



UW

College of Education
Literacy Research
Center and Clinic



ANNUAL REPORT

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LETTER FROM THE DIRECTOR

Dear Friends of Literacy,

Since its inception, the Literacy Research Center and Clinic (LRCC) has provided professional development or engaged in research in 17 counties, with some of our project groups having statewide representation. We have interacted with thousands of Wyoming educators in statewide conferences and worked with countless children, families, and pre-service and in-service teachers in our literacy clinic and centers around the state. We are forever grateful to Wyoming's Legislature, our numerous donors, our Outreach Advisory Board and Research Advisory Panel, the Wyoming Department of Education, and our colleagues within the College of Education for their ongoing support and generosity.

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. We have enjoyed another year of inspiring work with educators and children around the state, and we hope to continue to touch the lives of educators and families in the months and years to come.

Take care,

Dana A. Robertson

Dr. Dana A. Robertson
Executive Director
UW Literacy Research Center and Clinic

OUR VISION, MISSION, AND VALUES

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.

FROM A WYOMING SCHOOL ADMINISTRATOR

"Your expertise is a gift."

IMPACT BY THE NUMBERS

PROFESSIONAL DEVELOPMENT

6 Number of school districts and centers participating in professional development

450+ Number of educators statewide—and beyond—participating in distance-based or technology-mediated professional development

85% Average percentage of educators who showed improved knowledge and application of literacy teaching practices

LRCC CLINIC

61 Number of school-aged students who have participated in clinical services since 2017

13 Average number of students per semester

1/2 YEAR GAIN
Average achievement growth of students who received tutoring during 14 90-minute sessions

CONFERENCES

350+ Number of educators who attended conferences supported by the LRCC development

15 Wyoming counties represented at LRCC's Fall Literacy Conference in 2019

5 States represented at LRCC's Fall Literacy Conference in 2019

2 Countries represented at LRCC's Fall Literacy Conference in 2019

SCHOLARLY ACCOMPLISHMENTS TO DATE

47 Peer-reviewed conference presentations

24 Publications

11 Invited presentations

3 WWP Scholar publications

3 Awards and honors

READY 4K WY

600+ Number of families enrolled in Ready4K WY texting program

FROM A WYOMING GRADE 1 STUDENT

"I wish every day was a literacy center day."

FROM A WYOMING PARENT

“I have been so impressed with all that you are doing.”



CAROL MEAD'S LEADERS IN LITERACY AWARD

Carol Mead's Leaders in Literacy Award—formerly known as 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. This past year, the award was renamed to honor the legacy of former First Lady Carol Mead and her tremendous impact on literacy and education statewide.

In 2018, this award's third year, the award recipient was Raising Readers. Raising Readers in Wyoming encourages parents and caregivers to read to their young children by providing beautiful new books to the families as part of the well child health care visits.

The year's other nominees included the following:

- Teton County School District
- Wyoming Education Association
- Holy Name Catholic School

PARTNERSHIPS

CULTIVATING SUSTAINABLE PROFESSIONAL LEARNING IN SCHOOLS

Evansville Elementary

Dana Robertson's and Cindy Brock's partnership with Evansville Elementary School, a pre-K through fifth grade school in Natrona County School District #1, began in 2017. This partnership highlights the work that we are doing in schools to cultivate sustainable professional learning contexts by empowering teachers at the school to co-design the process and be key decision-makers in their own learning.

Since 2017, the partnership has focused on developing instructional practices for vocabulary and informational text reading and writing. One hundred percent of classroom teachers have reported more consistent and intentional vocabulary instruction implementation and more confidence in their abilities to integrate vocabulary throughout the school day and in using informational reading and writing to support content learning. Further, the teachers and principal consistently report that students are taking ownership over their own learning and showing evidence of increased engagement in learning. Of note, Evansville Elementary has consistently met or exceeded expectations for state achievement testing.

Other ongoing partnerships include the following:

- Big Piney Elementary School
- Big Piney High School
- Teton Literacy Center

PROVIDING PROFESSIONAL DEVELOPMENT IN SCHOOLS

VALE Project

Patrick Manyak is partnered with Jackson Elementary School Jackson for the Vocabulary and Language Enhancement Project. The goal is to develop, implement, research, and refine comprehensive vocabulary instruction in second-grade classrooms in their dual immersion Spanish-English program.

Outcomes from this work so far have shown for all dual immersion classes that vocabulary growth is greater than what would be expected from established norms using a standardized test of general vocabulary knowledge. Showing growth on tests of general vocabulary is no easy feat, especially when considering that instruction is 50% in English and 50% in Spanish.

Other ongoing partnerships include the following:

- Converse County School District #1
- Washakie County School District #1

SUPPORTING LITERACY LEARNING AND TEACHING STATEWIDE

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 supports the professional learning of educators, both pre-service and in-service, throughout the state of Wyoming and across the United States specifically addressing the need to identify, support, and successfully educate students with dyslexia. Currently, the project team is developing technology-mediated professional development using Alexa® skills designed to give educators the opportunity to access meaningful professional development at their own pace through online means. Additionally, educators will have the opportunity to learn new content and to demonstrate the acquisition of corresponding skills that improve their practice.

Other ongoing partnerships include the following:

- WYCOLA Professional Development on Writing
 - 34 participants
 - In progress
- Literacy Teachers® Micro- and Nano-courses
 - 420+ participants
 - While data are continually being analyzed, current survey analysis shows that approximately 87% of all teachers begin a course claiming they a) did not understand one or more concepts, b) had limited understandings, and/or c) were not confident that they understood the information very well. After completing a course, this number dropped to an average of 12%. Pre and post surveys showed that, overall, the majority of teachers were able to improve their understanding of how to teach literacy in accordance with the objectives for a given course.
- Early Literacy (birth to age 5) Professional Learning Modules
 - In development

PRESERVING NORTHERN ARAPAHO LANGUAGE AND CULTURE

Hinono'eitiit

This collaborative initiative, translated as the Intra-Tribal Institute for Applied Literacy Research in Arapaho Language and Culture, is in the planning and development phase with the following goals:

- 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;
- 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
- to foster children's acquisition of Northern Arapaho language and culture as a foundation of their education through dual language and cultural immersion at St. Stephens School.

Currently, St. Stephens has secured a \$166,000 grant and the project team is beginning the initial development of curriculum and processes for a dual immersion school in Arapaho and English.

OUR PEOPLE

OUTREACH ADVISORY BOARD

Wm. Jeff Wasserburger – Co-Chair
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LRCC STAFF

Dana A. Robertson, Executive Director

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LITERACY FACULTY

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Leigh Hall, Excellence Chair
Keonghee Tao Han, Associate Professor
Patrick Manyak, Associate Professor

Todd Reynolds, Assistant Professor
Dana A. Robertson, Associate Professor
Leslie Rush, Professor
Jenna Min Shim, Associate Professor
Amy Spiker, Associate Lecturer
Allen Trent, Professor

GRADUATE STUDENT ASSISTANTS

Adeline Borti (Donne and Sue Fisher Graduate Assistantship in Literacy)
Avia Kelly (Reeves Graduate Fellowship in Literacy)
Dilnoza Khasilova (Donne and Sue Fisher Graduate Assistantship in Literacy)
Christopher Padesky (Donne and Sue Fisher Graduate Assistantship in Literacy)
Lauren Breckenridge Padesky (Ellbogen Graduate Fellowship in Literacy)
Laurie “Darian” Thrailkill (Don and Betty Walters Graduate Assistantship)

A young boy wearing a bright green t-shirt, black shorts with a teal stripe, and a black baseball cap is standing in a classroom. He is holding a yellow pencil and drawing on a large, vertical interactive whiteboard. The whiteboard displays a colorful illustration of a city street scene. To the left of the boy, a small whiteboard with the year '2018' and some other text is visible. The floor is covered with a patterned carpet.

WITH APPRECIATION

A SPECIAL THANK YOU TO DONORS AND STRATEGIC PARTNERS

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

Donne and Sue Fisher
Mickey and Jeanne Klein
The Joe and Arlene Watt Foundation
Thea Stidum
The Mary H. Storer Foundation
Don and Betty Walters
The Charles D. Trover Family Foundation
Archie Jurich
The John P. Ellbogen Foundation
Douglas Reeves
Dr. Louise Jackson
Doug and Susan Samuelson
The estate of William H. Schwiering
Bill and Nancy Pettus
Scarlett Family Foundation
The estate of Mary Jo Carson
Darryl and Helga Bindschalter and family
Phil and Paula Lantz
Ann Pickard and Dan Smith
Tom and Naomi Binning
Janet and Duane Swinton
The estate of Sigrid See
Harry and Shirley Kembel
Teton Literacy Center and TLC Board of Directors

We also owe a debt of gratitude to the following for their steadfast support of literacy in Wyoming.

Governor Mark Gordon
Former Governor Matt Mead and First Lady Carol Mead
The Wyoming State Legislature



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