportunity to spend quality time together over a meal and to read together at home by giving children free books. She enjoys reading to children throughout the state and encouraging parents and kids to read together at home for at least 20 minutes each day.

Additionally, First Lady Mead established the First Lady's Young Artists Showcase, which displays selected pieces of art by Wyoming high school students at the governor’s residence each year. She was spokesperson for the Talk Early and Often campaign to encourage parents to talk with their children regularly about the dangers of alcohol, tobacco, and drug use. She also led a charity team of runners in the 2013 ING New York City Marathon to raise $30,000 and create a permanent endowment at the University of Wyoming aimed at the prevention of underage drinking.

First Lady Mead is the author of the children’s book *Wyoming Firsts* about notable moments in Wyoming’s history. The book is illustrated by Wyoming high school art students. She is also the author, along with Melanie O’Hara, of *Blazing Wyoming Bonnets*, which features trailblazing women in Wyoming’s history. The Governor and First Lady Mead have two children.

“Nearly nine years ago, Carol began coming to the annual Wyoming High School Art Symposium at Casper. This annual art show showcases over 5,000 pieces of Wyoming High School art student’s artworks in all mediums. In honor of First Lady Carol Mead, the Wyoming Secondary Art Educators of Wyoming named an award, The First Lady of Wyoming Award. This was the most coveted award at Symposium for the students. The artworks were then displayed at the Governor’s mansion all year for the public to view the talent of our students.

Most importantly what I would like to share about Carol is her ability support, and to love unconditionally, all young people, all people. When meeting Carol for the first time, and always after that meeting, you feel as though you belong, you are valued, and you are appreciated. Is it any wonder that the young people in Wyoming adore our First Lady!! Carol’s warmth, enthusiasm, and passion for the State of Wyoming beams from every part of her being.”

- Marianne Vinich, artist and retired art educator
“On behalf of After School for Kids (ASK), I am so grateful to the First Lady for her dedication to Cheyenne’s kids and families. Because of the First Lady’s initiative on literacy, ASK has established Eat. Read. Grow. events—which support family time, literacy, meals, and books—in conjunction with the First Lady’s office.

We continue to serve over 200 meals per event, and families enjoy dinner together while sharing in literacy activities and family time. It has been a pleasure working with Carol, as always, but more than that, the First Lady spent time with the ASK kids—read to them, talked with them, and understood how important their voice is. She listened to their questions and gave them her time. The First Lady’s commitment to kids and community is authentic and heartfelt, and we are so honored to have worked with her. We will keep moving forward with literacy activities for kids through Eat. Read. Grow. events and thank the First Lady for all she has meant to the kids and the ASK Program!”

- Kathleen Gillgannon, executive director, ASK

“First Lady Carol Mead’s vision and leadership has been absolutely indispensable in establishing a nationally recognized Literacy Research Center and Clinic at the University of Wyoming that serves the literacy needs for children, families, teachers, and schools across the state! This will be her signal contribution and lasting legacy to the state of Wyoming, one that will provide academic and economic benefits for the state of Wyoming for decades to come. Thank you, Carol, from all of us in Wyoming for giving us this treasured gift and service for the people of Wyoming.”

- D. Ray Reutzel, dean of the UW College of Education

“We salute Carol Mead for her efforts to promote early childhood literacy across Wyoming over the years. Her support for the Wyoming Reads literacy celebration for the past eight years has been invaluable! Giving her time to speak with first graders about the importance of reading always had a huge impact and helped make the event even more successful!”

- John Jorgensen, founder of the Sue Jorgensen Library Foundation

“Thank you, First Lady Carol Mead, for all you have done to promote early literacy for young children in Wyoming! You have called attention to the importance of helping our young children and their families love to read. Starting programs like your Eat. Read. Grow. and your work with UW will make a difference. It has been a privilege to serve as co-chairman of the University of Wyoming Literacy Research Center and Clinic Board with you. You have left a legacy that will inspire others in years to come. Thank you!!”

- Judy Catchpole, former State Superintendent of Public Instruction and co-chair of the LRCC Board
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.

We Read was the 2017 award recipient. We Read is a partnership between the Casper Star-Tribune, the Natrona County School District, and the Natrona County Public Library. We Read’s aim is to promote and support literacy as a community-wide value and reading as an important multi-age mentoring activity.

Last year’s other nominees included the following.

- **Raising Readers in Wyoming** – Encourages parents to read to their young children by providing beautiful new books as part of the well child health care visits.
- **Wyoming Pathways from Prison** – Believes strongly in the power of education to transform lives, both within and outside prison walls, by creating opportunities for skill-building, personal growth, and self-reflection.
- **Boys and Girls Club of Cheyenne** – Inspires and enables all young people, especially those who need them most, to realize their full potential as productive, responsible, and caring citizens.
- **Lisa Taylor** – Executive director of Raising Readers in Wyoming.
- **Rebecca Symes** – Teacher and literacy coach in Uinta County School District #1.
In its ninth year, the UW Fall Literacy Conference is hosted by the University of Wyoming Literacy Research Center and Clinic to expose teachers from Wyoming and beyond to the latest research and best practices in literacy education. The conference features keynote presentations from top researchers in literacy education, a variety of breakout sessions, and workshops from featured children’s authors.

The conference has grown from 50 attendees and a keynote speaker back in 2010 to multiple guest speakers and workshops, teacher presentations from educators around the state and regionally, and 230 people in attendance this year.

In 2018, the conference brought together scholars and educators who presented and shared expertise related to literacy teaching and learning through a lens of multimodal approaches to making meaning. Keynote speakers included Dr. Angela Wiseman of North Carolina State University on Looking Beyond the Texts: Using Visual Methods to Understand Children’s Responses, Dr. Frank Serafini of Arizona State University on Reading the Visual: Teaching Multimodal Literacies, and renowned young adult author Gene Yang on Comics in the Classroom. In addition, Stan Steiner, Louise Jackson, and Timothy Rush provided children’s literature workshops. Steiner’s was on Multicultural Literature, Literally; Jackson’s was on Use of Realia in an Electronic World; and Rush’s was on Use Your Imagination: Why I Leave the Details Out of My Young Adult Fiction. Yang also offered a Comics Medium Workshop. Forty-two local and regional educators from Wyoming and Colorado offered a total of 17 breakout sessions.
ONGOING PROJECTS

ENGAGING IN LITERACY LEARNING

The Literacy Research Center and Clinic is at the forefront of professional development and research in literacy education. The LRCC 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.

Outreach Advisory Board Literacy Forum

On April 25, 2018, the Outreach Advisory Board hosted 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 2017 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.

LRCC Website and Resources

The LRCC website (www.uwyo.edu/education/lrcc) 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 e-book libraries in multiple languages, a repository for graduate student projects, and links to community and national organizations committed to literacy development for all ages.

Wyoming English as a Second Language and Dual Immersion Conference

This past year, the LRCC served as co-organizers for the Third Annual ESL and Dual Immersion Conference. Held in Jackson, the conference hosted close to 200 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 three years, the LRCC provided support for the Wyoming Pathways From Prison initiative. In one strand of the project’s work, inmates in the women’s and men’s correctional facilities have received literacy and financial literacy tutoring that provides access to educational opportunities for both personal and family purposes.

Literacy Needs Assessment Site Visits

Over the last year and a half, the LRCC visited eight schools across the state to provide comprehensive needs assessments of literacy teaching and learning. These visits occurred at elementary and secondary levels, and they included classroom observations; interviews with teachers, administrators, and students; educator self-reflections; and analysis of school-wide assessment data. Compiling all of these data, we provided schools with summary reports of current practices and considerations for refining schoolwide approaches to literacy.
WyoWrites (formerly the Wyoming Writing Project)

WyoWrites is a group of teacher leaders and writers trained in writing instruction. We believe that all teachers are writers as well as teachers of writing. Teachers, just like their students, must feel confident in their writing to serve as mentors and models in their classrooms. We believe there is a need for writing instruction and assessment support for teachers K–12. We believe in a community and collaborative approach to teaching and supporting research-based writing instruction across the state. We offer professional development for teachers and partnerships with schools, training for teachers who wish to become teacher leaders and stronger writers and teachers of writing, support with finding resources and planning instruction and assessment, a community of writers and avenues for publications of all types, and support for K–12 writers including camps, days of writing, scholastic arts, and writing. Events to look for this coming year include statewide book study for any interested K–12 teachers in partnership with Wyoming English Language Arts Council, shop talk sessions monthly, applications for teacher leader training, and summer professional development for K–12 teachers.

UW Literacy Clinic Initiative

The goal of the LRCC clinic is to provide diagnostic assessment and individualized tutoring to school-aged students on the UW campus. 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 and literacy doctoral students to deepen their understanding of research-based assessment and instructional practices as they learn how to diagnostically assess students’ strengths and needs and provide responsive instruction one-on-one. The clinic is currently organizing and planning for the integration of undergraduate interns to work more intensively in the clinic under the faculty and doctoral student directions while also assisting in research and ambassadorship of the clinical approach to supporting students that find reading and writing challenging.

“The LRCC uses a highly responsive teaching model to meet the needs of all students. This approach increased my confidence and ability to analyze data to give targeted instruction that is meaningful to students.”
PARTNERSHIPS

Evansville Elementary Partnership

In spring 2017, Dana Robertson and Cindy Brock formed a research and professional learning partnership with Evansville Elementary School, a pre-K through fifth grade school in Natrona County School District #1. Based on the observations from a full-day literacy needs assessment and several meetings with school leaders, professional learning goals for the school were developed around vocabulary instruction.

During the summer of 2017, the LRCC then worked with the school administrators and teacher leaders to design a professional learning context incorporating full-day workshops, professional learning communities within the school focused on learning about vocabulary instructional practices, and monthly technology-facilitated meetings leadership team meetings, modeled lessons, and coaching provided by the LRCC during three site visits. One of the main guiding features of the overall approach is that the teachers at the school co-designed the process and were key decision-makers in their own learning.

Over the course of the 2017–18 school year, all teachers reported more consistent and intentional vocabulary instruction implementation and more confidence in their abilities to integrate vocabulary throughout the school day through teacher self-reflection rubrics. Further, in meetings, coaching days, and interviews, the teachers and principal consistently reported that students were taking ownership over their own vocabulary learning, using vocabulary regularly in their talk and writing, and expressing an excitement about words that the school hadn’t seen in the past.

The partnership is now continuing into the 2018–19 school year. While teachers are still working to implement the vocabulary practices from year one, they are also focusing more broadly on reading and writing informational texts. The teachers have continued the same professional learning process they co-developed in the first year. Along with full-day workshops, the LRCC will continue monthly leadership meetings through video technologies and have already scheduled several site visits throughout the year.

“The opportunity that UW’s Literacy Center is creating for the people, for the educators, and, of course, for the students of Wyoming is priceless.”

“UW is there to work with us, and they’re in the weeds to make progress. They are working as hard as we are to try to help our school to be successful at this work, so I think that’s the biggest thing. It’s a commitment made by both parties to enhance and empower students. That’s my favorite thing of what we’re doing.”
Jackson Elementary School Partnership

In 2017, literacy faculty member Patrick Manyak began a vocabulary and language enhancement project with seven teachers in Jackson. The goal was to develop, implement, research, and refine comprehensive vocabulary instruction in second-grade classrooms in the dual immersion program. The project began with a visit to the school in September, during which he taught demonstration lessons for the teachers. He then continued to meet with the teachers every two weeks with distance video technologies and site visits throughout the year.

In April 2017, the emerging work from this partnership was presented at the Wyoming English as a Second Language and Dual Immersion Conference in Jackson. Pre-assessment and post-assessment data are currently being analyzed from the first year of work. In addition to this ongoing analysis of assessment data, Ellen Kappus, a University of Wyoming doctoral student, conducted a related qualitative study focused on the teachers’ experience of their participation in the formative experiment. Preliminary findings indicate that the project has created the teachers’ enthusiasm for the project instruction, their sense of the practicality and feasibility of the routines, and the heightened culture of word consciousness in the classrooms.

Big Piney Partnership

In fall 2017, Leigh Hall and Cindy Brock began collaborating with Big Piney High School in Big Piney. The purpose of this partnership was to improve teachers’ abilities to provide literacy instruction and increase reading test scores for the students. During the 2017–18 school year, we identified what teachers needed to learn to support their students and developed a plan for helping them.

Given the distance between us, we created a series of online professional development courses that allowed teachers to access content when and how they wanted and to engage with it as often as they needed. Courses required teachers to apply what they were learning to their instruction and then share what their experiences and data with both us and their colleagues.
Everyone could read, review, assist, and respond to the work anyone posted. This made the professional development a truly collaborative and interactive experience that transcended distance. These online courses were supplemented by three visits during the academic year that allowed us to observe instruction, speak with teachers and school administrators, and refine our approach.

Each course required teachers to complete a pre- and post-survey, as well as to engage in an average of three assignments. Data showed that 73% of the teachers entered the course with either no understanding or a misunderstanding of the concepts being presented. At the end of each course, 88% of the teachers accurately understood the content and could apply it to their instruction. Interviews with teachers indicated that they enjoyed the format of the professional development, preferred to learn via video at their convenience, and believed they were improving their understandings about literacy instruction. Now in Year 2, the online professional development model currently has 17 classes and is serving approximately 75 teachers in the state of Wyoming.

We continue to work with Big Piney using the same approach as Year 1 but with an additional component of having teachers create and provide professional development to their colleagues, demonstrating what they have learned through the courses and how it can be used in instruction. At the end of Year 2, we will have a well refined model for online professional development to support literacy learning that can be combined with an in-person more-intensive option to which schools can opt in that will deepen and extend professional development around literacy instruction.

"It’s amazing to watch our teachers and how much they’ve grown and really how excited they are about the work they are doing in the classroom."

"My favorite part, especially about working with the University of Wyoming, is the collaborative idea that this is something that we as a staff have gotten the opportunity to be involved in. We’ve gotten the opportunity to share with one another what we’re doing in our classes. If we’re going to do something as a school, I like being able to be involved in that. I appreciate the staff at UW helping us develop what works for us."

"..."
In 2016, Dana Robertson, Cindy Brock, and Victoria Gillis formed a professional learning community partnership with the Teton Literacy Center (TLC) in Jackson. The Teton Literacy Center engages preschool-aged children through adults in early literacy, tutoring, enrichment, and adult literacy experiences. As of the 2017 school year, the Teton Literacy Center had worked with 515 students and 375 families for a total of 30,971 hours of literacy-related tutoring.

During the first year of the LRCC/TLC partnership (2016–17), we focused on developing the vocabulary and oral language proficiencies of all students and adult learners, with a particular emphasis on the large multilingual population in Teton County. Robertson, Brock, Gillis, and Adeline Borti, a doctoral research assistant, worked directly with Executive Director Laura Soltau, Associate Director Kristin Livingstone, and the seven other coordinators and led teachers through a hybrid combination of face-to-face professional learning experiences and video-mediated teacher study groups. Faculty members then used the high-quality literacy practices they studied within their own teaching and in the lessons they planned for the over 100 volunteers who tutor at the TLC.

During the second year (2017–18), we continued to explore vocabulary development and oral language proficiency as an overall instructional focus for all students and adults at the TLC; however, we made several adjustments to the nature of our collaboration. First, we employed the use of coaching within and across teacher study groups. Teachers worked collaboratively in small study groups between monthly professional development meetings to continue to employ additional high-quality evidence-based literacy practices in their own teaching, to reflect on the impact of their teaching practices with respect to their students’ learning, and to coach one another to improve the manner in which they provided instruction in their respective contexts. Second, during monthly whole-group professional development sessions, teachers shared instructional practices and ideas that were working and problem-solved with the larger TLC group about instructional practices and ideas with which they struggled.

During the third year (2018–19), the TLC members will continue to build on the work they have done around vocabulary and oral language proficiency. However, members of the TLC will also add motivation and engagement as overarching foci at the TLC. Teachers at the TLC will continue to work in small study groups this year, but study groups will work more directly with UW colleagues on particular problems of practice identified by each study group. As well, a local teacher with literacy expertise, Kyla King, has been hired to provide face-to-face coaching for individual and small groups on a bi-weekly basis. This year, there will be an even greater emphasis on measuring individual teacher learning across the year.
The partnership with the Literacy Research Center and Clinic has elevated the quality of work at the Teton Literacy Center. They have supported our center and staff in developing a sustainable model for professional development that focuses on reflective teaching practices. Cindy and Dana have always ensured that our collaborative efforts and partnership are driven by the needs of TLC. The individual support they have provided our teachers is something that we wouldn’t be able to find anywhere else. For us to attend state conferences or other professional development opportunities, it usually takes 5-8 hours to get there. It’s incredible to have this professional development set up in which we can learn where we are. I am incredibly grateful for this partnership and how it has moved our teachers, programs, and students forward. Thank you!

“The Literacy Research Center and Clinic has been instrumental in supporting the development of a positive culture of professional development in our office. Our staff members feel they have a voice in their own learning and the direction of the organization because of the resources and support the LRCC provided to our leadership team. On a personal level, the work I have done with the LRCC has left me feeling empowered to increase my own effectiveness as a literacy educator and that of my team.”

“I have really enjoyed and appreciated collaborating with University of Wyoming’s LRCC! The time we’ve spent with LRCC faculty has supported me to be a reflective educator, working towards my goals of being responsive to the diverse literacy needs of my students and helping me stay up to date on best practices in the field. Thank you for the time we’ve spent with you!”
WHAT'S NEXT?

Supporting Students Who Find Reading Challenging Initiative

This collaborative initiative is between Special Education faculty members, Tiffany Dobler and Richard Carter, and Literacy faculty, Leigh Hall and Dana Robertson. The initiative will support the professional learning of educators, both pre-service and in-service, throughout the state of Wyoming and educators across the United States specifically addressing the need to identify, support, and successfully educate students with dyslexia. The project will include the development technology-mediated professional development modules designed to provide comprehensive support through innovative platforms that can reach all teachers regardless of geographic area. These platforms allow educators to access meaningful professional development at their own pace through online means. Additionally, educators have the opportunity learn new content and demonstrate the acquisition of corresponding skills that improve their practice.

Hinono‘eitiit

This is a collaborative initiative, translated as the Intra-Tribal Institute for Applied Literacy research in Arapaho Language and Culture, that will link the Hinono‘eitiit with the LRCC;

a) to increase the number of Northern Arapaho teachers who attain Wyoming state teacher certification, earn an endorsement in American Indian Studies from UW, and are tribally certified in Arapaho language and cultural fluency;

b) to increase the number of Wyoming teachers already working at St. Stephens School who earn the AIS endorsement and become tribally certified in Arapaho language and culture; and

c) to foster children’s acquisition of Northern Arapaho language and culture as a foundation of their education through dual language/cultural immersion at St. Stephens School.

Early Literacy Initiative

This initiative in its infancy will be supporting early literacy learning across the state of Wyoming in partnership with the College of Education’s Teacher Education Initiative WYECON – the Wyoming Early Childhood Outreach Network.

LRCC-SMTC Partnerships

This is an emerging partnership exploring how the two organizations, the LRCC and the Science and Math Teaching Center, can leverage each other expertise to provide in-depth disciplinary literacies professional learning opportunities to teachers across the state.
OUR PEOPLE

The Outreach Advisory Board

First Lady Carol Mead – Co-Chair
Judy Catchpole – Co-Chair
Susan Anderson
Jillian Balow
Affie Ellis
Brian Farmer

Mary Garland
Amy Ready
William Scarlett
Becky Symes
Wm. Jeff Wasserburger

The Research Advisory Panel

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Rita Bean, University of Pittsburgh
Fenice Boyd, SUNY Buffalo
Jan Dole, University of Utah
Lori Helman, University of Minnesota
Kathleen Hinchman, Syracuse University

Melanie Kuhn, Purdue University
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Todd Reynolds, Assistant Professor
Dana A. Robertson, Associate Professor
Leslie Rush, Professor
Jenna Min Shim, Associate Professor
Amy Spiker, Associate Lecturer
Allen Trent, Professor
"My dissertation research on teachers as writers was supported by the Literacy Research Center and Clinic through the Ellbogen Graduate Student Fellowship. It allowed me to present and publish my research nationally and internationally."

— Tia Frahm, John P. Ellbogen Graduate Assistantship, assistant professor at Northern Arizona University

"I am a third-year Ph.D. candidate in literacy who focuses on nonformal learning context. My graduate assistantship that I received during the spring and summer 2018 helped me sharpen my skills with data analysis and writing critical literature reviews. I was able to focus on my research and publish articles in my area."

— Dilnoza F. Khasilova, Donne and Sue Fisher Graduate Assistantship

"I aspire to become a competent professional, and through the graduate assistantship, I have benefited from opportunities to engage in research, attend conferences, and network with scholars in the University of Wyoming and scholars outside the university. In addition to receiving funding, my position as a graduate assistant enables me to work closely with some UW literacy faculty, and this experience has provided relevant mentoring opportunities for me."

— Adeline Borti, Donne and Sue Fisher Graduate Assistantship

"The LRCC’s funds have enabled me to advance in my understanding of the rigorous standards and expectations required in the educational research field. I have also been given the opportunity to participate in the ongoing projects the university has while pursuing my own research goals and interests with elementary students."

— Darian Thrailkill, Don and Betty Walters Summer Graduate Assistantship

"It was difficult to leave public school teaching for full-time doctoral study. However, my assistantship has allowed me to continue working closely with children and teachers in public schools, as well as in a clinical setting. Funding has placed school-based research within reach, letting me serve public schools in a new capacity."

— Lauren Padesky, Donne and Sue Fisher Graduate Assistantship

"Graduate funding has let me straddle two worlds, keeping my teaching life for nine months a year and then adopting the coaching/research life during the summer. The experience not only enriches my teaching but also informs my future in research."

— Christopher Padesky, Donne and Sue Fisher Summer Graduate Assistantship
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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- Douglas Reeves
- Dr. Louise Jackson
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