Literature Lost in Transition Summit participants tackle the challenge of close reading

For many literature teachers, close reading might appear to be easily defined. However, at the first ever Literature Lost in Transition Summit, October 17-18, in Casper, participants from high schools, community colleges, and the university found themselves in a lively discussion about what close reading means.

While close reading is part of the Common Core State Standards, and is a regular expectation at the secondary and postsecondary level, there were some differences of opinion.

Participants discussed whether or not close reading should include background and historical information for students. Or should faculty ask students to struggle with only what is available about a text within a text? Ultimately, there were no cut and dried answers to the questions, but the faculty present enjoyed the conversation.

Participants spent Friday morning in small groups... continued on page 8

Mick Weist named WY Teacher of the Year

Mick Weist, in Sheridan, was named as the 2014 Wyoming Teacher of the Year. Over the years, Mick has supported, presented, and participated in the Partnership and LeaRN’s Teaching Writing in Wyoming Lost in Transition Colloquium.

We asked him a few questions via email about his teaching experience... continued on page 7
Michael Day appointed Interim Dean of UW’s College of Education

On November 13, Michael Day was named as the Interim Dean of the College of Education at the University of Wyoming.

Michael is not new to the College of Education. He came to UW in 1982. He recently commented, “I have great affection for the college (students, staff and faculty) primarily because of all the support I’ve been given over the years; it will always be dear to me. My main agenda as interim dean is that this college provides each of you with the same degree of support.”

Two more school districts join the Partnership

Since the Partnership’s September newsletter, the Partnership has grown. Two more Wyoming school districts have decided to join the Partnership for the 2013-2014 school year.

Park County School District #16 (Meeteetse) and Platte County School District #1 (Wheatland) both decided to join. We asked the superintendents to share a little about their districts with Partnership readers. Find their responses below.

Partnership membership for the 2013-2014 school year includes 28 of Wyoming’s 48 school districts.

For a better picture of what kind of impact the Partnership has in the state of Wyoming, please refer to the impact map on page 3 of this newsletter.

If your district would like to join the Partnership, please contact Beth Wiley, ewiley2@uwyo.edu

Dennis Fischer, Superintendent, Platte #1

Q. What do you enjoy the most about your school district?
A. Our district is filled with an extremely capable staff of caring, committed, talented professionals ready to help our students reach new heights. Our buildings are filled with respectful, excited students who value education. I am most excited about what the combination of these two elements will bring.

Q. Are there any quick facts about your district (student population, size, communities served, goals) that you would like to share with other Partnership members?
A. Platte County School District #1 is comprised of the communities of Wheatland, Glendo, and Chugwater in the southeastern portion of the state along I-25. We have a student population of just over 1000 students and employ approximately 230 people, 125 of whom are teaching professionals. Our new Vision statement is “Reach the PEAK” which encompasses our goal of continuous improvement and getting better every day.

Jay Curtis, Superintendent, Park #16

Q. What do you enjoy the most about your school district?
A. On a personal level, I get to work in the same building where my three children attend school, and it’s nice to be that close. On a professional level, Meeteetse’s teachers are unrivaled.

Q. Are there any quick facts about your district (student population, size, communities served, goals) that you would like to share with other Partnership members?
A. We have 120 students with 22 teachers. We’re really proud that our high school’s average ACT score last year was 20.8. Our vision is to create students who are “respectful individuals, independent thinkers, lifelong learners and tomorrow’s leaders.”
Wyoming School - University Partnership
Advancing the Agenda for Education in a Democracy
Impact Map representing the 2013-2014 School Year

Total Wyoming K-12 Student Population Served by the Partnership = 82% (74,485 students)
Student population enrollment numbers reported as of fall 2012.

Current Wyoming School District Members Paying Annual Dues: 28 of 48 districts (58%)

Counties Displayed in Blue Represent 2013-2014 Partnership Members

Impact map updated by Beth Wiley, November 2013.

Partnership members include all seven community colleges, the University of Wyoming College of Arts and Sciences and College of Education, the Wyoming Education Association, and the Wyoming Department of Education.

UW Partnership School Districts working with concentrated placements of student teachers include:
Albany #1, Campbell #1, Fremont #25, Laramie #1, Natrona #1, Sheridan #2, and Sweetwater #1 & #2.

Map Legend
- School District Member
- Community College Member
- League of Democratic Schools Member
- School-Community Engagement Initiative Setting
- University of Wyoming
- Partnership Cosponsored Statewide Conference
- Life Sciences Lost in Transition Summit
- Life Sciences Site-Swap
- Teaching Writing in Wyoming Lost in Transition Colloquium
- Mathematics Lost in Transition Institute
- World Languages Lost in Transition Colloquium
- Social Studies Lost in Transition Institute
- Literature Lost in Transition Summit
Wyoming presenters at national conference encourage collaboration between mainstream teachers and English as a Second Language teachers

At the 2013 National Network for Educational Renewal (NNER) conference in Albuquerque, New Mexico, Wyoming had sixteen presenters. Among them were Jenna Min Shim, an assistant professor in the UW Department of Professional Studies, and two of her students, Michael Lovato and John Paul Evans, both candidates in the English as a Second Language (ESL) endorsement program. Shim currently coordinates the endorsement program at the University of Wyoming.

This topic will continue to raise questions. Michael Lovato commented, "I was rather amazed at the conference. Our topic is at the center of much current debate and frustration. We were received by participants from New Jersey, Ohio, South Carolina, Florida, Kansas, California, Oregon, Washington State, Illinois, and Colorado. The main question was: "How do we implement a collaborative enterprise in our district?"
The three presenters also enjoyed the experience of researching together. Although at first, both students were a little leery, they both gleaned a lot from the experience. John Paul Evans remarked, "When I was asked by Dr. Shim to think about the topic of our research project, engage in long term research, and eventually present the findings to actual professionals in the field of education at a national conference, I was overwhelmed. As an undergraduate, it seemed like something that was well beyond my purview, and it was certainly well outside of my comfort zone. However, now reflecting upon my experience during this research project, I can say that it was a great experience."

Studies, and two of her students, Michael Lovato and John Paul Evans, both candidates in the English as a Second Language (ESL) endorsement program. Shim currently coordinates the endorsement program at the University of Wyoming.

Shim, Lovato, and Evans have been looking for ways to collaborate between English as a Second Language teachers and mainstream educators might collaborate, particularly in light of the Common Core State Standards. Shim explained that this topic is timely because, "The number of school-aged English Language Learners (ELL) has nearly doubled to about 5.5 million over the past fifteen years. By 2025, nearly one in every four public school students will be an English Language Learner." Shim and her two students

Wyoming sent 16 presenters to the 2013 National Network for Educational Renewal annual national conference in Albuquerque, New Mexico.

Next year’s NNER annual national conference will be hosted by Wright State University in Dayton, Ohio. Learn more at http://www.nnerpartnerships.org/
Username: member
Password: NN3R20!2

For more information about this research or their presentation, please contact Jenna Min Shim, jshim@uwyo.edu

"The number of school-aged English Language Learners (ELL) has nearly doubled to about 5.5 million over the past fifteen years."
-- Jenna Min Shim

Pictured left to right, John Paul Evans, Jenna Min Shim, and Michael Lovato.
UW Funds of Knowledge project connects homes and families with classrooms

UW literacy professors Steve Bialostok and Tim Rush share a strong philosophy about helping learners succeed. At the heart of their philosophy is identifying abundance rather than deficit. Schooling is rife with deficient thinking. Deficit thinking views the student as broken and doesn’t take into account well-entrenched, ineffective systems. Despite considerable effort and enormous funding, in few instances do so-called deficits diminish. Instead, the number of projects seems to increase.

What are funds of knowledge? Bialostok and Rush credit Norma Gonzalez and Luis Moll at the University of Arizona for the concept. The term refers to historically accumulated and culturally developed bodies of knowledge and skills essential for the smooth functioning and well-being of households and communities.

According to Bialostok, “A funds of knowledge orientation or approach to curriculum development and teaching is nothing less than a paradigm shift in education. It inverts clichés such as parent participation and home-school connections, and re-imagines and re-configures curriculum in ways that directly reflect and validate students’ everyday experiences and competent, knowledgeable ways of being in the world.”

The Wind River collaborative action research project involves elementary teachers from Fremont County School District #38 in Arapahoe and St. Stephen’s Indian School in St Stephens. The teachers in this year’s work include Beth Miller, Cassie Gambler, Christina Ackerman, Donna Alvarez, Elsie Heeg, Frericks Ruth, Joan Wilow, Lori Christopherson, Lori Ute, Wendy Hull, and LaVina Witt who meet and work as a study group. Since the approach leans heavily on anthropological research methods to illuminate insider perspectives, the teachers develop interview and observation strategies and study research together. In turn, these methods yield understandings that are used in curriculum development.

The teachers make multiple visits to students’ homes to interview family members who have agreed to participate. They interview family members to make sense of their everyday lives and to work cooperatively. Not only do the teachers become more adept as interviewers, they learn to improve systematic home visits.

Bialostok explained, “We hope for these components to merge to create a shift from a deficit view of culturally and linguistically diverse students to a difference model where the richness of student and family strengths are considered and the richness of household knowledge is built upon rather than overlooked.”

The project is funded through the College of Education’s John P. “Jack” Ellbogen Dean’s Excellence Fund. Funding supports family and teacher stipends, substitute teachers, researcher travel, and conference presentations.

In fact, Bialostok, Rush, and graduate student Burnett Whiteplume presented the work at the 2013 National Network of Educational Renewal annual meeting in Albuquerque. Last month, the research team, along with teachers Lori Christopherson and Lori Ute presented at the prestigious American Anthropological Association meetings in Chicago.

For more information about the project, contact Steve Bialostok at smb@uwyo.edu or Tim Rush at timrush@uwyo.edu

Pictured at a recent meeting, left to right, Burnett Whiteplume, Steve Bialostok, Joan Wilow, Beth Miller, and Lori Ute.
Grades 6-12 are invited to be a part of Wyoming History Day

All students (public, private, parochial, charter, and homeschool) in grades 6-12 are encouraged to participate in Wyoming History Day. The state competition will occur on April 7, 2014, at the University of Wyoming in Laramie.

The National History Day and Wyoming History Day Programs provide an innovative curriculum framework that uses history to challenge students in grades 6-12 to improve their research, analytical, and communication skills. In groups or individually, students conduct research on topics related to the annual theme.

The 2014 theme is Rights and Responsibilities in History. Students search for primary and secondary sources, leading to libraries, archives, historical societies, museums, and frequently to oral history interviews. Students present their findings to a panel of judges using papers, museum-style exhibits, original dramatic performances, web sites, or documentaries. Students may enter History Day contests at the regional level, with those who place in each category and division advancing to the state contest, and then to the national contest.

Students compete in one of two divisions. The Junior Division is for students in grades 6-8. The Senior Division is for students in grades 9-12. There are five categories: papers, exhibits, documentaries, web sites, and performances. With the exception of papers, each category is open for individual and group entries.

The registration deadline is Tuesday, April 1, 2014. Other important contest dates can be found at the Wyoming History Day website, ahc.uwyo.edu/historyday

Wyoming History Day is sponsored and administered by the American Heritage Center at the University of Wyoming and cosponsored by the Wyoming State Historical Society and the Department of State Parks and Cultural Resources, and community businesses, like Taco John’s, who generously support the Wyoming History Day program with grant awards.

For more information please contact Richard Kean, Wyoming History Day State Coordinator at rkean@uwyo.edu or 307-766-2300

UW American Heritage Center faculty offer primary sources workshop for the classroom

Leslie Waggener, Shaun Hayes, Rick Ewig, and Emily Christopherson from the American Heritage Center (AHC) traveled to Medicine Bow on November 26. They presented at a gathering of Medicine Bow, Elk Mountain, and Hanna 4th - 6th graders and their teachers.

The American Heritage Center faculty guided the students and teachers through activities using primary sources and presented original materials from the American Heritage Center historical collections. Primary sources can be highly beneficial in the classroom and are part of the Common Core State Standards requirements. The American Heritage Center has plenty to offer.

If you have questions about how to access the resources at the American Heritage Center or would like to set up a presentation for your school, please contact Leslie Waggener, lwaggen2@uwyo.edu

Find out more about the American Heritage Center by visiting http://www.uwyo.edu/ahc/
Mick Weist, 2014 Wyoming Teacher of the Year

like Dick and Jane and Tip and Mitten. She learned how to read and became a naturalized U.S. citizen. I learned something about teaching, I guess, and

Q: What do you find most challenging about teaching?
A: It’s tempting to say that my biggest challenges in education are the layers of accountability expectations that have been piled on classroom teachers. They can put a damper on the continuous cycle of diagnosis and prescription that a qualified teacher should bring to every class.

In reality, however, one of my greatest challenges over the years has been giving grades. I’d love to teach in a time and place where students need not become disheartened because of a grade after they have just given their best. I’d love to just help students reach their potential without having to be the adjudicator and disseminator of A’s, B’s, and C’s.

Q: How do you see the Teaching Writing in Wyoming Lost in Transition colloquia fitting into the Partnership mission of renewal instead of reform?
A: The Teaching Writing in Wyoming colloquia encourage teachers to engage in honest and transparent inquiry, to question everything. Why am I engaging in a particular practice? Is it working? Is there a better way? What would happen if…? What are my colleagues in public schools, colleges, and universities doing/expecting? How does/should that affect what I am doing as an educator?

Reform implies tweaking existing structures that are flawed. There is certainly nothing wrong with that, but much of what we do in education needs to be seen with new eyes. Teachers need a place where they are free to take intellectual risks, to speak freely and listen carefully, to suggest ideas that are not yet tested “best practice.” The Partnership has been providing such forums, and that is an invaluable service to education.

Q: Is there anything else you would like to share with Partnership members?
A: I am just grateful to be part of an organization that presents opportunities for personal and professional renewal. When I was a younger teacher, some of the old guard gave me a hard time about going to conferences and workshops. If I had not taken time for those sorts of renewal activities, I would have been a cynical, burned-out teacher long ago. I chose growth. I chose hope. And I’ve never been sorry that I did.

“If I had not taken time for those sorts of renewal activities, I would have been a cynical, burned-out teacher long ago. I chose growth. I chose hope. And I’ve never been sorry that I did.”

-- Mick Weist

became an English teacher about a dozen years later.

Q: Who and what do you currently teach?
A: I currently teach at Fort Mackenzie High School in Sheridan. We are a small, alternative high school in Sheridan County School District #2, and I am the English department. I teach English 9, 10, and 11. I also teach most of the same electives offered at Sheridan High School (as needed in the schedule) in addition to doing our school theater production.

Q: What is the best part of being a teacher?
A: I get my energy from interactions with students. I feel most alive when students and I, together, are grappling with important ideas, which have been transmitted through great minds down through the ages. I especially love seeing students’ firmly fixed opinions change as a result of dialogue with others.
Literature Summit about close reading a success

of both secondary and postsecondary faculty.

They shared student work, assignments, assessments, and books or other texts with each other. In anonymous feedback forms, one participant commented, “It was super helpful to see other ideas and assignments from colleagues. It was very encouraging to meet and discuss everything with peers. I have a wealth of information and ideas to take back to my everyday high school classroom.”

High school faculty weren’t the only ones who came away with concrete ideas to try in their classrooms.

Planners are already hoping to convene a second Literature Lost in Transition Summit in the fall of 2014. If you missed this one, however, don’t fret. This year’s Teaching Writing in Wyoming Lost in Transition Colloquium provides you with a second chance, and will be held on April 13-14, in Rock Springs.

Sign up to receive updates about Lost in Transition meetings at http://www.uwyo.edu/\www\edu\wsup\email-signup/index.html

Quick Statistics from the Literature Lost in Transition Summit October 17-18, 2013 Casper

**Participants**
- Total = 44
- K-12 = 22
- Community college = 5
- University of Wyoming = 11
- Education organization representatives = 6

**Summit Evaluation***
- Mean = 8.9
- Median = 9
- Mode = 10

*1-10, with 10 being the highest quality

Literature Summit Inspired Prof by Peter Parolin, UW English Department

I had just designed a close reading assignment, but I didn’t like it. I asked students to choose 15-30 lines from any poem we had read and analyze it via close reading. I asked students to attend to language use, images, tone, punctuation, literary and rhetorical devices, and to construct an argument about how the form of their passage shapes its content.

My students, however, seemed to lack confidence in their ability to unpack a dense piece of poetry and I worried that their papers would be a Wikipedia-inspired collection of platitudes. How could I encourage students to do the original analysis of which I know they are fully capable?

I brought my assignment to my small group at the literature summit, and Kate Loyle of Casper’s Kelly Walsh High School came up with the inspired yet do-able suggestion of having my students “show their work.”

When they handed in their papers, they would include copies of their passages marked up with questions, thoughts, words they looked up, relevant associations that occurred to them, and all the literary devices they discovered. In class the Monday following the Literature Summit, we modelled aggressive close reading, marking up a Shakespeare sonnet on the board within an inch of its life. On Friday the students handed in their papers along with their heavily annotated passages.

Asking students to “show their work” required them to recognize that they were, after all, capable of making exciting literary discoveries.

I was delighted. The papers were sharp, filled with original insights and close attention to detail.

Asking students to “show their work” required them to recognize that they were, after all, capable of making exciting literary discoveries.
In my English 1020 class, I like to assign *Hills Like White Elephants* by Ernest Hemingway. Hemingway’s story detailing a murky conversation between two lovers often stumps first year college students. I direct students to find examples of language that suggests parallel lines – “two lines of rails in the sun” or “a curtain, made of strings of bamboo beads” or “the line of hills.”

I remind students that repetition of an image should draw the reader’s attention – like a big flashing light. I ask them to speculate about the significance of the parallel lines: the couple’s ideas will likely never intersect; they will never see the world in the same way. Their conversation is anything but straightforward – they will never have a meeting of the minds. Hemingway’s spare language can be misleading: students often assume his work is simple or that it lacks meaning.

I ask students to find patterns in the language provides a concrete way into an ambiguous story. They learn how subtle language creates images and how images lend depth to a story.

**Partnership governing board members offer feedback for the Wyoming Department of Education**

After the November 7, 2013, Wyoming School-University Partnership governing board meeting, WDE Director Rich Crandall asked for some feedback. Director Crandall requested additional information regarding what Wyoming Department of Education (WDE) employees should prioritize.

The Partnership gave board members an online survey that identified several specific actions that might be asked of WDE personnel and included a space for other comments.

Of the 48 board members (both voting and ex-officio members), 17 responded (35%). The Partnership asked each board member to choose up to three top suggestions for the WDE. Their responses are summarized in the table below.

**Table 1: Partnership board member suggestions for WDE tasks**

<table>
<thead>
<tr>
<th>WDE Service Suggestion</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer service</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>Consultive expertise in state and federal regulations</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>Legislative advocacy</td>
<td>8</td>
<td>47%</td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td>7</td>
<td>41%</td>
</tr>
<tr>
<td>A resource center</td>
<td>6</td>
<td>35%</td>
</tr>
<tr>
<td>Consultive expertise in assessment and assessment data analysis</td>
<td>5</td>
<td>29%</td>
</tr>
<tr>
<td>Statewide longitudinal data system</td>
<td>4</td>
<td>24%</td>
</tr>
<tr>
<td>Other, please write your short phrase below*</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Consultive expertise in curriculum</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Consultive expertise in instruction</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Consultative expertise in leadership development</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Public affairs and media relations</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Customer service (especially support) by far most important

*Collaborative building of guidance on new regulations resulting from new statutes

Survey conducted and summarized by Beth Wiley, Wyoming School-University Partnership, November 22, 2013.
A cow’s skull meticulously adorned with mandalas, photos of Wyoming skies and flowers, a weaving of hand-dyed silk in patterns based on fracture patterns of Medicine Bow Peak, paintings and prints that capture the atmosphere of Wyoming – these are among the works of twenty-two local and regional artists that are on exhibit in the halls and meeting rooms of the Science and Mathematics Teaching Center on the 4th floor of Wyoming Hall at UW.

“Because we emphasize the importance of place-based learning (learning that is rooted in what is local – the unique history, environment, culture, economy, literature, and art of a particular place) we wanted to host an event that honors Wyoming and the interpretations that local artists provide. The works of the artists who responded to our call are as varied as the state,” said Sylvia Parker, Coordinator at the Science Math Teaching Center (SMTC) and organizer of the event.

Parker continued, “Although our mission is to prepare teacher-leaders in the STEM (science, technology, engineering, and math) disciplines, we are also committed to interdisciplinary approaches to addressing real issues and clearly the arts and humanities help us connect and understand the world and ourselves better.”

For example, June Glasson’s ink-on-paper paintings were inspired by images of Wyoming’s early female settlers, rodeo trick riders and rough stock riders that she discovered at the American Heritage Center and the state archives. In her artist’s statement she says, “These women are a part of that history [of women’s rights] and this place and I believe that they deserve a spot right alongside the Bucking Horse and Rider.”

Anne Michaels (Fugitive Pieces, Vintage, 1998) said, “If you know one landscape well, you will look at all other landscapes differently. And if you learn to love one place, sometimes you can also learn to love another.”

Voting is underway for the People’s Choice Awards; cash prizes will be awarded on January 30. The deadline for voting is January 24th. Ballots are available at the SMTC Office, Room 453.

The show will be on display through the end of April; visitors are welcome. Some of the works are available for sale.

If you’re interested in purchasing a piece, contact Sylvia Parker, SParker@uwyo.edu or the artist directly (contact information is on the title card for each piece).
Save the date!
Lost in Transition events, Spring 2014

Since 2006, the Wyoming School-University Partnership has hosted Lost in Transition events that bring together faculty and administrators from the K-12 community and postsecondary institutions, including Wyoming’s community colleges and university. These events foster discussions that address strategies and specific topics for closing the academic gap students encounter when transitioning from high school to higher education. This spring, watch for a focus on Common Core State Standards. Professional Teaching Standards Board credit will be available at all events.

For more information, visit the Partnership website at www.uwyo.edu/wsup

8th Life Sciences Lost in Transition Summit
Friday, February 21, 2014
Douglas
For past events, including agendas and other information, visit
http://www.uwyo.edu/wsup/lost%20in%20transition/science.html

4th World Languages Lost in Transition Colloquium
Tuesday, March 4, 2014
Casper
For past events, including agendas and other information, visit
http://www.uwyo.edu/wsup/lost%20in%20transition/languages.html

7th Mathematics Lost in Transition Institute
Thursday-Friday, April 3-4, 2014
Northwest College, Powell
For past events, including agendas and other information, visit
http://www.uwyo.edu/wsup/lost%20in%20transition/mathematics.html

6th Teaching Writing in Wyoming Lost in Transition Colloquium
Sunday-Monday, April 13-14, 2014
Western Wyoming Community College, Rock Springs
For past events, including agendas and other information, visit
http://www.uwyo.edu/wsup/lost%20in%20transition/english.html

World Languages Day
Saturday, March 1, 2014
University of Wyoming
Register by February 1, 2014

For more information and to register, visit
http://www.uwyo.edu/modlang/world-languages-day/

This event has many cosponsors, including the Wyoming School-University Partnership.

$10 per person registration fee includes: participation, meals, and lodging at the Laramie Junior High School gymnasium

There will be a Friday, February 28 evening schedule for those who arrive the day before.

Questions? Please contact Noah Miles, nmiles1@uwyo.edu
University of Wyoming Dashboard offers quick view of key UW statistical information

The University of Wyoming has provided a way for anyone to access key statistical information about students, faculty and staff, tuition and fees, research funding and private giving, budget and finance, and statewide activities.

Want to know about UW retention and graduation rates? Curious about the economic developments and impacts on the state? Or do you want to see the percentages of students who transfer to UW from Wyoming community colleges? It’s all in there.

The dashboard is an interactive online tool. It is also available to download as a PDF document. To view the UW dashboard, visit http://www.uwyo.edu/oia/dashboard/index.html

Coffeen Elementary School, Sheridan, stock photo from UW database. Mrs. Debbie Williams’s second grade class pictured with student teacher, Mikayla Jo Smart of Green River, February, 2013.

Partnership district schools awarded Blue Ribbon

The United States Department of Education through the Wyoming Department of Education has honored three Wyoming schools with the prestigious Blue Ribbon School Award. All three schools come from districts that are members of the Partnership.

The winners are Coffeen Elementary in Sheridan (Sheridan County School District No. 2); Jackson Hole High School (Teton County School District No. 1); and Lovell High School (Big Horn County School No. 2). All three were honored in the category of High Performing School.

The National Blue Ribbon Schools award honors public and private elementary, middle, and high schools where students perform at very high levels or where significant improvements are being made in students’ levels of achievement. This year the US Department of Education honored 286 schools nationwide.

Congratulations to the Wyoming award winners.

Calendar of upcoming events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29</td>
<td>Partnership Governing Board Meeting</td>
<td>10 a.m. - 12 p.m. via WEN (please contact your WEN scheduler to participate)</td>
</tr>
<tr>
<td>February 21</td>
<td>Life Sciences Lost in Transition Summit</td>
<td>Douglas, WY</td>
</tr>
<tr>
<td>February 28-March 1</td>
<td>UW World Languages Day</td>
<td>University of Wyoming, Laramie, WY</td>
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<tr>
<td>March 4</td>
<td>World Languages Lost in Transition Colloquium</td>
<td>Casper, WY</td>
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<tr>
<td>April 3-April 4</td>
<td>Mathematics Lost in Transition Institute</td>
<td>Powell, WY</td>
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<td>April 7</td>
<td>Wyoming History Day</td>
<td>Laramie, WY</td>
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<tr>
<td>April 10</td>
<td>Partnership Governing Board Meeting</td>
<td>Casper, WY</td>
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<tr>
<td>April 13-14</td>
<td>Teaching Writing in Wyoming Lost in Transition Colloquium</td>
<td>Rock Springs, WY</td>
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