

# THE PARTNERSHIP

A NEWSLETTER OF THE WYOMING SCHOOL-UNIVERSITY PARTNERSHIP

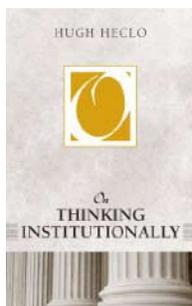


## Winter conference, January 28-29, Casper

The Wyoming School-University Partnership will host a January 28-29 statewide conference to build on the NNER annual meetings held October 15-17, in Bellevue, Washington.

There is no cost to register, but participants are responsible for lodging and travel. Casper's Ramkota Best Western is the site. Register online at [www.uwyo.edu/wsupsup](http://www.uwyo.edu/wsupsup).

Three outcomes guide conference planners. First, showcase Wyoming's



*On Thinking Institutionally*, featured conference book

NNER conference sessions, including those supported by Partnership scholarships. Second, illustrate the Partnership's simultaneous renewal change strategy involving school, community college, university, and the wider community around issues of access and excellence, the stewardship of schools, and nurturing pedagogy.

### In Praise of Education Schedule at a Glance

#### Thursday, January 28

- 10:00-2:00 Governing Board meeting
- 2:00 -4:00 Registration and refreshments; interest group meeting time
- 4:00 – 6:00 General Session Panel with small group discussions  
“Why Institutions in a Democracy Matter”  
Moderated by John Anderson, University of Nebraska-Kearney
- 6:00 – 6:45 Dinner
- 7:00 – 8:00 Breakout Session I

#### Friday, January 29

- 7:30 – 8:00 Breakfast
- 8:00 – 10:00 Announcements, Overview of the Day  
General Session Panel with small group discussion, “Developing Democratic Professionals: Integrating Democracy across the Wyoming Teacher Education Program” Moderated by Judy Ellsworth and Allen Trent, University of Wyoming
- 10:00 – 10:15 Stretching Break, Refreshments
- 10:15 – 11:15 Breakout Session II
- 11:15-12:00 Lunch
- 12:00 – 1:00 Breakout Session III
- 1:15 – 2:15 Breakout Session IV
- 2:15 – 2:30 Dessert and Beverages
- 2:30-3:45 General Session panel with small group discussion,  
“School Leaders’ Expert Study Group,” Moderated by Jim Lowham, Wyoming School Facilities Commission
- 3:45-4:00 Conference Closure, Next Steps

And third, invite post-conference book studies.

A panel discussion about Hugh Heclo's *On Thinking Institutionally* will be featured during the Thursday evening session. Conference

participants will be invited to participate in a follow-up book study.

Professional Teaching Standards Board and University of Wyoming graduate credit will be available.

## *In Praise of Education*

Thursday-Friday, January 28-29, 2010  
Best Western Ramkota Hotel, Casper, WY

Register now at [uwyo.edu/wsupsup](http://uwyo.edu/wsupsup)

# Terri Stephan named Laramie #1 partner school facilitator

When Terri Stephan retired last spring as an instructional facilitator for the Laramie County School District #1, one of the school board trustees described her as “seeing the world through the district.” By that, he meant the many roles Terri has played in deaf education, gifted education, sixth grade, and as an intermediate grades language arts instructional facilitator. Put another way, she is an excellent choice to serve as the College of Education facilitator for student teaching in the district.

In her new position with UW, Terri will be able to apply the experience and expertise coaching colleagues from an instructional facilitator perspective to coaching mentor and student teachers. She facilitates

education placements are in Title I schools. Except for student teachers in art who have dual elementary and secondary placements, all of the remaining placements are one-on-one and in a single building.

Terri sees her partner school facilitator role as closely akin to that of the instructional facilitator and clinical faculty member she once was. In Laramie #1, the Clinical Faculty Team helps place student teachers. Terri served as chair of that team. In her facilitator role for UW, Terri will conduct observations, conferences, and formal write ups. She credits the district for a variety of professional development experiences related to coaching that occurred over the years. That professional development emphasized more instructional



Terri Stephan

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## Stephan credits the district for a variety of professional development experiences related to coaching.

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placements in two high schools (three when the new South High opens in 2010), three junior highs, and six elementary schools. That's 32 secondary education placements and 15 elementary placements. All of the elementary

technology, such as smart boards and document cameras, along with guidance for analyzing student achievement data and implementing best practices.

She is especially fond of Robert J. Marzano's

book, *Classroom Management that Works: Research-Based Strategies for Every Teacher*, as she sees classroom management to be a significant issue for most student teachers.

Also a self-described enthusiastic student of brain research, Terri plans to incorporate that knowledge in her work with mentor and student teachers. She will talk about and look for teachers using brain friendly strategies. For example, in order to introduce a change of state which is good for the brain, teachers might incorporate an energizer every 15 minutes. Terri believes that brain research enables a teacher to connect better and a little differently with students, all toward the goal of deeper, long-term learning.

One issue important

to Terri and district administration is potential burnout of mentor teachers. This year, as just one example, there will be nine student teachers in secondary mathematics from UW. This impacts the availability of mathematics mentor teachers for ensuing years. Placements are also affected by requests from institutions outside of Wyoming. Other universities place student teachers in Laramie County. This school year, they include Western Governors University, Dakota Wesleyan University (South Dakota), Regis University (Denver), Montana State University, the University of Phoenix, Grand Canyon University and Chadron State College (Nebraska).

**Please see  
FACILITATOR, page 7**

# NNER commissions critical issues papers for 2009 conference

At the October 2009 annual conference of the National Network for Educational Renewal, the organization's Institute for Educational Inquiry's Agenda for Education in a Democracy scholars presented critical issues papers.

The 30 scholars were identified by John Goodlad in 2006, based on their long-time and continuing scholarly contributions to work of the NNER and the Agenda. The group has been meeting for almost two years and includes college- and school-based educators. The four critical issues papers were created over the past year, during Seattle-

based meetings when the scholars worked together in large and small groups, and later, via email and

**Issues around**  
**inequities**  
**individual differences**  
**policy-purpose**  
**societal forces**

conference call.

The scholars addressed inequities, individual differences, policy-purpose, and societal forces that educate intentionally and unintentionally. The four issues

are introduced and framed by a document titled, "The Creation of a Wise and Healthy People and a Culture for Sustaining and Renewing this Populace."

The AED scholars invite comments and questions about this work. Access the papers at [www.nnerpartnerships.org](http://www.nnerpartnerships.org), then click on [www.nnerpartnerships.org/events/index.html](http://www.nnerpartnerships.org/events/index.html).

From the Wyoming setting, Partnership Director and UW Professor Audrey Kleinsasser and UW Professor Francisco Rios are AED scholars.

## Expert study panels featured at NNER conference

NNER conference planners created eight expert study panels. Designed to assist the NNER in dealing with a set of important issues, the panels read materials and convened via conference calls prior to the annual conference in October. Meetings during the conference resulted in a set of recommendations for the NNER settings regarding cross-setting goals and activities.

Panels included school superintendents and other district leaders; school or college of education deans and chairs; arts and sciences leaders; new settings' recruitment; equity - educating special needs students; the education of prospective teacher educators; equity - serving LGTB students; and community engagement.

A number of Wyoming educators served on the panels. Jim Lowham chaired the superintendents' group which included Ted Adams, Dave Barker, Diana Clapp, and Ray Schulte. Angela Jaime worked on equity - serving LGTB students. Audrey Kleinsasser was on the community engagement panel.

## Shepard Symposium on Social Justice scheduled for April 7-9; Planners invite proposals

The 2010 14th annual Shepard Symposium on Social Justice will focus on environmental justice. Proposals are due January 16. Go to [www.shepardsymposium.org](http://www.shepardsymposium.org) for details about the electronic submission process.

Planners invite sessions ranging from workshops, panel discussions, to more formal research paper presentations. In addition to environmental justice, planners encourage topics including ethnicity/race, sexual orientation, disability, gender, and class, as well as others.

The symposium has been an annual event since 1997, then called, The Symposium for the Eradication of Social Inequality. Since then, it has evolved into a major national conference. Beginning in 2003, the symposium was renamed the Shepard Symposium, honoring the work of the Shepard family and the memory of their son, Matthew Shepard, a UW student and social activist. The symposium works as a living reminder

of the need for information and dialogue about social justice concerns in America and beyond.

This unique conference, held in Laramie, Wyoming, is committed to creating space for those whose voices continue to be marginalized.

**SHEPARD SYMPOSIUM ON  
SOCIAL JUSTICE**  
UNIVERSITY OF WYOMING

**SSSJ proposals  
due January 16**

[www.shepardsymposium.org](http://www.shepardsymposium.org)

One feature of the symposium is the teacher tea for PK-12 educators, this year, also focused on environmental justice.

For more information about the April 7-9 symposium, contact Kate Muir Welsh at [kmuir@uwyo.edu](mailto:kmuir@uwyo.edu) or 307.766.2013.

# Wyoming Research Findings

## UW examines student engagement survey results

The National Survey of Student Engagement (NSSE) was initiated at Indiana University nearly a decade ago. Its primary purpose is to examine the nature and quality of the undergraduate student experience. Only first-year students and seniors are asked to complete the annual NSSE survey, which includes about 100 items.

A separate survey taps faculty perceptions. NSSE also conducts a nationwide survey of high school student perceptions of engagement. To learn more about NSSE, go to [www.nsse.iub.edu](http://www.nsse.iub.edu).

‘ ‘ NSSE has identified five dimensions which it considers to be effective educational practice. ’ ’

At the University of Wyoming, the spring 2009 NSSE was administered as a Web survey. UW respondents included about 550 first-year students (39%

of those who were invited to participate) and more than 1,000 seniors (a 49% response in this group). In the results below, the term “significance” refers to differences large enough to reach statistical significance, with 95% confidence, in random samples of the same size. A more extended description of NSSE and previous results can be found at: [www.uwyo.edu/assessment/NSSE](http://www.uwyo.edu/assessment/NSSE).

How can UW students be compared to those at other universities? Two comparison groups are included in the NSSE report: a peer group chosen by UW of the institutions administering the NSSE in 2009 and the total of all schools that took part in the 2009 survey. The peer group includes Colorado State, Indiana University/Purdue Indianapolis, Iowa State, North Carolina State, North Dakota State, and the universities of Colorado, New Mexico, North Dakota, Oregon and Washington. The second group is comprised of all 616 participating colleges and universities.

NSSE has identified five dimensions which it considers to be effective educational practice. UW students score significantly higher than one or both of the comparison groups on two of the five NSSE dimensions (faculty-student interaction and a supportive campus environment); they score about the same as both groups on level of academic challenge; and UW students score lower than one or both of the comparison groups on active collaborative learning and enriching educational experiences.

First, consider the dimension of student-faculty interaction. NSSE contends that “students learn firsthand how experts think about and solve practical

problems by interacting with faculty members inside and outside the classroom.” Included here are questions about frequency of faculty interaction in a variety of areas, from discussing grades and assignments to work with faculty on research projects. The UW averages for both first-year students and seniors are significantly higher on student-faculty interaction than the corresponding means of our selected comparators, although they are no different from the entire NSSE sample.

Second, on the benefits of a supportive campus environment, NSSE says that “students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.” Here NSSE includes questions pertaining to the student’s relationship with other students, faculty and administrators as well as the perception of support given by the university on both academic and non-academic issues. UW seniors are significantly higher than seniors at our selected peer universities in perceiving a supportive campus environment. There are no other significant differences on this dimension.

On level of academic challenge, NSSE states that challenging intellectual and creative work is central to student learning and collegiate quality. Included are questions about time spent on class preparation, number and types of assignments and the emphasis of course work—whether it includes analysis and synthesis, for example. On level of academic challenge, UW’s first-year students and seniors score on a par with our selected peer group and with

NSSE schools as a whole.

The fourth dimension is active and collaborative learning. NSSE asserts that “students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.” This dimension includes such items as whether the student asks questions in class, works with others in and out of class and discusses course materials with others outside the classroom. For first-year students the UW average for active and collaborative learning is significantly below that of our selected peer group, but it is not significantly different from the total NSSE group. Seniors, on the other hand, are no different from the selected peer group, but their

‘ ‘ ...challenging intellectual and creative work is central to student learning and collegiate quality. ’ ’

mean falls significantly below the overall NSSE mean.

Finally, on enriching educational experiences NSSE believes that “complementary learning opportunities enhance academic programs.” Included in this dimension are questions such as whether the student has had conversations with those of a different race or different political or religious views, or has

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# Wyoming Research Findings

## Thematic dissertation challenges four UW doctoral students: Teacher quality and national board certification studied

The UW Department of Professional Studies in the College of Education can boast four new Ed.D. recipients. A team including Liann Brenneman, Margaret Hudson, and Kim Miller, all of Laramie, and Jayne Hellenberg, Longmont, Colorado, presented research November 13 on Wyoming teacher perceptions of teacher quality. They sampled a population of Wyoming teachers and a second population of national board certified teachers. Four correlates of teacher quality were studied: instructional practice, classroom management, teacher efficacy, and system reform.

The researchers were guided by two thematic research questions: What is the relationship among the four correlates of teacher quality and the variables of certification and teacher education level? What are the differences among the four correlate areas in both importance and frequency. They employed an online survey for the ex-post facto design, examining two ratings

(importance and frequency). The survey included 96 Likert scale items, plus demographic questions, and two open-ended questions. They achieved a 22% response rate.



Four educational leadership doctoral students studied correlates of teacher effectiveness. From left, Liann Brenneman, Jayne Hellenberg, Kim Miller, and Margaret Hudson.

Three findings dominated the thematic study. First, the researchers found a significant difference for frequency of engagement, with NBCTs having greater frequency of the combined teacher quality

indicators than non-NBCTs.

Second, the sub-scale mean on the importance of teacher efficacy indicators was significantly greater than the means for importance in the other correlate areas.

Third, the sub-scale mean on the frequency on teacher efficacy indicators was also significantly greater than the mean for classroom management. The sub-scale mean on the frequency of systemic reform indicators was significantly less than the means in the other correlate areas.

The researchers offered several recommendations based on their study.

The dissertation was directed by Suzanne Young, and committee members Bill Berube, Heather Duncan, Leslie Rush, and Kate Welsh.

For more specific details about the study, contact the researchers directly at [lbrenneman@acsd1.org](mailto:lbrenneman@acsd1.org), [jaynehe@comcast.net](mailto:jaynehe@comcast.net), [mhudson@acsd1.org](mailto:mhudson@acsd1.org), or [kmiller1@uwyo.edu](mailto:kmiller1@uwyo.edu).

### Grooms coordinates League

Jennifer Grooms, retired Woods Learning Center teacher, coordinates the Partnership's League of Democratic Schools initiative for Wyoming. The initiative focuses on student and teacher actions to emphasize democratic practice at the classroom-level.

Go to the League's website at [www.uwyo.edu/wsup](http://www.uwyo.edu/wsup) for more information about membership benefits and meetings. The Wyoming initiative will host a regional meeting in Casper, March 25-26, 2010. Contact Grooms at [jgrooms11@bresnan.net](mailto:jgrooms11@bresnan.net).

### Wyoming total stands at 249

#### National Board awards 53 WY certificates

In late November, the National Board for Professional Teaching Standards announced that 53 more teachers from Wyoming had been certified. That brings the Wyoming total to 249. The Ellbogen Foundation will honor awardees February 5 at a dinner in Cheyenne. That afternoon, the initiative's advisory board will meet.

Four school districts in Wyoming celebrated their first National Board Certified Teacher. That means 33 school districts in Wyoming have NBCTs now. The initiative will release the names of all new NBCTs in a Casper *Star Tribune* ad this month.

## P-16 Council names officers

# Council appoints director; Examines concurrent and dual enrollment

The Wyoming P-16 Council has ended 2009 by taking a number of actions intended to position the Council to take a more active role in ensuring that all levels of education within the state



Kelley Pelissier

coordinate, communicate, and educate

as one system rather than several. These include appointing an executive director and a new member, and electing officers for the coming year.

The Council appointed Kelley Pelissier to its Executive Director position in November. Kelley has worked in both the non-profit and government fields for many years, most recently with the Legislative Service Office. The Wyoming Department of Education provided space and other assistance to enable the Council to maintain an office in the Cheyenne Hathaway Building.

Also in November, the Council elected Sen. Mike Massie of Laramie to complete a three-year term representing early-childhood education, and named the following officers for the coming year: Rollin Abernethy, representing UW, president; Michael Ceballos,

representing business, vice-president; and Kathryn Valido, representing K-12, treasurer.

Currently, the Council has been working in collaboration with the Wyoming Community College Task Force, community college academic/instructional vice presidents, other education system stakeholders, as well as the business sector to develop consensus on how to deliver concurrent and dual enrollment classes to all students in the state. State policy-makers have identified concurrent/dual enrollment as offering significant benefits to high school students as they prepare to enter the workforce or continue with their educations in either academic or career-technical fields.

Contact Pelissier at [p-16wyo@live.com](mailto:p-16wyo@live.com).

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## Summit '09 transition program at University of Wyoming

Fall 2009 marked the university's first transition program for incoming students, Summit 09, a three-day experience designed to help students begin to make the transition into the mental and emotional shifts of the first year of college. The program began on Thursday, August 20 with a welcome address from President Tom Buchanan for students and their families. Summit continued Friday morning with a guest speaker, student theater, and small-group faculty and peer leader discussions. Saturday activities highlighted campus and community involvement during college.

Summit's goal is to help students gain a leg up in academic engagement and social integration—at a time when students are forming their first critical impressions of college life. Some recent research, supported by instructor feedback, suggests that the expectation gap between high school and college is widening in areas such as coursework and time management, purposeful goal setting, and

reading. The Summit Program attempts to help students engage with peer leaders, faculty, and activities that can help students envision the mindsets and habits for successful transition into the first year.

A follow-up survey administered to all freshmen in the weeks after the program showed positive results among participating students. Of the respondents, 83% indicated that the Summit Program helped them experience a smoother transition to UW, and 84% agreed that the program increased their knowledge of UW and its opportunities. Michael Lange, coordinator of the Campus Activities Center, reported that involvement among first-year students in campus activities has been significantly higher this year than in any previous. Assessment will continue in the next year to explore potential impact on academic success and campus integration.

Because about 40% of the first-year class participated in the first Summit Program, a key goal for the 2010 program

is to respond to student feedback to adjust the timeline and increase the involvement of residence assistants in peer leadership roles. To see a full description of the program, please visit [www.uwyo.edu/summit](http://www.uwyo.edu/summit).

### SURVEY FINDINGS, continued from page 4

participated in community service, study abroad, independent study and co-curricular activities. On the dimension of enriching educational experiences, both UW's first-year students and seniors lag behind our selected peers and the entire sample of NSSE participating schools.

To learn more about these UW results as well as other key findings, contact B. Oliver Walter, College of Arts & Sciences Dean and author of the UW report, at [owalter@uwyo.edu](mailto:owalter@uwyo.edu).

## FACILITATOR, continued from page 2

Despite the placement pressures, Terri explains that Laramie #1 feels strongly about its collaborative role preparing the next generation of teachers. “Long gone are the days where a student teacher is left alone for 16-weeks,” explains Terri. “It is a teaming approach.”

The teaming approach is even more important now, given the high-stakes nature of the nationwide testing and an accountability culture. Emphasizes Terri, “We can’t afford not to have high qualified teachers with the students.” A mentor-student teacher combination provides “another set of hands and another set of eyes.” Thus, at the forefront of partner district philosophy is that the benefits to PK-12 learners come first. To this end, “If you’re not a team player, you won’t make it,” she concludes.

As is true of all the Wyoming partner districts, student teachers are expected to participate in and attend everything their mentor teachers attend, including meetings or professional development outside of the 8 a.m. -3 p.m. student day.

Terri notes that there have been 400 applicants for every teaching position in the Laramie #1 district. She is confident that, in the hiring process, an applicant whom the hiring team has seen and knows will have an advantage over an applicant

## Doctoral Study In Literacy Education at UW

The faculty in Literacy Education seeks highly qualified and motivated Ph.D students.

- Study with a cadre of professionally active faculty as you prepare for a university career. Collaborate with faculty on grants and research projects, prepare papers for presentation and publication, and teach undergraduate methods courses.
- Focus study in literacy areas such as Emergent Literacy, Vocabulary Learning, Children’s Literature, Classroom Discourse, New/Media Literacies, English Education, Reading Difficulties, English Language Learners, and Culturally Diverse Students.
- Graduate assistantships are available to support Ph.D students throughout their doctoral studies.
- UW is a public research university that provides the academic, cultural, and athletic benefits of a major university along with the advantages of a smaller environment.

Visit [www.uwyo.edu/lited](http://www.uwyo.edu/lited) or contact James Baumann at [jbauman8@uwyo.edu](mailto:jbauman8@uwyo.edu); 307.766.6366

emailing a resume complemented by an online interview. Thus, she views the partner district arrangement as a win-win for the district and for student teachers who may be future applicants.

Prior to 21 years in the Cheyenne schools, the Denver native also taught in Arizona and Cody. She has a B.A. in deaf education from the University of Northern Colorado and a master’s degree from UW in curriculum and instruction, with an emphasis in reading. To contact

Terri about her work as a district facilitator, email [tstephan@uwyo.edu](mailto:tstephan@uwyo.edu).

Judy Ellsworth, College of Education Associate Dean for Undergraduate Studies, directs the teacher education program and its formal relationships with partner districts and schools. To contact Judy, email [jze@uwyo.edu](mailto:jze@uwyo.edu) or call 307.766.3463.

Call for Manuscripts, Volume 2, 2010  
Education in a Democracy: A Journal of the NNER  
[www.units.muohio.edu/nnerjournal/index.html](http://www.units.muohio.edu/nnerjournal/index.html)

Due December 15, 2009 or contact Co-editor John Skillings at  
[skillijh@muohio.edu](mailto:skillijh@muohio.edu)

# Coming Up ...

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## January 28, 2010

10:00 a.m. - 2:00 p.m.  
Governing Board Meeting  
Casper, WY

## March 11-14, 2010

2010 Professional Development  
Schools National Conference  
Orlando, FL

## April 7-9, 2010

14th Annual Shepard Symposium on  
Social Justice  
Laramie, WY

## January 28-29, 2010

Jan. 28, 2:00 p.m. - Jan. 29, 4:00 p.m.  
Partnership Winter Conference,  
*In Praise of Education*  
Casper, WY

## March 25-26, 2010

League of Democratic Schools  
Regional Meeting 2010  
Casper, WY

## July 19-22, 2010

NNER Summer Symposium  
Seattle, WA

## February 9-10, 2010

Wyoming Mathematics Articulation  
Meeting  
Cheyenne, WY

## April 8, 2010

10:00 a.m. - 2:00 p.m.  
Governing Board Meeting  
Casper, WY

## July 22, 2010

10:00 a.m. - 2:00 p.m.  
Governing Board Meeting  
Casper, WY

High School to Higher Education Transition Initiative:  
Watch for online registration to the Spring 2010 life science summit, math articulation,  
reading-writing colloquium, and meetings for world languages and social studies.

## THE PARTNERSHIP

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### Who We Are

The Wyoming School-University Partnership includes K-16 faculty and administrators statewide along with other education stakeholders. The stakeholders study and promote the role of education in preparing students for life and work in a democracy.

### Learn More

[Wyoming School-University Partnership](#)

[Wyoming P-16 Education Council](#)

[National Network for Educational Renewal](#)

[Wyoming National Board Certification](#)

[Wyoming League for Democratic Schools](#)

### Contact Us

1000 E. University Ave.  
Dept. 3374  
Wyoming Hall,  
Rooms 412 & 415  
Laramie, WY 82071

Audrey Kleinsasser, Director  
307.766.6358  
[dakota@uwyo.edu](mailto:dakota@uwyo.edu)

Tara Reiter-Marolf, Newsletter Designer  
307.766.3274  
[treiterm@uwyo.edu](mailto:treiterm@uwyo.edu)