

Call for Proposals: NNER 2012 Conference

Partnership Dedicates \$20,000 to Support Presenters

The Wyoming School-University Partnership has allocated \$20,000 to support conference presenters at the 2012 National Network for Educational Renewal annual conference. Meetings are set for October 18-20, 2012, at the historic Brown Palace Hotel and Conference Center in Denver, Colorado.

Wyoming educators affiliated with a Partnership school district, a Wyoming community college, the Wyoming Education Association, the Wyoming Department of Education, and the University of Wyoming are eligible. The scholarship funds are restricted to conference registration, travel, and lodging. The Partnership encourages applicants to apply as two- or three-member collaborative teams.

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NNER Conference 2012 Partnership Scholarship Application Process

By May 15, 2012:

1. Notify the Partnership about your intent to submit a proposal and seek scholarship support.
2. Complete and submit the NNER online call for proposals form at nnconference.org.
3. Email a copy of the proposal to Beth Wiley at ewiley2@uwyo.edu.

If we do not receive a copy of your proposal by May 15, you will not be eligible for a scholarship.

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Wyoming School-
University Partnership

www.uwyo.edu/wsups

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Edited and Designed
by Beth Wiley



The Torrington Middle School inquiry class discussed its desire to feed their community during a recent visit to Laramie and the UW campus. Brandon Kosine, associate director of involvement, Service, Leadership, and Community Engagement office (SLCE), spoke with the students. Students also listened to associate professor Shane Broughton who answered questions about nutrition.

School-Community Engagement Impacting Wyoming Communities

Students Collaborating with UW Partners for Positive Change

by John Anderson

As we near the end of the school-year, the real fruits of the Wyoming Community Engagement Initiative are beginning to show. In Pinedale, the students in Jasper Warembourg's humanities class and Rose DeNinno's first-year students are working to host a series of young adult evenings. The two classes hope to use their experiences to form a template for a student-run young adult center in the community.

In May, Terry Burant, Department of Educational Studies, University of Wyoming, will visit the Pinedale schools. Burant has extensive experience in service learning and will speak to the students about their current projects. Pinedale students are looking forward to the visit. Administrators in the schools have noticed a positive change in school atmosphere. Fletcher Turcato, Pinedale High School principal, wrote, "The community engagement initiative has made such an impact on Pinedale High School that the culture

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Lost in Transition Initiative Encourages Communication Among Educators at All Levels

The Partnership's Lost in Transition initiative sponsored institutes this spring in four of the five Hathaway scholarship curriculum areas: mathematics, world languages, social sciences, and writing. (The life sciences meeting was cancelled due to inclement weather, but plans to meet again next year.) At all four meetings, secondary and postsecondary faculty came together to discuss problems, progress, and future strategies to help students learn successfully.



Participants discuss transition issues at the mathematics institute. Pictured from left to right, Michelle Chamberlin, Valerie Harris, and Stacie Lynch Newberg.

6th Mathematics Lost in Transition Institute

Mathematics faculty from around the state gathered in Rock Springs, March 28-29, at Western Wyoming Community College. The institute began Thursday evening with a working dinner, during which Don Anderson, Lourdes Pajo, Sue Norris, Paul Escoto, and Neil Waite, all from Northwest College, presented a case study for summer bridge programs. The goal of the program is for students to improve their algebra skills enough to enroll in a credit-bearing, college-level mathematics course. In evaluations of the dinner, one educator wrote, "Can't wait to hear results – very good discussion and presentation – really liked the format and the opportunity for discussion."

The meeting continued Friday morning with updates about the UW Calculus sequence from Farhad Jafari, Professor and Chair, UW Department of Mathematics. These updates were followed by a discussion concerning student engagement, motivation and persistence through three Common Core State Standards, and was facilitated by Bernie Schnorenberg, Jayne Wingate, Michelle Chamberlin, David Anton, and Lloyd Meredith, secondary and postsecondary faculty from various institutions. According to the evaluations, participants would like to see the mathematics institute grow and tackle issues such as grading student work and correlating the Common Core to the transition initiative. One participant stated, "What a way to spend two full days," and gave the meeting his highest rating.

At a glance:
6th Mathematics Lost in Transition Institute
March 28-29, 2012
Western Wyoming Community College,
Rock Springs, Wyoming

Participants: 25

PTSB: 4 registrants for 0.5 credits

Key Feedback:

"Very good for faculty across levels to meet and work together."

"A focus on particular courses was helpful (algebra, problem solving, calculus, mathematics for elementary education majors)."

"There's never enough time for open discussion and sharing."

2nd World Languages Lost in Transition Colloquium

At a glance:
2nd World Languages Colloquium
April 12, 2012
UW Outreach Building, Casper, Wyoming

Participants: 37

PTSB: 18 registrants for 0.5 credits

Key Feedback:

"The focus of the classes – is it communication or grammar – I think both sides have a hard time seeing where the other side is coming from & what the true goals are. Are our documents realistic?"

"Continue having meetings where we share ideas, developments, opportunities, and what's working & what's not."

"This opportunity to talk to each other is invaluable!"



German teachers discuss articulation. Pictured left to right, Becki Steele, Margo Perry, Brandee Mau, and Charles Ewing.

For the last few years, world language faculty from around the state have been working hard on horizontal and vertical articulation documents for first-year French, German, and Spanish. On April 12, secondary and postsecondary educators met again. Throughout the day, large and small groups worked together to collaborate on building common goals for 1010, 1020, and 2030 classes at high schools, community colleges, and the university.

Small group discussions were facilitated by Mary Ellen Ibarra-Robinson and Jennifer Lavanchy (Spanish), Becki Steele and Brandee Mau (German), and Carol Kirkwood (French). During a working lunch, Anne Alexander and Brent Pickett provided information about the current initiatives of the University of Wyoming's ACE Internationalization Laboratory. The day concluded with large group discussion about a languages advising flowchart. Secondary and postsecondary teachers provided information that will help all educators assist students enrolling for language classes at the postsecondary level. In evaluations of the meeting, one participant wrote, "This event is a great idea and opportunity to touch base with colleagues statewide. Let's keep it up!"

2nd Social Sciences Lost in Transition Institute: A Working Dinner in Laramie

Educators from history, geography, anthropology, political science, and other disciplines met Friday, April 20, for a working dinner at the Berry Biodiversity Conservation Center in Laramie. The two main goals of this meeting were to foster connections between Wyoming secondary and postsecondary faculty in the social sciences and to identify a few issues to address at next year's social sciences institute.



Participants at the social sciences dinner. Pictured from left to right, Anne Hilton, Erich Frankland, James King, and Sally O'Brien.

After dinner, lively conversation ensued in small and large group discussions. Participants deliberated issues such as concurrent enrollment, vertical articulation, the devaluation of the social sciences in a test-driven educational environment, and the need for teachers to continue talking about these kinds of issues.

Participants agreed that this conversation needs to continue again next year, and several expressed a hope that more educators from all levels will get involved in the future.

At a glance:
2nd Social Sciences Lost in Transition Institute: A Working Dinner in Laramie
April 20, 2012
Berry Biodiversity Conservation Center, Laramie, Wyoming

Participants: 18

Key Feedback:
The social science educators in the state need to communicate with each other about skills students need for entry level classes at the community college and university level.

4th Teaching Writing in Wyoming Colloquium

At a glance:
4th Teaching Writing in Wyoming Colloquium
April 22-23, 2012
UW Outreach Building, Casper, Wyoming

Participants: 58

PTSB: 24 registrants for 0.5 credits

Key Feedback:

"Make 2 days . . . I was really inspired and would love time for discussion with other attendees!"

"I really enjoyed the presenters. More time to talk about their ideas would have been nice."

"Sharing an elementary view point and writing we are doing might make the overall writing picture more complete."

"I am looking forward to the next conference."

Writing teachers gathered this year on April 22-23 in Casper to discuss the theme, "Exploring the Transfer of Writing Skills."

Sunday evening, twenty-eight educators met at the FireRock steak house for a dinner and a brief lecture by Bruce Richardson concerning whether or not Shakespeare authored the plays. Richardson argued the theory that Edward de Vere, Earl of Oxford, was the "actual" Shakespeare is, at its core, simply class warfare. Richardson compared this theory to saying that someone from any small town in Wyoming couldn't produce great writing - which is certainly not the case. In evaluations of the dinner, one participant wrote, "Wonderful dinner - good table discussion."

Monday morning, a group of close to sixty teachers met at the UW Outreach Building in Casper. The day featured presentations about writing transfer covering a wide array of topics from metacognition and facilitating learning, to redesigning classes using video games. Facilitators included administrators, secondary, and postsecondary educators. One participant said, "This was very rewarding. I have lots of ideas; I hope to get some trials in my classroom." Another commented, "Well done by all presenters. So many great things going on all over Wyoming."

Wrap Up and Looking Forward: 2012-2013

Over 130 educators from around the state participated in the Lost in Transitions initiative this spring. All meetings brought together faculty from three levels - public schools, community colleges, and the university. This initiative continues to gain strength as more teachers hear about these professional development opportunities.

Next year's meetings will focus on giving teachers the tools to help students bridge the gap between high school and higher education. Participants will continue the hard task of articulating expectations across levels.

The Lost in Transition initiative is made possible through a generous gift from the Qwest Foundation.

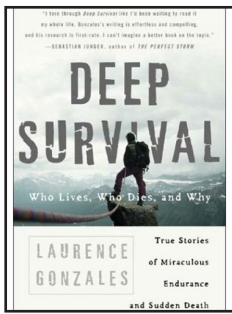
<http://aboutqwest.centurylink.com/Pages/AboutUs/>



Teaching Writing in Wyoming participants enjoy ice cream in honor of Shakespeare's birthday, April 23. Pictured, left to right, Jessica Willford, Jackie O'Briant, Stacy Mogen, Carol Stewart, Mary Harshberger.

Enjoy your summer - READ!

SUMMER READING SUGGESTIONS FROM AROUND THE PARTNERSHIP



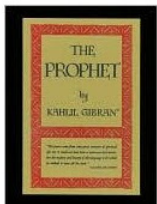
Deep Survival: Who Lives, Who Dies, and Why by Laurence Gonzales

Recommended by: Terry Burant, Assistant Professional Lecturer, Department of Educational Studies, College of Education, University of Wyoming

Partnership connection: Terry is a university partner for our school-

community engagement initiative. She will be helping students from Pinedale High School with projects to improve their school and community.

Why read it: "The title leads you to think that you are going to learn how to survive disasters; instead, disasters teach lessons about surviving daily life. Embedded in the stories are nuggets of neuroscience, philosophy, and spirituality. I guarantee that this book will stay with you and help you thrive even if you have no intention of ever stepping foot on a mountain trail or navigating a sailboat across an ocean."

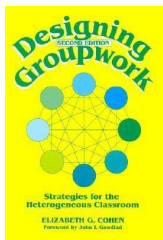


The Prophet by Kahlil Gibran

Recommended by: Curtis Biggs, Director of Dual Credit Programs, Northern Wyoming Community College District

Partnership connection: Curtis is a leader in the state on dual and concurrent enrollment.

Why read it: "A longstanding favorite, *The Prophet* is a fabulous reference manual on life, philosophy, and the art of being human."



Designing Groupwork: Strategies for the Heterogeneous Classroom by Elizabeth G. Cohen

Recommended by: London Dee Jenks, High School Educator and Director of Technology, Thermopolis High School, Hot Springs County School District #1

Partnership connection: London recently presented at the 4th Teaching Writing in Wyoming Colloquium on the topics of ipads, mobile learning, and 21st century skills.

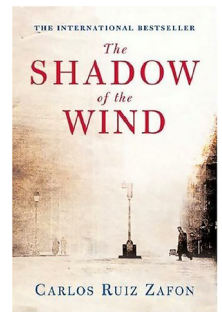
Why read it: "Delve into strategies for implementing successful group work for all types of course and teaching environments: project based, inquiry, collaborative learning, and end of the unit projects. This is a powerful resource for educators of all levels and content areas."

The Shadow of the Wind by Carlos Ruiz Zafon

Recommended by: Sarah Williams, 8th Grade Language Arts Teacher, Torrington Middle School, Goshen County School District #1

Partnership connection: Sarah co-teaches the inquiry class that is part of the Partnership's school-community engagement initiative.

Why read it: "This book is magical and mysterious. The opening line of the book is, 'I still remember the day my father took me to the Cemetery of Forgotten Books for the first time....' Great characters, great setting, and well written - reading this novel will challenge you to appreciate books in a new way."

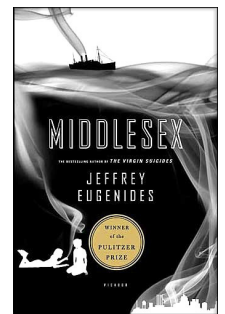


Recommended by: Rachel M. Watson, Academic Professional Lecturer, Microbiology and Biochemistry, College of Agriculture, University of Wyoming

Partnership connection: Rachel presented recently at the 4th Teaching Writing in Wyoming Colloquium. She focused on the topic of undergraduate peer review of writing within a science class.

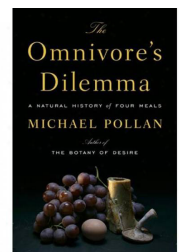
Middlesex by Jeffrey Eugenides

Why read it: "Jeffrey Eugenides's *Middlesex* follows the life of Calliope Stephanides, an intersexed Greek-American coming of age in the mid-twentieth century in the industrial city of Detroit. Literature of the open secret, the book begins with, 'I was born twice: first, as a baby girl, on a remarkably smogless Detroit day in January of 1960; and then again, as a teenage boy, in an emergency room near Petoskey, Michigan, in August of 1974' (p. 3). Beautifully written, Pulitzer prize-winning literature, this book will appeal to any educator wanting to better understand non-normative gender and sexuality."



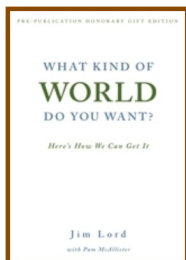
Omnivore's Dilemma by Michael Pollan

Why read it: "In this text, Michael Pollan traces the history of four meals from source to plate. In a marvelously accessible way, he stories the history of F1 hybrid corn, Bt corn, and the birth of high fructose corn syrup. With references to genetics, microbiology, and natural history, this book is sure to delight any science educator."



Enjoy your summer - READ!

SUMMER READING SUGGESTIONS FROM AROUND THE PARTNERSHIP



What Kind of World Do You Want? by Jim Lord

Recommended by: Dirlene Wheeler, Principal, Sheridan High School, Sheridan County School District #2

Partnership connection: Dirlene recently presented at the 4th Teaching Writing in Wyoming Colloquium. Her topic was

“What does the research say about how to facilitate learning?”

Why read it: “Sheridan High School is working hard on the “Power of the Positive” and so the book that has served as my guide this year is, *What Kind of World Do You Want*, by Jim Lord. It focuses on changing our perspective in life to one of gratitude and recognition of the great communities, state, country, and world we live in. The forward of the book may be a put off for some because it makes the book sound like a save the planet scenario. This is not the case, and interestingly enough, there is a story about Sheridan, Wyoming, in the first chapter, something I did not know until after I started the book. This is an easy read and a book that promotes reflection.”

Half-Magic by Edward Eager

Recommended by: Beth Wiley, graduate student, Literacy Education, University of Wyoming; Adjunct Instructor, English, Western Wyoming Community College

Partnership connection: Beth is the Office Associate for the Wyoming School- University Partnership.



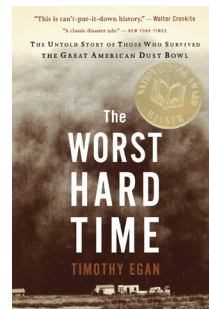
Why read it: “It can be fun and rewarding to recapture our childhood. In *Half Magic*, four children discover a magic coin that grants half wishes. What ensues is an adventure full of half-invisibility, half-talking cats, and a desert instead of a desert island. Eventually, the children learn to get a proper wish by asking for double of what they want.”

Recommended by: Brandon Kosine, Associate Director of Involvement, Service, Leadership, and Community Engagement office (SLCE), University of Wyoming

Partnership connection: Brandon is involved with the Partnership’s community engagement initiative. He spoke with the Torrington Middle School students about service learning when they visited the UW campus in April.

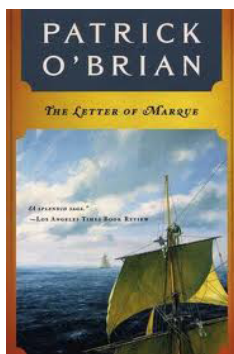
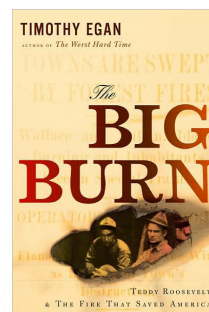
The Worst Hard Time by Timothy Egan

Why read it: “Winner of the 2006 National Book Award for Nonfiction, *The Worst Hard Time* tells the story of the dust storms and their horrific effects during the Depression. Ultimately, it’s about the consequences of trifling with nature and those who survived, this fascinating drama of American history is a must read.”



The Big Burn by Timothy Egan

Why read it: “The Big Burn of August 1910 swept across Montana and Idaho, resulting in mass destruction of over three million acres. Egan chronicles the effects of the fire in the mind of America, the heroic efforts of firefighters, and the creation of the US forest service.”



Letter of Marque by Patrick O'Brian

Recommended by: Greg Brown, Professor of Botany, College of Arts and Sciences, University of Wyoming

Partnership connection: Greg is a university partner for our school-community engagement initiative. He is currently working with Dorothy Tuthill and Brenna Wanous to aid Worland High School students with a project to improve their community park.

Why read it: “This is the 12th in the 21 book series that features Captain Jack Aubrey, and his sidekick, Dr. Stephen Maturin, and their naval adventures in the early 1800’s. I particularly enjoy the Maturin character - not only the ship’s physician, but also a naturalist and secret agent for the British Royal Navy. Dr. Maturin is most interested in birds and insects, but he also notes the botanical features found in the many exotic New World and South Sea adventures. I envision that Maturin’s exploits as ship’s naturalist are representative of a real early 1800’s ship’s naturalist, perhaps like Charles Darwin, but with a lot more action and intrigue!”

Save the Date, Sept. 21-22

Fall Literacy Education Conference to be Held at UW

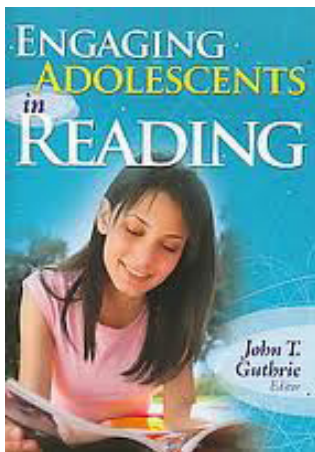
Please come and join pre-K-12 and postsecondary literacy educators from Wyoming and the Mountain West for the fourth annual UW College of Education Literacy Education Conference to be held September 21-22, 2012 on the University of Wyoming campus in Laramie.

The conference will include a keynote address by Dr. John T. Guthrie, an expert on building student motivation and engagement for reading multigenre texts, and six half-day workshops on a wide range of topics. Each workshop will be offered twice, once in the morning and once in the afternoon on Saturday, September 22.

All workshops will be geared for a variety of educators, including

K-12 classroom teachers, reading/literacy specialists and instructional facilitators, special educators, administrators, supervisors, informal educators, instructional paraprofessionals, and university students. All workshops will provide practical, classroom-based instructional strategies that are grounded in recent research and theory in literacy education.

Sign up at www.uwyo.edu/wsups to receive additional details and email updates about the conference.



National Network for Education Renewal Announces 2012 Michelli and Clark Awards

Applications Due June 30

The **Nicholas Michelli** award recognizes a setting or a group within a setting for work that promotes social justice. The award recognizes the NNER's commitment to access to knowledge and providing a nurturing learning environment for all students by acknowledging a setting that is working on this fundamental aspect of our work.

The **Richard W. Clark** award honors exemplary partner school work: a collaboration of public school, arts and science, and college or school of education that is advancing the complex work of developing, sustaining, and renewing partner schools.

More information available at
www.uwyo.edu/wsups
and
www.nnerpartnerships.org

Governing Board to Convene July 12 in Casper

The next regular meeting of the Partnership Governing Board is Thursday, July 12, 10:00 am – 2:00 pm, in Casper at the UW Outreach Building.

To RSVP, board members should call 307.766.3274 or email ewiley2@uwyo.edu.

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NNER Conference 2012

Conference planners seek proposals from school, college, and university settings, also from community members committed to the NNER's Agenda for Education in a Democracy. We are particularly interested in sessions presented by or co-presented with pre-K-12, undergraduate, and graduate students.

As you develop your proposal, consider its best match to one of five conference strands:

- Turning Education Upside Down: When the Learners Are the Teachers
- Teachers and Knowing: Content Knowledge and the Arts and Sciences
- Learning through Teaching: The Power of Clinical/Classroom-Based Field Experiences
- Knowing Self via Studying Others: The Importance of Diverse Perspectives
- Creating Democratic Community: Engaging Everyone

During the 2011-2012 school year, the Partnership sponsored and cosponsored professional development opportunities for over 300 Wyoming educators at all levels!

Thank you to all of the institutions that make the Partnership possible. The initiatives of the Wyoming School-University Partnership are supported by institutional dues from twenty-three school districts in Wyoming, seven community colleges, the Wyoming Department of Education, the Wyoming Education Association, and the College of Arts and Sciences and the College of Education at the University of Wyoming.

We are grateful for your continued support!

Gillette welcomes student teachers

UW College of Education Working With Campbell County School District *by Allen Trent*

We are enthusiastic about our new student teaching collaboration with Campbell County School District (CCSD). Sixteen student teachers just finished their student teaching/residency in ten Campbell County schools, and all report they have had fantastic learning experiences working with the students and mentor teachers in CCSD.

Steven Locke, UW College of Education associate professor and supervisor of student teachers in Campbell County, commented, "It is an excellent place to do student teaching. This is one of the best placements student teachers can have in the State of Wyoming. We have low socioeconomic status, many English as a second language students, and an interesting town with fantastic teachers and school administrators. I think next year will be even better than this year. If a student wants a challenging student teaching experience with an over the top supportive mentor teacher and principals, Gillette is the place to go."

Approximately twenty-five student teachers will be placed in CCSD each year through 2014. The UW College of Education is excited to have preservice teachers learning from such a highly skilled group of mentor teachers. We regularly have student teachers concentrated in partner districts throughout the state, and so this collaboration gives us a chance for our student teachers to support students' learning in one of our state's largest and highest performing districts. We're looking forward to continued work together with our education colleagues in Gillette.

Allen Trent is a professor in the Department of Educational Studies and associate dean for undergraduate studies in the College of Education, University of Wyoming. To contact him, call 307.766.2367 or email atrent@uwyo.edu.

Kate Welsh Named Social Justice Research Center Director

UW Provost Myron Allen has named College of Education associate professor Kate Welsh to be the director of UW's Social Justice Research Center. She succeeds founding director Francisco Rios who left UW to assume a deanship at the University of Western Washington.

The interdisciplinary center operates on endowed funds and aims to increase research in the area of social justice along with providing collaborative opportunities and professional development. For more information go to <http://www.uwyo.edu/sjrc/>.

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Positive Impact from Community Engagement Initiative

is shifting toward service learning and the impact is actually being felt on campus through student initiatives. I look forward to this program being an integral part of our school community. Thank you for bringing this to our school!"

On the other end of the state, Marv Haiman, the principal at Torrington Middle School, was also optimistic. He commented that students in the class were empowered by their teachers "to be thoughtful, concerned and motivated young people." The Torrington Middle School teachers and students have focused their energy upon opening a community meal program. During a recent visit to Laramie, the students ate at the Laramie Soup Kitchen and interacted with a variety of people at UW. University partner, Mary Kay Wardlaw, Cent\$ible Nutrition director, University of Wyoming, had arranged for a visit to the nutrition lab of Shane Broughton, associate professor, Family and Consumer Sciences, University of Wyoming. One young student remarked that the visit had certainly opened his eyes to the possibility of coming to the university.

At Worland High School, Kitsy Barnes and her biological field studies class have begun to restore and improve Riverside Park. During the university's spring break, Greg Brown, Dorothy Tuthill, and Brenna Wanous, all from the Berry Biodiversity Conservation Center, travelled to Worland to advise students on improvements to Riverside Park.



Torrington Middle School students debrief after lunch at the Laramie Soup Kitchen. The t-shirt slogan, "Got questions," is the class motto.

All three projects have met several goals, but most importantly the community engagement initiative has helped make some real community and school improvements while fostering conversations among university, school, and community members. Each engagement project is unique but each provides students and teachers with opportunities.

John Anderson is the Project Facilitator for the community engagement initiative.

Contact John at jander61@uwyo.edu.

Find pictures, videos, and more details about the projects at www.uwyo.edu/wsups.

What you can do to support students

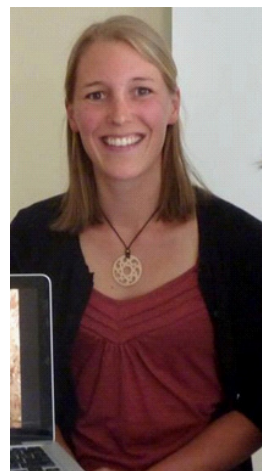
by Stephanie Lewis

As a strong and confident educator, I pride myself with the ability to ride the turbulence associated with leading young people through the world. So when I found myself becoming a loose cannon of emotions upon leaving my eleven-month, experiential graduate program at the Teton Science Schools in Jackson Hole, Wyoming, I was surprised. I soon remembered, however, that I have frequently seen this overpowering slew of feelings associated with leaving a temporary but meaningful education program.

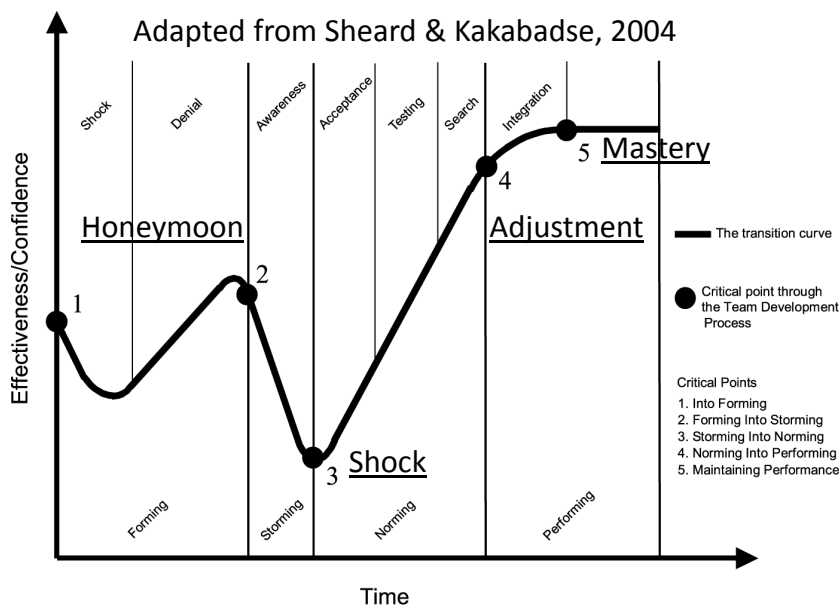
Experiential education has the power to integrate the whole self into learning experiences, change values, awareness, identities, and alter a person's life course. Yet, as these programs end, students return home with both overpowering inspiration and sadness, all-the-while expected to take on the world and use what they have learned effectively. It can be easy for teachers to ignore these emotional experiences of their students, especially if interactions cease after the program.

Synthesizing the literature of reverse culture shock, transitions, and group process, we see that most life changes are associated with initial excitement and anticipation (the honeymoon phase), followed by overwhelming and negative feelings in dealing with the change (shock). A resignation and reorientation to the change then occurs (adaptation). Once a student accepts the change, she or he can move on with their new perspective and function in the world (mastery).

I found, through my project, that simply acknowledging such a process could help students prepare for the transition. Other methods to help progression through such processes include various intensities of reflection, celebrations of learning, future correspondence, and creating support networks in students' lives beyond the program. While such findings apply especially well to temporary programs, I hope that such information and suggestions can inform classroom teachers as they end their school years effectively.



Stephanie Lewis completed her Master's of Science in Natural Science Education and Environment and Natural Resources at the University of Wyoming this spring. She has worked for several years in outdoor adventure and residential environmental education programs and will return to the Teton Science School this summer.



Want to know more?

Find Stephanie's project at

www.uwyo.edu/wsyp/resources/current%20research.html

Calendar of Upcoming Events

Date	Event	Location
July 12	Partnership Governing Board Meeting	UW Outreach Building, Casper, WY
July 16-19	NNER Summer Symposium	Seattle, WA
September 21-22	UW College of Education Literacy Education Conference	University of Wyoming, Laramie, WY
October 18-20	2012 NNER Annual Conference	Brown Palace Hotel, Denver, CO

More information about these events is available at www.uwyo.edu/wsyp. If you have questions, call 307.766.3274.



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