



4th Annual
Wyoming ESL Conference

April 26 - 27, 2019
**Pathways Innovation Center &
Roosevelt High School**
Casper, Wyoming

Collaboratively Presented By:
University of Wyoming College of Education &
Natrona County School District

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WiFi Information

Network Name: *NCSD Guest*
Username: *guest*
Password: *guest*

Conference Co-Chairs

Dr. Jenna Shim, ESL Program Coordinator
UW College of Education, School of Teacher Education

Kim Jones, Instructional Facilitator and EL Program
Leader, Natrona County School District

Special Thanks To

Jason Harper
Anna Shur
Becky Dechart

Welcome! To the Fourth Annual Wyoming English as a Second Language Conference in Casper, Wyoming. The conference has grown over the years to be the primary forum in the state for sharing and discussing new research and novel techniques to support ESL students.

In this program, you will find the full schedule of the conference and locations of all sessions. Please see the brief descriptions of each presentation and session on pages 11-19.

We hope this conference provides you with the opportunity to network with your peers from across the state and in the surrounding region as well as high-quality sessions to help educators in professional practice.

There will be a Conclusion and Evaluation Session at the end of the conference. Feedback will be collected via a Google Form sent to your email. Your input will help improve the conference in future years.

We hope you have a fulfilling and fun couple of days!

PTSB Renewal Credit / UW EDCI 5959 Credit

Please remember that .5 Professional Teaching Standards Board renewal credit is available to certified Wyoming K-12 teachers, as well as one graduate hour of University of Wyoming EDCI 5959 credit. Please see the registration table for more information about both opportunities.

Friday, April 26, 2019 (Pre-Conference)	
Registrants to meet at assigned school	
8:30 - 11:45 am	Morning Classroom Tours
12:30 - 3:45 pm	Afternoon Classroom Tours
Friday, April 26, 2019	
Roosevelt High School	
5 - 5:45 pm	Check-in & Networking Mixer
5:45 - 6:30 pm	Dinner
Roosevelt High School (Gymnasium)	
6:40 - 6:50 pm	Conference Introduction Dr. Jenna Shim, Conference Co-Chair, UW ESL Endorsement & Graduate Certificate Coordinator at University of Wyoming
6:50 - 7 pm	Speaker Introduction Dr. Ali Bicer, Assistant Professor of Mathematics Education
7 - 8:45 pm	Conference Welcome Dr. Richard Kitchen, Wyoming Excellence in Higher Education Endowed Chair in Mathematics Education at University of Wyoming
	Keynote Introduction Dr. Cynthia Brock, Wyoming Excellence in Higher Education Endowed Chair in Literacy Education at University of Wyoming
	Keynote: The Word-Learning Journey has No Boundaries Dr. Lori Helman

Saturday, April 27, 2019

PIC & Roosevelt High School (Commons)

7:45 - 8:15 am **Morning Snacks**

PIC & Roosevelt High School (Gymnasium)

8:15 - 8:25 am **Morning Introduction**
Kim Jones, Conference Co-Chair, NCSD

8:25 - 8:40 am **Welcome Message**
Steve Hopkins, Superintendent, NCSD

8:40 - 10:15 pm **Keynote Introduction**
Dr. D. Ray Reutzel, Dean, College of Education, University of Wyoming
Keynote: Vogt's Top Ten: What I've Learned about Teaching English Learners (and other students...)
Dr. Mary Ellen Vogt

10:15 - 10:30 am **Break**

PIC & Roosevelt High School (See Locations Below)

10:30 am - 12 pm **Featured Presentations**

Room 1237 (PIC) **Dual Language Immersion in Wyoming (K-12)**
Scott Eastman, Keri Shannon, Bertine Bahige, Brett Thielbar

Room 1235 (PIC) **Effectively Engaging ELL Students in Meaningful, Motivating, and Memorable Project-Based Learning (K-12)**
Joanie James, Deyonne Young, Timbree Brown, Nicole Roden, Lauren McDaniel, Karen Bayert, Marci Miles, Theresa Williams

Saturday, April 27, 2019 (continued)

PIC & Roosevelt High School (See Locations Below)

10:30 am - 12 pm **Featured Presentations**

Room 1227 (PIC) **High Stakes, High Impact: English Disciplinary Literacy for Emerging Bilingual Learners (All)**
Leslie Rush and Todd Reynolds
Leslie Rush and Todd Reynolds

Presentation Steps (1211 PIC) **Instruction for English Learners: Practical Approaches from the Comprehensive Writing Instruction Research Project (K-12)**
Dr. Patrick Manyak

Room 1229 (PIC) **Supporting ELLs in Science Classrooms with the New Science Standards (K-12)**
Martha Inouye and Dr. Ana Houseal

Room 1201 (PIC) **The Design and Development of the Discursive Assessment Protocol: An Instrument Intended to Support the Mathematical Learning of ELLs (All)**
Dr. Rick Kitchen and Dr. Ali Bicer

PIC & Roosevelt High School (Commons)

12 - 1 pm **Lunch**

Optional Ph.D. Informational Session
Join Drs. Cynthia Brock and Leigh Hall for an informal lunchtime chat about earning your Ph.D. at the University of Wyoming. Attend full time (with funding) or part-time. Get your degree in-person or fully online!

Saturday, April 27, 2019 (continued)

PIC & Roosevelt High School (See Locations Below)

1 - 1:45 pm

Breakout Sessions

Room 1127 (RHS)

Bridging the Familial Engagement Gap between Districts and ELL Families
Suggested Level: All

Room 1227 (PIC)

Bring Language to Life with all Five Senses Part 1
Suggested Level: K-12

Room 1124 (RHS)

Exploring Dimensions of Academic Language
Suggested Level: All

Room 1235 (PIC)

Individual English Learner (EL) and School Accountability
Suggested Level: All

Room 1201 (PIC)

Integrating Engaging Vocabulary Strategies in the Classroom
Suggested Level: K-12

Room 1229 (PIC)

Newcomer Instruction: Vocabulary, Literacy, Parent Involvement
Suggested Level: K-12

Room 1234 (PIC)

Online Instructional Tools: ESL Students and The Difficulties They Face
Suggested Level: All

Room 1237 (PIC)

Supporting English Learners in Content Area Classrooms: A Secondary Approach to Inclusion, Collaboration, and English Language Development
Suggested Level: K-12

Saturday, April 27, 2019 (continued)

PIC & Roosevelt High School

1:45 - 2 pm

Break

PIC & Roosevelt High School (See Locations Below)

2 - 2:45 pm

Breakout Sessions

Room 1229 (PIC)

A Look into the Early Literacy Classroom
Suggested Level: K-12

Room 1227 (PIC)

Bring Language to Life with all Five Senses Part 2
Suggested Level: K-12

Room 1235 (PIC)

Individual English Learner (EL) and School Accountability
Suggested Level: K-12

Room 1127 (RHS)

The Impact of Trauma on English Language Learners
Suggested Level: K-12

Room 1124 (PIC)

Vocabulary Domains and Brain-based Learning
Suggested Level: All

Room 1234 (PIC)

Writing Content and Language Objectives for the Sheltered Classroom
Suggested Level: K-12

Room 1237 (PIC)

Wyoming DLI - Panel with the Principals
Suggested Level: K-12

Room 1201 (PIC)

Wyoming Seal of Bi-literacy
Suggested Level: K-12

Saturday, April 27, 2019 (continued)

PIC & Roosevelt High School (Gymnasium)

2:45 - 3:15 pm

Conference Conclusion & Evaluation:

Jenna Shim & Kim Jones

Please check your email for a link to a Google Form where you can provide your feedback on the confence. Your input will help shape the conference in future years.



THE WORLD NEEDS MORE ESL EDUCATORS.

UW ESL Program leads to Wyoming State ESL endorsement.

In Wyoming and many states across the nation, the number of English Language Learners is increasing at rates higher than any other social group. The need to address the specific educational issues and challenges these students face, by way of culturally and linguistically responsive professional practices, is of critical importance to the vitality of our classrooms, schools, and communities.

Visit www.uwyo.edu/esl or email jshim@uwyo.edu for information.

Keynote Speaker



Dr. Lori Helman

The Word-Learning Journey Has No Boundaries

Abstract: In this keynote session, Dr. Helman shares research from her numerous years of study on the language and literacy development of students learning English as an additional language (emergent bilinguals). Emergent bilinguals learn both constrained skills- such as letter sounds and word patterns- in much the same way as native speakers, but unconstrained skills such as vocabulary and comprehension require deep and focused instructional support to help students become successful. Dr. Helman highlights approaches for vocabulary instruction and ways to connect with students' background experiences that will enhance emergent bilinguals' acquisition of the important academic vocabulary and concepts so necessary for understanding school content. Each student brings language resources and experiences to schooling and, when educators build on their knowledge and identities, each student's word-learning journey will know no bounds!

Speaker Bio: Lori Helman, PhD, is Professor in the Department of Curriculum and Instruction at the University of Minnesota, where she is also Director of the Minnesota Center for Reading Research. She researches and teaches classes in literacy development, reading difficulties, effective teaching practices for multilingual students, and works with literacy professionals to implement schoolwide systems of support. She is a former bilingual elementary school teacher and school district literacy coordinator. Dr. Helman is the author or coauthor of 13 books and has written chapters, journal articles, and curriculum support materials that investigate language learning and literacy development with diverse students. She is a co-author on numerous books and materials in the Words Their Way series, including the Spanish word study program, Palabras a su paso.

Keynote Speaker



Dr. MaryEllen Vogt

Vogt's Top Ten: What I've Learned about Teaching English Learners (and other students...)

Abstract: If you feel like you're swimming up stream with your English learners and struggling learners, this session is for you! Dr. Vogt will share what she has

learned during a lifetime of teaching, writing, and doing research on language and literacy development for English learners (and other students). Her keynote will include proven instructional techniques for concurrently teaching academic language and academic content through the SIOP Model. Be prepared to laugh a little, think a bunch, and learn a lot!

Speaker Bio: MaryEllen Vogt is Professor Emerita of Education at California State University, Long Beach; and currently, she is an adjunct professor at William Jessup University in the School of Education. She received her doctorate from the University of California, Berkeley, and is an author of over 60 articles and chapters in professional texts. She is also a co-author of 17 books for teachers and administrators, including Making Content Comprehensible for English Learners: The SIOP Model (5th ed., 2017). Dr. Vogt has provided professional development in all fifty states and in several other countries, including Germany, where she was invited to serve as a Visiting Scholar at the University of Cologne. She was inducted into the California Reading Hall of Fame, received her university's Distinguished Faculty Teaching Award, and served as President of the International Reading Association. In 2017, Dr. Vogt was inducted into the Reading Hall of Fame, an international organization of literacy researchers and scholars.

Featured Presentations

Dual Language Immersion in Wyoming

Abstract: This panel includes leaders in Dual Language Immersion programs from different districts in the of Wyoming. Each panelist brings a unique perspective from their Dual Language Immersion program. The discussion will provide information on the history of each district's program as well as historical background of dual language immersion programs nationally, which will include the purpose for DLI both nationally and locally. In addition, different models of DLI programs will be discussed and the districts will share information on their programs. The panel will share collaborative work that is underway to create unity throughout the state as DLI programs continue to expand. A question and answer session will follow the panel discussion with hints on how a district can start a DLI program and impact language learning for all students.

Presenters: Scott Eastman, Keri Shannon, Bertine Bahige, Brett Thielbar

Effectively Engaging ELL Students in Meaningful, Motivating, and Memorable Project-Based Learning

Abstract: Elementary and middle-school teachers will share the process of effectively engaging ELL students (and all other students) in meaningful, motivating, and memorable project-based learning. These kindergarten through 8th-grade teachers will provide explanations, pictures, and videos of project-based learning experiences, and answer your questions concerning successful implementation of project-based learning.

Presenters: Joanie James, Deyonne Young, Timbree Brown, Nicole Roden, Lauren McDaniel, Karen Bayert, Marci Miles, Theresa Williams

High Stakes, High Impact: English Disciplinary Literacy for Emerging Bilingual Learners

Abstract: This interactive presentation will provide information about disciplinary literacy, particularly within the discipline of English, and how it is distinguished from but still connected to content area literacy instruction. We will engage audience members in simple but effective instructional activities that have emerged from our research on disciplinary literacy in English Language Arts (ELA). These activities, which we will connect with Sheltered English guidelines, provide low-stakes but high-impact opportunities to support English Learners in ELA classrooms.

Presenters: Dr. Leslie Rush and Dr. Todd Reynolds

Supporting ELLs in Science Classrooms with the New Science Standards

Abstract: Wyoming adopted new science standards in the fall of 2015. These new standards defined science as a three-dimensional composite of content, practices, and cross-cutting concepts, which are ideas that connect concepts among the disciplines. The research supporting these standards calls for the use of instructional strategies that promote equitable classrooms driven by students and student-relevant contexts. Many strategies we promote in our professional development workshops with K-12 science teachers across Wyoming aid in equitable practice for all students, including ELLs. Dr. Claude Goldenberg, one of last year's keynote presentations, noted that, "what is effective for ELLs is very similar to what is effective for students 'in general'." In other words, strategies conducive to academic success of ELLs are ones that work for all students; these new science standards support this view. By using relevant phenomena, student-driven units, reflective processes, and collaborative sense-making, teachers are finding ways to engage students and support conceptual understanding for students of all backgrounds and abilities. This presentation will explore these recent shifts and how these reform-based shifts support ELLs. Join us as we share some of our work, provide space to share ideas, and consider ours within your own practice.

Presenters: Martha Inouye and Dr. Ana Houseal

The Design and Development of the Discursive Assessment Protocol: An Instrument Intended to Support the Mathematical Learning of ELLs

Abstract: This session, we will share a research protocol developed to support the mathematical learning of English language learners (ELLs). The protocol, referred to as the "Discursive Assessment Protocol" or DAP, was designed to be both culturally affirming and equitable. The design of the DAP uses an integrated theoretical framework that combines George Pólya's (1957) four basic principles of problem solving with research-based instructional strategies intended to benefit ELLs. This integrated theoretical framework builds on Pólya's classic work to provide a practical tool that teachers can use to support the mathematical learning of ELLs and all of their students. As part of the session, participants will view videos of 6th grade ELLs as they engage in the different stages of the DAP solving problems that involve fractions. Participants will have opportunities to discuss the videos with regards to specific practices related to equity and ELLs being supported to develop their mathematical thinking. The DAP will also be shared with participants to use in their classrooms.

Presenters: Dr. Rick Kitchen and Dr. Ali Bicer

Writing Instruction for English Learners: Practical Approaches from the Comprehensive Writing Instruction Research Project

Abstract: Writing is the critical "Third R" of schooling and the most common medium by which students at all levels demonstrate "what they know." However, only 5% of 8th grade ELLs and 1% of 12th grade ELLs performed at a proficient level in writing on the 2012 NAEP. These statistics highlight the facts that writing represents a clear obstacle to ELLs' long-term academic success and that better writing instruction for these students should be an urgent priority for all schools. In this presentation, I share insights that I have gleaned from an ongoing research project focused on developing, implementing, and refining comprehensive writing instruction at several elementary grade levels. In particular, I will demonstrate a number of instructional practices that address transcription skills, writing fluency, sentence composing, paragraph structure, planning and drafting texts in several genres, and using formative assessment in writing. In addition, I will discuss pragmatic issues and answer audience questions related to the "nitty gritty" of implementing the practices. Thus, my overall goal will be to facilitate a session that both presents cutting-edge approaches for writing instruction and involves substantial interaction focused on the practical concerns related to successful implementation of these approaches in diverse school settings and across the grade levels.

Presenter: Dr. Patrick Manyak

Breakout Presentations (Session 1)

Bridging the Familial Engagement Gap between Districts and ELL Families

Abstract: In this presentation, participants will gain an understanding of research that has been done through interviews of ELL parents, teachers, and District Administrators that go beyond 'cultural' and 'language' barriers. The findings of these interviews and in-depth research will be co-presented and discussed with possible solutions offered. These solutions are meant to encourage further discussion at a District-level with a focus on parental involvement through their own perspective. Participants will be encouraged to discuss their 'best practices' in order to find communal solutions that are readily applicable to all levels of education.

Presenter: Matthew Parsons, Graduate Student, University of Wyoming and Austin Lipson, Graduate Student, University of Wyoming

Bring Language to Life with all Five Senses Part 1

Abstract: This interactive session will engage attendees in high-interest classroom activities designed to draw in students through the use of all five senses. The presenter will guide attendees through sensory strategies that support ELLs' access to academic vocabulary and grade-level content. Educators will learn to bring language to life through sights, sounds, feelings, tastes, and smells, while administrators and facilitators will be able to share these strategies with teaching staff. * This is a two part break out session. Interested participants should register for both Session 1 & Session 2.

Presenter: Becky Dechart, ELL Coordinator, Fremont County School District #25

Exploring Dimensions of Academic Language

Academic language is popular term in today's education lingo. But what is academic language and what does it mean to teachers of English Learners? In this session, participants will develop a working definition of academic language, develop an understanding of the ways that academic language varies across disciplines, and make connections to WIDA's features of academic language and five English language development standards.

Presenter: Kim Jones, English Language Program Facilitator, Natrona County School District.

Individual English Learner (EL) and School Accountability

Abstract: In this session, presenters Antoinette Hallam and Dr. Flicek, will describe the methodology that is used for accountability in Wyoming to measure English learners who are making progress towards achieving English language proficiency. Expected English Learner progress will be defined for individual ELs. Targets set for individual schools will be defined. The definition of English proficient will be described along with supporting evidence for this definition.

Presenters: Antoinette Hallam, English Learner / Foreign Language Consultant, Wyoming Department of Education and Dr. Mike Flicek, Independent Consultant to Wyoming Department of Education

Integrating Engaging Vocabulary Strategies in the Classroom

Abstract: Participants will gain an understanding of the importance of vocabulary instruction. They will learn and experience a variety of hands on vocabulary strategies. Each strategy provided is grounded in research and practice.

Presenters: Alexis Barney, 4th Grade Teacher, Evansville Elementary, Natrona County School District and Noelle Clark, 2nd Grade Teacher, Evansville Elementary, Natrona County School District

Newcomer Instruction (K-12): Vocabulary, Literacy, Parent Involvement

Abstract: How can schools best meet the needs of new arrivals who speak no English? This session provides hands-on tools to get started with newcomer English language and literacy instruction. *(continued on next page)*

Participants will learn about effective vocabulary instruction and leave with materials to implement in their classrooms. The session will end with a discussion of newcomer teaching experiences.

Presenter: Ellen Kappus, EdD, ESL Teacher, Jackson WY

Online Instructional Tools: ESL Students And The Difficulties They Face

Abstract: Technology has brought enormous advancements in online education and promoted transformations in the online pedagogical system. However, the newly appeared distance-learning environments presented many issues for English-as-a-Second-Language (ESL) students. Online educational systems are shifting from a passive way to a more progressive, active, and collaborative way. This presentation will analyze the role of technology-supported learning, provide feedback on competency based teaching-learning processes in an online environment, look at the difficulties ESL students are facing, and then consider solutions suggested by different researchers in this area. Focus will be placed on searching for and analyzing online English and cultural courses in order to find what hinders ESL students' capabilities in class.

Presenter: Ola Raddaoui (University of Wyoming Graduate Student)

Supporting English Learners in Content Area Classrooms: A Secondary Approach to Inclusion, Collaboration, and English Language Development

Abstract: Amy Rose, secondary Assistant Principal, and Annie Boulanger, secondary ESL teacher, will lead a panel of high school teachers discussing Kelly Walsh High School's journey in supporting their EL population. Teachers will talk about systems set in place in addition to struggles and successes experienced while trying to create a collaborative and inclusive language support model. Learn how Kelly Walsh is focusing their efforts on impacting the quality of teaching, level of teacher support, and language development of language learners.

Presenters: Andrea Boulanger, ESL Teacher, Kelly Walsh High School, Natrona County School District and Amy Rose, Assistant Principal, Kelly Walsh High School, Natrona County School District

Breakout Presentations (Session 2)

Bring Language to Life with all Five Senses Part 2

Abstract: This interactive session will engage attendees in high-interest classroom activities designed to draw in students through the use of all five senses. The presenter will guide attendees through sensory strategies that support ELLs' access to academic vocabulary and grade-level content. Educators will learn to bring language to life through sights, sounds, feelings, tastes, and smells, while administrators and facilitators will be able to share these strategies with teaching staff. * This is a two part break out session. Interested participants should register for both Session 1 & Session 2.

Presenter: Becky Dechart, ELL Coordinator, Fremont County School District #25

Wyoming Seal of Biliteracy

Abstract: The Seal of Biliteracy is a national award for students who have attained high levels of proficiency in English and another language. It recognizes both students who learn a language other than English in a classroom and those who speak other languages at home. The Seal of Biliteracy and its sister award, the Pathway to Biliteracy, can be awarded at the school, district, or state level. We are creating the common expectations and process for students to obtain a Wyoming Seal of Biliteracy as we work toward legislation or policy that would support this award. Join us in this session to learn about the Seal of Biliteracy and the middle level/elementary award—the Pathway to Biliteracy, where we are at in this process, and how to support this journey forward.

Presenters: Katherine Boehnke, Seal of Biliteracy Task Force Leader; Aline Cassidy, Seal of Biliteracy Task Force Leader; and Shannon Ruiz, Seal of Biliteracy Task Force Leader

A Look into the Early Literacy Classroom

Abstract: This presentation provides practical ideas and reminders for teachers of language learners with regards to literacy in an early childhood classroom. Print awareness, alphabetic principle, phonemic awareness, and vocabulary are known to be powerful literacy pillars. Research studies have proven that these factors contribute greatly to reading success in young children, especially English language learners.

Presenters: Nikki Shellenberger, Kindergarten Teacher, Lincoln Elementary, Natrona County School District and Linda Snyder, Kindergarten Teacher, Lincoln Elementary, Natrona County School District

The Impact of Trauma on English Language Learners

Abstract: A significant number of ELs have experienced some form of trauma in their life. This session will focus on understanding the origin and impact of trauma on EL students. Participants will explore strategies to support the affective domain and meet the social and emotional needs of their English Learners.

Presenters: Sarah Larsen, TBRI Practitioner, Natrona County School District; Lisa Birkett, ESL Teacher, Lincoln Elementary, Natrona County School District; and Ashley Cardenas, ESL Teacher, Lincoln Elementary, Natrona County School District

Vocabulary Domains and Brain-based Learning

Abstract: ELL vocabulary learning/acquisition is very closely tied to context-based brain growth. This presentation describes some of the ways that vocabulary learning/acquisition can be enhanced by understanding brain-based patterns for experiential and semantic knowledge organization. Discussion includes audience participation in best practices for approaching the “Academic Word Lists”.

Presenter: Frederica Robin Suess, Director of the UW English Language Center

Wyoming DLI - Panel with the Principals

Abstract: The use of specific language acquisition strategies for instructing in a dual language immersion classroom help students learn through a second language. This session will focus on helping teachers understand those strategies through active learning. Instructional activities that are frequently used in DLI classes will be presented in several languages so attendees will be able to use the activities in their own learning of language and content, simulating a dual language class.

Presenters: Keri Shannon, Principal at Stocktrail Elementary School in Gillette, WY and Bertine Bahige, Principal at Rawhide Elementary School in Gillette, WY.

Individual English Learner (EL) and School Accountability

Abstract: In this session, presenters Antoinette Hallam and Dr. Flicek, will describe the methodology that is used for accountability in Wyoming to measure English learners who are making progress towards achieving English language proficiency. Expected English Learner progress will be defined for individual ELs. Targets set for individual schools will be defined. The definition of English proficient will be described along with supporting evidence for this definition.

Presenters: Antoinette Hallam, English Learner / Foreign Language Consultant, Wyoming Department of Education and Dr. Mike Flicek, Independent Consultant to Wyoming Department of Education

Writing Content and Language Objectives for the Sheltered Classroom

Abstract: In this breakout session taught by sheltered classroom teachers, participants will learn the rationale behind writing and posting language and content objectives for content lessons. Participants will learn the basics of writing content and language objectives and will have time to write and receive feedback on objectives for their own upcoming lesson

Presenters: Shauna Cannon, Third Grade, National Board Certified - English as A New Language, Lincoln Elementary, Natrona County School District; Allie Abel, First Grade, MA Curriculum and Instruction, National Board Certified - English as A New Language ESL Endorsement, Lincoln Elementary, Natrona County School District; and Megan Starr, Fifth Grade, Lincoln Elementary, Natrona County School District.



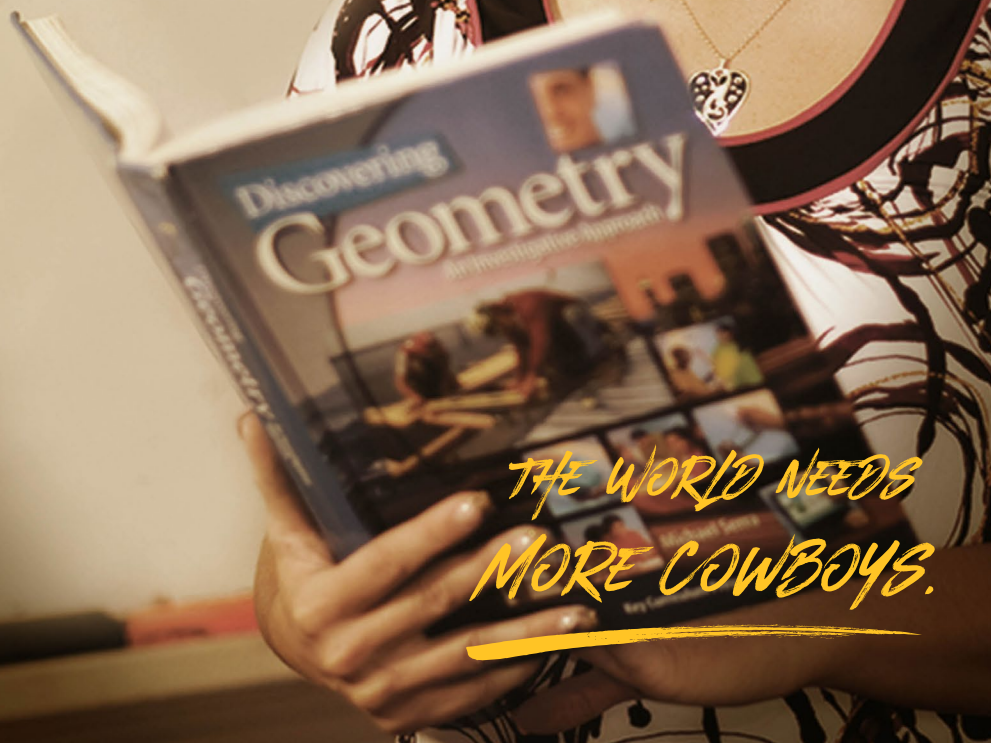
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