

**Secondary Education Department**  
Annual Report for Academic Year 2005-06  
Dr. Lydia Dambekalns, Acting Head

**Section 1 : Introduction**

This was an interesting year in the make-up of our department. I would term it as a “Year in Transition”: we had two temporary lecturers, one faculty member away on sabbatical, one brand new first-year faculty member, four regular faculty members, and myself temporarily acting in the Department Head position. Remarkably, we managed to accomplish quite a bit as a department especially in the realm of concurrent major development and changes in curriculum for the delivery of the pedagogy methods classes. We still struggle as a department to try to forge a unit identity in terms of assessment, PLC work, etc., because each faculty member sees his/her program as somewhat of a separate entity. Additionally, Secondary Education is but one of three departments involved in the delivery of the teacher prep undergraduate program and the Curriculum and Instruction graduate program. Sometimes decision-making grinds on slowly because so many “stakeholders” are asked to be involved in numerous decisions. However, we do move forward, and in the yearly summary that follows I will try to illuminate the highlights of our cooperative initiatives.

**Section 2: Academic Plan Implementation**  
**See attached PLC placing list in Appendix I**

**Section 3: Teaching Activities**

**HIGHLIGHTS:**

- **Curriculum re-design of all pedagogy/methods courses in the fall**
- **Curriculum development of three required student teaching seminars in the spring**
- **Concurrent majors development partnered with A and S**
- **Two courses received WC status by the University Course committee: Art methods EDSE 4272 and Science methods EDSE 4275**
- **One course received I and L course status: EDSE 1000**
- **Significant re-working of the Agriculture program**
- **Development and agreement by entire Secondary Ed department of a Unit rubric that will be used across all subject areas in senior methods and used as an assessment measure electronically**

Secondary Education faculty faced a huge challenge this past fall of 2005 in re-designing the pedagogy/methods courses. Intensive curriculum work was undertaken by all faculty members. The problem we faced was the implementation of the new methods block with reduced hours from 8 down to 6 credits. Additionally, we lost the two credit practicum which heretofore had allowed the students to go out into the field with their mentor teachers for four weeks during the fall. On top of all of this, for the first time this fall we

had methods divided into a junior three-hour course and a senior three-hour course, and an additional one hour course for the “post bac” certification seekers.... What that meant was that we had “junior methods” in the morning with both juniors and seniors in that class, and “senior” methods in the afternoon with only seniors, and the post-bacs “sat in” on the junior methods without official credit as they were receiving credit by another method. SO, in re-designing curriculum our Sec Ed instructors had to figure out how to divide up the previous 8-hour methods materials to present it separately morning and afternoon yet satisfy the needs of all these groups (juniors, seniors, post-bac). The mentor teachers out in the state were not happy that the C of E eliminated the Phase III practicum, and because they still wanted to see our students some time in the fall, the methods instructors tried to encourage their students to get out into the field any way possible. However, they could not “require” it if it meant students would miss other UW classes. In a nutshell, it is a miracle that we even made it through the semester! Course evaluations for all instructors in Sec Ed reflected student confusion with organization and “use of time” in the courses.... much of it beyond the control of our faculty. I would dub this fall of 2005 the “Grand Sorting-Out”. We are going to face some of the same issues again this fall of 2006 because we still have the three populations, and some students are still on our older system while the majority are now entering into the new program.

Besides the challenges of the pedagogy course re-figuring, we also conducted our usual student teaching placements during the spring of 2006. This was the third and final year of the current PLC agreement with our partner districts, so just as a pattern of interaction had begun to be forged between UW faculty and PLC mentor teachers, there was a sense from all involved that changes would be occurring after this year. That changed the nature of some of the interactions. More curriculum development: Secondary Education faculty developed three different one-day required seminars for all student teachers which were then delivered to our three PLC sites: Laramie, Albany and Fremont counties (for a total of nine one-day seminars).

Concurrent majors development made huge strides this year. Throughout the year, Kay Persichitte led teams of Sec Ed Dept head and faculty together with Janet Constaninedes and appropriate department representatives from A and S.

Concurrent majors approved fall of 2005 included: Art, Biological Science, Math, and English. Concurrent majors approved spring of 2006 included: Agriculture, Social Studies (Poli sci and Geography), Modern Languages (French, German, Spanish), Science (ESS and Geology and Chemistry). Concurrent majors under current development include: more Social Studies (history and economics), Agriculture (Ag business), and Science (physics).

#### **Section 4: Research and/or Creative Activities**

**HIGHLIGHTS: See attached list in Appendix II.... (drawn from the FAPs reports)**

While minimum standards were maintained, this was not a particularly strong year for the department as a whole in this area. Section 3 above explains how the faculty were forced

to expend their energy and focus. The reality of limited resources means that if program dilemmas and “fires” sap the time and energy from faculty, then there remains little to devote elsewhere. That was our case this year. No one’s fault, but everyone’s reality.

## **Section 5: Service, Extension, and Outreach Activities**

**HIGHLIGHTS: See attached list in Appendix III**

- **Initial steps taken towards developing foreign language work with elementary teachers of WY (C. Taylor)**
- **Chairmanship of the C and I graduate admissions committee (L. Rush)**
- **International Studies Board and Travel Grant work (L. Dambekalns)**
- **Significant NEH social studies grant involving teachers across WY (C. Bryant)**
- **Statewide agricultural education projects including competitions, workshops, etc. (C. Reynolds)**
- **Education Coordinator for the Casper Program (R. Thompson)**

Service continues to be a very real and very large part of the work we do. We understand the admonishment to not “allow ourselves to be consumed by this”, but none the less, we serve the state of Wyoming, and because each of our faculty is the only representative of that field, we do far more than the 5 % service allowance suggests. NOTE: I did not include the PLC work in this “service” section because our faculty get teaching / courseload credit for this, BUT, there is an unwritten/unspoken aspect of service work to this because it involves building personal and subtle working relationships, and often putting in more time than a regular student teaching placement would entail.

Of special note: Rod Thompson was asked to take on the education coordination position up in Casper. As such, he has acted as a faculty mediator, a contact for the school system and placements in Natrona, and other similar duties.

## **Section 6: Student Recruitment/Retention and Enrollment Trends** **See attached list in Appendix IV and Appendix V**

While this area is important to us all as individuals, as a department we did not initiate any concerted effort in this regard. Dr. Reynolds recruited some for his Ag Ed program, Rod Thompson also pulled in more students for Industrial Tech, and the rest of the department faculty conducted more subtle recruiting as normal. Dr. Taylor was instrumental in cooperating with a team to plan a Modern Languages banquet held in February. This is a model idea that we might try in other subject areas, however it requires funds that may need to be found externally.

In general, recruitment is an area all of our Secondary Education programs would do well to focus on more in the future . With the exception of social studies and its consistently high numbers, most of our other program areas have a cyclical fluctuation from a lower end to a mid-range end: (in ascending order based on three year trends: modern languages, agriculture, art, math, science and English). Our graduates seem to have no

trouble whatsoever finding jobs, in fact, in most all of our Secondary subject areas, there are more job openings even in Wyoming than we are able to send out graduates. The school districts tell us of large impending retirements in the coming years (for instance, approximately 1/3 of the teachers in Fremont county would be eligible to retire in the next 3-5 years which suggests a need for numerous replacements).

### **Section 7: Development Activities**

As department head I have been meeting in recent months with Sharon Kahin, the newly appointed College Development Officer. We are working up a “case” to take to donors that would involve a Summer Institute idea revolving around a yearly theme such as “Sense of Place”. This would be interdisciplinary and involve a couple of our faculty each year, possibly to include other C and I departments. Secondary Education faculty were enthusiastic about this possibility and felt it was indeed something we could sustain year to year. Bill Pickering from the museum up at Cody came to a meeting in May to discuss further partnerships with us.

As for external communications with potential donors, our departmental Website follows the College of Education template, and we try to continually update its information, but there is more we could do in this area if we placed it higher on our priority list. I think we should as I believe this is an area of potential support that we tend to forget about during the busy year.

### **Section 8: Staffing**

We had no changes in staffing this year. Our Office Associate Jennifer Martin will unfortunately be leaving us at the end of this fiscal year (June 2006). She has been of particular help this year since she knew quite well the runnings of the department.

I am not sure whether to mention this here under “staffing”, but we had two excellent temporary lecturers helping us this year: Jim Verley in Science Education and Steve Lovelace in Math Education. Both men definitely exceeded their job descriptions!

### **Section 9: Assessment of Student Learning**

#### College of Education Undergraduate Assessment

This report of progress toward assessment goals in the College of Education is relevant to the current undergraduate Wyoming Teacher Education Program (WTEP) that includes degrees, majors, and post-baccalaureate teacher certifications for Elementary and Early Childhood Education, Special Education, and Secondary Education. This appendix also addresses the assessment questions for the Department of Educational Studies which is the academic home for the required teacher education foundation courses (EDST prefixes) identified in the WTEP Assessment Plan. It should be noted that the undergraduate degree program for certification in Special Education is being

sunsetting; the final candidates in this program will complete in spring 2007 and this certification will be available only through a Master's degree program. The reader should also be aware that the WTEP Assessment Plan (adopted by CoEd faculty on 9.16.04; updated 5.19.05; implemented beginning Fall 2005) is the foundation for both the assessment of candidate learning and for program review and assessment. The Assessment Plan is tightly aligned with standards set by the Wyoming Professional Teaching Standards Board (PTSB), the National Council for the Accreditation of Teacher Education (NCATE), and a number of NCATE specialty professional associations (SPAs) such as National Council of Teachers of Mathematics and the Council for Exceptional Children, and with ten College of Education standards. We continue to work closely with these organizations to assure that we are revising and developing curricula and programs that meet these standards and which are responsive to the significant changes in teacher preparation across the nation as a result of the No Child Left Behind Act which includes sections targeted at "highly qualified" teachers. Lastly, this report is written as we prepare for our NCATE accreditation review (fall semester 2007) and the parallel program review by the PTSB and SPAs during academic year 2006-07, so data aggregation is not yet complete (see #2 below).

1. *What are your program goals and/or student learning outcomes?*

The student learning outcomes are documented in the ten CoEd Standards (adopted 4.28.03; updated with minor revisions 6.2.04).

*Where can they be found? Are they available to students? If so, how?*

The CoEd Standards are on the college website at: <http://www.uwyo.edu/ted/standards.asp>. Faculty who teach courses required in the WTEP include a statement of the relevant standard(s) (or elements of the standard(s)) for each course in the syllabus. In addition, the CoEd Standards are an appendix to the WTEP Handbook (available on the web at: <http://www.uwyo.edu/ted/handbook.asp> and in CD-ROM format) which is distributed to every incoming and transfer candidate in their first semester in the program. The Handbook is also shared with public school faculty who serve as mentors for candidates during their Residency (student teaching) field experience.

2. *Provide a brief summary of your assessment activities for this past year. What did you accomplish? Please describe what data were collected or analyzed. If you analyzed data, what are you doing with the results? What changes have you made because of what you learned?*

In the summer of 2005, the College funded the development of a digital database system to collect, aggregate and disaggregate, and archive assessment data from the Assessment Plan. The College of Education Integrated Database (CEID) is a tightly secured integrated SQL database that continues to expand to support individual candidate assessment data as well as WTEP level data. These are current functional components of the CEID that are used by faculty and staff (who have access privileges):

- Common assessments for every course and Phase of the WTEP as identified in the Assessment Plan are resident for online completion and automatic scoring and data archival
- Data collection on every standard and standard element as defined within the Common Assessments for Knowledge, Skills, and Dispositions of all candidates
- Data archiving and reporting options at the individual candidate level, instructor level, major level, program level, and/or department level
- Advising functionality for archival and faculty viewing of individual advising notes for Education majors (including those in off-campus programs at UWCC and UW/Powell)
- With daily downloads to CEID from SIS (soon to be Banner), faculty can access critical transcript and demographic information for Education majors (e.g., current GPA, course completion, email address)

In the spring of 2005, the CoEd commissioned the UW College of Education Teacher Program Survey 2005 (see #3 for details). Results of the 2005 UW survey of advising were distributed and department-level review occurred. An additional student assessment is the Praxis II examination. We collaborated with the PTSB to implement a new state teacher certification requirement that candidates pass the Praxis II examinations for all program completers beginning fall 2005.

Aggregation and dissemination of CEID data and first-year Praxis data is ongoing through this summer for use by faculty and college leadership through 2006-07. Dissemination of the Survey data has occurred at college leadership levels, in the Advisory Council for Teacher Education, and at department levels in full report and executive summary forms. Examples of changes that have occurred or are under review at this time in response to data sources include:

- Adoption of a standardized syllabus format that includes references to Standards
- Curriculum revision and addition to address areas reported as potential improvement areas (e.g., classroom management, special needs learners, educational assessment vs. descriptive statistics)
- Significant revisions to the formal agreements (new MOUs effective fall 2006) that exist with public school partners in the Professional Learning Communities based on student and P-12 faculty reports of strengths and weaknesses in this Residency model
- Collaborative development of 15 concurrent majors for secondary education majors to meet certification requirements for “highly qualified” teachers
- Heightened discussions about our candidates’ abilities to meet the needs of culturally diverse learners; our capacity for and need to recruit more culturally diverse candidates; impact of second language learners in public schools and the need to address this more strategically in the WTEP; alternative certification options for Wyoming (including the possibility of a state-wide distance-delivered Elementary Education program)
- Increased attention to faculty preparation prior to Advising Week to minimize gaps in advising (accuracy and options)

- Increased participation with other UW units to take best advantage of the Teacher Shortage Loan Repayment Program and the Hathaway Scholarships to improve our recruiting, especially in teacher shortage areas
  - Extended communications for all WTEP issues to include community colleges, relevant UW faculty outside the CoEd, the Science Math Teaching Center, PLC district faculty and administrations, and the Wyoming School-University Partnership
3. *What efforts has your program/department made to follow students once they have graduated and/or left the university?*

The Wyoming Survey and Analysis Center completed a telephone survey of Education graduates from 2002, 2003 and 2004. The college provided the Survey Research Center with 12 core questions to be asked of both the graduates and their principals. The design of the study envisioned that only principals whom the graduates had given permission to contact would receive the employers' survey, to be administered by mail with telephone calls to non-respondents. The response rate after follow-up was 71% for graduates. The employers' survey was a mail survey with phone calls to non-respondents. The questions asked of the principals were the same 12 core preparedness questions. They were asked about UW graduates in general and not about any one graduate in particular. The SRC obtained 115 consents from graduates with at least partial contact information. An effort was made to obtain full contact information by way of Internet search, etc. The mixed mode of administering the survey of school principals yielded a response rate of 61%. The full report is available at: <http://www.uwyo.edu/ted/wtepreports.asp>

The CoEd has made a commitment that this survey will be conducted in odd-numbered years. In even numbered years (including 2006), a similar survey is being conducted of all current Residency students and their assigned public school mentor teachers. These results will be available from WYSAC in early July 2006.

4. *Please respond to the feedback/suggestions provided to you from the Assessment Coordinators last year. What have you done to address these concerns?*

The responses last year were made to respective departments based on minimal departmental responses to the assessment question. While a "cover" report was provided last year, there was no Assessment Coordinator feedback to the cover report. This year, each WTEP program (and the respective undergraduate department) is represented by this summary.

5. *What problems, challenges, or issues regarding assessment does your department still have? What can be done for these issues to be resolved within the next academic year? What resources or assistance do you need?*

Our greatest challenges at this time are (a) to complete the 2006-07 data collection, aggregation, and dissemination in preparation for the NCATE accreditation visit in fall 2007 and (b) to disaggregate sufficient data for individual program areas to prepare their reports for submission to the PTSB or SPA in early spring 2007. Some part-time staffing assistance (particularly if the person had some experience with teacher accreditation and program review) to support departments

and the College in these preparations from fall 2006 through fall 2007 would be a tremendous benefit.

## **Section 10: Diversity and Internationalization**

### **HIGHLIGHTS**

- **Three Sec Ed students studying abroad**
- **Study Abroad recruitment work continued**
- **First-time course taught: “International Issues in Education (Dr. Dambekalns)**
- **International Travel grant of \$2000 awarded to Dr. Taylor**
- **Continued European Fulbright of Dr. Dambekalns (ended in Feb. 2005)**
- **C of E Representation on University International Travel Advisory Committee and International Studies Board (Dr. Dambekalns)**
- **Successful hire of a minority faculty member for Science Education (Latino)**
- **Successful hire of a minority PLC coordinator (American Indian)**

We are beginning to make some real progress in the area of **Internationalization**. We have been trying to recruit more students to study abroad (three this year: Art Ed in Spain, English in England, and Art Ed in Ireland), we held a Study Abroad meeting for students together with Michael Day (several people there were secondary ed students), and Dr. Taylor helped to run the Modern Languages recruitment and interest banquet (for both UW and high school students). We had only one faculty member actually traveling abroad (Dr. Dambekalns who was finishing up a Fulbright Scholar Award in Europe Sept 2004-Feb. 2005) who then used information and experiences to help develop curriculum in a new course taught for the first time in Spring of 2006: “International Issues in Education”. This course was taught at the graduate level with 6 students total, and included a number of international guest speakers from across campus throughout the semester. Dr. Carolyn Taylor received a travel grant for the summer of 2006 to travel to France in order to explore setting up an exchange opportunity there.

**Diversity** initiatives. We also had good success with some minority recruitment in terms of faculty and staff. We succeeded in hiring one of our top choices for our Science Ed position: Dr. William Medina-Jerez, coming to us from the University of Arizona. Dr. Medina is a native Columbian with very interesting research interests in how non-native English speakers comprehend science concepts, and also how indigenous knowledge plays a role in understanding science education. We look forward to his joining us this fall of 2006! Another fresh breath of diversity came to us in Marty Conrad, a Native American educator who held the PLC coordinator position for us on the Wind River reservation. Mr. Conrad proved to be very helpful during the spring semester of student teaching as he could intervene in situations that asked for a native perspective. I think both faculty and student teachers benefited from his advice, stories, and general aid. Additionally, the C of E invited a diversity team for a one day workshop with department heads in order to begin assessing the “climate for diversity” here in our College and Department. This is only the first step of a longer initiative.

## Section 11: Department/Program accomplishments

### HIGHLIGHTS:

- **Concurrent majors development (already explained under teaching)**
- **Development of a Unit Rubric for Assessment to be used across programs in Sec Ed ( also explained under teaching)**
- **Departmental recipient of two College of Education Discretionary grants**

Most of this has already been explained under other areas in this report. However, one thing more is our Department's receiving of two C of E Discretionary grants. Grant #1 was for \$5570, primarily to develop and distribute "flip books" expanding mentor teachers' knowledge of ways to move our student teachers successfully through the program. In addition, several focus groups were conducted to gain feedback from these teachers which should help us re-vamp and improve our teacher ed program. Dr. Bryant and Dr. Rush have had primary responsibility for the planning and implementation of this project, and expect to use the data they are collecting as future research material. Grant #2 was for \$5880 for which the department wishes to invite a number of "best practice" teachers to come share with our pedagogy classes in the fall (we received the money a bit late for fall of 2005 so will try to use it for fall of 2006 since we now have time to plan). This money is an excellent way to help integrate the statewide teaching force into our classes here at UW since our location makes it hard to include any but very local teachers in our program, curriculum development, and planning. Our funding of these "teacher visits" will be very helpful to all our Secondary Ed programs (we intend to divide the money among subject areas) and should be tremendously helpful in erasing some of the divide that exists between academia and the public schools.

### FUTURE PLANS for our department?

We need to be positioned well for the **upcoming NCATE review**. That is only a year away, so that means no new big initiatives need to happen in the near future. The **PLC continuing saga** unfolds: it seems more apparent as the years go by in these cycles that it just may not work as a model for the Secondary Education department here in Wyoming. But that is another puzzle for another year to sort out. For now we are committed to a new three year cycle and will do our best to make it work. **Assessment of our student learning** is a very important area that we have made strides in and will continue to do so through the CEID system. **General use of the CEID** (for assessment recording as well as for student advising, and eventually for course work) remains a yet-untapped resource, but I think it holds tremendous potential for our department as well as the College of Ed as a whole. There is more **internationalization** we could work on as a department: more content woven into our coursework, getting more of our professors overseas, and continuing to encourage more students to study abroad. On the State of Wyoming front, something that we're facing with the Dept of Ed is **alternative certification/endorsements** and what sort of a role we might play in it (again, a rather old story but one which we are asked to revisit with the need for "highly qualified

teachers” which the districts seem to need to circumvent). Finally, I mention the dilemma of what to do about **C and I and the possible combining of three departments**...an unpopular idea with some and a possible boon to others, but again, this is probably not something to tackle this next year with NCATE looming.

Appendix I

<b>Content Area</b>	<b>Number of PLC Placements</b>	<b>Number of Non-PLC Placements</b>	<b>Totals</b>	<b>Number of Districts</b>
<b>Agriculture</b>	2	5	7	1 PLC 4
<b>Art</b>	4	0	4	2 PLC
<b>English</b>	18	1	19	2 PLC 1
<b>Math</b>	10	3	13	2 PLC 2
<b>Modern Lang.</b>	5	0	5	2 PLC
<b>Science</b>	9	0	9	3 PLC
<b>Social Studies</b>	18	8	26	3 PLC 5
		<b>TOTAL</b>	<b>78</b>	

Appendix II  
List of Publications

**Secondary Education**

---

**Kent Allen**

No publications listed.

**Carol Bryant**

Fry, S. & Bryant, C. Using Distance Technology to Provide an Induction Network to Student Teachers. Submitted to Journal of Technology and Teacher Education.  
**Status:** Submitted    **Refereed:** Refereed    **Reported:** All Semesters 2005

**Lydia Dambekalns**

Dambekalns, L. (2005). Earth View/Art View in The Science Teacher, NSTA, Vol. 72, No. 1, pp 43-47.

**Status:** Published    **Refereed:** Refereed    **Reported:** All Semesters 2005

Dambekalns, L. and Vitola, I. "International Collaboration in the Classroom: A dialogue and reflection." (University of Latvia Publications, due out in Sept. 06)

**Status:** In press    **Refereed:** Refereed    **Reported:** All Semesters 2005

**Linda Hutchison**

Hutchison, L.S., Holton, D., and Palmer, W. Mathematics competition problem solving heuristics: An affirming yet cautionary tale (Working title). (2006)

**Status:** Submitted    **Refereed:** Refereed    **Reported:** All Semesters 2005

**Carl Reynolds**

No publications listed.

**Leslie Rush**

Berger, A., Rush, L., & Eakle, J. (Eds.). (in progress) Secondary school reading and writing: What research tells us about classroom practice. To be published by NCTE and NCRL, 2007.

**Status:** In progress    **Refereed:**    **Reported:** All Semesters 2005

Alvermann, D., Hagood, M., & Rush, L. (Eds). (In progress). Methodology section of the newly revised Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts.

**Status:** In progress    **Refereed:**    **Reported:** All Semesters 2005

Rush, L. & Guzzetti, B. Supplementary reading programs for secondary schools. (In progress). Chapter in edited book on adolescent literacy to be published by Praeger, 2007.

**Status:** In progress    **Refereed:**    **Reported:** All Semesters 2005

Rush, L. (Under review). Developing a story of theory and practice: Multigenre writing in an English methods class. English Education.

**Status:** Submitted    **Refereed:** Refereed    **Reported:** All Semesters 2005

Rush, L. (2005). Review of Embodied literacies: Imageword and a poetics of teaching. *Journal of Literacy Research*, 37(3).

**Status:** Published    **Refereed:** Non-Refereed    **Reported:** All Semesters 2005

Rush, L. (in press). Review of Teaching all the children: Strategies for developing literacy in an urban setting. *Journal of Education for Teaching*.

**Status:** In press    **Refereed:** Non-Refereed    **Reported:** All Semesters 2005

**Carolyn Taylor**

No publications listed

**Rod Thompson**

No publications listed

Appendix III  
Service Activities

**Secondary Education**

**Kent Allen**

<b>State/Regional/Local</b>	Helped many in state teachers get started on middle level teaching endorsement.
<b>College and Department</b>	Volunteered to take a very unpopular class over and have made it successful.

**Carol Bryant**

<b>National/International</b>	Represented Wyoming at the House of Delegates, National Council for the Social Studies Annual Conference, Kansas City, Nov. 16-19.
<b>State/Regional/Local</b>	Co-Director, Wyoming Partnership for Civic Education PTSB Portfolio Review Committee, June, 27-28, Casper Facilitated sessions for recipients of American History Grant
<b>University</b>	Editorial Board for American Heritage Center Teachers' Resources book project Faculty Senate (spring semester) Co-director on NEH Landmarks Grant, Women's Suffrage
<b>College and Department</b>	Ed.D. Ad Hoc Committee Ph. D. Ad Hoc Committee Dispositions Ratings Committee Undergraduate Council Search Committee Chair, Modern Languages Tenure and Promotion

**Lydia Dambekalns**

<b>National/International</b>	United States Society for Education in Art (USSEA)(very recent Vice President for membership.. gave it up when I went on sabbatical), Board member 2000-2004.  National Art Education Association (NAEA), member  National Science Education Association(NSTA), member
<b>State/Regional/Local</b>	Wyoming Art Educators Association (WyAEA)(founding member, board member, past secretary, newsletter editor, etc... I have been fundamental in helping this organization for years).
<b>University</b>	Univ of WY International Studies Advisory Board, 2000-present.

	Univ of WY International Travel Grants Review Board, 2000-present.
<b>College and Department</b>	College of Education Study Abroad advisor/liason.  Adjunct faculty member, Science and Math Teaching Center  Search Committee for Science Education position  Acting Department Head, Secondary Education  Curriculum and Instruction Exec Committee

### Linda Hutchison

<b>National/International</b>	International Electronic Journal of Mathematics Education, Editorial Board reviewer.  Currently on sabbatical in New Zealand--Seminar for University of Otago Mathematics and Education Faculty.
<b>State/Regional/Local</b>	Continued work in 3 PLC sites PAWS mathematics test reviewer Mid-content Research for Education and Learning (McREL) Eisenhower Regional Consortium (ERC) Advisory Committee (Seven state consortium), Wyoming Higher Education Representative, February 2001-September 2005.
<b>College and Department</b>	COE Leadership Council COE Articulation SMTC Director Search Committee Secondary Ed PLC Facilitator Albany Co.

### Carl Reynolds

<b>National/International</b>	Committee member, National FFA Agricultural Mechanics Career Development Event  Reviewer, Journal of Agricultural Education
<b>State/Regional/Local</b>	Ex-officio member, executive committee, Wyoming Vocational Agriculture Teachers Association.  Ex-officio member, executive committee, Wyoming Association for Career and Technical Education
<b>College and Department</b>	College of Education Technology Fees Committee

### Leslie Rush

<b>National/International</b>	<p>Member, International Reading Association            Member, National Council of Teachers of English            Member, Conference on English Education (CEE)            Elected to serve as member of the CEE Nominating Committee, 2005-2006            Member, CEE English Methods Commission            Member, CEE Government Relations Subcommittee            Member, Assembly for Literature on Adolescents (ALAN)            Wyoming Membership Co-Chair, ALAN            Member, National Reading Conference</p> <p>Editorial Review Board, Journal of Literacy Research</p> <p>Editorial Review Board, The Qualitative Report</p> <p>Editorial Review Board, Reading Research Quarterly</p>
<b>State/Regional/Local</b>	<p>Membership Officer, Wyoming Association of Teachers of English</p>
<b>University</b>	<p>UW READS Committee (University of Wyoming)            Faculty Advisor for Wyoming National Council of Teachers of English Student Affiliate</p>
<b>College and Department</b>	<p>Advisory Council on Graduate Education (College of Education)            Chair, Graduate Admissions Committee (Curriculum and Instruction)            Lead on PLC work with Laramie County School District #1</p>

### Carolyn Taylor

<b>National/International</b>	<p>National Council for State Supervisors of Foreign Languages (Collaboration on research initiatives re: current trends and issues in foreign language education)</p>
<b>State/Regional/Local</b>	<p>Wyoming Foreign Language Teacher's Association, Executive Board Member as of October, 2005.</p> <p>Task force member serving on a committee to develop 6th grade foreign language curriculum in collaboration with state foreign language teachers. (Initial planning session in Casper March 12-15, 2006)</p> <p>Presented with COE colleagues, Todd Kreiger and Alan Buss, information about careers in foreign language education to Laramie High School students in cooperation with LHS Spanish teacher, Diane Chamberlain.</p>
<b>University</b>	<p>Committee Member (Action Items 41 &amp; 41)</p>

	Faculty Senate Member
<b>College and Department</b>	Assisting with the foreign language teacher recruitment dinner and taking over its organization for future years.

**Rod Thompson**

<b>National/International</b>	<p>Professional Member of International Technology Education Association. Sitting on two committees the election committee and the student organizations committee.</p> <p>Professional Member of the Association for Career and Technical Education.</p> <p>Recognized as an advisor for both the Technology Education Collegiate Association and Skills-USA.</p>
<b>State/Regional/Local</b>	<p>Member of the Association for Career and Technical Education; Business Coalition.</p> <p>Recruiting trips to Eastern Wyoming Community college, Campbell county high schools, Sheridan Community College, and Buffalo High School.</p>
<b>College and Department</b>	<p>Chair of the Technical Education Advisory Committee.</p> <p>Member of the Learning Community Leadership Committee, member of the Strategic Planning-program Review-Academic Planning Committee.</p> <p>Member of the Agriculture Education committee.</p> <p>Recognized advisor on the national and local level for the Technology Education Collegiate Association.</p> <p>Recognized as the Education Coordinator for the UW/CC programs.</p> <p>Member of the secondary science search committee.</p> <p>Member of the new building committee.</p>

## Appendix IV

### Spring 2005

Course	Number of sections/courses	Enrollment	Description
EDST 3000	1	11	Teacher as Decision Maker
EDCI 4120	1	15	Lit for Young Adults
EDCI 4400	1	13	The Middle School
EDSE 3540	1	17	Content area reading course taken by PETE majors
EDSE 4010	1	4	Middle-level practicum
EDSE 4975	1	2	Independent study
EDAG 3160-5980	5	34	Agriculture education courses, both undergraduate and graduate

### Summer 2005

EDCI 5980	1	1	Curriculum and Instruction graduate course
EDSE 4975	1	0	Independent Study

### Fall 2005

EDCI 4400	1	10	The Middle School
EDCI 5250-5980	5	24	Curriculum and Instruction graduate courses
EDSE 1000	1	30	I/L course for freshman interested in secondary education
EDSE 3270-3278	7	57	Methods I courses
EDSE 4010	1	1	Middle Level Practicum
EDSE 4250-56	8	74	Phase IIIA Methods
EDSE 4270-4275	4	16	Methods II courses
EDAG 3170-4970	6	28	Agriculture education courses

### Outreach

#### Spring 2005

EDCI 5000	1	33	Classroom Assessments (C&I Graduate Course)
EDSE4500	9	111	Supervision of student teaching residency

---

**Summer 2005**

EDCI 5710	1	23	Curriculum and Instruction graduate course

**Fall 2005**

--	--	--	--

## Appendix V

### Degrees Completed

<b>Degree</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2005-2006</b>
Art Education	5	8	3	4
Biological Science	11	14	12	5
Chemistry Education	2	0	0	2
Earth Science	5	2	2	2
Physics Education	1	0	2	0
English Education	6	8	6	12
English/Communications	2	2	1	3
English/Journalism	0	0	1	2
English/Theatre	0	1	2	2
French Education	0	1	0	0
Spanish Education	3	5	7	1
Mathematics Education	8	10	6	13
Social Studies Education	27	24	25	26
Vocational Agriculture	1	9	5	7
<b>Total</b>	<b>71</b>	<b>84</b>	<b>72</b>	<b>79</b>

### Degrees Completed in C&I

<b>Degree</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2005-2006</b>
Master	18	9	11	9
Doctoral	6	3	4	n/a