

THE PARTNERSHIP The Partnership

Established 1986

A NEWSLETTER OF THE WYOMING SCHOOL-UNIVERSITY PARTNERSHIP

DECEMBER 2010

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WYOMING SCHOOL-
UNIVERSITY PARTNERSHIP

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WORLD LANGUAGES ARTICULATION: MODELING DEMOCRATIC PRACTICE

In a process distinguished by broad engagement and transparent collaboration, Wyoming's world languages community has examined and agreed to recommendations about a set of student learning expectations for French, German, and Spanish 1010. The learning expectation documents for each language were put together by a small work group of high school, community college, and university language faculty over the course of six months this summer, and were presented to the broader language community at the Wyoming Foreign Language Teachers' Association's annual conference in October.



Survey responses collected from 75 secondary and postsecondary language teachers on the quality and comprehensiveness of the documents reveal that 100% agree that the performance outcomes, grammatical structures, cultural opportunities, and vocabulary are appropriate for the course. All respondents said that they would use the recommendations when they teach 1010.

Hopeful and positive as these survey results are, the inclusive, democratic process is perhaps the bigger story.

The Process: Cross-level Engagement, Dialogue, and Consensus

Spanish, French, and German 1010 courses are offered to Wyoming high school, community college, and university students and taught by many secondary and postsecondary faculty through dual, concurrent, community college, and university enrollment. The first World Languages Institute, convened by the Partnership in Casper last April, produced a model of cross-level articulation.

"This is an ambitious and long-overdue effort to work on several fronts," comments Philip Holt, University of Wyoming Modern and Classical Languages department head. "It is strengthening ties among college and secondary-school language teachers in Wyoming. It will ease the transition from high school to college for our students, and it will vastly improve placement of incoming students into appropriate language courses in college." As a UW stake-holder, Phil has been involved in the work group since its start in June.

A series of steps characterize a successful, highly democratic articulation process. First, strong secondary and postsecondary teacher-leaders agreed to participate, each with credible insider knowledge about the 1010 course in their language (Spanish, French, and/or German), well-accepted world language teaching trends, and meet state and national standards.

Second, the work group met via a series of one-hour conference calls over the summer and early fall. Agendas for the calls were set by the group and kept the group focused.

*"[This effort] is strengthening ties among college and secondary-school language teachers in Wyoming. It will ease the transition from high school to college for our students, and it will vastly improve placement of incoming students into appropriate language courses in college."
- Philip Holt*

Continued on page 5

LOST IN TRANSITION: THE HIGH SCHOOL TO HIGHER ED INITIATIVE

How does life for a Wyoming student change between senior year of high school and freshman year of college? Are those changes significant and surmountable? Are they all good and necessary? When many young Wyomingites start college, they are faced with numerous challenges, not the least of which is academic. This can be a particularly strenuous challenge if the point at which the student left off in high school does not align with the place the student begins in college. That gap can be wide and mighty, and may partially contribute to the 25% academic probation rate for UW freshmen after their first semester.

The Wyoming School-University Partnership seeks to build a bridge across that gap with the help of faculty and administration from the K-12 community and postsecondary institutions, including Wyoming's community colleges and university. Since 2006, the Partnership has hosted meetings in specific content areas for educators from all levels to communicate and collaborate on making students more successful. In 2009, the Qwest Foundation gifted the Partnership \$15,000 to ramp up these efforts, and again in 2010 contributed another \$10,000 to the initiative.

Below and on page 3 you will find information about the specific content area meetings scheduled for Spring 2011. Registration for each is free and required. More information is available at www.uwyo.edu/wsupsup. You can also sign up to receive email updates on Lost In Transitions events and news. Visit www.uwyo.edu/wsupsup/email-signup to sign up.

QWEST FOUNDATION AWARDS PARTNERSHIP \$10,000

The Wyoming School-University Partnership would like to thank the Qwest Foundation for its continued support for the Lost In Transition initiative. The Qwest Foundation awarded the Partnership \$10,000 to continue the work around student transitions from high school to higher education. This is in addition to its May 2009 gift of \$15,000, along with a \$15,000 allocation from the UW President's Office in 2006. In total, over \$40,000 has been dedicated to the initiative. All Partnership-hosted transitions meetings and materials are made possible by these grants.



2010 World Languages Institute



2009 Mathematics Transitions meeting

Mathematics Transitions Institute

February 17-18, 2011 Riverton, Wyoming

Registration deadline: Thursday, February 10, 2010

Website: www.uwyo.edu/wsupsup/transitions/mathematics.html

Past Mathematics Transitions Meeting Topics:

Designing Mathematical Experiences that Matter, February 2010

Understanding by Design and Bodies of Evidence, February 2009
Included a Dinner and a Book event.

Making Transitions: Ways to Help Students Succeed in College and University Mathematics Settings, February 2008

Life Sciences Summit

February 23, 2011 Douglas, Wyoming

Registration deadline: Wednesday, February 16, 2010

Website: www.uwyo.edu/wsup/transitions/science.html

Past Life Sciences Transitions Meeting Topics:

Bloom's Taxonomy: Examining Student Work, May 2010

Evolution and Science Education, February 2009

Teacher Expectations, Student Learning, Big Ideas, February 2008

Science as Inquiry, February 2007

Setting the Foundation: Building Connections, February 2006

New in 2011: Social Sciences Transitions Institute

March 25, 2011 Cody, Wyoming

Registration deadline: Friday, March 18, 2010

Website: www.uwyo.edu/wsup/transitions/socialsci.html

Focus Subjects: Geography, History, Political Science

For the first of the Social Sciences transitions meetings, the Partnership is focusing on three main areas: history, political science, and geography. Educators from all levels, particularly high school, community college, and university are encouraged to attend the meeting to identify problems and discuss possible solutions for students transitioning from high school to college with a focus on this content area.

NEW "LOST IN TRANSITION" WEBSITE

The University of Wyoming has undergone a website face-lift, which means the Wyoming School-University Partnership's website has as well! The website includes all the meaningful information from the former website, plus a new section featuring the Lost in Transition initiative at www.uwyo.edu/wsup/transitions/index.html.

The Lost in Transition section of the website includes one page on each content area, showcasing background information, upcoming events, past events, and an email updates sign-up. These pages are continuously updated, so bookmark your favorite page and check back frequently for news and information.

Teaching Writing In Wyoming

March 6-7, 2011 Casper, Wyoming

TWW meeting: Monday, March 7.
Optional Dinner and a Book event, Sunday, March 6.

Registration deadline: Monday, February 28, 2010

Website: www.uwyo.edu/wsup/transitions/english.html

Past Teaching Writing in Wyoming Meeting Topics:

Reading and Writing Institute: Developing Social Media Across the Curriculum, April 2010

Teaching Critical Reading, April 2009

Setting the Foundation: General Literacy Issues, April 2008



2009 Teaching Writing in Wyoming

World Languages Institute

April 15, 2011 Casper, Wyoming

Registration deadline: Friday, April 8, 2010

Website: www.uwyo.edu/wsup/transitions/languages.html

Past World Languages Transitions Meeting Topics:

Setting the Foundation: Building Connections, April 2010

"CIVILITY MATTERS!" DISCUSSION DECEMBER 10, CHEYENNE

The Wyoming Humanities Council will host a public discussion on *Civility Matters! The Decline of Legislative Civility* Friday, December 10 from 5:30-7:00 pm at the Plains Hotel in Cheyenne. *Civility Matters!* is a multi-year initiative which promotes and facilitates discussion of the meaning of civility, both in the context of the nation's democratic commitments to freedom of expression and in the context of an increasingly global world.

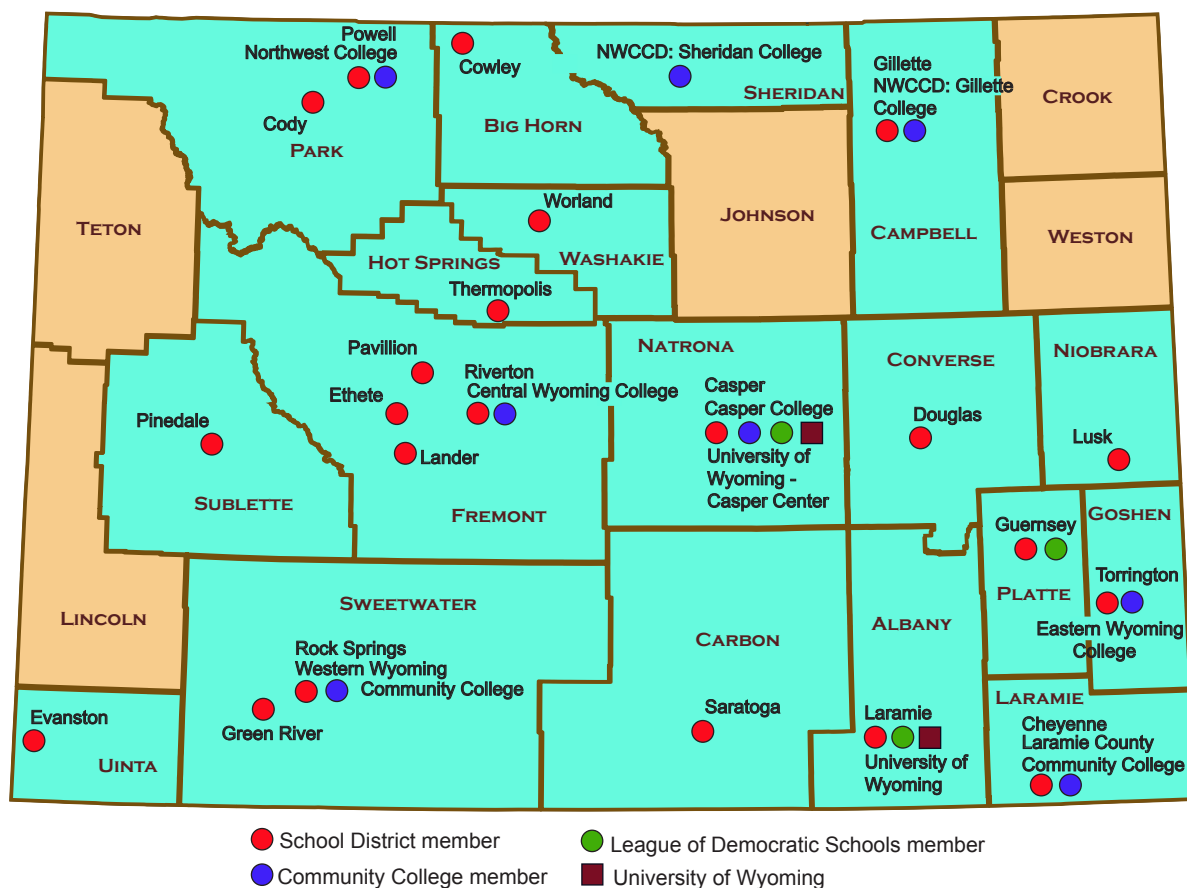
For more information, visit www.uwyo.edu/humanities/.

PARK COUNTY SCHOOL DISTRICT #6 JOINS THE PARTNERSHIP: SCHOOL DISTRICT MEMBERSHIP INCREASES TO 22

2010-2011 Partnership members:

Albany #1
Big Horn #1
Campbell #1
Carbon #2
Converse #1
Fremont #1, #6, #14, #25
Goshen #1
Hot Springs #1
Laramie #1
Natrona #1
Niobrara #1
Park #1
Park #6
Platte #2
Sublette #1
Sweetwater #1 and #2
Unita #1
Washakie #1
Wyoming's seven community colleges
Wyoming Department of Education
Wyoming Education Association
UW College of Arts and Sciences
UW College of Education

Counties displayed in blue have Partnership members during 2010-2011 school year.



Park County School District #6, comprised of over 2,100 students in Cody, Wyoming, is the newest member of the Wyoming School-University Partnership. The Partnership is happy to support the participation of 22 school districts, seven community colleges, UW College of Education and College of Arts and Sciences, Wyoming Department of Education, and Wyoming Education Association in the critical conversations of student engagement, citizenship, and success. To see a larger version of the map above, visit www.uwyo.edu/wsup/about/index.html.

CALL FOR PROPOSALS:

FOLLOW UP TO NOVEMBER 4-5 IN PRAISE OF EDUCATION CONFERENCE

Watch the Partnership website and email announcements for a January 2011 call for proposals focused on examining the effects of Wyoming's civic education initiatives. Approximately \$8,000 will be available during the 2011 calendar year for six to eight team-based projects.

The civic education initiatives were over-viewed during the November 4-5 In Praise of Education conference during a panel discussion. The initiatives include History Day, League of Democratic Schools, Project Citizen, We the People, and the UW-Bolivia Partnership. The panel was facilitated by

Carol Bryant, UW, and Bob Bryant, Wyoming Department of Education, and featured Martha Karavitis, Jean Davies, Deyonne Jackson, and Meredith McLaughlin, all of whom lead or are involved in one of the initiatives.

Most of the initiatives are connected to major, national efforts and involve modest, local expenses. All are aligned to teaching standards and support the school curriculum. The League of Democratic Schools is one exception in that building membership (\$500) is partially supported by the Wyoming School-University Partnership through its relationship to the National Network for Educational Renewal.

Project stipends will support building-level inquiry, along with travel and conference expenses at statewide Partnership conferences and the 2011 NNER annual conference scheduled for Hartford, CT, October 20-22. Successful applicants can expect to meet and collaborate with other proposal awardees over the course of the year.

To receive information about the 2011 opportunity, email partnership@uwyo.edu. When the call is made public, you will receive information, including submission requirements, deadlines, and collaborative opportunities.

UW HOSTS MARCH 6-8 STATE SCIENCE FAIR

by Beth Rintz, Science Fair Coordinator



Students talk to judges during the 2010 Wyoming State Science Fair

The 2011 Wyoming State Science Fair will convene at the University of Wyoming March 6-8. The State Science Fair encourages Wyoming students in grades 6-12 to plan, organize, research, prepare, and present a project of their interest. It provides these students with real-life science experiences, interactions with professionals in the field, and review and application of relevant research. Students may receive monetary and/or scholarship awards and the opportunity to attend the Intel International Science and Engineering Fair, the largest pre-college celebration of science, in May. The International Fair will be held in Los Angeles.

Eight regional fairs are held throughout Wyoming in late January and early February. Winning students and their projects advance to the State Science Fair. Students participate in seventeen different

categories. To align with the International Fair, some minor changes have been made to the categories this year, including two new categories: Cellular and Molecular Biology and Energy and Transportation. Through student interviews and interactions, student projects are judged by university and community professionals and experts within the various categories.

The University of Wyoming hosts the State Science Fair as a service to the state and

serves as a means of recruiting students to the university. Two hundred ninety-seven students from 16 districts participated in the March 2010 fair. While on campus, students also participate in a variety of shows, programs, and tours sponsored by different departments and offices. Additionally, the Science Fair provides an avenue for students to pursue and excel in personal science interests and real-life science experiences and motivates them to pursue careers in related fields.

Currently, the fair is supported by donations from UW departments in the science, technology, engineering, and mathematics disciplines, the Colleges of Engineering and Applied Science, Agriculture, Health Sciences, Education, Arts and Sciences, and the School of Energy Resources.

Please plan to attend, review the students' projects, participate in the fair, or judge projects. For more information, go to www.uwyo.edu/sciencefair/ or visit the Science and Mathematics Teaching Center (www.uwyo.edu/SMTC/). You can also contact Science Fair Coordinator Beth Rintz at 307-766-9863 or smtcwssf@uwyo.edu.

Paperwork for the 2011 fair is due by Feb. 11.

DEMOCRATIC PRACTICE

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Materials for examination and discussion, including meeting notes, were posted on a social media website called Wiggio and distributed via email. Audrey Kleinsasser, Partnership director, provided the group guidance and was a neutral stake-holder keeping meetings focused and on time.

Third, the three 1010 documents were built simultaneously by teacher-leaders in each language who then collectively examined and reacted to multiple drafts. These leaders agreed to four categories comprising the 1010 document: performance outcomes; grammar functions necessary to meet expectations; embedded culture; and, essential vocabulary. The categories were selected to avoid jargon and be inclusive of all types of language instruction.

Next, the work went public at the annual,

statewide meeting of the Wyoming Foreign Language Teachers Association, October 22. During a 90-minute session, each language group talked through its draft document and offered verbal and written feedback.

Finally, all Wyoming language teachers, at the statewide meeting and online, completed a survey about the 1010 documents.

"I am so pleased we were able to convene a group of educators who saw the need to work together for the benefit of the student who will transition through several levels of foreign language instruction," said Mary Ellen Ibarra-Robinson, Spanish instructor at Northwest College in Powell and work group member. "The work accomplished in the past year certainly leads us in that direction. Thank you, foreign language teachers, for your input."

With all of the feedback in, the documents are now final and being shared statewide.

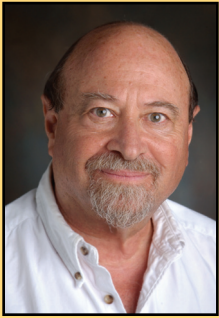
Next Steps

This work sets the foundation and creates momentum for the work group to develop common student learning expectations for the 1020 courses and tackle a statewide placement process. A second World Languages Institute is being planned for April 15. Go to the Partnership website for online registration information (www.uwyo.edu/wsuf/transitions/languages.html).

"I am so pleased we were able to convene a group of educators who saw the need to work together for the benefit of the student."
- Mary Ellen Ibarra Robinson

Secondary-postsecondary articulation in world languages and other Hathaway Success Curriculum content areas is supported through a Lost In Transition grant from the Qwest Foundation to the Wyoming School-University Partnership.

ELLBOGEN SYMPOSIUM: DAVID BERLINER, APRIL 2011



David C. Berliner, Regents Professor of Education at the Arizona State University Mary Lou Fulton College of Education, will visit the UW campus April 14-15 as keynote speaker for the 2011 John P.

“Jack” Ellbogen Symposium for Teaching and Learning. A range of activities and presentations will be offered during his time in Laramie, several of which are open to the public and, in particular, K-12 administrators and teachers. Berliner’s newest book, *Collateral Damage* (with Sharon Nichols) is about the corruption of professional educators through high-stakes testing.

Visit www.uwyo.edu/education or www.uwyo.edu/wsop for more information.

PK-12 TEACHER TEA SATURDAY, APRIL 9 SHEPARD SYMPOSIUM FOR SOCIAL JUSTICE CALL FOR PROPOSALS AND REGISTRATION OPEN by Angela Jaime, University of Wyoming

The 15th Shepard Symposium for Social Justice is set for April 6-9, 2011, at the University of Wyoming, Laramie. Wyoming students, faculty, and administrators PK-16 are invited, as are educators and community members across the region and nation. All events are free and open to the public.

Click on www.shepardsymposium.org to access event details and the call for proposals. Proposals are due January 15.

This year’s theme is Create:Activism Toward Social Justice. Planners welcome approaches that are visionary and explicitly focused on the promotion of social justice, diversity, and inclusion through creative expression. Possible topics include, but are not limited to, ethnicity/race, sexual orientation, disability,

gender, and class. A variety of breakout session formats will be featured.

The symposium features distinguished keynote speakers. This year, speakers and workshop leaders include Cherrie Moraga, award-winning playwright, essayist, poet, and activist educator, and Mary Cowhey. Cowhey is the author of *Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades* which won the 2008 National Association for Multicultural Education Philip C. Chinn Multicultural Book Award and the 2007 Skipping Stones Multicultural Book Award.

For more information and updates about related events and the full schedule, go to www.shepardsymposium.org or email symposium chair Angela Jaime at jaimea@uwyo.edu.

STUDY EXAMINES PERCEPTIONS OF GENDER-BASED DIFFERENCES IN INSTRUCTIONAL LEADERSHIP

by Paige Fenton Hughes, Wyoming Department of Education

There are a number of attributes that school superintendents possess that positively affect student achievement. These attributes were identified by Marzano and Waters (2009) in a meta-analysis of superintendent leadership skills. So the question really became “do male superintendents and female superintendents lead differently” when it comes to these attributes that positively affect student achievement?

In my dissertation research, I asked superintendents to rate themselves on their skill level with regard to these skills. I also asked school board chairpersons to rate their superintendents on the superintendents’ capability level on those same skills.

Male and female superintendents rated themselves very much the same on all four categories: instructional goal-setting, monitoring achievement, allocating resources to support instruction, and building-level autonomy. Female superintendents rated themselves a little higher than males rated

themselves, but there was no significant difference except in the area of monitoring achievement where women rated themselves higher.

School board chairpersons rated their superintendents higher than superintendents rated themselves on every category, but only in the area of instructional goal-setting was it significant.

School board chairpersons rated male and female superintendents virtually the same on all four categories. There were no significant statistical differences between genders.



According to these findings, men and women don’t lead all that much differently, at least in their own minds and the minds of their school board chairpersons. The study challenges long-held stereotypes of women being really good at instruction and men being really good at finance.

Paige completed her Ed.D. research in November 2010 from the University of South Dakota. Dr. Marcia Morrison served as the chair of Paige’s committee. Prior to joining the Wyoming Department of Education, Paige had served as a superintendent of Fremont County School District #1.

DENVER, CO; RESEARCH PROJECT : BUILDING A NEWCOMER SCHOOL FOR REFUGEE STUDENTS WITH THE COMMUNITY IN MIND

by Kevin Roxas, University of Wyoming

As waves of children from different refugee groups throughout the world continue to move to the United States, the educational task facing public school teachers in schools in which these children enroll has proven to be a daunting one.

Indeed, upon arrival in the U.S., refugee students have difficulty adjusting to public schools because of various factors including emotional trauma and post-traumatic stress disorder, difficulty with learning English as a second or third language, and limited experience with formal schooling environments. Teachers, support staff, fellow students, and members of the local community also are often unsure of how to best meet the needs of these refugee newcomers.

To respond to these needs of refugee and other immigrant students, school districts throughout the United States have begun to develop newcomer programs and centers. These programs are specifically designed to address the needs of students who have newly arrived to the United States with limited English proficiency in reading, writing, and speaking, gaps in their academic



Kevin Roxas, Assistant Professor in the
UW College of Education

*"Refugee parents work
as paraprofessionals to
be cultural and language
guides to teachers
within classrooms."*

- Kevin Roxas

content knowledge, and limited experience with formal schooling. One such program is Place Bridge Academy in Denver, Colorado, a school where I have developed partnerships and am conducting research.

My work examines the concrete ways in which administrators and teachers purposefully designed Place Bridge Academy to best serve its newcomer refugee students and families through a focus on community-building.

Some examples of strategies the school has implemented to foster an inclusive school community include the active participation of newcomer refugee parents on the school leadership council, the creation of a Parent Welcome Center staffed by both a Parent Liaison and a Community Resource Liaison, and the hiring of refugee parents as paraprofessionals who serve as cultural and language guides to teachers within classrooms.

Roxas is an Assistant Professor in the Department of Educational Studies in the College of Education at UW. For more specific details about this research, contact him at kroxas@uwyo.edu.

New P-16 Education Council Officers

Michael Ceballos – President,
representing the private sector (Qwest
President, Wyoming)

Rob Black – Vice President
representing the Department of
Workforce Services

Audrey Kleinsasser – Treasurer
representing the Wyoming School-
University Partnership

WYOMING P-16 EDUCATION COUNCIL EXPANDS MEMBERSHIP AND ELECTS NEW OFFICERS

by Kelley Pelissier, Wyoming P-16 Council

The Wyoming P-16 Council is currently seeking nominations for four new positions. Two of these are to represent the private sector, and the remaining two are to represent the faculties of two-year and four-year postsecondary institutions. To nominate yourself or someone else, contact the Council at p-16wyo@live.com or visit the Council's website, www.wp-16.org.

Through a series of bylaw amendments, the Wyoming P-16 Education Council also expanded its membership to include appointed representatives from the Wyoming State Board of Education, Wyoming School Boards' Association, Wyoming Association of School Administrators, and the Community College Presidents' Council. It also made representatives of the Wyoming Department of Workforce Services and the Wyoming Education Association appointees of those entities. Together with existing appointees from the Governor, State Superintendent of Public Instruction, President of the University of Wyoming, Executive Director of the Wyoming Community College Commission, and the Legislature (2), there are now eleven Council directors appointed by the entities they represent.

NEW MEMBER APPOINTMENTS TO DATE:

- Diana Clapp, Superintendent, Fremont Co. District #6 - representing the Wyoming Association of School Administrators
- Carl Manning, Fremont Co. District #25 Board of Trustees - representing Wyoming School Boards' Association
- Jon Connolly, Vice President of Academic Affairs, Northern Wyoming Community College District - representing the Community College Presidents' Council

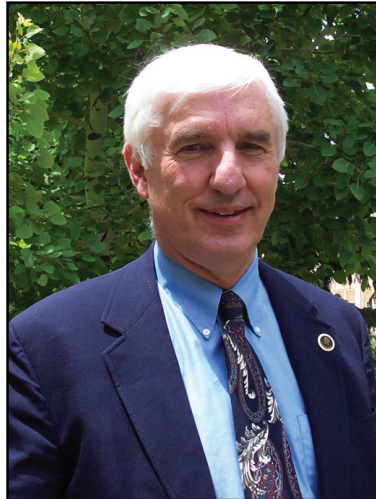
EDUCATION OPTICS: A VISION OF EDUCATION IN WYOMING

IMPACTS OF THE LIBERAL ARTS AND A COLLEGE EDUCATION ON CRITICAL THINKING

by B. Oliver Walter, Dean, College of Arts and Sciences

At least in terms of citizenship, one of the primary goals of a liberal arts education is to instill in students the ability to critically evaluate the claims and counter claims that swirl around every political campaign. It goes without saying that political ideology and partisanship are significant factors in how Americans view the world. It has been disconcerting to me how often these attitudes can substitute for critical thinking.

Every two years the Department of Political Science at the University of Wyoming conducts a statewide survey of Wyoming citizens in the month prior to the general election. As a measure of ideology, we asked respondents whether or not they agreed with the Tea Party movement. We also asked respondents whether, over the past year, the nation's economy was getting better, worse or staying about the same. Given available evidence such as the stock market, job creation, and the unemployment rate, objectively, the economy is either stabilized or slightly improving.



The results of our survey reveal that a very good predictor of perception of the state of the economy was whether or not one was positive or negative about the Tea Party—if one agreed with the movement, 69 percent believe the economy was getting worse in the past year. On the other hand, only 25 percent of the non-Tea Party group thought the economy was worsening.

Another rather startling example is the question of whether President Obama was born in the U.S. Forty-one percent of the Tea Party group indicated that they believe the President was not born in the U.S. versus only seven percent not favorable to the Tea Party.

What is the impact of a college education? Are those with at least an undergraduate degree just as susceptible to the “ideological” imperative? Forty-five percent with a high school education and who were positive to the Tea party answered that the President was born in another country, however, for those with a college education, the percentage dropped to 30 percent.

I am not implying that those with Tea Party sympathies are more or less likely to distort reality. Examples can be found among virtually all political groups. I am saying, however, that a college education is somewhat of insulation to ideological distortions of the facts.

Dean Walter's comments were taken from his remarks at the College of Arts and Sciences Winter Commencement, December 3, at the University of Wyoming.

January 2011						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
17	18	19	20	21	22	23
February 2011						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	1	2	3	4	5	6
March 2011						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

CALENDAR OF EVENTS

More information and registration is available at www.uwyo.edu/wsulp

DEC. 10: Civility Matters! discussion; Cheyenne

JAN. 20: Wyoming School-University Partnership Governing Board meeting; Casper.

FEB. 17-18: Mathematics Transitions meeting, Riverton

FEB. 23: 6th Annual Life Sciences Summit, Douglas

MAR. 6-7: Teaching Writing in Wyoming Transitions meeting, Casper

MAR. 25: Social Sciences Transitions meeting, Cody

APR. 6-9: 15th Annual Shepard Symposium on Social Justice, Laramie

APR. 7: Wyoming School-University Partnership Governing Board meeting; Casper.

APR. 14-15: Ellbogen Symposium featuring David Berliner, Laramie

APR. 15: World Languages Transitions meeting, Casper

JULY 18-21: NNER Summer Symposium, Seattle, WA

April 2011						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17