NNER Summer Leadership Symposium convenes in Laramie

Every year, the National Network for Educational Renewal (NNER) holds a summer leadership symposium. Symposia have been held in Seattle, where the NNER has its organizational roots. This year, however, the national organization is going to try something new. The summer leadership symposium will be held in Laramie, June 26-29, 2015.

The NNER will set the symposium program, but there will be a pre-symposium on June 25. At the pre-symposium, the Partnership Impact Map, 2014-2015

The passing of educational visionary, John Goodlad

by Judith Ellsworth, PhD, College of Education, University of Wyoming, retired

In the early 1990’s I was offered the opportunity to work with Dr. John Goodlad and his colleagues as a graduate research assistant in the Center for Educational Renewal (CER) while working on my PhD in Educational Leadership and Policy Studies at the University of Washington.

What a privilege it was to be part of that work. Dr. Goodlad was a visionary and committed to school renewal and to developing partnerships between schools and universities. These partnerships focused on preparing students to live in a democratic society with its rights and moral responsibilities.

Dr. Goodlad never slowed down; he was continually engaged in furthering this work of educational renewal and in challenging himself and all of us who were at the CER. He valued ideas and asked for our input and listened to what we all had to say.

The passing of educational visionary, John Goodlad continued on page 4

John Goodlad, the founder of the National Network for Educational Renewal (NNER) and an educational visionary, researcher, and writer, died on November 29 at his home in Seattle. He was 94.

To read a full obituary written by Goodlad’s close colleague, Roger Soder, president of the Institute for Educational Inquiry, please visit the Partnership website, www.uwyo.edu/wsup.
Partnership executive committee is hoping to attract Wyoming superintendents, K-12 faculty, community college faculty and administration, and Arts and Sciences and Education faculty and administration from the University of Wyoming.

If you are interested in serving on the planning committee, please contact Beth Wiley, ewiley2@uwyo.edu, or Audrey Kleinsasser, dakota@uwyo.edu.

In September, the Partnership submitted a proposal that the summer symposium be held in Laramie. The NNER board approved the proposal at its regular meeting in October.

The summer symposium focuses on advancing the NNER’s primary initiative, the Agenda for Education in a Democracy. Check for updates at http://www.uwyo.edu/wsup/ and http://www.nnerpartnerships.org/events/summer-symposia/.

The NNER summer symposium will take place on campus at the University of Wyoming in Laramie this summer. Pictured above is the UW student union.

**Lost in Transition initiative for Spring, 2015**

The Partnership’s Lost in Transition initiative continues to bring together faculty from Wyoming high schools, community colleges, and the university. Participants discuss how to help students transition from one level of schooling to the next.

Mark your calendars to attend these meetings this spring. And find more information at http://www.uwyo.edu/wsup/

**Life Sciences Lost in Transition Summit**  
February 20, 2015, Casper

**Mathematics Lost in Transition Institute and UW/Community College articulation**  
April 23-24, 2015, Laramie

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**Save the date!**

**Wyoming Project Citizen:**  
Teaching Public Policy Through Student Engagement  
January 30-31  
in Laramie at the American Heritage Center

Agenda and registration available soon at http://www.uwyo.edu/wsup/

Speaker, Larry Gerston, San Jose State University

Project Citizen helps participants learn how to monitor and influence public policy while developing support for democratic values and principles, tolerance, and feelings of political efficacy. Dr. Larry Gerston implemented the program at San Jose State.

Learn more about Project Citizen at http://www.civiced.org/programs/project-citizen
Perhaps you’ll see UW College of Education faculty members Allen Trent and Pete Moran in your local elementary school this year. From Teton to Laramie County, Crook to Uinta, Professors Trent and Moran are on the move implementing a statewide project called We Are Wyoming.

The project engages fourth grade students and their teachers in each of Wyoming’s 23 counties. Fourth graders participate in a two-day, standards-based unit about Wyoming. The unit integrates social studies, visual art, and language arts. Students engage in a variety of writing, discussions, and artmaking about Wyoming history, symbols, counties, geography, and artists.

Trent, currently on sabbatical, facilitates the unit in all counties. Dr. Moran joins in and co-teaches with Trent for the larger student groups. Having visited nine counties already, Trent notes the project’s early successes: “The learning thus far has been fantastic. The students are learning much about our great state and are having opportunities to represent their thinking in a variety of ways including painting, drawing, writing, and critical discussions. As teachers, we learn new things in every county. We are so grateful to be working with expert teachers across Wyoming.”

The project is funded through a Lantz Professorship Award. The project includes the launching of a We Are Wyoming website (https://sites.google.com/site/wearewyo/) to share students’ writing and art, and to share the unit’s lesson plans, teaching materials, and other Wyoming history and education resources.

Trent comments, “Traveling the state and working with students and teachers is energizing. It really reinforces how lucky we are to live in Wyoming.”

Allen Trent, UW College of Education

We are Wyoming: A study of Wyoming history, landscape, people, art, and ways of life

Pictured above are three samples of student work from the “We Are Wyoming” project. From left to right: A sample of student work entitled, “Wyoming Painting”; a collaborative mural/map of Wyoming with major landforms, geographic features, symbols, counties and cities; and, a County Quarter, like U.S. State Quarters but with information/symbols/drawings specific to the student’s county of residence, in this case Platte County.

“Traveling the state and working with students and teachers is energizing. It really reinforces how lucky we are to live in Wyoming.”

Allen Trent, UW College of Education

Dr. Moran joins in and co-teaches with Trent for the larger student groups. Having visited nine counties already, Trent notes the project’s early successes: “The
John Goodlad

In 1986, the Wyoming Superintendent of Public Instruction, Lynn Simon, learned about the newly forming National Network for Educational Renewal (NNER). The NNER promised a commitment to the simultaneous renewal of public schools and teacher preparation. Lynn Simon, along with the College of Education Dean, John Dolly, and superintendents from nine Wyoming school districts met and formed a partnership in February. Membership has grown considerably since then. Currently, membership includes 23 Wyoming school districts, all seven Wyoming community colleges, the University of Wyoming College of Arts & Sciences and College of Education, the Wyoming Education Association, the Wyoming Department of Education, and the Wyoming Professional Teaching Standards Board.

During its early years, the Partnership facilitated agreements about preservice teacher placements, including student teaching. The Partnership was also instrumental in principal preparation, technology in education, and professional development.

The main purpose of the Wyoming School-University Partnership has never changed: all members of the Partnership remain committed to the simultaneous renewal of educators at all levels.

Over the years, the Partnership has facilitated numerous statewide professional development opportunities. In addition, the Partnership sponsored a community engagement initiative (2011-2012), and the Lost in Transition initiative (2008-2014), which brings together faculty from high schools, community colleges, and the University of Wyoming. The Partnership also supports membership for four Wyoming schools in the National League of Democratic Schools.

The Partnership thrives after nearly 30 years

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The main purpose of the Wyoming School-University Partnership has never changed: all members of the Partnership remain committed to the simultaneous renewal of educators at all levels.

For more information about the Partnership or specific initiatives, visit www.uwyo.edu/wsup.
The Partnership
Established 1986

Wyoming School - University Partnership
Advancing the Agenda for Education in a Democracy

Impact Map representing the 2014-2015 School Year

Current Wyoming School District Members Paying Annual Dues: 23 of 48 districts (48%)
Partnership members paying annual dues also include all Wyoming community colleges, the University of Wyoming College of Arts and Sciences and College of Education, the Wyoming Education Association, the Wyoming Professional Teaching Standards Board, and the Wyoming Department of Education.

Total Wyoming K-12 Student Population Served by the Partnership = 78% (72,166 students)
Student population enrollment numbers reported as of fall 2013.

Counties Displayed in Blue Represent 2014-2015 Partnership Members


www.uwyo.edu/wsup

*2014 TWW took place via video conference using the Wyoming Equality Network with UW as the hosting site.
**2014 Literature Summit in Casper was combined with Teaching Writing in Wyoming.

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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 Institute
- 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 Professional Teaching Standards Board joins the Partnership

In October, 2014, the Wyoming Professional Teaching Standards Board (PTSB) voted to become a dues paying member of the Wyoming School-University Partnership.

In an email interview, we asked Andrea Bryant, executive director of the Wyoming PTSB, some of her thoughts about the work of the Partnership.

Q. Why do you think it’s important to be a member of the Partnership?

A. The PTSB strives to be a resource to our stakeholders. As a Partnership member, we sit side-by-side with our stakeholders and get to hear about what is important to them in their work and educational settings.

I also think it sends a positive message that the PTSB wants to be a partner in finding ways to improve our educational system and always wants to improve how we perform our role in that system.

Q. The Partnership was built on the principle that preparing students to be good citizens within a democracy is one goal of public education. How does the PTSB promote democratic practices across Wyoming?

A. One of the main functions the PTSB performs is to license educators and by doing so, ensures that our students are served by competent, ethical educators. The Board has established Rules that support allowing students access to varying points of view.

Educators still need to take that another step further by modeling what to do with the myriad of perspectives to truly reach that goal of public education.

PTSB staff have begun visiting the University of Wyoming College of Education and its students to empower the teacher candidates to understand the potential influence that they will have on their students in Wyoming and beyond.

Although our work focuses on early childhood through Grade 12, the work of the entire educational system is interrelated. Our work impacts higher education and the work done in higher education impacts our work, particularly as it relates to educator preparation.

Q. Why is credentialing teachers a big deal? Or in other words, what does the PTSB do and why is it important?

A. Any licensing board or agency ensures that its licensees have met a minimum set of qualifications for its profession. One could argue that education is among the most critical professions for this evaluation to occur.

Although our work focuses on early childhood through Grade 12, the work of the entire educational system is interrelated. Our work impacts higher education and the work done in higher education impacts our work, particularly as it relates to educator preparation.

Q. What’s something that you would like readers to know about the PTSB?

A. Our Board has 13 members from across the educational community including five teachers. The PTSB has approximately 24,000 active licenses and permits. We process approximately 5,250 applications every year and we have a staff of only seven people. The PTSB also handles educator conduct issues and is charged with approving educator preparation programs in the state.
Lost in Transition colloquium renews writing and literature faculty at all levels

On November 7-8, in Casper, over forty English teachers from Wyoming high schools, community colleges, and the University of Wyoming gathered together to discuss close reading and the connection between reading and writing. While writing and literature have had separate meetings in the past, this year the two combined for Lost in Transition: Writing and Literature in the 21st Century.

Participants were excited about the opportunities the colloquium provided. According to Nicole Bryant, interim Dean, School of Arts & Humanities, Laramie County Community College, “The conference is a great opportunity to collaborate and think big about students, literacy, the power of engaged classrooms and the gift of empowered teachers.”

Participants also had multiple small group opportunities to discuss close reading and the reading/writing connection in terms of helping students succeed when they transition from high school to community college or the university.

Margaret Murray, the English Language Arts Teacher from Riverton High School, commented, “Having the opportunity to interact with so many of my peers at different levels surrounding these meaningful topics definitely benefitted me as a teacher and will impact the quality of education I provide my students. I look forward to coming again next year.”

Participants: K-12 = 23, University = 15, Community College = 6, Other = 2, Total = 46

Overall rating from feedback forms:
Mean = 9
Median = 10
Mode = 10

Quick Summary Lost in Transition: Writing and Literature in the 21st Century

To learn more about the Lost in Transition initiative and to sign up to receive email notifications for future events, visit http://www.uwyo.edu/wsup/lost%20in%20transition/
Q. and A. with Margaret Murray, Riverton High School English teacher

At the recent Lost in Transition meeting, we had a chance to meet Margaret Murray, an English teacher at Riverton High School, who also teaches concurrent enrollment classes with Central Wyoming College. We asked her a few questions about her experience at the writing and literature colloquium.

Q. How was Lost in Transition different from other professional development?

A. The Lost in Transition colloquium differed from other professional development experiences by providing time for collegial discussion, allowing us to explore the issues that we face in education and work to improve our best practices, rather than trying to push a new program or stratagem upon us to fix a problem.

Q. How might you define the difference between educational reform and educational renewal? And, in what ways was this a renewing experience for you?

A. Educational reform suggests that our current practices are wrong, that the educational system has broken down and must be fixed. On the contrary, educational renewal suggests reminding us of what we do and why we do it in order to rejuvenate our practices.

Rather than fix a problem, at the meeting I examined what I do in the classroom and found ways to infuse my teaching with new ideas and strategies while networking with colleagues around the state.

As I left, I felt reassured that what I do helps kids, and I was motivated to try out some new ideas in my classroom.

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Calendar of upcoming events

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<tr>
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<td>January 9, 2015</td>
<td>Wyoming National Board Certification Initiative celebration</td>
<td>Little America, Cheyenne</td>
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<td>January 28, 2015</td>
<td>Partnership governing board meeting</td>
<td>Online distance technology, TBD</td>
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<td>February 4-7, 2015</td>
<td>Colorado Council International Reading Association Conference on Literacy</td>
<td>Denver, CO</td>
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<td>February 20, 2015</td>
<td>Life Sciences Lost in Transition Summit</td>
<td>University of Wyoming at Casper</td>
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<td>March 6-7, 2015</td>
<td>UW World Languages Day</td>
<td>University of Wyoming, Laramie</td>
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<td>April 13, 2015</td>
<td>Wyoming History Day, state competition</td>
<td>Laramie</td>
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<td>April 29, 2015</td>
<td>Partnership governing board meeting</td>
<td>University of Wyoming at Casper</td>
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<td>June 25, 2015</td>
<td>Pre-NNER Summer Symposium</td>
<td>Laramie</td>
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<tr>
<td>June 26-29, 2015</td>
<td>NNER Summer Symposium</td>
<td>Laramie</td>
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<td>July 8, 2015</td>
<td>Partnership governing board meeting</td>
<td>University of Wyoming at Casper</td>
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