

Partnership Begins Revisions of Trifold Disciplinary Charts

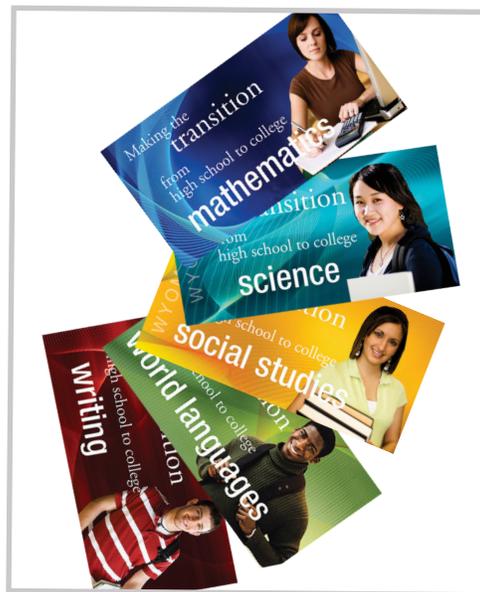
The Partnership started revisions of the Trifold Disciplinary Charts in mid-December with a series of video conferences by discipline (mathematics, science, social studies, world languages, and writing). These revision meetings will continue in January until each discipline's face-to-face meeting this spring (go to page 4 for specific dates), at which a rough draft of the revised text will be discussed and edited by the larger disciplinary group represented by high school, community college, and the university.

The revision teams for the charts consist of educators from K12, community college, university, and state-level education agencies in each discipline. Each team is meeting by ZOOM video conference technology to discuss ways to revise and update the current chart. The

end-goal of the meetings will be revised and updated charts that both highlight the differences between secondary and postsecondary education and help make students be college-ready.

Insights so far
As of January 12, 2017, the Social Studies, World Languages, and Writing revision teams have met three times by ZOOM conference, and the Science and Mathematics team has met twice. The plan is to meet weekly for no more than an hour. Each team utilizes Google docs to share materials. Each team has approached the revision project with different perspectives, and a number of interesting ideas and themes have emerged.

Format - All of the teams agree that a digital product would best serve students, though a smaller print document directing **Transitions continued on page 3**



Check out the original trifolds at www.uwyo.edu/wsup/publications before the Partnership's spring meetings.

Inside this issue

WY National Board Certified Teachers page 2

ESL and Dual Language Immersion Conference, April 2017 page 2

UW World Languages Day, March 2017 page 3

Partnership Academic Transition Initiative page 4

TEI Research Work Groups, Staff Hired page 5

League of Democratic Schools page 5

UW College of Education Partnership Facilitators pages 6-7

Shepard Symposium on Social Justice page 8

Thank you to all who have participated in the Disciplinary Trifold Revision Project so far!

Mathematics

David Anton, University of Wyoming
Linda Hutchison, University of Wyoming
RJ Kost, Park #1
Meagan Rourke, Sheridan College
Tom Sachse, WY State Board of Education
Kerrie Spinney, Northwest College
Jill Stringer, WY Department of Education

Sciences

Andrea Burrows, University of Wyoming
Bud Chew, Western Wyoming Community College
Ami Erickson, Sheridan College
Jon Prather, University of Wyoming
Scott Seville, UW-Casper
Mark Steward, Douglas High School
Zac Roehrs, Laramie County Community College

Social Studies

John Anderson, Sublette 1 BOCES
Kevin Derby, Torrington High School
Jessica Flock, University of Wyoming, WY History Day
Patty Kessler, Laramie County Community College, and University of Wyoming
Brent Pickett, UW-Casper

World Languages

Juan-Antonio Bernabéu, Laramie County Community College
Leslie Boaz, Wheatland High School
Katherine Boehnke, Dean Morgan High School
Ian Caldron, Laramie County Community College
Nish Goicolea, Western Wyoming Community College
Joy Landeira, University of Wyoming

Writing

Ryan Croft, University of Wyoming
Rick Fisher, University of Wyoming
April Heaney, University of Wyoming
Nate Huseman, Laramie County Community College
Kelly Kinney, University of Wyoming
Eric Stemle, Evanston High School
Carol Stewart, High School

If you're interested in joining the revision meetings, contact Audrey Kleinsasser at dakota@uwyo.edu

Congratulations, 2016 WY National Board Certified Teachers!

In 2016, the National Board of Certified Teachers awarded sixteen Wyoming teachers with National Board certification. The Partnership is delighted to congratulate these NBCTs, their districts, and their communities! The table lists all 16 teachers by their school district.

**Wyoming has 603 active
National Board Certified Teachers!**

Please note: This number is lower than previous years as there has been a phase out of the old process with no opportunity for certification in the roll out of the new process until 2017.

The Ellbogen Foundation is currently supporting 174 first time candidates in the new process and estimate 50 teachers will certify in 2017.

District	2016 National Board Certified Teachers
Campbell #1	Corina Crump Christopher Lubken
Crook #1	Gina Dewey Sarah Merchen
Fremont #25	Kari Oeser Shawn Peck
Hot Springs #1	Emma Christoffersen
Johnson #1	Brenda Vonholst
Laramie #1	Lorrie Bartow Scott Mattson
Natrona #1	Jennifer Bonnett Kim Hilderbrand
Sweetwater #1	Darlene Baker Jodee Burnett
Teton #1	Susan Mick
Uinta #1	Austin Moon

The WY English as a Second Language and Dual Language Immersion Conference to be April 21-22, Jackson

by Jenna Shim, ESL Certificate Program Coordinator

The **2nd Annual Wyoming English as a Second Language/Dual Language Immersion Conference** is set for April 21-22, 2017 in Jackson, WY.

The conference aims to provide forums for disseminating and sharing of information among K-12 teachers, dual language immersion and ESL teachers, administrators, community program teachers, and graduate students involved in teaching English as a second language and dual language instruction within the state of Wyoming. The conference will offer a stimulating environment to share participants' work, network, and learn from one another.

Presentation topics will include, but will not limited to, family engagement, English learners in US and future directions, closing vocabulary gaps for ELs, starting dual immersion program, ELs and gifted students, and young bilingual learners' language and literacy development.

For more information on the conference and presentation topics, please contact conference chairs, Jenna Shim, jshim@uwyoedu, Chad Ransom, cransom@tcsd.org, or

Conference Keynote Speakers



Dr. Claude Goldenberg, Nomellini and Olivier Professor of Education, Stanford Education, Stanford University.
Topic: English Learners in US: Research Findings, and the Directions for the Future.



Lorena Mancilla, WIDA Standards Framework Specialist, University of Wisconsin, Madison.
Topic: Family Engagement

Robin Holbrook, robin.holbrook@wyo.gov, or visit www.uwyo.edu/education/lrcc/conferences%20and%20events/17springlitconf.html

The conference is collaboratively presented by the University of Wyoming College of Education, Teton County School District and the Wyoming Department of Education.

Transitions from on page 3

readers to the digital product would be worthwhile for recruitment events such as university and community college recruitment efforts. The idea that captures most people's interest is making a web-based app.

Another big format change all teams agree on is collapsing the many features in each trifold (currently 9-12 features). Social Sciences has proposed the document be divided into answering three questions students might pose, 1) How does this course work? 2) What does the teaching look like? and 3) What expectations should I have of myself?

Audience - The target audience for the revised charts includes junior and seniors in high school and freshmen and sophomores in community colleges or at the university. One way the revision teams are targeting the audience by examining dual and concurrent 1000 and 2000 level courses. However, as the Science team has noted, 1000 level courses in high school are structurally different than those in post-secondary education, specifically pacing and

lab work. This difference, in fact, is important for students to understand.

Another point brought up by all the teams is that the current text of the tri-folds is not as student-friendly as it could be, and is too text-heavy in general. All groups want to revise language and tone, and the Writing group is particularly interested in cultivating student voices and testimonials to present the information. World Languages has emphasized the importance of positive language.

Standards – Each of the revision teams has addressed the issue of current curricular standards.

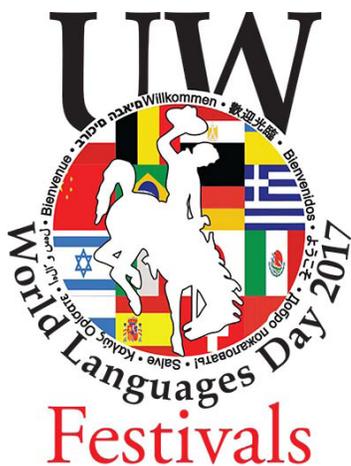
Class Structure – All teams are agreeing that the differences between class structure are important for students to know, particularly pacing, grading scales, and where a student's "work" is to take place (in the classroom or outside of it). Both the Writing and Mathematics educators want to emphasize the importance of asking for help and advocating for self.

Habits of Mind – Finally, and most

important, each group has discussed the need to emphasize the "soft skills" students need to be successful in academic work and productive learning. Soft skills include, but are not limited to, the discipline to attend class, to study outside of class, self-advocacy, and seeking outside help like tutoring. According to all of the teams, it is these skills that truly make students successful in college and university. Teachers at all levels value these skills.

Distributed widely in print and non-print versions, the charts were created nearly 10 years ago under the sponsorship of Wyoming's P-16 Education Council and the State Scholar's Program. When Wyoming's P16 Education Council disbanded, the Partnership was allocated funds to support its high school to higher education transition initiative.

For more information about the disciplinary trifold revision project, contact Audrey Kleinsasser, dakota@uwyo.edu.



World Languages Day

March 3-4, 2017

UW, Laramie

Registration is now open!

Early-bird registration is \$15 per student and teacher and ends February 10, 2017.

Learn more about competition guidelines, rules, registration, hotel availability, and more at www.uwyo.edu/modlang/world-languages-day/

Contact Yan Zhang, y Zhang@uwyo.edu or Mollie Hand, mhand4@uwyo.edu for more information.



Call for Manuscripts!

Manuscripts are currently being sought for review and potential publication in the 2017 edition of *Education in a Democracy: A Journal of the NNER*.

Learn more about the journal and the guidelines at www.nnerpartnerships.org/wp-content/files/2017CallforManuscripts.pdf

February 1 deadline for submissions.

The Partnership Tackles Challenge of Transitioning from Secondary to Postsecondary Education in Spring Meetings

This spring, the Partnership invites high school, community college, and university level educators to its Academic Transition Initiative meetings (formerly known as the Lost in Transition Initiative) to examine the challenges students face when transitioning from secondary to postsecondary education.

This year, the Academic Transition meetings will focus extensively on the transition from high school to community college or university. The overall goals of the meetings are: 1) explore challenges and opportunities created by instructional and curricular commonalities and differences across grades 11-14, 2) promote deeper understanding and collaboration in common courses high school, community college, and university students complete, and 3) react to revisions of Partnership Trifold Disciplinary Charts and provide feedback. All are welcome, and we strongly encourage educators who teach grades 11-14 and specifically educators, at all levels, who teach 1000 and 2000 level courses.



Julia Obert, Karen Leathers, and Scott Henkel discuss the Writing Trifold Disciplinary chart at the 2016 Teaching Writing in Wyoming and Literature Summit. The 2017 Transition meetings will focus on revising and updating the chart.

The 2017 spring Wyoming Academic Transition Initiative meetings are scheduled and the registrations are live. Registration for each meeting is free, but is required. All travel and lodging expenses are the participant's responsibility. PTSB renewal credit will be available for Wyoming certified teachers.

To learn more and register for one of the meetings, go to www.uwyo.edu/wsups/transition/ and choose your discipline.

All meetings are in Casper, WY

TEACHING WRITING IN WYOMING
AND THE LITERATURE SUMMIT

Friday, February 3

K16 LIFE SCIENCES SUMMIT

Friday, February 10

WORLD LANGUAGES COLLOQUIUM

Friday, February 17

SOCIAL SCIENCES INSTITUTE

Friday, February 24

MATHEMATICS INSTITUTE

Thursday - Friday, April 6-7

QUESTIONS?

Learn more about the history of both the Wyoming School-University Partnership and the Wyoming Academic Transition Initiative at www.uwyo.edu/wsups/transition or contact Kara Duggan at kduggan1@uwyo.edu.

Trustees Education Initiative Research Work Groups Underway; Staff Hired

Three Research Work Groups are poised to begin meeting this semester. The groups include college of education, elementary education, and special education. In all, nine research groups have been formed. David Yanoski of the Marzano Research Group, Centennial, Colorado, will facilitate each group's work.

According to the TEI's Strategic Plan 2016-2020, each Research Work Group is advisory to the Initiative Governing Board and charged with the following:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan.
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices.
3. Identify policy and other barriers to successful implementation.



Anaya Yates was recently hired as the Initiative's project coordinator. The multi-million dollar initiative is supported by the Daniels Fund, a private, nonprofit organization. The reform of K-12 education is one focus of the Daniels Fund.

To learn more about the initiative's purpose, coordinating council, governing board, meetings and materials, and directory, go to www.uwyo.edu/trust_edu_init or contact executive director Rebecca Watts rwatts3@uwyo.edu or 307.766.5461.

The League of Democratic Schools Visualizes 2017 Activities by Donnan Stoicovy, League Director

A contingency of six schools in the League of Democratic Schools met at the October 26-29, 2016, National Network for Educational Renewal Conference in Arlington, TX, to attend the conference and discuss the future of the League.

During the League business meeting, teachers and principals shared the good things going on in their schools, which always sparks new ideas for all participants. Also, we discussed the future directions for the League.

Simultaneous Renewal - Beginning in January, we agreed to having a monthly discussion of writings from John Goodlad's *Education for Everyone* (2004) and *Education and the Making of a Democratic People* (2008). The first topic of discussion will be "Schooling as an Ethical Endeavor" by Nelda Cambron-McCabe, published in *Schools That Learn*

New Members

We are excited to announce Derek Bridges and Clark Elementary School in Webster Groves School District, Saint Louis, Missouri, has joined the League. Welcome!

If your school might be interested in joining the League, contact Donnan Stoicovy at dmstoicovy@gmail.com. We are looking for schools that we could assist and mentor on their journey to becoming a democratic school.



The League
of Democratic Schools

(2012).

Membership - The League is reaching out to schools that have been inactive in the League and encouraging them to rejoin.

Additionally, we are reaching out to schools that have shown interest in the League or share similar passions for partnership work and the writings of John Goodlad.

Funding and Grants - We will be seeking opportunities for funding to support the work of the League.

Upcoming Conference - As the current president of the National Association for Professional Development Schools (NAPDS), I will be presiding over and attending the NAPDS Annual Conference in Washington, DC, from March 9 - 11, 2017. If interested in more information about that, please either contact me or go to napds.org.

If you have any questions about the League or your school is interested in joining, contact me at dmstoicovy@gmail.com

Partnership Facilitators Provide Support Essential for Residency Students

by Leslie Rush, Associate Dean of Undergraduate Programs

Faculty and administrators in the College of Education, recognizing the importance that the residency semester (or student teaching semester, as it has traditionally been called) plays in preparing teacher candidates for P-12 classrooms, opted many years ago to increase the amount of support provided for those teacher candidates through hiring Partnership Facilitators to augment the support provided through UW faculty members who supervise residency students in the classrooms of our P-12 partners.

We currently have six Wyoming Partnership Facilitators, ranging from part-time to full-time, who provide essential support to the residency students and their mentor teachers in Casper, Cheyenne, Gillette, Green River, Laramie, Rock Springs, and Sheridan. In January 2017, we will hire a new Partnership Facilitator in Denver.

UW College of Education Residency Student Support

Residency students are supported by Partnership Facilitators along with their teacher mentors and UW faculty supervisors during their residency their spring semester residency. The residency is the final year in the education degree program. The diagram below highlights ways each partner supports the residency student.

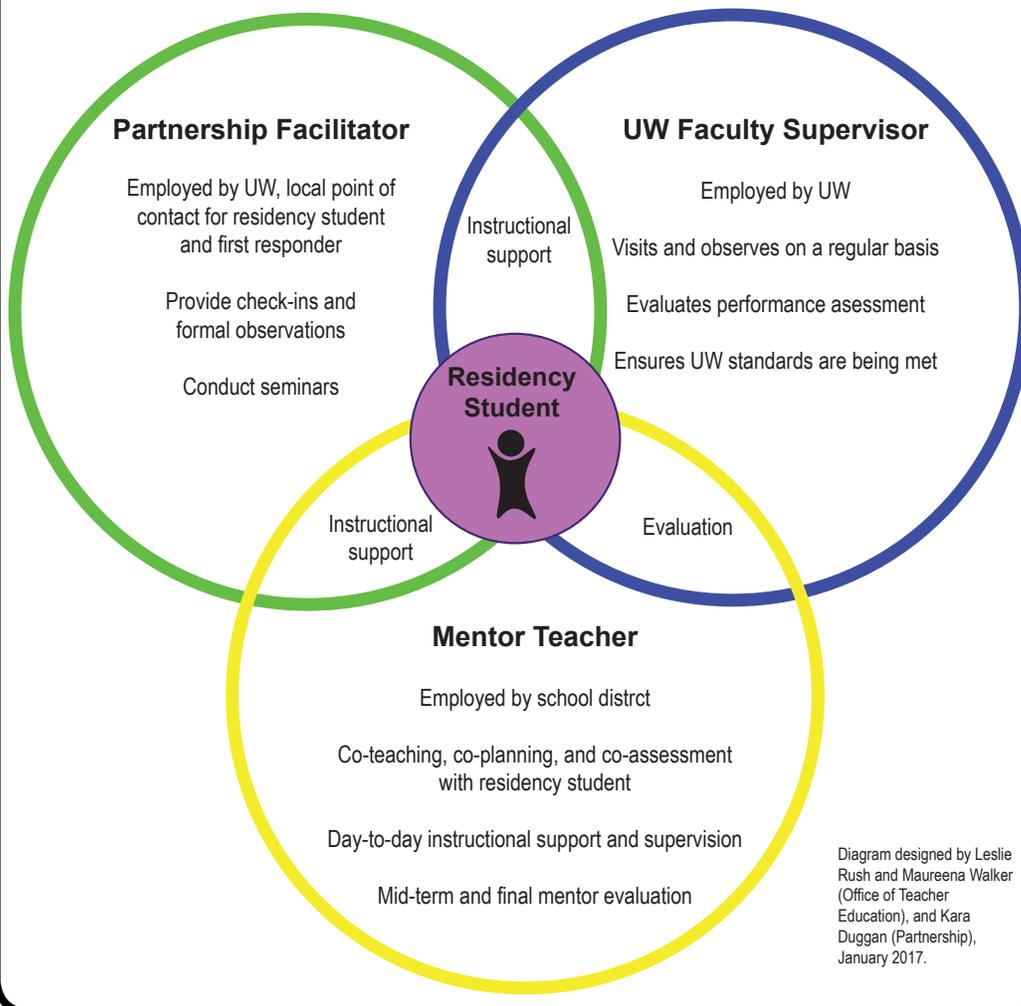


Diagram designed by Leslie Rush and Maureen Walker (Office of Teacher Education), and Kara Duggan (Partnership), January 2017.

All of the Partnership Facilitators are highly experienced classroom teachers who are knowledgeable of the schools and the districts in which they work and who have a strong background in coaching and professional development. The Partnership Facilitators make classroom visits that range from simple check-ins to formal observations, act as a local point of contact and a first responder for mentor teachers and residency students, and conduct seminars with residency students to support their professional development. The role of the Partnership Facilitator is truly designed as a coach and support. The Facilitators serve as a supplement to the faculty supervisors and the mentor teachers who provide both instructional support and evaluation during the residency semester.

The Partnership asked each Partnership Facilitator to send in a short reflection about what the find most satisfying about their job. See page 7 for their responses! For more information about the Partnership Facilitators, please contact Leslie Rush at lrush@uwyo.edu

Meet the UW College of Education Partner School Facilitators



Tammie Bertelson, Natrona County School District #1

tbertels@uwyo.edu

I have always appreciated the opportunity to grow young teachers and to learn from them. I am impressed with how this group of student teachers are able to show their young students where to look but don't tell them what to see.



Jolene Erickson, Sweetwater #1 and Sweetwater #2

jericks8@uwyo.edu

I am the elementary facilitator for School District Number One in Rock Springs, Wyoming and School District Number Two in Green River, Wyoming. Each year I have the opportunity to work with new pre-service teachers and mentors. It is an honor to be part of the team in growing our future educators. They bring enthusiasm and a high degree of dedication to our students. I am a graduate of the University of Wyoming and have taught for 34 years. I appreciate the opportunity to continue my professional development and provide support to the College of Education.



Jayne Hellenberg, Albany #1

jhellenb@uwyo.edu

The best thing about my job is that I get to work with some of the best and brightest new teachers out there. It is a pleasure to watch UW's students continue to learn and practice effective and engaging learning strategies while teaming with their mentor teachers.



Terri Stephan, Laramie #1

tstephan@uwyo.edu

I believe that the most satisfying aspect of my job is to help the residents evolve from insecure, reticent rookies to confident and competent young professionals who are ready to tackle the educational challenges of the future. Whether it be through the various observations and conferencing, the brain-based/cooperative learning seminar, or just by being that friendly, insightful, former teacher and instructional coach, this support goes a long way in helping them successfully reach the end of their collegiate tunnel.



Kristi Von Krosigk, Sheridan #1, Sheridan #2, and Campbell #1

kvon@uwyo.edu

It is rewarding to watch the students grow as practitioners and build connections with their students, teachers and parents. I appreciate the opportunities I have to get to know the students, observe them teach and provide feedback, and help them in preparing for job interviews. I also have the pleasure of working with outstanding mentor teachers who welcome me into the classroom and provide valuable learning experiences for our pre-service teachers.

Chris Watne, Fremont #14 and Fremont #25

chrisjw@tribcsp.com or cwatme1@uwyo.edu

The majority of our placements are in Fremont No. 25 (Riverton) and Fremont No. 14 (Wyoming Indian Schools), but we have had student teachers in Wind River, Shoshoni, Ft. Washakie, and Lander as well.

As a retired high school English teacher, working in elementary classrooms has been an eye-opening experience. It is a challenge helping our students understand the complexities of teaching elementary school—teaching in the 21st century is no easy task. What's best about this job? The hugs from the elementary students improve every day. It is exciting watching the world open up for our students: the possibilities are endless.

Call for Proposals! Submit by February 15, 2017

You're invited to participate in the 21st Annual Shepard Symposium on Social Justice. The theme of this year's Symposium is *Rebel Health: Wellness Without Borders*.

This year, through the juxtaposition of "rebel health," we encourage people to think critically and creatively about the multiple and sometimes contradictory meanings of health and wellness. We invite proposal submissions that explore the relationships between health, wellness, and social justice. Also, we invite proposals that explore broad and inclusive ways to think about wellness. For example, the health of the planet and the health of people are inextricably linked. Thus, proposals addressing spiritual, physical, mental, environmental health, and the interfaces thereof are all appropriate.

For more information and to submit your proposal please visit www.shepardsymposium.org.

Save the date

**REBEL
HEALTH**

WELLNESS WITHOUT BORDERS

APRIL 5-8, 2017

GSA DAY: APRIL 8TH · LARAMIE, WY



Calendar of Events

Date	Event	Location
January 26	Partnership Governing Board Meeting	UW-Casper, Casper
February 3	Teaching Writing in Wyoming and Literature Summit	UW-Casper, Casper
February 10	K16 Life Sciences Summit	UW-Casper, Casper
February 17	World Languages Colloquium	UW-Casper, Casper
February 24	Social Sciences Summit	UW-Casper, Casper
February 27-28	AdvancED Spring Conference	Ramkota Inn and Conference Center, Casper
March 3-4	UW World Languages Day	University of Wyoming, Laramie
March 5-7	Wyoming State Science Fair	University of Wyoming, Laramie
March 9-11	National Association for Professional Development Schools Annual Conference	Washington D.C.
April 5-8	UW Shepard Symposium on Social Justice	University of Wyoming, Laramie
April 6-8	Mathematics Institute and Mathematics Articulation meeting	UW-Casper and Casper College, Casper
April 21-23	ESL and Dual Language Immersion Conference	Jackson
April 27	Partnership Governing Board Meeting	UW-Casper, Casper
June 15	Partnership Governing Board Meeting	UW-Casper, Casper
September 22-23	UW College of Education Literacy Conference	University of Wyoming, Laramie
October 5-7	Wyoming Foreign Language Teachers' Association Annual Conference	Best Western Sheridan Center, Sheridan

Wyoming School-University Partnership www.uwyo.edu/wsup 412 Wyoming Hall, 1000 E. University Ave., Dept. 3374, Laramie, Wyoming 82071
Audrey Kleinsasser, Director, dakota@uwyo.edu, 307-766-6358 Kara Duggan, Office Associate, kduggan1@uwyo.edu, 307-766-3274



Partnership materials are printed on 100% recycled paper.

