

DRAFTING PROCESS: THE DIRECTOR CREATED THE FIRST DRAFT FOR PRESENTATION AND SHARING AT THE NNER ANNUAL CONFERENCE, SEPTEMBER 18. THE NEXT DRAFT WAS CIRCULATED TO THE EXECUTIVE COMMITTEE OF THE GOVERNING BOARD FOR ADDITIONS AND CORRECTIONS. THE DIRECTOR AND COMMITTEE DISCUSSED THE DOCUMENT VIA CONFERENCE CALL AND PRESENTED THIS DRAFT TO THE GOVERNING BOARD FOR DISCUSSION, CHANGES, AND APPROVAL. THE GOVERNING BOARD FORMALLY APPROVED THE 2008 REPORT NOVEMBER 14, 2008.

**NNER SETTING ANNUAL REPORT
2007 – 2008**

SETTING NAME WYOMING SCHOOL-UNIVERSITY PARTNERSHIP

SETTING CONTACT(S) AUDREY KLEINSASSER, DIRECTOR

SETTING TRIPARTITE REPRESENTATIVES

David Barker
Superintendent
Platte County School District #2
555 South Wyoming
P.O. Box 189
Guernsey, WY 82214-0189
307.836.2735 (office)
307.836.2450 (fax)
dbarker@plt2.k12.wy.us

Audrey Shalinsky, College of Arts & Sciences
Associate Dean, College of Arts and Sciences and
Professor of Anthropology
College of Arts & Sciences
University of Wyoming
Dept. 3254
1000 E. University Avenue
Laramie, WY 82071
307.766.4106
307.766.2697 (fax)
ashal@uwyo.edu

Audrey Kleinsasser, College of Education
Professor of Educational Studies and Director,
Wyoming School-University Partnership
Dept 3374
1000 East University Avenue
Laramie, WY 82071
307.766.6358
307.766.3792 (fax)
dakota@uwyo.edu

Governing Council Representative

Dr. Trish Cook
Director of Curriculum
Converse County School District #1
615 Hamilton
Douglas, WY 82633
307.358.2942
307.358.3934 (fax)
tcook@ccsd1.k12.wy.us

DESCRIBE SUCCESSES AND CHALLENGES ACROSS THE SETTING ON WORK, INITIATIVES, AND ACTIONS RELATED TO THE NNER EQUITY SELF-STUDY.

Provide information that includes study processes, how results were used, actions, initiatives as examples that will help colleagues learn from your successes and include areas that pose challenges where colleagues may offer suggestions or resources.

Background on the Equity Self-Study

At its January 29, 2006 meeting, the NNER Governing Council elected to appoint an Equity Task Force of no fewer than 5 and no greater than 7 members to study the current state of progress toward more equitable practices throughout the NNER as a follow-up to the work of the 2003 Equity Study Group and its report adopted by the Governing Council in 2004. Governing Council members nominated individuals for this task force from each group of the tripartite council (school, college of education, arts & sciences), the governing council, the executive board and two members from the original 2003 Equity Report Task Force. The group developed an inquiry-based self-study process designed to:

- facilitate a process of formative self-assessment around equity, diversity, and moral stewardship for all
- facilitate greater collaboration among member settings in learning about and from each other's work;
- provide the NNER with data regarding work being done on equity across the Network, to know how support and further such work

To facilitate the above, the group developed a continuum of practices and questions to guide the self-study process. Using these, each setting can respond to successes and challenges in this ongoing work toward improvements in these areas. (The equity report from 2003 and the equity task force self-study are posted on the NNER web page: nnerpartnerships.org)

Successes related to advancing equity:

1. The Partnership is a co-sponsor of the annual Shepard Symposium on Social Justice.
2. The College of Education, through its Ellbogen Teaching and Learning Symposium, sponsored the visit of Jonathan Kozol, October 10, 2008. Almost 300 copies of the book were distributed to attendees with another 100 copies available for lending and small group discussions. The Partnership is helping facilitate those follow-up discussions.
3. Fremont County School District #1 bussed students from Lander to Laramie to participate in the 2008 Shepard Symposium on Social Justice.

Challenges related to advancing equity:

1. The Wyoming School-University Partnership is a statewide network, currently with 20 school district members. There are many initiatives, some of them locally generated, others mandated by the Wyoming Department of Education. At the same time, the College of Education emphasizes democratic practice and equity in its mission statement, curriculum, and instructional practices. Those successes and challenges are well documented and ongoing. The Partnership, as a leader and convener around equity issues, acknowledges this context and is always looking for ways to support ongoing joint efforts.

DESCRIBE SIGNIFICANT SUCCESSES AND CHALLENGES RELATED TO ONE OF THE NNER GOALS LISTED BELOW.

Provide detailed information that will help colleagues learn from your successes as well as provide information that we can use to support one another as we work to address challenges.

- Research related to advancing the Agenda for Education in a Democracy
- *Influencing policy at local, state, and/or national level*
- Collaborative work with other organizations and/or within the setting that advance the NNER mission locally
- Engaging with the community to advance educational renewal

Successes:

The High school to higher education transitions initiative detailed below.

Challenges:

Simultaneous educational renewal across multiple institutions and educational levels in a geographical large statewide partnership.

OTHER SETTING INFORMATION:

(Provide any additional information including celebrations, acknowledgements, awards, accomplishments, challenges at the setting, changes in personnel, etc. that provide additional background.)

Highlights and Celebrations

1. Deepened and broadened work around P-16 transitions, particularly in the content areas of life sciences (three multi-district summits and a third statewide summit), a statewide mathematics articulation meeting, and a statewide writing colloquium. One outcome of this work was a collaboration with the Wyoming P-16 Education Council to produce comparison charts that provide information about the features of secondary and postsecondary education. The charts have been distributed statewide in hard copy. Charts for the life sciences and social studies will be developed as well. This work represents an important UW planning objective and is cited in

academic plans for the college and the university. ***This work influences state-level educational policy, serves as a model of collaboration, and involves the broader community.***

In collaboration with the University of Wyoming, hosted a two-day P-16 strand as part of UW's Fall Forum on Learning and Assessment, October 19-22. Approximately 68 K-12, community college, university, and Wyoming Department of Education educators participated. During a working dinner, the group examined course comparison charts for mathematics, world languages, and writing. The charts were produced by the Wyoming P-16 Education Council. They provide opportunity for a conversation about college for K-12 teachers and students. Electronic versions are available at www.uwyo.edu/wsup and at www.wp-16.org, the Wyoming P-16 Education Council website.

2. In conjunction with an October 10, 2008 lecture by Jonathon Kozol for the 2nd annual John P. "Jack" Ellbogen Teaching and Learning Symposium, hosted by the College of Education, the Partnership distributed copies of Kozol's *Letters to a Young Teacher* to the Governing Board and will invite follow-up book discussions statewide. The college development office purchased 100 paperback copies as a kind of lending library for the discussions. Other books distributed to the Governing Board for discussion included Schmuck and Schmuck's *Small Districts Big Problems: Making School Everybody's House*. ***This work engages with the community to advance educational renewal.***

3. Gained two school districts as members, Carbon #2 and Fremont #1, bringing the total school district membership to 20. Forty-two percent of Wyoming school districts belong to the Partnership. Almost three-quarters of Wyoming's 85,344 PK-12 students (Fall 2006 snapshot) are enrolled in Partnership school districts. All of higher education is represented through the University of Wyoming and the seven Wyoming community colleges.

4. Gained a third member in the League of Democratic Schools, Platte County School District #2 (Kenneth Griffin, contact). Other League members include UW Lab School, Laramie (Margaret Hudson, contact), and Woods Learning Center, Casper (Jennifer Grooms, contact)

5. Wyoming School-University Partnership was identified as a strength in the successful 2008 NCATE review of the College of Education's undergraduate and graduate programs.

6. NNER 2008 Summer Symposium: supported the participation of three attendees by paying the \$750 registration fee for each: Dave Barker, Platte #2; Roger Humphrey, Goshen #1; and Edward Janak, UW College of Education.

7. The setting has two AED scholars, Audrey Kleinsasser and Francisco Rios. Both have been participating in Seattle-based meetings since the group's formation, July, 2007, and continue to participate.

8. The Partnership sent the director and two public school teachers to the 4th annual Day on the Hill, sponsored by the American Association of Colleges of Teacher Education. Jennifer Grooms, Natrona County School District #1, Jayne Wingate, Laramie County School District #1, and Audrey Kleinsasser participated in the two day meeting that included legislative updates

about pending legislation and visits to the state's two senators and representative. The Partnership designated \$1,000 each for Grooms' and Wingate's registration, travel, and lodging. The College of Education paid for Kleinsasser's expenses.

9. The Governing Board learned about a research project being conducted by Cammy Rowley, a Casper College instructor and University of Wyoming Ph.D. student in curriculum and instruction, "Constructing Understandings: An Ethnographic Study of Young Children's Social Emotion Learnings in a Multiage Group." Cammy also presented at the 2008 NNER conference. We want to better track research around Agenda for Education in a Democracy issues in the next reporting year.

Next Steps and Challenges

1. Form a task force composed of secondary and postsecondary faculty (not administrators) to guide the philosophical grounding of Wyoming P-16 transitions.
2. Work with the Wyoming Department of Education around the Hathaway Success Curriculum for high quality student work and a better high school to college transition for students.
3. Work with Francisco Rios, AED scholar, and the UW Social Justice Research Center, to expand the work of the center to K-12 settings, particularly around the issue of equity, voice, community, and student generated inquiry through videography.
4. Collaborate with the director of teacher education to infuse Agenda for Education in a Democracy principles into Wyoming partner school initiatives.
5. Deepen understandings by providing support for Wyoming educators to present and participate in the 10th anniversary of In Praise of Education conference, October 15-17, 2009, Bellevue, Washington.
6. Participate in the university's academic planning process by providing action items in the College of Education document. Draft action items include the following:
 1. Collaborate with the UW Assessment Coordinators, the Ellbogen Center for Teaching and Learning, and the Learning Resources Network around a "best practices symposium for the assessment of student learning," (APIII, page 6). The collaboration will build on the Partnership's extant high school to higher education initiative and the co-sponsored 2007 and 2008 Fall Forum on Learning and Assessment meetings to a) promote curricular and institutional articulation that spans high school, community college, and university and b) increase the number of faculty participating, across secondary and postsecondary levels. Hathaway Success Curriculum content areas, language arts, mathematics, science, social studies, and foreign language, provide the prime disciplinary foci.

2. Co-sponsor and expand the “science summit” model that brings together faculty from secondary and postsecondary Wyoming settings in Hathaway Success Curriculum content areas.
3. Continue to co-sponsor the statewide Writing in Wyoming Colloquium, launched in 2008.
4. Participate in a sub-committee of the P-16 Council to plan annual P-16 education summits that Participate in a sub-committee of the P-16 Council to plan annual P-16 education summits that would include policy makers and all levels of classroom faculty.
5. Work with the UW Director of Teacher Education to create professional development opportunities around the Agenda for Education in a Democracy in partner districts; extend these opportunities to Partnership members.
6. Promote the League of Democratic Schools initiative to increase members and support Wyoming members by sharing the \$500, yearly membership cost.
7. Follow up the October 19, 2008 Jonathan Kozol visit to UW with small discussion groups around his book, *Letters to a Young Teacher*, and the topic of induction into the profession. Expand this series of 2-5 events to a yearly, Partnership-wide book discussion initiative that also includes community members.
8. Promote the participation of Partnership members at the 10th anniversary of the *In Praise of Education: The New Three Rs* Conference, October 15-17, 2009, Bellevue, Washington.
9. Promote the Partnership and its collaborative work at local, statewide, and national meetings, such as the Wyoming School Improvement Conference, the Wyoming School Boards Association, Wyoming P-16 Education summits, and the National Network for Educational Renewal.

Other Setting Information

Dues and Membership

School District dues are \$2,500 (enacted at the May 1, 2008 governing board meeting). Dues for each community college are \$500; WDE, \$2,000; College of Arts & Sciences, \$2,000; and the Wyoming Department of Education \$4,500. Current members include:

School districts: Albany County School District #1; Campbell County School District #1; Carbon County School District #1; Converse County School District #1; Fremont County School District #1; Fremont County School District #14; Fremont County School District #25; Goshen County School District #1; Hot Springs County School District #1; Laramie County School District #1; Natrona County School District #1; Niobrara County School District #1; Park County School District #1; Platte County School District #2; Sheridan County School District #2; Sublette County School District #1; Sweetwater County School District #1; Sweetwater County School District #2; Uinta County School District #1; Washakie County School District #1.

Wyoming Community Colleges: Casper College, Central Wyoming Community College, Eastern Community College, Laramie County Community College, Northwest Community College, Sheridan-Gillette Community College, Western Community College.

*Carmen Simone, Vice President for Academic Affairs, Casper College, is the representative to the governing board.

Other members: UW College of Arts and Sciences; Wyoming Department of Education; Wyoming Education Association.