

A Look Inside

NNER Summer Symposium,
pages 1 & 5

Wyoming K-12 Music
Programs, pages 1 & 6

Summer Reading, Summer
Renewal, pages 2 & 3

Sheridan #2 Partner District,
pages 4 & 7

Math Science Partnership
Grant, pages 5 & 11

Statewide Elementary
Education Graduates, page 7

Lost In Transition Initiative,
pages 8 -11

WY National Board
Certification, page 11

Ellbogen Leadership &
Advocacy Institute, page 12

Ellsworth to Retire,
page 12

Coming Events,
page 12

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

Heather Yates, Office Associate
hyates1@uwyo.edu, 307-766-3274

*Edited and Designed
by Tara Reiter-Marolf*

2011 NNER CONFERENCE AND CALL FOR PROPOSALS

NNER Annual Conference, October 20-22, 2011, Hartford, CT

Education for Everyone: Many Perspectives, One Purpose

Call for Proposals: Community, school, and university partners working to advance public education in a democracy are encouraged to submit a proposal.

Deadline for Proposals: June 1, 2011

Find the form here: www.uwyo.edu/wsup/

Visit the NNER website here: www.nnerpartnerships.org

Meetings convene July 18 in Seattle

PARTNERSHIP SENDS FOUR TO 2011 NNER SYMPOSIUM

Four educators will represent the Wyoming School-University Partnership at the July 18-21 National Network for Educational Renewal summer symposium.

The four Partnership-sponsored participants include Diana Clapp, superintendent of Fremont County School District #6, Ana Houseal, outreach science educator with the UW Science and Mathematics Teaching Center, Cammy Rowley, Casper College education and early childhood instructor, and Victoria Simpson, College of Education literacy education doctoral student. A fifth, Rollin Abernethy, UW professor emeritus and member of the Wyoming P-16 Education Council, will be participating also.

A distinct feature of the symposium is that planners honor the NNER's tripartite mission by inviting a mix of arts and sciences, K-12, and teacher education participants. The Wyoming contingent represents such a combination.

The Wyoming educators will join about 20 others from NNER settings across the nation for intense study about the NNER's Agenda for Education in a Democracy, cross-level discussions, and a "democracy walk," a kind of focused ethnography conducted by small groups.

Continued on page 5

MCKEAGE EXAMINES WYOMING K-12 MUSIC PROGRAMS

by Kathleen McKeage

How are K-12 music programs doing in Wyoming? That question has been the focus of a year-long sabbatical from my duties as Coordinator of Music Education at the University of Wyoming. I've had the opportunity to assess the status of music education across Wyoming through interviews, observations, and document analysis. While no two programs in Wyoming are the same, several themes have emerged.

In many ways, these are good times for school music in Wyoming. The economy has shielded K-12 arts education from the budget crises troubling programs in other states. Administrators report having multiple qualified candidates to fill open teaching positions. Forty-seven districts continue to support some form of traditional instrumental and vocal music programs. Many encourage new

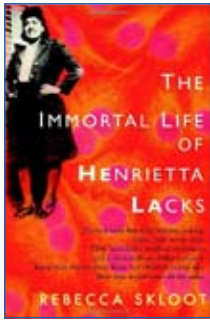
Continued on page 6



*Kathleen McKeage,
Coordinator of Music
Education at UW*

Summer Reading, Summer Renewal

BOOK PICKS FROM AROUND THE PARTNERSHIP

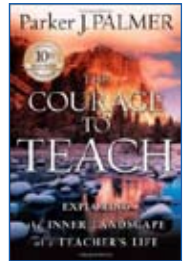


Always a great resource for books, **Ann Foster**, the executive director of the National Network for Educational Renewal is an avid reader. She recommends the 2010 book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. According to Ann, “It brings to light some deep and serious questions about science, ethics, race, and poverty. In the end it became clear to me why we have the IRB processes we do.”

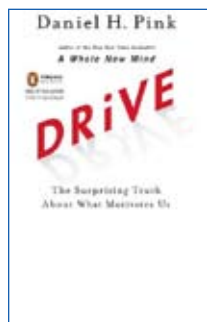
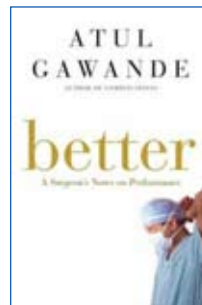
Carol Stewart suggests two books for summer reading. A reading facilitator at Sheridan High School, Carol is 2011 Sheridan School District #2 Teacher of the Year and 2011 Wyoming Teacher of the Year finalist. In the 2009 book *Bystander* by James Preller, a student, new to the community and middle school, faces the ethical dilemma of whether or not to speak up when classmates are bullied. Is the bystander as guilty as the bully? This book is relevant for high school students as well as middle school students. Carol also recommends Harper Lee’s *To Kill a Mockingbird*. Carol writes, “Last year was the 50th anniversary of this novel, considered by librarians across the country to be the best novel of the twentieth century. Read this amazing story with the eyes of a high school student in 2011, and consider how to make it more accessible to students of today.”



Mick Wiest is an English teacher at Fort Mackenzie High School in Sheridan. He recommends Parker Palmer’s 1997 classic, *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*. He explains, “I became an English teacher because I loved literature and writing. I found that interacting with students energized me. Somewhere along the way, though, I lost my enthusiasm for my profession. I believe this book will be an inspiration to any educator who needs to have her or his ‘early love’ reignited. Palmer does not address teaching strategies, techniques, or styles in this book; rather, he guides the reader on a reflective journey to help them return to teaching from a position of passion rather than from fear or necessity.”

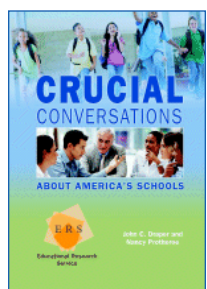
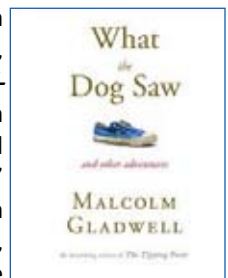


Several 2008 books came our way from **Brandee Mau**, German teacher and foreign language curriculum facilitator in Campbell #1 (Gillette): *Outliers: The Story of Success* by Malcolm Gladwell, and *Better: A Surgeon’s Notes on Performance* by Atul Gawande. In her recommendation, Brandee added this note, “What really motivates us? Our students? *Outliers* is written from a business perspective, yet easily transferred to an educational setting. Gawande is a practicing surgeon and writes this book to share his views and opinions about improving health care in the United States. Educators can easily adapt his ideas for an instructional setting.”



Mike McManamen, Goshen #1 (Torrington) instructional facilitator for technology and social studies, suggests Daniel Pink’s, *Drive: The Surprising Truth about What Motivates Us*, published in 2011. Drawing on research in psychology, economics and sociology, Pink’s analysis—and new model—of motivation offers tremendous insight into our deepest nature. According to Mike, “This is a great book for education to help us discover how to motivate our students. Some of our traditional beliefs and practices are put into question.”

Tracey Kinney, the assistant superintendent in Laramie County School District #1 (Cheyenne), recommends *What the Dog Saw: And Other Adventures* by Malcolm Gladwell and published in 2009. According to Tracey, “It’s a great personal read in that the author challenges us on ‘how’ we think and ‘flawed’ ways of thinking (which generally is how all of us, in practice and by habit, think). Since I’ve read *What the Dog Saw*, I’ve approached problem solving from a system’s perspective in many different ways than I had in the past. As a school leader, today, whether I am addressing an initiative, challenge, or problem, I always begin asking myself this question, ‘Is this a mystery or a puzzle?’”



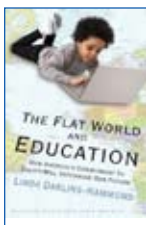
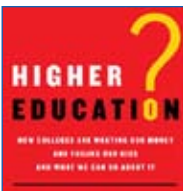
On July 1, **Ken Griffith**, veteran Platte #2 (Guernsey) teacher and administrator, will be the incoming President of the National Association of Secondary School Principals. In that role, he will be representing 27,000 school administrators across the U.S. and in 45 other nations. Ken suggests three books. The first is *Crucial Conversations about America’s Schools from Educational Research Service*, by John Draper and Nancy Protheroe. Ken says, “This book not only clears up some of the data myths we suffer from, but continues with the kinds of conversations we need to have with our stakeholders to change their perceptions.” He also suggests Matthew B. Crawford’s *Shop Class as Soulcraft: An Inquiry into the Value of Work* (2010), a book “exploring a journey into vocational education as it should be.” Third, Ken recommends Jamie Vollmer’s *Schools Can’t Do it Alone: Building Public Support for American’s Public Schools*. In this 2010 publication, Vollmer makes a case that many of the problems in public education are at the systems level.



David Anton, director of the UW Mathematics Lab, has been a steady contributor to the Partnership’s High School to Higher Education Transitions’ work. This spring, UW honored him with the Beatrice Gallatin Beuf Golden Apple Award. Beatrice Gallatin Beuf of Big Horn in 1986 established the award to recognize teaching excellence in freshman level courses in the College of Arts and Sciences.

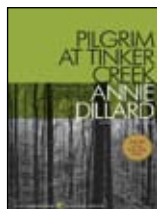
David has two recommendations. The first, *Color-Sudoku: Brain Freeze Puzzles* written by Philip Riley and Laura Taalman is a great diversion. “The addition of colors,” says David, “creates new rules, which is wonderful for anyone who is a bit bored with the traditional ones in the newspaper.” A science fiction fan, David also suggests Edwin A. Abbott’s *Flatland-Sphereland (Everyday Handbook)*. This double book written in 1994 “is a classic to mathematicians and physicists. However, it is also a delightful way to view geometry, and it makes you wonder about what we are unable to perceive around us.”

Steven T. Walker, Assistant Professor of Political Science at Northwest College in Powell, suggests a book, albeit with the warning, “Some of it might strike a little close to home.” His pick is the 2010 publication *Higher Education? How Colleges Are Wasting Our Money and Failing Our Kids – And What We Can Do About It*, by Andrew Hacker and Claudia Dreifus. Says Steve, “The American education system is under fire at all levels, quite often by people that have no idea what they are talking about. Here is a book that takes us to task, but by people who do know what they are talking about.”

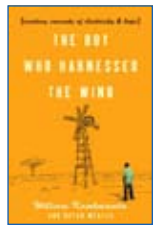


Allen Trent is an associate professor, Department of Educational Studies, in UW’s College of Education. He will begin a term as director of teacher education in August. For this and may other reasons, teacher education is on Allen’s mind. He recommends Linda Darling-Hammond’s 2010 *The Flat World and Education: How America’s Commitment to Equity Will Determine our Future*. Says Allen, “Linda Darling-Hammond builds a series of arguments that illustrate many of the key problems plaguing our education system in the U.S. Importantly, she doesn’t stop there. Darling-Hammond shares a vision for public education and includes successful exemplars and practical proposals designed to redesign schooling in ways that will support a robust education for all of our nation’s children.”

Beth Rintz coordinated the 2010 Wyoming State Science Fair. Starting next fall, she will take a position as the science, technology, engineering, and mathematics (STEM) outreach coordinator for the UW Science and Mathematics Teaching Center. Beth’s pick is Annie Dillard’s *Pilgrim at Tinker Creek* which appeared in 1998. According to Beth, “It’s a beautifully and warmly written phenological study of a year spent in Virginia’s Blue Ridge Mountains, sometimes sad, sometimes funny, always comforting and inspiring. I underlined many touching thoughts and passages from this book. It’s a definite relaxing summer read.”

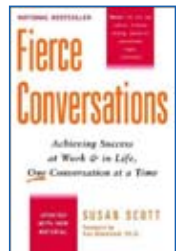


William Kamkwamba says, “All you have to do is try,” in the 2009 book, *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope*, written with Bryan Meale. This first person narrative of his life growing up in Malawi is more than an inspirational story of a teenage boy’s determination to make life better for his family by continuing to learn after he can no longer afford to attend school. It’s a story of climate, culture, and politics that gives the reader a glimpse into the reality of living in a drought and poverty-stricken country. It’s the recommendation of **Theresa Williams**, Arch Coal Teacher Achievement Award recipient 2011, who teaches middle school math and science at the UW Lab School, Laramie.



John G. Miller’s *QBQ! The Question Behind the Question: Practicing Personal Accountability at Work and in Life* (2004), is **Jayne Wingate’s** summer recommendation. Jayne is a mathematics teacher and department chair at Cheyenne South High School. Butler men’s basketball coach, Brad Stevens, recently revealed this book as mandatory reading for his team. After two consecutive appearances in the NCAA final four, maybe there is something to this. “I read this book for the first time six years ago,” writes Jane, “and find myself re-reading it time after time. With a focus on personal accountability, this book will help every teacher successfully navigate the era of educational accountability. Placing blame is tiresome, complaining is unproductive, accepting responsibility is invigorating.”

Bob Bryant serves on the Partnership’s Governing Board, representing the Wyoming Department of Education where he is the GEAR UP coordinator. He suggests the book, *Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time* by Susan Scott. Written in 2004, the book presents engaging strategies for enhancing our conversations to be more honest, straightforward, and productive whether with our families and friends or colleagues in the workplace and other organizational settings. Bob says that fierce is defined as “robust, intense, strong, powerful, passionate, eager, and unbridled.”



Mark Person teaches German in the UW Department of Modern and Classical Languages. Over the last year, he’s been a member of a secondary-postsecondary world languages group working on statewide placement recommendations. Mark’s recommendation takes us to the Andes with Joe Simpson’s 2004 *Touching the Void: The True Story of One Man’s Miraculous Survival*. Mark describes it as “the amazing account of a disastrous climb of the Siula Grande in the Peruvian Andes. It is a tale of incredible personal courage, spirituality, and forgiveness.”

23 student teachers placed in Sheridan

SHERIDAN #2 PARTNER DISTRICT THRIVES DESPITE DISTANCE

Though 250 miles from the UW campus in Laramie and the most distant partner district, Sheridan County School District #2, Sheridan, Wyoming, is home to a flourishing student teaching site.

Kristi Von Krosigk has been Sheridan's student teaching facilitator for seven years. This spring, she placed 25 student teachers, 23 in Sheridan and two of them in other Sheridan County school districts.



Kristi Von Krosigk, Sheridan student teaching facilitator, collaborates with Jason Hillman, the district's award-winning elementary principal.

Though hired by the UW Office of Teacher Education, Kristi lives in Sheridan County with her family, helps identify mentor teachers, and works to create the best possible placements for student teachers at the elementary level. She is one of six facilitators hired by the Office of Teacher Education in the College of Education who are working in eight Wyoming school districts.

During the Spring 2011 semester, the Office of Teacher Education placed 139 elementary student teachers, with a few completing student teaching outside of the state.

In Sheridan #2, student teachers were placed in all five elementary schools (grades K-5). For a facilitator like Kristi, that means arranging for a similar number of mentor teachers. Kristi reports that most years, 24 elementary education students request Sheridan #2 placements with 18-20 being successful.

"The mentors are great," reports Kristi. "When we first started placing students, many teachers were reluctant and it was a challenge. Because of the strong relationships, the process has become easier. Now, I have what I call tenured mentors asking me to put them on my list for the next round."

A 20-year veteran educator, Kristi earned bachelor's and master's degrees from UW, and also a principal's endorsement. With interests in

"Now, I have what I call tenured mentors asking me to put them on my list for the next round."

early literacy and the role of technology in the classroom, Kristi's work as a partner district facilitator also has caused her to be interested in the way positive school climates are created.

Meadowlark Elementary School, home to three of the student teachers placed in Sheridan #2, is just one example of a school with a positive climate. In February, Principal Jason Hillman was named Wyoming's National Elementary Distinguished Principal of the Year. Enthusiastic about student growth and teacher professional development, Jason credits a professional learning community model for increasing the collaborative efforts of teachers which, in turn, contributes to improved student achievement building-wide.

The learning community model is used by many Wyoming school districts. One outcome of the approach is that it enables teachers to see a bigger picture than their own classrooms and students. In the case of Meadowlark Elementary, the teachers spent the year focused on writing.

Using an essential question approach, the teachers' collaboration was guided by a key question: What do you want kids to know? By asking this question and being highly specific in their responses, teachers in each grade level created their own essential outcomes. One result of this work was what Jason termed a "wish list." On the wish list, teachers identified skills they hoped students would be working on the year before. Put another way, within a building, communication and articulation of student learning expectations were increased. Jason explains further, "The collaboration is about

Continued on page 7

WYOMING'S PARTNER SCHOOL DISTRICTS AND FACILITATORS

- Albany #1, Laramie; elementary and secondary
Debbie Fanning
- Fremont #14 and #25, Ethete and Riverton; elementary and secondary
Chris Watne
- Laramie #1, Cheyenne; elementary and secondary
Terri Stephan
- Natrona #1, Casper; elementary and secondary
Marcia Patton
- Sweetwater #1 and #2, Rock Springs and Green River; elementary and secondary
Kathy Bruce
- Sheridan #2, Sheridan; elementary
Kristi Von Krosigk

NNER SUMMER SYMPOSIUM

continued from page 1

Convened in Seattle, the week-long symposium is under the guidance of Ann Foster, executive director of the NNER, along with members of the NNER's Governing Council. According to Foster, the symposium is central to deepening understanding about the NNER and its work. The symposium will provide opportunities to meet with colleagues from across the NNER, to discuss issues pertinent to the health of public schools, universities, and communities, and to study and interact with NNER leaders committed to advancing the Agenda for Education in a Democracy.

When they return to their home settings, symposium participants are better equipped to be leaders and facilitators of democratic practices in their classrooms, in educational institutions, and in their communities.

In-depth study opportunities based in Seattle and elsewhere

have been available through the NNER for more than 15 years. Many of the Partnership's key leaders have participated in year-long leadership institutes and week-long symposia. They include College of Education Dean Kay Persichitte, College of Arts and Sciences Associate Dean Audrey Shalinsky, Partnership Governing Board President and Governing Council member, Dave Barker, and school district superintendents Craig Beck, Paige Fenton Hughes, Kathy Hitt, Ray Schulte, and Brian Recht. Last year's symposium participants included Fenton Hughes, and College of Education faculty members Francisco Rios and Kevin Roxas. Rios was a facilitator for one of the group's discussions. Audrey Kleinsasser, Partnership director, helped facilitate the 2001-2002 year-long institute.

The Wyoming School-University Partnership supports participation by paying each participant's \$750 registration fee. Lodging and travel are provided by a sponsoring institution or the participant.

35 registered for July workshop

MATH SCIENCE PARTNERSHIP GRANTS ATTRACT TEACHERS

by Sylvia Parker

Teachers in one of the UW engineering labs stuck nails in lemons and tried to figure out how to explain that this simple experiment demonstrated the transfer of energy. Meanwhile, other teachers down the hall rubbed a substance on their hands and then held them under an ultraviolet lamp. "Eeeew! That should help them understand why they need to wash their hands!" exclaimed one teacher as she tried washing the Glo-germ from her hands.

In the 21st century, graduating from high school prepared for postsecondary education and careers means having a solid grounding in the science, technology, engineering, and mathematics (STEM) fields. Mastery of mathematics, science, and technology is no longer only for future scientists and engineers; it is essential preparation for all students. (Excerpted from *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act, U.S. Department of Education, March 2010.*)

These and many other hands-on experiments gathered from readily available sources such as the National Science Foundation, National Aeronautics and Space Administration, Institute of Electrical and Electronics Engineers, and the American Society for Engineering were part of a Math Science Partnership grant-funded workshop held for teachers at the University of Wyoming the last two summers.

Thirty-five more teachers and paraprofessionals will have the opportunity to participate in professional development that will show them how to incorporate engineering concepts and teaching technique in their math and science curricula again this summer as part of the Engineering Ingenuity Workshop to be held on July 11-22, 2011, at UW.

According to UW engineering professor Sadrul Ula, "Many teachers do not have time to research new, creative lesson plans due to their busy schedule. We give them the opportunity to experiment with many different hands-on activities with the help of engineering student assistants and develop lesson plans that will work for them. We also take them on field trips to a variety of energy-related sites, places they can take their own students during the school year."

Wyoming teachers have benefitted from a variety of professional development programs. The programs are developed through

Continued on page 11

WYOMING K-12 MUSIC PROGRAMS

continued from page 1

and innovative music offerings including electronic music production, guitar classes, and multi-cultural music. Wyoming music students are competitive with high school students all over the United States. Twenty-five Wyoming school musicians won auditions to participate in the National Honor Choir, Band, Orchestra, and Jazz ensembles.

They will join students from all over the country this summer to perform at the Kennedy Center for Performing Arts in Washington, D.C.

There are also challenges for school music programs. Teachers overwhelmingly report instructional time is under pressure as schools work to raise scores and graduation rates. An extra hour here or there reallocated to reading or math interventions, schedule changes, and college preparation initiatives can all affect programs. To an elementary general music teacher that may only have 32 hours



annually per class, a few minutes less each week can impact curriculum. Secondary teachers report that increased graduation requirements affect enrollment. Careful and creative scheduling may mitigate problems for some schools; others struggle to maintain viable ensembles.

Administrators interviewed expressed support for arts programs. Most were familiar with the Fine and Performing Arts Standards, but were unfamiliar with specific curricular goals in music. Few were aware of strategies for assessing music programs or the learning environment necessary to grow and maintain a healthy program.

Music teachers struggle with curriculum and assessments. Most report that they are not asked to provide assessment results and only one district publishes music assessment data alongside math,



reading and science scores. Few teachers interviewed could link standards and assessments to their work.

Arts administrators are rare in Wyoming. One district has a full-time music coordinator and many rely on teachers to act as part-time coordinators. Some music teachers report that they are not included in decisions that impact arts programs at the building or district level. However, in many districts music teachers increasingly participate in school-wide initiatives and assume leadership positions outside the music room. Teachers are taking more proactive advocacy and leadership roles at the building, district, and state levels.

Wyoming music education survives but the educational environment is changing. Many teachers fear that music programs are being incrementally squeezed out of the curriculum. For some, the response to this pressure is to become a more proactive advocate for music's place in the K-12 curriculum.



Nine complete requirements

FIRST COHORT OF STATEWIDE ELEMENTARY EDUCATION PROGRAM GRADUATES

by Judy Ellsworth

Among the May 2011, graduates is a group of nine students completing a statewide elementary education program designed to help site-bound students meet their educational needs and career aspirations.

Students graduating this spring entered the program in 2008 and are from Cody, Cowley, Meeteetse, Moorcroft, Pavillion, Riverton, Rock Springs, and Sheridan. Subsequent cohorts were launched in 2009 and 2010, with enrollments of 16 and 10 students, respectively. The program was implemented by the College of Education in collaboration with the UW Outreach School and delivered via distance technologies.

The program is another example of UW's commitment to students, especially those who cannot move to Laramie to complete bachelor's degree requirements. The program is only offered in Wyoming and in collaboration with Wyoming's seven community colleges.

Students first earn an associate of arts degree in education through a Wyoming community college, along with additional education courses that may be taken at the community colleges or online. At that point, they may apply to the statewide elementary education program for the final two years of requirements. In this program, the last two years of requirements are offered through a cohort model in a three-year sequence.

Go to www.uwyo.edu/ted for more about the statewide elementary education program

The first cohort group was launched with 12 enrollees. Two additional cohorts are planned for the fall of 2011 and 2012.

The statewide program has drawn students from across Wyoming and is expected to grow as students graduate.

For more information visit <http://www.uwyo.edu/ted> or contact Program Coordinator Sharyn Polley at 307-587-9629 or srusk@uwyo.edu.

SHERIDAN #2 PARTNER DISTRICT

continued from page 4

sharing specifics which is pretty risky. We look at [students] as our kids, not my kids. Every teacher has every kid."

In fact, the professional learning community model is more expansive than focusing on the grade below or the grade above. Teachers across the K-5 spectrum work on multiple teams for math, reading, and writing. These small groups are designed for intervention and enrichment. At Meadowlark School, every student has 30 minutes of intervention or enrichment every day. Student teachers are pulled right into this rich learning environment, according to Kristi. Even the principal takes a writing group, important modeling for the student teachers who see the principal as a fellow teacher, not just a supervisor.

UW student teachers, working with their mentor teachers and other teachers in the building, are part of the collaborative teams. Says Jason, "Student teachers are part of the staff, part of the community. It's not like the old days when the student teacher would take over and the regular teacher would disappear." With student teachers in the building, there's more flexibility for intervention and enrichment groups. "It's another teacher."

As student teaching wraps up and students prepare for UW's graduation, Kristi will conduct an exit interview with each.

She asks at least five questions: 1. What has UW done to prepare you? 2. What could have been different? 3. What's still missing? 4. What did you gain from your student teaching placement? 5. What weren't you prepared to do? Similar exit interviews occur at all of the partner district sites.

According to Kristi, over the last three years, the exit interviews in Sheridan #2 have revealed that student teachers do not feel as well prepared for special education responsibilities or some aspects of classroom management. Interestingly, student teachers across the nation and at UW long have identified special education and management as areas of concern. At the same time, the student teachers identify their mentor teachers as the source of the greatest understanding about teaching. In this, Wyoming students are no different than their counterparts elsewhere who also prize time in classrooms with mentors.

As the student teachers look to their first year of teaching, Kristi sets up a day of mock interviews, enlisting central office administrators and principals as interviewers. The benefit is two-fold. Student teachers gain a little more experience as they enter the teaching job market. For principals, it's a chance to consider the students as potential hires.

Is Sheridan #2 sold on working with UW student teachers? The answer is yes. Three student teachers applied for and were offered teaching positions in the district. And next year, instead of three student teachers, Meadowlark Elementary looks forward to welcoming five student teachers into its collaborative, professional learning community environment.

Hathaway Curriculum targeted

LOST IN TRANSITION INITIATIVE BUILDS MOMENTUM

How do you launch a major educational initiative? For the Lost in Transition Initiative, the launch started in 2005 at a regular meeting of the Wyoming School-University Partnership Governing Board. When the discussion turned to the tough transition from high school to college-level work, two school district superintendents offered a challenge. They advised, "Invite them [faculty across levels] to the table and ask them to examine student work." By *them*, the superintendents were referring to secondary and postsecondary faculty in the same content area, in particular grades 10, 11, 12, and the first two years of college or university.

Why were such meetings necessary? Nationwide, far too many high school students are experiencing difficulty making a successful transition to college-level courses. At the University of Wyoming, one out of every four first-year students is on academic probation after the first semester. About one-third lose their Hathaway scholarship, though students at the highest scholarship level are the most successful.



Secondary and postsecondary mathematics faculty share and discuss student work from college algebra classes.

One way to clarify student learning expectations is better articulation between secondary and postsecondary faculty. However, inviting articulation across levels carries the risk of airing mutual blame. One key to changing and deepening such articulation is the examination of student work.

At the very first statewide meeting, a so-called summit of life sciences faculty, the invitation came with an assignment: come with examples of high, medium, and low quality student work for sharing and discussion. Faculty brought multiple copies of work from their classrooms for sharing in small groups that included a mix of high school, college, university, and some administrators. Some came with boxes of materials to share and talk through: text books, samples of quizzes and tests, even large displays of student writing.

Hathaway Success Curriculum Areas

English/Language Arts

Science

Mathematics

Social Studies

World Languages

Planners asked Sylvia Parker, coordinator and senior lecturer in the UW Science and Mathematics Teaching Center, to facilitate those first life science summits. She established ground rules, discussion procedures, and reporting-out strategies that planners in all content areas have modified and used ever since.

Six years later, by March 2011, all five of the core Hathaway Success Curriculum areas have met in a statewide high school to higher education transition meeting. Successfully completing the curriculum is one requirement of the Hathaway Scholarship Program which can be applied at the state's seven community colleges and university. The curriculum provides a common starting point for articulation.

Languages examine placement process

In the world languages content area, the 2010 statewide institute produced a small work group to recommend a statewide placement process. Through a series of one-hour conference calls, the group worked over the past year. At the October 2010, Wyoming Foreign Language Teachers Association (WFLTA) annual meeting, the work group presented recommendations about student learning expectations in French, German, and Spanish 1010, the first course in a sequence of three courses deemed the first year of language study. The 1010 course is taught at the high school, college,



Oliver Walter, the UW College of Arts and Sciences Dean, helps award t-shirts to those participating in their sixth life science summit.

and university levels, with some classes providing concurrent or dual enrollment credit. The work group plans to tackle the 1020 course next and present recommendations at WFLTA's Fall 2011 meeting. See page 10 for more specifics about the world languages institute.

Veterans of the Lost in Transition summits, colloquia, and institutes have come to expect a particular focus and advance assignments. Participants have articulated issues like critical thinking, Bloom's Taxonomy, state and national standards, and note-taking for reading intensive courses. Often, planners ask participants to read a common article in advance of, or during, the meeting. One example from two different Spring, 2011, meetings, is an op-ed from *The New Republic* entitled "After Arizona." The one-page reading provided an example of the kind of non-fiction a postsecondary student might be asked to analyze and evaluate independently. At the same time, the article poses theoretical challenges around big ideas like civility, decency, and diverse views, not just in public settings, but also in the unique space of a teacher's classroom.

To read the "After Arizona" op-ed go to <http://www.tnr.com/article/magazine/81318/arizona-giffords-shooting-incivility-indecency>

Social studies faculty convene in Cody, March 25

Although Wyoming high school students may take American government, world history, psychology, and sociology, the social studies umbrella extends over many disciplines and is, as a result, more complicated.

To launch the social studies initiative, planners focused on three disciplines: geography, history, and political science, all reading-intensive with significant writing components. At UW, students wanting to be high school social studies teachers also complete a degree in the College of Arts and Sciences in one of the three disciplines noted above. For its first meeting, the group partici-



From left, Jerry Webster, Carol Bryant, and Jean Davies overview civic engagement opportunities at the Social Sciences Institute in Cody.

pated in a note-taking workshop. Said one participant, "I'm excited to take this presentation [note-taking] back to my fellow teachers – we've been struggling to decide how to help students with these issues."



At their 2011 colloquium, English/Language Arts faculty focus on models for teaching summary, synthesis, and analysis.

Planners select Lost in Transition meeting sites for their central location as well as for visibility. At this first-time meeting, social studies faculty convened in Cody, taking advantage of a northwest Wyoming location, the venue for very few statewide meetings of secondary and postsecondary teachers. Other 2010-2011 Lost in Transition meetings occurred in Casper, Douglas, and Riverton.

Looking ahead to 2011-2012

What's ahead for the Lost in Transition Initiative? Session feedback from all five content areas over six years identifies clear themes and consistent sources of concern. While the transition from high school to college presents significant social-emotional challenges, faculty at both levels acknowledge ever-increasing academic demands of students. The level of homework (e.g., outside-of-class reading and writing) increases dramatically in college and university. Reading assignments are more abstract and considerably longer. Writing that may take the form of summarizing at the high school level turns on analyzing and evaluating at subsequent levels. Perhaps most important of all, successful postsecondary study hinges on the student being a successful independent and self-reliant learner. Such learners demonstrate a high degree of self-efficacy, which is a real and accurate sense of confidence and control.

Put another way, successful learners know when they have understood the content and also know when they need to dig in and study some more. Those are the challenges Wyoming's Lost in Transition Initiative will continue to tackle.

For more information about the work, including charts that show typical expectations for secondary and postsecondary classrooms, go to <http://www.uwyo.edu/wsupt/transition/index.html>.

PARTNERSHIP ACTIVITIES, 2010-2011 IN REVIEW

Partnership activities are supported by yearly membership dues. The chart below depicts activities, dates, places, and the number of participants by level. Note that the Partnership also supports the NNER's League of Democratic Schools and applies for renewal credit through the Wyoming Professional Teaching Standards Board. See page 12 for current Partnership members.

Partnership Sponsored or Co-Sponsored Events	Event Participants			
	Total	K-12	Higher Ed	Other
Institute for Reading and Writing; April 16, 2010; Sheridan	42	30	11	1
Fall Literacy Education Conference (co-sponsor); September 24-25, 2010; Laramie	204	127	55	22
e-Volution Technology Conference (co-sponsor); September 30-October 1, 2010; Laramie	54	0	48	6
WY Foreign Language Teachers Association (co-sponsor); October 22, 2010; Casper	75	56	13	6
2nd Wyoming in Praise of Education Conference; November 4-5, 2010; Casper	54	29	18	7
4th Annual Mathematics Transitions Meeting; February 17-18, 2011; Riverton	50	28	21	1
6th Annual Life Sciences Summit; February 23, 2011; Douglas	45	20	23	2
4th Annual Teaching Writing in Wyoming; March 6-7, 2011; Casper	60	34	23	3
1st Annual Wyoming Social Studies Institute; March 25, 2011; Cody	25	15	7	3
14th Annual Shepard Symposium for Social Justice-Teacher Tea (co-sponsor); April 9, 2011; Laramie	100	92	8	0
3rd John P. "Jack" Ellbogen Symposium for Teaching and Learning (co-sponsor); April 14-15, 2011; Laramie	32	0	20	12

League of Democratic Schools Memberships

Shared League of Democratic School membership costs (\$250/per school) for Guernsey-Sunrise High School (Platte #2), University Lab School (Albany #1), and Star Center and Woods Learning Center (Natrona #1).

Professional Teaching Standards Board Credits

121 Wyoming educators earned PTSB renewal credits by attending Partnership events.

The Qwest Foundation has given \$25,000 between 2008-2011 to support the Lost in Transition Initiative.

Summary chart created by Heather Yates

PARTNERSHIP APPLIES \$45,000 IN AWARDS TO SUPPORT LOST IN TRANSITION INITIATIVE

Launched in 2005, the Lost in Transition Initiative invites secondary and postsecondary faculty to talk through classroom-level problems that are both common and unique and examine actual student work. Starting with the life sciences (biology), the initiative has expanded to all five areas in the Hathaway Success Curriculum, supported by three significant cash awards.

The first award came in 2006 when UW President Tom Buchanan allocated the initiative \$15,000. Then, two separate Qwest Foundation awards followed, \$15,000 in 2008 and \$10,000 in 2010.

The UW Science and Mathematics Teaching Center has supported the mathematics and life sciences articulation meetings with monetary contributions.

These gifts supplement Partnership allocations to the initiative. Important in kind support comes from Wyoming school districts that provide travel, substitute teachers, and some lodging for participants. The Wyoming community colleges and university provide similar support for faculty to participate in the one and two-day meetings.

15 schools per year

WY NATIONAL BOARD CERTIFICATION INITIATIVE FOCUSES ON MERITORIOUS SCHOOLS

Mary Garland, President of Wyoming's National Board Certification Initiative, has announced a new project. In an effort to increase the number of National Board Certified teachers, the initiative will focus energy and funds on schools. The initiative has long supported individual teachers. This new project turns attention to the school building, aiming for 20% or more of the teaching staff to achieve the designation. Up to \$10,000 is available to a school upon meeting project requirements.

Complete information is available at the initiative's website

www.wnbc.org,

or from Mary Garland,

mleg0@yahoo.com;

Rae Lynn Job,

rjob@wyoming.com;

or Tiffany White,

tdwhite22@gmail.com

MATH SCIENCE PARTNERSHIP GRANTS

continued from page 5

partnerships between the UW and high need school districts. Funding is provided under No Child Left Behind's Math Science Partnership Grants. The program's goal is to increase student achievement through increasing teachers' content knowledge and pedagogical skills.

Other programs being completed this summer include Quantitative Reasoning in the STEM Disciplines, a program that provides an interdisciplinary approach to the study and teaching of global energy and environment issues and helps teachers understand and teach the mathematical and statis-

tical processes that underlie the science behind the issues. Two additional workshops will be offered this summer, according to Robert Mayes, director of the UW Science and Mathematics Teaching Center. They will focus on ways to build a more coherent system for teaching science that is based on the work of the National Research Council and Taking Science to School. According to Mayes, "We are also bringing in Jay McTighe, co-developer of the Understanding by Design program, to Laramie on September 8 and 9 to work with us on using the book *Understanding by Design* to plan and assess instruction that is consistent with research on how students learn science."

New MSP professional development projects are beginning this summer.

Registration extended through May 31

2ND ELLBOGEN LEADERSHIP AND ADVOCACY INSTITUTE, 2011-2012

Applications are open through the end of May for those wanting to develop their leadership skills. According to the planners, the institute is “designed to develop educational leaders who understand and are able to articulate the complex challenge of educating all children.” The registration fee is \$500 and a maximum of 25 will be selected. Lodging and some meals will be paid by the institute. Successful applicants must be able to attend all of four different, two-day sessions. All individuals who serve or are employed in the educational community are invited to apply. Design committee members include Diana Clapp (chair), Kathy Vetter, Michelle Sullivan, Mary Garland, Rae Lynn Job, Laurie Graves, and Tiffany White.

To register and view detailed agendas go to the initiative’s website: www.ellbogenfoundation.org, or contact Tiffany White at tdwhite22@gmail.com

ELLSWORTH TO RETIRE

When Judy Ellsworth retires from UW in August, she will leave a rich legacy. Along with her work in elementary mathematics education and the assessment of learning, Judy served as a director of the UW Science and Mathematics Teaching Center and, most recently, as the Director of Teacher Education and Associate Dean in the College of Education. Recipient of an Ellbogen Meritorious Classroom Teaching award in 2000, Judy also was honored at the college’s award luncheon this spring.

2010-2011 PARTNERSHIP MEMBERS

Albany #1	Sublette #1
Big Horn #1	Sweetwater #1
Campbell #1	Sweetwater #2
Carbon #2	Uinta #1
Converse #1	Washakie #1
Fremont #1	Casper College
Fremont #6	Central Wyoming College
Fremont #14	Eastern Wyoming College
Fremont #25	Laramie County Community College
Goshen #1	Northern Wyoming Community College District
Hot Springs #1	Northwest College
Laramie #1	Western Wyoming Community College
Natrona #1	UW College of Arts and Sciences
Niobrara #1	UW College of Education
Park #1	Wyoming Department of Education
Park #6	Wyoming Education Association
Platte #2	

COMING EVENTS

- June 1** Proposals due, NNER annual conference
- June 1** Proposals due, AdvanceED Wyoming Fall 2011 Conference
- July 14** Partnership Governing Board Meeting, Casper
- July 18-21** NNER Summer Symposium, Seattle, WA
- Aug. 1-2** Educational Change and Implications for Science Education workshop, Richard Duschl, Laramie
- Sept. 8-9** Understanding by Design Institute, Jay McTighe, Laramie
- Oct. 3-4** AdvanceED Wyoming Fall Conference, Little America, Cheyenne
- Oct. 7-9** Wyoming Foreign Language Teachers Association annual conference, Laramie
- Oct. 17-19** UW Fall Assessment Forum, Laramie
- Oct. 20-22** NNER annual conference, Hartford, CT
- Oct. 21** Model UN training workshop, Riverton

