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Wyoming School- University Partnership

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Edited and Designed
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Applications Due Oct. 11

Engagement initiative to be featured at Cheyenne conference

John Anderson, long-time National Network for Educational Renewal leader and Agenda for Education in a Democracy scholar, has joined the Wyoming School-University Partnership to lead its community-school engagement initiative. On Tuesday, October 4, he and Audrey Kleinsasser, director of the Partnership, will overview the initiative during a break out session at the AdvancED Wyoming Fall Conference 2011 in Cheyenne.

The goal of the initiative is to expand the idea of empowering youth to improve their communities. A key difference in this initiative from other similar service learning and college recruitment efforts is that the community problem or project idea must emanate from students with support of at least one classroom teacher. District leadership must commit \$2,500 to the local project with up to another \$2,500 allocated for project support and travel of experts from UW, Wyoming's community colleges, or other agencies.

Application materials are due by October 11 with selection occurring soon after. Local work will begin in December, with most community projects planned and implemented over a two-year period. Only member districts of the Partnership are eligible to apply.

During August and September, potential applicants made a required first step by participating in one of three informational telephone conference calls to register interest and talk through the application process. Anderson also visited with small groups of teachers face-to-face and fielded individual phone calls and e-mails.

To learn more about the initiative, including examples of possible projects, go to www.uwyo.edu/wsups/community-engagement or contact Anderson directly at jander61@uwyo.edu.



John Anderson

NNER announces Foster's retirement; strategic planning process to begin



Ann Foster

Ann Foster, executive director of the National Network for Educational Renewal, has announced that she plans to retire by late 2012. During the coming year, Foster and members of the NNER's Governing Council will convene a strategic planning committee numbering 12 to plan the leadership transition and look to the NNER's future.

The Wyoming School-University Partnership, along with other NNER settings, was invited to nominate potential members for the committee. Committee members will be announced mid-October, during the 2011 NNER annual conference in Hartford, CT.

The Wyoming nominees include John Anderson, community engagement facilitator; Dave Barker, Platte County School District #2 superintendent and past chair of the Wyoming Partnership Governing Board; and Audrey Kleinsasser, Partnership director. They were nominated and selected by the executive committee of the Partnership's Governing Board.

Assumes Partnership leadership role

Fenton Hughes Reflects on 9-11, citizenship, and the role of schools

by Paige Fenton Hughes



Paige Fenton Hughes started a two-year chair position in July. Jackson just started first grade.

My first-grade son has been practicing singing the *National Anthem*. He sings it with his own interpretation of the words, but he loves to sing it to anyone who will listen. He said to me, “Mom, is the *National Anthem* the most beautiful song in the world?” I don’t know that he understands all about nations in general, but he does understand our saluting of the flag and singing the *National Anthem* because we love our country.

He got a good dose of that as we remembered 9-11. We had a lot of talks about the events of that day and what has happened since then in our country as a result. Tom Brokaw wrote for *Parade* magazine about never forgetting the lessons of 9-11: “We need to be citizens again, offering our assistance to others. By doing so, we’ll show we can be more than the sum of our parts. Throughout our communities, states, and nation, on rural Main Streets and in countries around the globe, Uncle Sam needs us.”

So, I began reflecting on whether or not we as a people have become less than citizens, as Brokaw implies, and what our schools can do to promote the ideals of citizenship in a democratic nation. In these contentious political times, it’s hard to know exactly what our kids are thinking about, the kinds of discourse we engage in around our political agendas, and what they think about the power of working together to move our nation forward.

It’s vitally important that in classrooms at both the K-12 level and the college/university level that we engage our students in meaningful and challenging discussion about their roles as citizens in our communities, states, and nation. A recent article in the *Casper Star Tribune* noted that people are not willing to serve on boards and commissions any more at the local level. Many of our state legislators run unopposed. John Goodlad (2011) wrote, “We will never have widespread the schools necessary to the well-being of a democratic people until the state, educators, and our communities come together in common purpose and balance.”

There is a great deal of political pressure on the education community about accountability. We have to prepare our students to meet the testing mandates imposed at the state and national level. But let’s use this opportunity to do more than prepare our students to be good test takers. Let’s come together in Wyoming as an education community to have meaningful dialogue around this idea of democratic citizenship, what that means for us as educators, and how we can further those ideals in our schools and colleges. For the sake of our kids, let’s come together as Goodlad suggests. To be more than the sum of our parts, I think Brokaw is right. Uncle Sam needs us.

Fenton Hughes works with the Wyoming Department of Education as a school district coach. A former district superintendent in Fremont County School District #1, Fenton Hughes completed her Ed.D. in educational administration at the University of South Dakota in 2010.

UW to field test Teacher Performance Assessment

by Allen Trent

This year, the University of Wyoming College of Education is part of a 21 state consortium of colleges and universities field-testing the Teacher Performance Assessment (TPA), a summative assessment for student teachers at (or near) the end of their programs.

This assessment is designed to measure a set of core teaching skills that support student learning. For the TPA, teacher candidates plan and teach a learning segment of 3-5 connected lessons, videotape some of this teaching, assess their students’ work, provide feedback to support continued student progress, and finally, reflect on the effectiveness of their teaching practices throughout.

Student teachers submit documentation that includes lesson plans, video clips of instruction, student work samples, and self-assessment of their teaching practices used during the learning segment. Trained evaluators then score these assessments.

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Allen Trent

Editor’s Note: In August, Trent assumed his role as Associate Dean for Undergraduate Studies in the College of Education. An associate professor in the Department of Educational Studies, Trent has won teaching awards at UW and serves on the Professional Teaching Standards Board.

Transition work deepens

Wyoming's language teachers set for meeting in Laramie, October 6-8

Over 45 secondary and postsecondary language teachers have registered for the annual meeting of the Wyoming Foreign Language Teachers Association. They will meet October 6-8, in Laramie at the UW Hilton Conference Center and Garden Inn. Leslie Boaz, Wheatland French and Spanish teacher will preside.

The three-day meeting features national experts on language performance and proficiency, breakout sessions by WFLTA members, a presentation about the Wyoming Foreign Language Standards revision, and a discussion about the language requirement in Wyoming's Hathaway Success Curriculum. During a Friday evening awards ceremony, Wyoming's Language Teacher of the Year and Friend of Foreign Language will be named.



Wyoming's language teachers will convene in Laramie to discuss a range of issues.

Student learning expectations to be presented and discussed

WFLTA President Leslie Boaz, along with a group that includes Juan-Antonio Bernabeu, Laramie County Community College, Diane Chamberlain, Laramie, Mary Ellen Ibarra-Robinson, Northwest Community College, Carol Kirkwood, recently retired Laramie French teacher and current UW secondary language education temporary instructor, Brandee Mau, Gillette, and UW's Kevin Larsen, Jennifer Lavanchy, and Mark Person will be presenting a Saturday morning session updating the WFLTA membership on P-16 transition issues.

The group will present and seek feedback to a placement flow chart and student expectations documents for French, German, and Spanish 1020. A year ago, a similar work group presented learning expectations for French, German, and Spanish 1010. These are courses that constitute the first two parts of first year language study. They are taught in Wyoming high schools, community colleges, and university and thus affect hundreds of students and dozens of teachers across levels.

Over the summer and into early fall, Carol Kirkwood took the lead in drafting a one-page document that teachers, students, and parents may use to guide placement decisions at Wyoming's community colleges and university. The flow-chart aims to honor work students completed in high school and community college at the same time that it encourages ongoing language study, including international experiences.

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UW to field test Teacher Performance Assessment

In spring 2012, all UW elementary education and secondary English, math, social studies and science student teachers will be field-testing this assessment. Additionally, we are introducing components of this assessment throughout the Wyoming Teacher Education Program to position preservice teachers for success on this assessment, and ultimately, to be successful classroom practitioners with the knowledge and skills to support all students' learning.

The development of a nationally accessible teaching performance assessment will allow states, school districts and teacher preparation programs to share a common framework for defining and measuring teacher competence.

The data from this field test will be used to establish a national standard for entry-level teachers. We are excited about participating in this consortium and believe the performance assessment will help us to continue to produce highly effective teachers.

For more information about the pilot or UW's teacher education program contact Allen Trent at atrent@uwyo.edu or call 307.766.3463.



National Network for Educational Renewal's Annual Conference



October 18-20, 2012

*At the historic
Brown Palace Hotel
Denver, Colorado*

- Save these dates, October 18-20, 2012.
- Go to the website to sign up for email conference updates and a list of important deadlines.
- Volunteer for a planning task force.
- Think about presenting a session.

www.nnerconference.org

conference marketing and website design
created by Brenna Wanous



National Network for Educational Renewal's 2012 Conference Theme

Simultaneous Renewal: Everyone Teaches, Everyone Learns

A conference for

- preK-12 faculty, administrators, and trustees,
- Arts and Sciences faculty,
- Teacher education faculty, and
- Community members.



The NNER is a membership network dedicated to the **simultaneous renewal of schools and the institutions that prepare teachers**. Our work is based on the four-part mission of providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.

Conference co-sponsored by the Colorado State University partnership, Nebraska Network for Educational Renewal, and the Wyoming School-University Partnership.

www.nnerconference.org

Five report from the 2011 NNER Summer Symposium

Rowley to connect Noddings' readings to young children's course

by Cammy Rowley, Education/Early Childhood Instructor, Casper College



As an instructor for future educators at a community college, I specifically appreciated Nel Noddings' *A Morally Defensible Mission for Schools in the 21st Century*. Noddings postulates that current schooling is intellectually and morally inadequate for our contemporary society. She recommends we organize around themes of caring. Taking her work to heart, our Curriculum and Planning for Young Children's class is co-creating an inquiry into caring for our preschoolers at the Early Childhood Learning Center, where college students have weekly lab day throughout the semester. When I shared this with the preschool mentor teachers, they informed me that they are starting the year off with Carol McCloud's work on bucket filling, using her book and focusing on social/emotional centered themes for this fall. We look forward to the power of caring!

Want to learn more about the NNER Summer Symposium and possible participation for Summer, 2012? Contact one of the Wyoming educators profiled on pages 6-7 or other recent participants. They include, Paige Fenton Hughes, Kevin Roxas, Sylvia Parker, Audrey Shalinsky, Jean Davies, Dave Barker, Ed Janak, Roger Humphrey, Anne LaPlante, Chris Bolender, Brian Recht, or Partnership director, Audrey Kleinsasser.

NNER Summer Symposium illustrates dynamism for Simpson

by Victoria Simpson, Ph.D. student Literacy Education, University of Wyoming



I consider the Education in Democracy Summer Symposium as one of my personal foundational mandates. The gathering of educators from various disciplines, schools, and universities was very dynamic in its scope. I also was pleased to meet the other four Wyoming representatives with whom I hope to have more interactions. I have a greater empathy for people around me and realize that all of us are fragile in our own ways. The symposium created a space for me to consider the ways in which I am civil and democratic in my behavior and ways with the people I interact with everyday.

Houseal will use NNER framework to guide current and future work

by Ana Houseal, Outreach Science Educator, UW Science and Mathematics Teaching Center



In my own teaching career, I have often found myself a little out of step from my colleagues. Usually, I have been unable to articulate clearly why I have chosen to use particular strategies, why they seem to work so well for me ("smoke and mirrors?"), or why teaching subjects through certain lenses (e.g., science through the lens of social justice) was so important to me. It is usually later that I discover the theoretical constructs/frameworks that undergird my actions and thinking. With the NNER experience, I had another one of those "Aha!" moments. The symposium and the readings helped me understand why I had spent all those years teaching students how to engage in critical and respectful discourse, though I had never been explicit about it.

A month after the Seattle symposium, I found myself on the opposite coast in Lowell, Massachusetts, in the company of another group of really smart people who are interested in education. We have been charged with assisting and advising the National Park Service on various educational issues. As we wrestled with our tasks and began to define what our vision of education within the National Park Service is, the ideas from NNER, simultaneous renewal and education in a democracy, bubbled to the top of the list. It was then that I realized how profoundly this framework would continue to guide me as I move forward in many aspects of my own work.

Five report from the 2011 NNER Summer Symposium

Summer symposium revitalizes Diana Clapp, Fremont County School District #6 Superintendent **by Diana Clapp, Superintendent; chair-elect Partnership Governing Board, Pavillion, Wyoming**

It is an Age of Accountability in education in America. An age where test scores and international comparisons command center stage, dominating conversations from living rooms, classrooms, boardrooms, to the halls of the capitol building. Educators are consumed by political pressures and media coverage that decries public schools while ignoring that, "Society undoes each work-day what the school tries to do each school day," (Barber, 1993). Clamoring for quality schools grows while discussions defining quality education in the context of the purpose of public education fall silent. The NNER 2011 Summer Symposium provided a platform for meaningful discussions, debate, and camaraderie around quality education and the purpose of education in a democratic society. For this educator, it revitalized my passion, strengthened by voice, and inspired a renewed commitment to advocacy for public education.



Most certainly the highlight of the 2011 NNER Summer Symposium was meeting John Goodlad and hearing his comments on the current policy trends in education. The discussion on over-reliance and emphasis on skills testing prompted his observation that, "Education is not what students are getting. They are getting training." I was impressed with Dr. Goodlad's knowledge and following of education policy in Wyoming. I extend my sincere appreciation to the Partnership for the opportunity to attend the 2011 NNER Summer Symposium and to meet this ambassador for public education.

Abernethy lauds symposium readings and the invitation to think hard **by Rollin Abernethy, Wyoming P-16 Education Council**

As I prepared for the NNER Summer Symposium this July, I was once again reminded of being a student and how I thoroughly enjoy learning and the hard thinking essential for me to grasp challenging topics. The symposium readings were extensive, and the Blackboard online discussion provided a brief but quickly resolved challenge. For me, the preparation and the four full days of symposium were equally rewarding. *Education for Everyone, Agenda for Education in a Democracy* co-authored by John Goodlad, Corrine Mantle-Bromley, and Stephen John Goodlad was my personal, if sobering favorite. It also provided the foundation for many of the symposium discussions. Education in and about a democracy as envisioned by the NNER seems to me a worthwhile, if daunting, challenge in our current social and political climate. Too often overlooked or misunderstood elements of a truly democratic society go beyond a civics class. Goodlad et al., maintain other elements such as: civility in our interaction with others, communities welcoming newcomers including those that look and speak differently, making the welfare of others a concern to all, a majority of citizens voting and elected officials truly representing all the citizens who elect them, all citizens enjoying equally the same rights and privileges...etc. etc. are critical to the maintenance of democratic society. Thinking about these elements, the issues and challenges we can read and hear about daily, and the role of teachers and classrooms in this arena made this an extremely rewarding experience.



Professor Emeritus Rollin Abernethy recently retired from his position as one of the University of Wyoming's Associate Provosts and Associate Vice President for Academic Affairs. He remains a member of Wyoming's P-16 Education Council and is deeply engaged in several of the council's initiatives.

Conferences and Meetings

UW schedules town meetings to discuss college readiness and proposed UW admission changes

Tuesday	Oct. 4	Riverton High School's James H. Moore Career Center, 6:30 pm
Wednesday	Oct. 12	Sheridan High School library, 6:30 p.m.
Tuesday	Oct. 25	Casper, UW/Casper College Center, Room 150, 6:30 p.m.
Wednesday	Oct. 26	Rock Springs, Homewood Suites, 6:30 p.m.
Thursday	Oct. 27	Cody, Holiday Inn's Buffalo Bill Village, 6:30 p.m.
Wednesday	Nov. 2	Cheyenne, Holiday Inn I-80's Laramie Room, 6:30 p.m.
Tuesday	Nov. 8	Laramie, Wyo Union Senate Chambers, 7:00 p.m.
Wednesday	Nov. 9	Gillette City Hall Community Room, 6:30 p.m.

UW Literacy Conference features Kirp and Allington

If you missed the September 30 – October 1 Literacy Conference in Laramie or would like to review keynote talks by Professors David Kirp and Richard Allington, both talks will be available online through the University of Wyoming's WyoCast On-Demand after Oct. 1. First, click on wyocast.uwyo.edu. Then, go to the folder named Literacy Conference for WY Educators.

Wyoming Model United Nations Registration due Oct. 6

Earn UW graduate credit or PTSB renewal credit when you register for the Model UN scheduled for October 21-22, in Riverton. Go to www.uwyo.edu/wsup/wyoming-un for all of the details including the online registration form.

Governing Board to meet Nov. 3

The next regular meeting of the Partnership Governing Board is Thursday, November 3, 10:00 am – 2:00 pm, in Casper at the UW Outreach Center. In addition to regular business, the board will discuss proposed changes to UW admissions standards and student success. Board members should call 307.766.3274 to RSVP.

Date	Event	Information	Website
October 20-22, 2011	2011 NNER Annual Conference	Pre-registration is encouraged.	www.uwyo.edu/wsup/nnr/symposia-conferences.html
October 22, 2011	Wyoming Model United Nations	Deadline to register is October 6, 2011	www.uwyo.edu/wsup/wyoming-un
November 3, 2011	Partnership Governing Board Meeting	UW Outreach Center in Casper	www.uwyo.edu/wsup/
January 19, 2012	Partnership Governing Board Meeting	WEN conference	www.uwyo.edu/wsup/

Wyoming School-University Partnership Leadership 2011-2012 Executive Committee and NNER Representatives www.uwyo.edu/wsup

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