**Wyoming School-University Partnership**

**Governing Board Meeting**

**Casper, Wyoming**

**Thursday, January 28, 2016**

**10:05 a.m. – 1:54 p.m.**

In Attendance

Governing Board Members

Danna Anderson (Director for Teaching and Learning, Natrona 1, for Walt Wilcox), Dave Barker (Superintendent, Fremont 1, by conference call), Andrea Bryant (Executive Director, Wyoming Professional Teaching Standards Board), Boyd Brown (Superintendent, Campbell 1), Diana Clapp (Superintendent, Fremont 6), Dan Espeland (Superintendent, Converse 1), Donna Fields (Director of Curriculum, Goshen 1, for Jean Chrostoski), Joanne Flanagan (Assistant Superintendent, Fremont 25, for Terry Synder), Shon Hocker (Superintendent, Big Horn 1, by conference call), Paige Fenton Hughes (Coordinator, Wyoming State Board of Education), Michelle Landa (Vice President for Academic Services, Eastern Wyoming College), David Nicholas (Superintendent, Washakie 1), Ray Reutzel (Dean, UW College of Education), Ray Schulte (Superintendent, Park 6), Audrey Shalinsky (Associate Dean, UW College of Arts and Sciences), Tracy Stibitz (GEAR UP Consultant, Wyoming Department of Education, by conference call), Kathy Vetter (President, Wyoming Education Association), Rick Woodford (Superintendent, Big Horn 2), Jubal Yennie (Superintendent, Albany 1).

Guests

Joel Dvorak (Consultant, Wyoming Department of Education), Joe McCann (Program Team Manager, Wyoming Community College Commission Brent Pickett (Professor, Political Science Department, UW College of Arts and Sciences), Jason Wheeler (Member, Wyoming Professional Teaching Standards Board), and Tracy Ragland (Member, Wyoming Professional Teaching Standards Board).

Staff

Kara Duggan (Office Associate), Audrey Kleinsasser (Director).

Diana Clapp, Partnership chair, convened the meeting at 10:05. She welcomed all in attendance and asked each to share his or her name and position and had a brief ice breaker.

Diana then turned to the items on the consent agenda. She asked for a motion to approve. Boyd Brown moved and Andrea Bryant seconded the motion. With no questions about the materials, the board members voted to approve the consent agenda.

Diana then asked Audrey K. to give a brief overview of the Partnership’s 2015 report for the National Network for Educational Renewal (NNER). Audrey explained that each year the NNER collects the report of all of its members, compiles the reports, and disseminates a summary document so the members can learn what others are doing and can learn from them. In the Partnership report draft, we emphasized our work with the Lost in Transition Initiative, and particularly highlighted co-sponsoring the first statewide English as a Second Language conference, April 29-30, 2016, Casper, WY. Audrey asked the governing board to look over the report and inform her of any changes they wanted.

Diana addressed the NNER’s annual Summer Symposium, which the Wyoming Partnership hosted in Laramie, June 26-29. Audrey briefly described the success of the 2015 Summer Symposium and benefits to the host site. She reminded the board that the Partnership budgets funds to send five people to the annual symposium.

Diana asked for any other questions or comments. Receiving none, she asked for a motion to approve the NNER report. Boyd moved and Paige Fenton Hughes seconded the motion. Then, the governing board voted to approve the report. Audrey thanked them, and said she would be submitting it immediately.

Diana then turned the meeting over to Paige Fenton Hughes and the grounding, an excerpt from Sherry Turkle’s 2015 book, *Reclaiming Conversation: The Power of Talk in a Digital Age*.The excerpt focused on education, in particular, the kinds of “attentional disarrays” that all variety of devices introduce into our lives. For children and youth, the immediate reinforcement provided by social media is physically irresistible and to that end, there was common agreement that teachers and students will be constantly striving for a balance. The technology is not going away and, in fact, offers enhancements to learning. Several commented that students might not have the habits of mind, such as discipline and deep-thinking, needed to effectively and efficiently use and not use technology. Teachers and others will need to be mindful of that and explicitly teach management strategies. We noted, also, Turkle’s observation (along with that of John Naisbitt *Megatrends*, in much earlier work), that high tech will have to be paired with high touch. Put another way, peers, teachers, and parents always will have to play a role in technology use, especially in educational settings.

Following the grounding, Diana asked Joe McCann, programs team leader at the Wyoming Community College Commission to discuss dual and concurrent enrollment opportunities and challenges in Wyoming.

Joe provided information about recent Higher Learning Commission (HLC) certification requirements for high school teachers who teach college-level courses. While many high school teachers have master’s degrees granted by schools and colleges of education, few have 18 graduate hours in the discipline they would teach as a concurrent enrollment course (such as mathematics or political science) in addition to their master’s degree. Without such credentials for those teaching concurrent enrollment courses, the community college puts itself at risk for re-accreditation. Joe alerted board members that community colleges may request an extension on this HLC requirement exclusively for concurrent faculty that, if approved, might postpone this HLC requirement through fall 2022. As concurrent enrollment opportunities are important at all high schools, Joe fielded questions from board members who appreciated the information and handouts Joe offered.

Diana then invited all to enjoy lunch. The meeting reconvened at 12:37.

Joel Dvorak gave a brief update about Wyoming Statewide System of Support Collaborative Council. The council, a broad-based group of about 25 representing all major Wyoming educational entities is supported by the Wyoming State Board of Education through the Wyoming Department of Education. Joel convened the council and works for the state board and WDE on the initiative. Council members have met twice, face-to-face, with a third meeting set for February 5. The council’s next step will be to flesh out strategies (e.g., professional learning communities, school leader coaching) and identify action steps. Joel commented the council still needs to resolve funding. He is hopeful that the recently enacted federal *Every Student Succeeds Act* will provide Title I and Title II money. At the same time, the WDE is investigating additional funding possibilities.

Boyd asked if Joel had already visited the twelve districts and seventeen schools identified for support. Joel said that he had, and had it had helped him emphasize the council’s objectives of doing no harm, but adding value to the school. Also, the visits helped him introduce himself to the district and school leaders.

Next, Diana turned the meeting to the ad hoc committee recommendation report and voting on possibly adopting on of the recommended dues models for school districts. First, she stated that the dues cycle, unless someone objected, would stay the same. Audrey and Kara Duggan would email a heads up immediately following the April meeting and formal approval of the next year’s budget, with an initial invoice in May. Members would receive renewal notices and nonmember districts would receive invitations to join.

Diana then gave a brief outline of the recommendation models, and asked for questions. Joanne asked if there had been any discussion with nonmember districts. Audrey K. reported there had been no discussions, though all school district superintendents receive Partnership updates and the meeting board packet. With no further questions, Dan Espeland moved to adopt model three and Joanne seconded the motion.

Rick Woodford commented he was not sure model three helped the small districts, stating that the dues might still be too steep. He thought model two would be better. Dan replied that he thought money is not the big deterrent for nonmember districts, rather the time commitment of one more thing.

Diana called for a vote on adopting model three from the dues structure recommendation report for the 2017 fiscal year. All members present but one voted for the motion. The motion passed.

Diana thanked everyone for his or her vote and asked for any suggestions about how to present the Partnership’s deliverables as well as how to recruit new members. Jubal Yennie suggested that Audrey K. and Kara create a list of deliverables that the governing board can look over and discuss any areas of need. Ray Schulte commented that any new deliverables the Partnership creates will need to be tied to the Partnership’s vision. Audrey and Kara will work on such a document before the next governing board meeting.

Diana then thanked the ad hoc committee and charged everyone to call one nonmember school district superintendent to urge him or her to join the Partnership.

Next, Diana asked for an update from the UW College of Education from Ray Reutzel. Ray began with an update on the Board of Trustees’ Education Initiative and informed the group that the Daniels Fund approved the $5 million gift. The initiative includes the next steps:

* create a governing board and structures,
* hire an executive director,
* create a strategic planning committee and sub-committees
* identify stakeholders and gather their input,
* create a national advisory panel,
* work on fundraising,
* submit a construction request for a new college of education building in seven years, and
* conduct a SWOT analysis of the College of Education.

Ray then turned to a proposal for a collaborative purchase of an ETC-4000 Optical Topography System, a near-infrared reflectance spectroscopy technology. Ray informed the governing board that one of the emerging fields in education is neuroscience, and he noted there are only seven of these machines in the world, with only four in the U.S. The machine allows researchers and educators to observe how stimuli changes the brain by presenting the oxygenated and de-oxygenated hemoglobin in the brain in real time, information that indicates which parts of the brain are working during an activity. Ray commented that a Yale study with this machine indicated how effective teaching helps alter the brain for the better.

Ray fielded several additional questions, but no action was taken.

Finally, Ray ended the UW College of Education update by informing the group of the National Council for Accreditation of Teacher Education (NCATE) Legacy Site visit, March 20-22. As soon as the accreditation process is over, the next accreditation standards will come from the Council for the Accreditation of Educator Preparation (CAEP), a consolidation of NCATE and the Teacher Education Accreditation Council (TEAC). Diana stated all the districts that went through accreditation this year feel for the college, and thanked him for his update.

Audrey K. then quickly highlighted some of the documents in the packet, emphasizing the Lost in Transition bulletin, the 2015 National Board Certified Teachers, the new Computational Science professional development course to be offered at UW this summer, and the newsletter.

With no further business before the board, Diana thanked all the participants for their time and contributions, urged them to complete a meeting evaluation, and adjourned the meeting at 1:54 pm.

Governing board minutes prepared by Kara Duggan, February 1, 2016

**Wyoming School-University Partnership**

**Governing Board Meeting Evaluation Form**

**January 28, 2016**

**Session feedback transcribed January 29, 2016**

n = 9 responses

*All responses from evaluation form were transcribed as written.*

Not all respondents answered all questions.

1. **What from today’s meeting did you appreciate and would recommend we continue doing?**

* Liked the reading and discussion!
* Grounding, conversation.
* Good topics today! Dual and concurrent enrollment will continue to be a topic that needs to be revisited as more solutions are explored. Loved the grounding and discussion.
* Being new I really appreciated the make-up of the group. Thank for providing travel time at both ends.
* Meaty agenda full of really good info on dual/concurrent and update on college of education.
* I enjoy the update in all areas. I enjoy the chapter [illegible]/article discussion.
* Info on dual and concurrent enrollment. Liked putting the grounding back into the meeting. Food was good. ☺
* The grounding is always good. Maybe have a reading list from past meetings? I would share that with my admin team…
* Grounding was excellent activity.

1. **Would you recommend any changes to improve future governing board meetings?**

* Very efficient.
* I think this format works.
* Focus on WHY of teaching and learning and not much on HOW.

1. **Reactions, suggestions, recommendations, or anything else you’d like meeting planners to know?**

* Develop a list of collaborative projects in schools to focus on problems of practice.
* To increase membership – perhaps determine the needs (maybe that’s deliverable).
* Appreciate the preparation. Really great turnout. Enjoy diverse perspectives.
* We just went to stay up to date on dual and concurrent enrollment information.
* Thanks.
* Good work.

Transcribed by Kara Duggan, January 29, 2016