

Lost in Transition expands with a literature focused summit

On October 17 and 18 in Casper, the Partnership, the University of Wyoming English Department, and department of Teacher Education, will host the first ever Literature Lost in Transition Summit.

Since 2006, the Lost in Transition initiative has brought together high school, community college, and university faculty. This will be the first year [continued on page 8](#)



Diana Clapp reads to kindergartners during the first week of school at Fremont County School District #6.

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“Simultaneous renewal is what drew me to the Partnership”

Diana Clapp begins her tenure as Partnership chair

Diana Clapp, superintendent of Fremont #6, is beginning her two year term as Partnership chair this fall.

We recently had a question and answer session over the phone with Diana to find out some more about her thoughts on Partnership work.

Q: How long have you been superintendent at Fremont 6? How would you describe your district?

A: This is my eleventh year as superintendent. Fremont 6 is remotely located and has a large geographic size of 1,300 square miles, including portions of the Wind River Reservation.

But, we're a sparsely populated district, with about 400 K-12 students in our schools. The population is twenty-five percent Native American.

Because of our large, spread-out nature, and the demographics,

the district has really committed to providing access to foster health, well-being, and education.

The district provides a free preschool program. There is also a mobile preschool that travels district wide and is staffed by a certified teacher.

Q: What does simultaneous renewal mean to you?

A: That whole concept is what drew me to

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2013 NNER Summer Symposium renewing experience



Participants at the 2013 NNER Summer Symposium.

Participants at the 2013 National Network for Educational Renewal (NNER) received leadership training in understanding and promoting the Agenda for Education in a Democracy. The Partnership supported this initiative by paying the registration fees for four Wyoming attendees.

Below and continued on page seven, read in their own words what each Wyoming participant had to say about the experience.

Symposium inspired a manuscript and provided class material

by Aurora Chang, Assistant Professor,
Educational Studies, College of Education, UW

The NNER Summer Symposium was one of the major highlights of my summer and a perfect ending to my first year as an assistant professor at UW.

I left the NNER Summer Symposium with a new group of colleagues and friends from around the country, inspiration for a manuscript, and plenty of course material for a new course.

It is rare to have an opportunity where like educational minds come together to share their experiences and expertise. Our time in Seattle was just that and through conversations with the NNER

symposium participants, I was inspired to write a manuscript to submit to the NNER journal regarding undocumented students.

Before I left to Seattle, Ed Janak and I had discussed the possibility of team teaching a freshman seminar on Education and Democracy. The readings, discussions and presentations at the symposium gave me all kinds of resources and ideas to potentially incorporate into that course.

It is hard to believe how much I got out of such a short amount of time. I am very grateful to have had this opportunity.

Readings and discussions provided time for reflection on teaching

by Kevin Derby, Lingle-Ft. Laramie high school
social studies teacher and concurrent
enrollment instructor
for Eastern Wyoming College

I really enjoyed the NNER symposium in Seattle. It was great to meet with educators from throughout the country and have great conversations about what we do and the challenges that we face.

As a Social Studies teacher, the discussions and readings really hit home about why it is that we educate, and what is necessary to sustain our democracy.

I particularly enjoyed listening to Eric Liu, the coauthor of *The Gardens of Democracy*. He had a very interesting and engaging take on what it means to be a citizen and what we need to sustain our democracy, including the aspects of government and the economy.

All in all it was great to form some new relationships, think about why we educate, and reflect on how and what I teach.

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Dan Espeland is the superintendent at Converse County School District #1 located in Douglas.

Converse School District #1 decides against drug testing policy

All stakeholders should be given the chance to voice their opinion and opposing opinions should be considered carefully by decision makers.

John Weigel, curriculum director from Converse County School District #1 mentioned a specific example of such a democratic process in his district last year.

After a three football players were caught by the local sheriff smoking marijuana, there was a public outcry for the district to implement a drug testing policy.

Over the course of the year, the school board held several meetings, and invited stakeholders - from teachers, administrators, and parents to the coaches who might lose players and the school nurses who might be asked to administer the drug tests. The school board

eventually decided against a drug testing policy.

Making the decision required great patience on the part of everyone involved. While their reasoning was complex, including financial obligations and a lack of unanimous support, the district feels good about their ultimate decision. And the Partnership board members were excited to hear about such a victory for democratic practices.

Discussion during the governing board led to a collaborative effort between Converse #1 superintendent, Dan Espeland, and Partnership director, Audrey Kleinsasser, to write the story of how the district came to their decision against a drug testing policy. They have currently submitted the account in essay form for publication in an educational journal.

Last April, the Partnership governing board read *Education for Democracy: The Foundation for Democratic Character* by Roger Soder. (To read the excerpt, visit http://www.uwyo.edu/wsuf/_files/docs/govboard/ed-for-dem-by-soder-final.pdf)

Board members discussed what democratic processes looked like, especially focusing on patience. Good decisions often take time to make, especially in education.

Wyoming Foreign Language Teachers' Association (WFLTA) Fall Conference 2013 "Languages at the Core"

October 10-12, 2013

Hilton Garden Inn
Laramie, Wyoming

Important Discussions and Topics:

21st Century Tools
Target Language Use
Common Core Alignment

Special Guests:

Noah Geisel - American Council on the Teaching of Foreign Languages' (ACTFL) Teacher of the Year 2013

Leslie Boaz - Pacific Northwest Council For Languages' (PNCFL) Teacher of the Year 2012

Conference Events:

Keynote Presentations
WFLTA Business Luncheon
President's Reception and Awards Banquet
Member Presentations



For more information
and to register, visit

<http://2013wflta.ezregister.com/>

Congratulations to Angela Jaime and Kevin Roxas of the UW College of Education!

They received an NNER grant. The grant will help fund a GroundSpark film event this year.

To read more, follow the link below to the NNER 2013 August newsletter.

http://www.uwyo.edu/wsup/_files/docs/nnr/nnr-newsletter-august2013.pdf

**Join us in Laramie
on October 4, for a meet and
greet with Annemarie Palincsar!**

This conference event is an opportunity for participants, workshop facilitators, UW literacy education faculty, and our keynote speaker, Annemarie Palincsar, to get together for casual conversation, drinks, and hor d'oeuvres.

When: Friday, October 4
Where: Poppy's (119 Grand Avenue)
When: 7:00 - 9:00 p.m.

To register,
visit http://www.uwyo.edu/wsup/events/uw_literacy_conference.html

UW Literacy conference offers something for everyone

The 5th Annual UW College of Education Literacy Education Conference has something to offer every educator from kindergarten through college.

The conference will be held October 5 on the UW campus in Laramie. The keynote speaker is Annemarie Palincsar. She presents *Teaching meta-language to support English language learners in the activity of reading and learning from informational text* on Saturday, October 5, 11:45 a.m., in the UW College of Education Auditorium.

Workshops will be offered once Saturday morning and repeated Saturday afternoon. Workshops cover a wide variety of topics, from writing

memoirs to preparing students for college writing.

Registration is free and required. To see the full schedule, and to register, visit http://www.uwyo.edu/wsup/events/uw_literacy_conference.html

Lunch will be provided by the College of Education on Saturday, October 5. Travel and lodging expenses are the responsibility of the participant.

0.5 PTSB renewal credit will be offered (for Wyoming certified teachers ONLY). UW 5959 graduate renewal credit will also be offered.

Questions?

Contact George Kamberelis,
gkambere@uwyo.edu
or Victoria Gillis, vgillis@uwyo.edu

Annemarie Palincsar headlines UW College of Education annual literacy conference

Annemarie is the Jean and Charles Walgreen Jr. Chair of Reading and Literacy, Arthur F. Thurnau Professor, and a teacher educator in Educational Studies at the University of Michigan. Her research focuses on the design of learning environments that support self-regulation in learning activity, especially for children who experience difficulty learning in school.

She presents *Teaching meta-language to support English language learners in the activity of reading and learning from informational text* on Saturday, October 5, 11:45 a.m., in the UW College of Education Auditorium.

Annemarie will present concerning her research about an intervention to enhance the ability of English language learners to critically interact with informational texts. Teaching students through meta-language to talk about language itself can help the students identify and keep track of big ideas in a text.

To learn more about Annemarie or her presentation, visit http://www.uwyo.edu/wsup/events/uw_literacy_conference.html



Access to primary sources and the Common Core

Common Core State Standards emphasize enhanced analytical and evaluative skills throughout a student's education.

Primary sources found at an archive are a natural fit for enhancing students' critical thinking abilities. Primary sources are the raw materials of history — original documents and objects which were created at the time that key events were taking place.

Join UW American Heritage Center Archivists Rachael Dreyer and Leslie Waggner for a practical session titled "Common Core Got You Down? Take Two Primary Sources and Call Us in the Morning" at the AdvancED Wyoming Fall 2013 School Improvement Conference in Cheyenne. Catch this session on September 24th at 1:45 p.m.!

Sign up for the conference at <http://www.cvent.com/events/advanced-wyoming-fall-conference-2013/event-summary-6d5d4518b4d34c87a4b20d929f065938.aspx>

Learn more about the American Heritage Center at <http://www.uwyo.edu/ahc/>



Ask a research expert: UW Coe Library's Kaijsa Calkins

The Partnership would like you to meet Kaijsa Calkins, a research and instruction librarian at the University of Wyoming's Coe Library.

Kaijsa teaches classes in library studies, and often helps faculty from the university introduce their students to the many resources the university library system has to offer. She is a regular participant at the yearly Teaching Writing in Wyoming Lost in Transition colloquium.

Q: What is the most common question you receive about research from students?

A: They all seem to ask for help in different ways, but I find that figuring out a topic and just getting started is the hardest part of research for first-year students.

Q: And how do you help them find a get started by finding a topic?

A: I almost always start by asking the student what he or she cares about. Writing a paper or preparing a presentation about something that doesn't really matter to you is a good way to get bored or frustrated. If there's an issue that excites you or a question

you've always had about how something works, you might have the beginnings of a good research question.

Q: At the 2013 Teaching Writing in Wyoming Lost in Transition Colloquium, there were questions about the different citation styles, such as MLA or APA. Why is it important

for students to understand the difference in citation styles?

A: I think knowing the reasons why we have different styles and

how they were developed by the disciplines that use them can give students

insight into the subjects they're studying.

It can seem to students that faculty have a bunch of arbitrary rules that we use to trip them up and penalize their grades. When we take the time to explain how scholars in literature, for example, use MLA citations to find exact quotations in the exact edition of a cited work, the act of putting together the works cited page becomes about service to the eventual reader of a paper, in addition to crediting the original author.

Q: What is one research skill you think students need to have to successfully transition from high school to higher education?

A: Rather than a skill, I think students need a mindset of persistence.

"Writing a paper or preparing a presentation about something that doesn't really matter to you is a good way to get bored or frustrated."

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Four Wyoming Partnership schools promote democratic practice through membership in the National League of Democratic Schools



Students on University of Wyoming Lab School grounds. (Stock photo.)

Every year, the Wyoming School-University Partnership pays membership dues for Wyoming schools who are members of the League of Democratic Schools. The League promotes the idea that

education should develop in students the knowledge, skills, and attitudes for successful participation in a social and political democracy.

Wyoming member schools include Guernsey-Sunrise High School (Platte #2), the University Lab School (Albany #1), Woods Learning Center and Star Lane Center (both Natrona #1). The League has been holding monthly meetings via Skype.

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Wyoming represented by over 20 presenters at this year's NNER annual conference in Albuquerque, New Mexico

The Wyoming School-University Partnership is proud to announce that over twenty Wyoming presenters had their proposals accepted for this year's NNER annual conference, hosted by the University of New Mexico - Albuquerque Partnership.

The conference will be held at

Albuquerque Embassy Suites hotel on October 10-12.

The conference theme is *Community Engagement to Enhance Student Learning*. Strands for presentations include civic engagement, community based research and inquiry, partnerships for collective impact,

and engagement for equity and excellence.

To see the full schedule, register for the conference, and make hotel reservations, visit <http://nnerconference.org/index.html>

Last year, Wyoming sent over eighty presenters to the NNER conference in Denver. Many of those who applied to present in Albuquerque this year attended at the Brown Palace Hotel and Spa last year. Their experience at the 2012 conference was so positive, they didn't want to miss an opportunity to attend the 2013 annual conference.

Wyoming presentations are all collaborative efforts - several of them between university faculty and students.

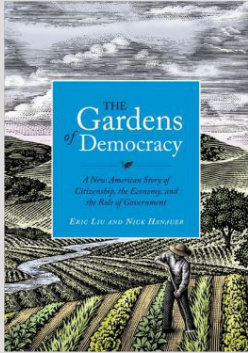
The famous Albuquerque International Balloon Fiesta will also be taking place at this time.



NNER Symposium renewing experience

Gaining new insights and perspectives

by Leslie Rush, Associate Dean, Undergraduate Programs,
College of Education, UW



***Suggested reading by
Wyoming participants
at the 2013 NNER
Summer Symposium***

***Gardens of Democracy:
A New American
Story of Citizenship,
Economy, and the Role
of Government
by Eric Liu
and Nick Hanauer***

As a first-time attendee of the NNER Summer Symposium, I expected to gain new insights and perspectives on the role of teacher education in preparing teachers and students to value participation in a democracy.

The readings were intense but inspiring; the conversations were engaging and thoughtful; the food was great!

Perhaps the highlight of the experience for me was a guest session by Eric Liu, one of the coauthors of *The Gardens of Democracy: A New American Story of Citizenship, Economy, and the Role of Government*.

After a brief presentation, Eric spent about half an hour answering

questions and discussing ideas with us. I was struck by the notion of muscles. For example, in the US, we have an overdeveloped “consumer” muscle and an underdeveloped “citizen” muscle; similarly we have an overdeveloped “rights” muscle and an underdeveloped “responsibility” muscle. And I related to the concept of the importance of teaching the Bill of Rights in light of civic responsibility.

I also was taken by a quote, attributed to Oliver Wendell Holmes, Sr. (which I found out later is unsourced) because of its importance for us in these times of sound-bite politics: “I wouldn’t give a fig for the simplicity on this side of complexity; I would give my right arm for the simplicity on the far side of complexity.”

“Democracy Walk” allowed participants the opportunity to know each other well

by Kathy Vetter, President of the Wyoming Education Association

The symposium was very informative and energizing.

I was very impressed with one of the authors of *The Gardens of Democracy*, Eric Liu. He elaborated on the concepts of a machine brain view verses a garden brain view of democracy and education.

He talked about how we need to look at things not as just what is in it for me, but as what will bring about the greatest good for the whole. He went

into more depth about the concept of advancing a healthy democracy during our group conversation and question and answer time with him.

This session helped me better understand how important it is that we prepare all students to be successful contributing citizens in our diverse global society.

The “Democracy Walk” was a real highlight of the symposium for me. We were put in groups of

three or four people, who did not know each other. We had the afternoon to walk around Seattle to gather information for a ten-minute presentation to the large group about democracy in education.

Every group came up with a slightly different topic within the theme. Groups did videos and PowerPoint presentations from the footage and pictures they took while on the walk. The information was great, but it was also a great opportunity to really get

to know two or three new people, as we spent the afternoon and evening together preparing our presentations.

Building this network of colleagues from across the country was a very positive part of the symposium. I look forward to using the information I learned and collaborating with the colleagues that I met at the symposium throughout my career in education and beyond. Thank you so much for the opportunity to attend.



Students checking out books from the University of Wyoming's Coe Library. To learn about what Coe Library can offer, read the interview with Kaijsa Calkins starting on page 5 of this newsletter.

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First literature Lost in Transition summit

for a summit focused on the teaching of literature.

This year's summit, *Getting the Gist: Examining Close Reading and the Common Core State Standards*, will explore definitions of close reading at all levels.

On Thursday night, the Partnership will provide dinner at the 3 Crowns Golf Club in Casper. Dinner will be followed by a panel discussion on close

reading. The panel will include faculty from high schools, community colleges, and the university.

Friday morning will consist of small and large group work examining participants' examples of student writing.

Registration is free but required. For more information, and to register, visit <http://www.uwyo.edu/wsuf/events/literature-summit.html>

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Ask an expert: Kaijsa Calkins

If students know that sometimes it takes a lot of practice to master a new skill or concept, they will probably put in the time and effort it takes without giving up right away.

I also think students need to ask for help! In addition to librarians who help with research, faculty office hours, the writing center, and other tutoring are available, but students sometimes think these supports are only for remedial help.

In fact, the students who take the time to make research appointments with me or visit their professors' office hours are usually the high achievers.

Q: What kinds of services can librarians offer to high school, community college, and university faculty who are interested in resources for teaching research?

A: Here at UW, librarians

teach research workshops for a wide variety of classes, create research guides and other learning objects, and even consult with faculty on creating research assignments that align to various student learning goals.

It's important to note that librarians at the community colleges and high schools also offer instruction and other support, so we always encourage those faculty not to overlook their local resources.

For more information on what we can offer, please take a look at our guides for UW and high school teachers. These guides are found at

<http://libguides.uwyo.edu/libraryinstruction> and <http://libguides.uwyo.edu/highschool>

If you would like to reach Kaijsa, she can be contacted via email at kcalkins@uwyo.edu

Fremont #38 joins the Partnership

Fremont County School District #38, located in Arapahoe, Wyoming, is joining the Wyoming School-University Partnership this year.

Partnership school district members number twenty-six for the 2013-2014 school year.

Other institutional members include all seven community colleges, the University of Wyoming's College of Arts & Sciences and College of Education, the Wyoming Education Association, and the Wyoming Department of Education.

Mary Helen Immordino-Yang expounds the role of neurobiology in education



Dr. Mary Helen Immordino-Yang (pictured left) will be the featured speaker at this year's UW College of Education Ellbogen Symposium for Teaching and Learning on the University of Wyoming campus in Laramie.

Immordino-Yang will present *Embodied brains, social minds: How emotions shape learning, motivation*

and *self* on Wednesday, October 2, at 4:00 p.m. in the College of Education Auditorium. This talk is free and open to the public. There is no registration required.

According to the symposium website, "by examining neuroimaging data from young adults alongside creative and scientific works by children, she will

argue that children's early thinking is grounded in the feeling of emotions that foster social connectedness and self awareness, and is driven by an inherent desire to make culturally appropriate meaning of one's experiences in the world."

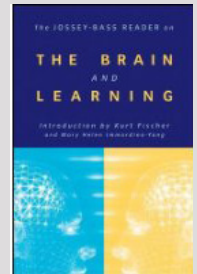
The full symposium is scheduled from September 30 through October 2.

Find more information, visit <http://www.uwyo.edu/education/news/ellbogen%20symposium.html>

Suggested reading for the Ellbogen Symposium for Teaching and Learning

The Jossey-Bass Reader on
The Brain and Learning

with an introduction
by Mary Helen
Immordino-Yang



e-Volution conference offers balance for technology and education

The theme for this year's e-Volution: innovations in learning environments and Agriculture and Natural Resources Western Region Teaching Symposium is *Finding the Balance: Technology and the Future of Education*.

The symposium is this week, September 13-14, on campus at the University of Wyoming in Laramie. It's not too late to register!

Registration is free. If you cannot attend the symposium on campus at UW, selected sessions and keynotes will be streamed online. For more information, and to register, visit <http://codyconnor.com/wyo/>

The keynote speaker, Dr. Gary Moore (pictured right) will present *Searching for the Wizard of Oz--in the College Classroom* at 9:00 - 10:15 a.m., Friday, September 13, in the University of Wyoming Union West and Central Ballroom. Using the Wizard of

Oz, Moore will explain how teachers need to reflect the present, not the past, and to use their brains, hearts, and courage to become their own Wizard of Oz in the classroom.

Other sessions include presentations about social media in the classroom, video-conferencing, assistive technology for the ranch and farm, and more!

To view the full schedule and learn more about the presenters, visit <http://codyconnor.com/wyo/>

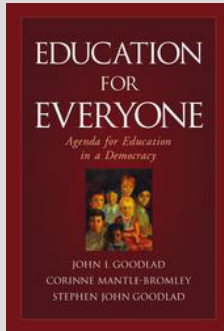
Questions?

Contact Christi Boggs, cboggs@uwyo.edu or Cody L. Connor, cconnor3@uwyo.edu



*Suggested reading by Diana Clapp,
Partnership chair and superintendent,
Fremont County School District #6*

***Education for Everyone: Agenda for
Education in a Democracy***
by John I. Goodlad,
Corinne Mantle-Bromley,
and Stephen John Goodlad



According to Diana, this book is a must
read for every educator.

To read more about Diana, please see
“*Simultaneous renewal is what drew
me to the Partnership*” Diana Clapp
*begins her tenure as Partnership
chair found on page 1 of this newsletter.*

Welcome to incoming superintendents and deans

New Wyoming district superintendents

- Carbon #1 - Fletcher Turcato
- Crook #1 - Byron Stutzman
- Fremont #14 - Terry Smith
- Fremont #21 - Terry Ebert
- Fremont #38 - Chantell Denson
- Goshen #1 - Jean Chrostoski
- Natrona #1 - Steve Hopkins
- Niobrara #1 - Jonathan Braack
- Park #6 - Ray Schulte
- Sheridan #3 - Charles Auzqui
- Sweetwater #1 - Mathew Neal
- Uinta #6 - Colby Gull

New University of Wyoming deans in the College of Arts & Sciences, and the College of Education

- Paula Lutz, Dean, College of Arts & Sciences
- Gregory Brown, Associate Dean, College of Arts & Sciences
- Robert Schuhmann, Associate Dean, College of Arts & Sciences
- Leslie Rush, Associate Dean, Undergraduate Programs, College of Education



Stock photo UW Arts & Sciences building. The College of A&S has a new dean and two new associate deans this year.

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National League of Democratic Schools update

Representatives from all four Wyoming schools participated in August. Each participant reported out about community engagement in their respective schools.

All four schools report welcome back to school events designed to involve parents. In addition, at Woods Learning Center, Jim Gaither reported an all day “Renewal Retreat,” where faculty found commonalities with each other and discussed ways to get the faculty more engaged before asking the community to get engaged.

Also, Ken Griffith of Guernsey-Sunrise High School reported hanging a banner displaying this quote from Roger Soder (a close colleague of NNER founder, John Goodlad): “People are born free, they are born not wise. The purpose of schooling in a democracy is to make free people wise.”

The Star Lane Center in Casper has a Center for Advanced Professional Studies (CAPS) coach. The job entails designing curriculum and culture for the new Career Pathways System for the district. And the UW Lab School is planning

a series of community meetings during 2013-2014. John Goodlad’s occasional papers will be used as discussion pieces to explore the purpose and future of the UW Lab School.

Additionally, Ken and Diana Griffith are planning a visit to West Valley City School-High School in Spokane Washington during October. The next League Skype meeting will be Thursday, September 19.

If you would like more information about the League of Democratic Schools and the Partnership’s role, please visit <http://www.uwyo.edu/wsups/league-schools/index.html>

Clapp believes we need a voice in education



Diana Clapp, pictured above reading to kindergartners, is proud of her district's (Fremont #6) efforts to provide access to services for students ages preschool through high school.

the partnership in the first place. I had been a superintendent for about six years. With all the educational reforms and accountability legislation coming from all levels, I was looking for something different. A fellow superintendent invited me, telling me that this organization had different conversations about the big picture in education.

We need to continue to learn from each other, and keep coming back to our focus and our purpose. Public education wasn't established for the purpose of helping students get high test scores. We can't lose our foundation in democracy. And that conversation is not happening any place else.

Q: Why would you encourage other school districts to become a member of the Partnership?

A: The goal and vision to have every student college and career ready is excellent, but it should be happening within a larger context that includes a bigger vision of education. That larger context is this notion from the NNER of educating in a democracy.

And that's why Wyoming school districts should be part of the Partnership. It's a network. And one of the few networks in our state that truly crosses boundaries from K-12 into postsecondary. And this network grounds us in this foundation of democracy. We have to make sure that we don't forget the primary focus and purpose of public education. Being part of this group helps make that focus a priority.

Q: You attended the NNER Summer Symposium a few years ago. What did you bring away from that experience?

*A: It was such an honor to meet John Goodlad! I think his *Education for Everyone* is a must read.*

I really soaked it all up. When I came back with the four part mission of the Agenda for Education in a Democracy, it helped me see my district in a new light.

I came home with a strong sense that education is about stewardship. We were in the middle of a recalibration for Wyoming, and the term "Bang for the Buck" was being heard a lot. The resources in Wyoming and the citizens of Wyoming have allowed for generous funding to our schools, so that the notion of stewardship resonated with me. We have to continue to improve our learning as educators. If we don't learn how to perform the craft of teaching better and more efficiently, we will burn out good people.

Q: Could you tell us a little about yourself?

A: My husband, Rob, and I have been married thirty-three years. We moved to Wyoming in 1985 and have been here ever since. We raised three children here.

One of my sons, Josh, is now teaching and researching in the psychology department at the University

of Wyoming. My other son, Justin, works for the Wyoming game and fish. He is just finishing up his graduate work at UW. And my daughter, Camriel, is a secondary English teacher in North Dakota. I love spending time with my two granddaughters.

Rob and I enjoy horseback riding, and pretty much anything to do with horses. I ride motorcycles. And I enjoy painting and drawing whenever I get the time.

Q: Is there anything else you want our readers to know?

A: Just that I am excited for this opportunity, and to work with the great people in the Partnership.

I really want to emphasize the importance of this type of collaboration. We need each other. Good intentions are at play, but a lot of different forces are currently saying what education should look like for our nation now and in the future. Our voices need to be heard, and the Partnership provides that opportunity in non-adversarial ways.

"Public education wasn't established for the purpose of helping students get high test scores. We can't lose our foundation in democracy. And that conversation is not happening any place else."

The purpose of education

by Ray Schulte

Editor's note: Ray Schulte, pictured at right, recently took a new job as the superintendent for Park County School District #6 in Cody. Schulte has also held superintendent positions in Torrington and Thermopolis.

As the school year started, Schulte posted a message reflecting on his goals and beliefs about education, as well as his new district. Below you will find an excerpt from his message. To view the whole message, please visit <http://www.park6.org/district.cfm?subpage=215899>

Wyoming's commitment to higher levels in student achievement makes our state a regional leader in school reform. To maintain this higher level of educational accomplishment, educational leaders must recognize the purpose of education.

"If teachers work as designers of high quality work, then students will achieve at higher levels, embrace education, and develop habits that lead to lifelong learning."

I strongly believe the purpose of our schools is to prepare career and college ready students who

are capable citizens with the competence to make educated, well thought-out decisions that will sustain our democracy. I have developed this belief by working closely with two highly-regarded, outstanding educational leaders: John Goodlad and Phil Schlechty.

Goodlad maintains that schools have a higher calling than simply producing high test scores. He contends that schools need to prepare students to inherit a democratic society.

Schlechty's basis for improvement is rather simple: Teachers need to design quality work from which students will learn at higher levels. While designing high quality work is not an easy task, it is the right task. If teachers work as designers of



high quality work, then students will achieve at higher levels, embrace education, and develop habits that lead to lifelong learning.

Relationship building, transparency of operations, honest communications, and a clearly defined vision all lead to a school system's success. I invite all citizens to participate in finding ways to mold our students into well-educated adult thinkers who are prepared to contribute positively to our country's future democratic society.

Calendar of upcoming events

Date	Event	Location
September 13-14	5th Annual e-Volution Teaching Symposium	University of Wyoming, Laramie, WY
September 23-24	AdvancED Wyoming Fall 2013 School Improvement Conference	Little American Hotel and Resort, Cheyenne, WY
September 30 - October 2	UW College of Education, Ellbogen Symposium on Teaching and Learning	University of Wyoming, Laramie, WY
October 2-4	2013 Consumer Issues Conference	University of Wyoming, Laramie, WY
October 4-5	UW College of Education, Annual Literacy Education Conference	University of Wyoming, Laramie, WY
October 10-12	NNER Annual Conference	Albuquerque, New Mexico
October 10-12	Wyoming Foreign Language Teachers' Association (WFLTA) Conference	Hilton-Garden Inn, Laramie, WY
October 17-18	Literature Lost in Transition Summit	UW Outreach Building, Casper, WY
November 7	Partnership Governing Board Meeting	UW Outreach Building, Casper, WY

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