**Wyoming School-University Partnership**

**Governing Board Meeting**

**Wednesday, June 29, 2016**

**10:07 a.m. – 2:30 pm**

**The regular governing board meeting was shortened to business only and followed**

**by a working lunch and 12 noon – 2:30 p.m.**

**Joint Meeting with the Wyoming Community College**

**Academic and Student Services Vice Presidents**

In Attendance

Governing Board Members

Danna Anderson (Director, Natrona 1, representing Walt Wilcox), Dave Barker (Superintendent, Fremont 1), Andrea Bryant (Executive Director, Wyoming Professional Teaching Standards Board), Boyd Brown (Superintendent, Campbell 1), Jean Chrostoski (Superintendent, Goshen 1), Diana Clapp (Superintendent, Fremont 6), Dennis Fischer (Superintendent, Platte 2, by conference call), Joanne Flanagan (Assistant Superintendent, Fremont 25, for Terry Synder), Paige Fenton Hughes (Coordinator, Wyoming State Board of Education), Michelle Landa, (Vice President of Academic Affairs, Eastern Wyoming College), Joe McCann (Programs Teams Manager, Wyoming Community College Commission), David Nicholas (Superintendent, Washakie 1), Ray Reutzel (Dean, UW College of Education), Leslie Rush (Associate Dean, UW College of Education), Ray Schulte (Superintendent, Park 6, by conference call), Marty Wood, (Principal, Niobrara 1, for Aaron Carr), Rick Woodford (Superintendent, Big Horn 2, by conference call)

Partnership Guests

Mark Lyford (Assessment Coordinator, University of Wyoming), Liesl Sisson (Board Member, Wyoming Professional Teaching Standards Board).

Community College and Complete College Wyoming Guests

David Anton (Mathematics, University of Wyoming), Milo Asay (ESL, Northwest College), Kim Farley (Vice President for Student Learning, Western Wyoming Community College), Jackie Freeze (Vice President for Student Success Services, Western Wyoming Community College), Rakhshi Hamid (Director, Laramie County Community College), Terry Harper (Interim Vice President of Academic Affairs), Mark Nordeen (Dean of Arts and Sciences, Central Wyoming College), Astrid Northrup (Associate Professor and Physical Science Division Chair, Northwest College), Daniel Powell (School of Arts and Humanities Dean, Laramie County Community College), Shawn Powell (Vice President for Academic Affairs, Casper College), Claudia Stewart (Mathematics, Casper College).

Staff

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

Diana Clapp, Partnership chair, convened the meeting at 10:07. She welcomed all in attendance and reminded them of today’s shortened, 10:00-12:00 noon business meeting, followed by a working lunch and meeting with Wyoming community college leaders and members of the Complete College Wyoming initiative. To help guests, she overviewed the governing board’s meeting structure and formal relationship with the National Network for Educational Renewal. Audrey Kleinsasser distributed copies of John Goodlad’s *Education for Everyone* for board members who did not have a copy. The book is a key resource to learn about the Agenda for Education in a Democracy, which presents the set of core principals guiding the Partnership. Diana said the book was a great way to re-light the reader’s passion for education in a democracy. To close the introductory segment of the meeting, she asked each to share his or her name and position.

Diana then turned to the April 14, 2016 governing board meeting minutes. Boyd Brown moved to approve the minutes, and Andrea Bryant seconded the motion. All voted to approve the minutes. There was no discussion.

Diana moved on to the financial report. Audrey noted that the Partnership spent a substantive amount of money this quarter on Lost in Transition meetings. She reminded the governing board that Partnership staff strive for transparency, and welcomed any feedback about ways to depict financial information.

With no questions, Boyd moved to approve the financial report, and Rick Woodford seconded the motion. All voted in favor of approving the report.

Next, Diana presented the proposed dates for the 2016-2017 Partnership governing board meetings. Several issues arose with the proposed dates, including conflicts with school district accrediting periods, the Wyoming Association of School Administrators conference, University of Wyoming administration meetings, and Wyoming State Board of Education and Wyoming Legislative meetings. With much discussion and deliberation, the following dates were proposed:

**Thursday, November 3, 2016**

**Thursday, January 26, 2017**

**Thursday, April 27, 2017**

**Thursday, June 15, 2017**

Boyd moved to approve the dates and Andrea seconded the motion. All voted in favor of the dates.

After setting the calendar for next year, Diana turned to Partnership leadership. She reminded the group that this meeting was her final one as Partnership chair. Boyd Brown would begin his two-year term as chair (2016-2018), and the group needed to vote on a chair-elect. She informed the meeting that the Partnership’s executive committee had recommended David Nicholas and brought his name forward.

Dave Barker moved that nominations cease, and Boyd seconded the motion. All voted in favor of David Nicholas as chair-elect, 2016-2018.

Diana congratulated David, then expressed thanks to Paige Fenton Hughes, past-chair, for all of her time and contributions to the Partnership executive committee. Diana also congratulated Paige on her new job, assistant superintendent in Converse 1.

Audrey, and the rest of the governing board, then thanked Diana for her three years of service as chair of the Partnership. Diana thanked the group.

Diana moved on to Partnership 2016-2017 membership, pointing out the document with a list of dues received by Audrey and Kara, updated June 28, with the revised dues structure attached. She mentioned she had talked to several Fremont districts as well as Teton 1 about joining, and urged governing board members to talk to other districts. Michelle Landa said that she would encourage her community college colleagues to renew their memberships.

Audrey briefly highlighted the calendar for collecting dues, saying that she and Kara will solicit and collect dues through July and August, finalizing the 2016-2017 membership list by September 1. Audrey and Kara will send second reminder invoices immediately following this meeting. She also reported that dues are apace with past years.

After discussing dues, Audrey turned to iContact, a mass-emailing platform, and the Partnership’s main form of communicating announcements and invitations to events. Audrey and Kara recently discovered a problem with iContact, as Albany 1’s email firewalls are blocking Partnership emails that come through iContact. Further discussion revealed the likelihood that the firewalls in most of the districts and organizations were blocking iContact messages. Kara collected contact information for each organization’s information technology person and will follow up. Audrey and Kara will continue to investigate the issue.

Diana then turned to other announcements and updates from different organizations in the membership. Audrey reminded the group of the Fall UW Education Literacy Conference, September 23-24, 2016, in Laramie, which the Partnership co-hosts with the UW Literacy Research Center and Clinic.

Boyd asked about the National Network for Educational Renewal, stating he had enjoyed the past summer’s annual symposium, which the Partnership co-hosted in Laramie. Audrey reminded the governing board that the NNER will have a strategic planning meeting, July 18-19, in Albuquerque, NM, in lieu of its usual summer symposium. The annual fall conference, is set for October 27-29, 2016, Arlington, TX. Audrey suspects the strategic planning meeting will be about the future of the NNER, which is unclear at this time. Audrey, and Ray Reutzel agreed, that whatever the future of the NNER, Wyoming will be a part of it as the Partnership is one of the NNER’s strongest members.

Paige updated the group about Wyoming State Board of Education activity. The Board is currently re-visiting Chapter 31 regulations, working on having Chapter 6 come online, and having the Science Standards open to comments from the public. She urged all the governing board members to keep an eye on all three issues.

Ray R gave an update about the College of Education and the University of Wyoming. The Board of Trustees’ Education Initiative advisory council hopes to wrap up its search for an executive director. Four applicants have been selected to come to UW in early July for interviews. In regard to UW as a whole, Ray R stated the new president has taken a number of actions in response to the state’s budget crisis.

Andrea Bryant reminded the group to have educators contact the PTSB about licensing. She reminded the group that while some complain it is harder to become licensed and earn endorsements in Wyoming, the restrictions help keep the quality of educators in Wyoming schools high. She also said the PTSB is well aware of the shortage of special education educators, ESL teachers, and science teachers.

Ray R asked the group if there is also a need for educators with computer science and engineering backgrounds, stating he had discussed a joint degree with Michael Pishko, UW’s Dean of Engineering. Several superintendents expressed interest, especially in regard to teachers with coding experience. Joanne Flanagan thought coding could be incorporated into applied mathematics. Marty Wood thought both coding and engineering could fold into industrial education.

Diana then thanked everyone for his and her participation and wrapped up the business part of the Partnership meeting at 12:02 pm.

**Minutes transcribed by Kara Duggan, June 30, 2016.**

Below is the feedback and comments from the joint Partnership and Community College and Complete College America meeting.

**Feedback from joint meeting of the Wyoming School-University Partnership Governing Board and Wyoming Community College Leaders**

**Wednesday, June 29, 2016, Casper, WY**

**Complete College Wyoming Fall Conference**

**Friday, October 7, 2016 (tentative)**

**Improving Student Success and Building Skills:**

**English/Language Arts and Mathematics**

**Small and Large Group Discussion Prompts:**

1. **Questions specific to Duckworth reading, Chapter 7, “Practice,” from Grit: The Power of Passion and Perseverance**

The advance organizers below are designed to prompt your thinking about reading, prepare you for the June 29 small and large group discussion over lunch, and offer specific suggestions for a statewide meeting later in the fall for mathematics and English/language arts teachers, grades 10-14.

1. The Hathaway Success Curriculum and Scholarship Program set high but doable goals for academic achievement and a path to college and university. Some might say the curriculum and scholarship initiatives aim to create an aspirational culture for the state’s educational community. In this, the language we use is familiar: find what you love to do and work toward it; aim high(er); embrace risks/challenges, don’t default to the easy path; and, look to the future, both short and long term. Duckworth’s research might suggest that we are over-prizing the *achievement narrative* when actually it is the *struggle narrative* that would support more secondary and postsecondary students in their studies and later in work, career, and military. What might help shift the narrative so that students come to see that together, achievement and deep satisfaction are almost always in the struggle itself, the journey? What specific tactic or information could instructors, grades 10-14, use to support this approach, particularly in mathematics and English/language arts?
2. Educational and psychological researchers have long examined the power of feedback. Duckworth is no exception. In fact, Duckworth is persuasive in suggesting that student perseverance falls away in the face of “mindlessly going through the motions without improvement” (page 135). To improve, students need much better feedback than many are receiving. What examples can you offer of exceptional feedback that clearly improves academic achievement and thus encourages a learner to continue?
3. The idea of *deliberative practice* is the heart of this chapter. The Complete College Wyoming initiative plans to host a fall conference for mathematics and English/language arts faculty from high schools, community colleges, and the university. What big and little steps do planners need to take so that the conference gives these faculty members opportunities to a) deepen positive working relationships across high school, community college, and university levels; b) improve informal and formal communication across educational levels; c) share ownership for a common challenge in two sets of gateway courses; d) review and rethink instructional behaviors; and, d) emphasize the skills of deliberative practice? We will discuss and list your ideas on chart paper.
4. **General Questions – Fall Conference**
5. What challenges and opportunities exist in terms of student readiness in math, reading, or English composition (and comprehension)?
6. What strategies might we undertake to better facilitate student transitions to work, college, or university?

**Comments from 3x5 Cards**

* ACT multiple times.
* Align curriculum –w/college.
* Target ACT
* Grammer, stence (sic) diagrams is related to math formulas good to show left/right brain thinking.
* Teach the right stuff in the right way. Be a living example of grit & passion when you teach! Teach students cognitive strategies in writing. Rote memorization is not a bad thing. Project based learning is not a bad thing.
* Discuss ways to make math and English Comp. relevant to students who are likely to go into a variety of fields.
* Senior year in h.s. needs substance & rigor to better prepare for the next step(s).
* I think it is important to develop some way to help educators create strategies to teach students grit, learning to learn, self-reflection, etc.
* Allow students to struggle (productive struggle), come to Ahas on their own. Feedback – the critique (chess). School accountability makes it difficult to prepare kids (mastery learning). Best teaching: 10,000 hr. rule Malcolm Gladwell. Deliberate practice – a clearly defined, full concentration, immediate & informative feedback. Repetition/reflection & refinement.
* More money!
* I wonder – can grit & deliberate practice be taught effectively: elementary, MS, HS, CC, University?
* What are successful models for building grit Success coaching – feedbacks, leading to Grit.
* SREB (Southern Regional Education Board) transition courses: sreb.org/ready
* Suggestion: What is the training level or requirements for the college faculty teaching the developmental courses in terms of pedagogy & student psychology/development.
* Quantum Learning! Teach students how to learn, learn how to learn.
* Collaborating between subjects fractions & math class connect with culinary classes or geometry & woodshop…connect dots for relevancy in learning core subjects.
* Based on the comment that community college & h.s. should develop common learning outcomes for courses…this should be done statewide so we don’t have inconsistencies in expectations for concurrent enrollment.
* Education based on ability not age like 6h graders going to junior high for math class vs. just being taught in comfortable environments & being taught algebra or pre-algebra in 6h grade!
* Junior high math needs to address skill/ability & hormones as well as growing pains.
* Attendees from elementary and middle – influence students earlier.
* Writing as a means of learning & expression as opposed to writing for the sake of producing a written product.
* Need follow up so it’s not a one time day/conference. Mini grants is a good option. Also, could explore distance options committing to some collective impact (what will people commit to doing & then reporting back), regional follow u.
* Like mini-grant idea.
* Better career counseling. Wyo needs to consider/reflect/review info on post secondary choices students are making. Ed Week topic in mid-June, research showing that college dropouts no better off than h.s. grads.
* Maybe a survey of students who had a remedial course & then were successful?
* Does the level of grit vary with the task? If not, then work on the student. If yes, then work improving the task, i.e., better instruction.
* Conversation for conference: relationship between student grit & teacher expectation. Will high expectations promote grit?
* High Stakes testing…take seriously. Cost of starting [developmental] ed vs. college level. Motivation issues Who teaches “grit?” Who is responsible? Student thinks teachers are responsible for them passing. List specific objectives for each course. Invasive advising…goal setting. Safety net closes once [students] hit college.
* Conference input: Every district in Wyoming that was accredited last year was challenged to move forward with standards based grading. Some of these models eliminate an F grade, replaced with “not there yet.” Include higher level of process focus and individualized pacing. It separates grading/scaling student academic achievement vs. student academic behaviors.
* Conference input: Discussion about instructional approaches and student expectations regarding academic achieve AND academic behaviors (work ethic). Suggestion: Session/training on ACT’s “The Forgotten Middle.”
* Conference input: Focus on Growth mindset for 1) teachers facilitating growth mindset with student, ALSO, 2) a growth mindset for systems & system approached to improvement.
* Conference input: Is the UW Data Dashboard developed and available (UW Partnership presentation from a year or two ago) If so, suggest a session on that dashboard & how to use.
* Bring more to the table – CTE faculty, discipline specific and its [faculty].
* Strategies: 1) ACT as benchmark. 2) Align curriculum. 3) Align placement.4) Failure and accountability to improve. 5) Multiple assessments and feedback to improve.
* Challenge: mindset = negative outlook on math, [indistinguishable] teachers out of frustration, perpetuates the failure.
* Do we need to move to competency based transcripts – what has the student learned & can be demonstrated.
* Pay attention to teaching “grit” as a life skill that is important in the success of almost anyone doing anything. Grit is teachable.

**Newsprint Comments**

**Newsprint Sheet 1: General Message**

* Alignment, K12-higher education.
* Multiple assessments, ACT.
* Common placement assessments (ACT, at the community colleges).
* Be clear purpose of the conference? A look at systems?
* Learning how to learn.
* Share data! The h.s. reports from UW might address opportunity gaps.
* Emphasize postsecondary more than college/academic. [include CTE]
* Deliberate practice.
* Stretch goals.
* Power of deliberative repetition.
* The senior year! Advising. Pathways. Linkages.
* Relevance – teacher level, skill sets.
* Power of the teacher.
* Concurrent enrollment: collaboration on learning objectives.
* Two strands [to conference]: \*readiness and \*content.
* (2 comments) Importance of modeling (failing, critical thinking).
* Co-requisite model, GSU – structurally.
* H.S. to college transition courses/taught be h.s. and college teachers.

**Newsprint Sheet 2: Specific to English Composition**

* Feedback. Relevance. Being able to see it.
* Skill identification, by college-level class (with h.s. targets).
* Relevance – feedback.
* Career tech…invite them?
* What do you want to do first? [an important question to ask learners]
* Some kids think adults in their lives really don’t care about them or their futures.
* Other disciplines, too?

**Newsprint Sheet 3: Specific to Mathematics**

* Feedback and relevance. Being able to see it.
* Skill identification by college level class (with h.s. targets).

**Newsprint Sheet 4: GRIT**

* Deliberative practice (ACT).
* (three votes) Feedback: regular & consistent, immediate.
* Best practices (on feedback loop).
* Need to acknowledge work leading up to end product [honor well intentioned mistakes and learn from them, embrace the failures].
* (two votes) Take interest, passion and lead into engagement.
* Gang up on them!! [collaborate on their behalf].
* GRIT: Academic, socio-emotional.
* (two votes) modeling.
* Interaction (S.L. Theory with teaching).
* Relevance and motivation.

**Newsprint Sheet 5: the parking lot**

* (two votes) Feedback (multiple formative assessments). e.g., ALEX in mathematics.
* Career decisions: What you DO NOT want to do.
* Career counseling.

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Transcribed June 30, 2016 by A. Kleinsasser