

**High School to Higher Education
Science Transitions Summit Evaluation
February 23, 2006, Casper
N=41 responses**

Your comments will help us evaluate the success of this meeting and plan follow ups.
Please be candid and complete in your responses. No names please.

1. On a scale from 1-10 with ten being high, rate the value of this meeting to you.

8.9 = mean	10	15 responses
10 = mode	9	12 responses
	8.5	1 response
	8	10 responses
	7	2 responses
	5	1 response

For any response lower than five (5), please use the space below to explain your rating.

It was great to have high [school] with college people at the same table.

Would be a ten but I'm not a science educator.

Leadership was well chosen.

I would like to see the conversation continued in all academic areas.

To talk about this & discuss troubles was great but what's to come of it. I recall a request for 1010 syllabi before & there was no follow up. Guess I'm asking what's the point of these meetings other than to meet?

The opportunity for collaboration at this level is rare. To witness the optimism and sharing among this set of participants is rarer still. I will need days to synthesize the volume of information shared to fully appreciate where it can lead.

More input from college at my table re: problems.

2. The focus of the meeting was examining and talking about student science work and student learning in mixed groups. What insights did you gain from this opportunity?

*Despite many scenarios and variations, a large number of common concerns were noticed.
The high school faculty are facing similar problems to college – student responsibility is lacking*

I was surprised how much "on the same page" we all are despite the fact that we ranged from middle school to college.

We pretty much agree as to what constitutes great, good, good enough, and not good enough or poor scores.

Reaffirmation of existing thoughts.

My of the patterns (negative) I see at the college level with regarding to science work began at the secondary level and at times have been encouraged at this level.

There was an interesting level of agreement on the strengths & weaknesses in the sample student work.

There is enormous talent within this group. Further meetings will produce very positive results that will impact K-graduate education in this state.

State standards are not fully realized as a concern for post secondary educators. More of secondary & post secondary educators need to work together to align their expectations

Discussion of alignment – my table offered great expertise in the transition between college & high school.

Better understanding of student performance needs.

1) There is a disconnect between secondary education and post secondary 2) A number of ideas were presented to address this disconnect.

We didn't have much student work to look at. But there was more work requiring analyses & reasoning than I expected.

More guidance on what to focus on while looking at student work. Also, maybe having samples on the same topic to examine (if possible).

[That] we all are attempting to reach the same goal.

How dedicated and [indistinguishable] 7-12 biology teachers are to improve student learning, adapt new ideas and technologies.

*Teachers work very hard to provide optimum access to learning – however, due to these breadth of topics in science, a K-16 aligned, coherent, consistent curriculum is unlikely without a set of specific standards.
- Schools are doing a difficult job well.*

- University needs to recognize that the transition from school to university requires resources.

The commonality of problems – the willingness to listen & work with each other (no labels)

More understanding of what the public school environment is like. How difficult issues are? Spirit of concern across K-16.

Problems at university & community colleges are the same as that of high schools.

A basic consensus that the 3 basic skills are difficult in most students; and conversely, a recognition that biology today is very interested with those skills & other sciences.

Everyone experiences the same issues and concerns about their students. The exchange of ideas among high school and university/college personnel was extremely valuable.

The context offered in middle school and high school is much more expansive and inclusive than my college students remember.

We are all doing different things, and would find it so helpful to continue to learn what is happening at other school in my level, the high schools, & at college level.

The blame game is over. We all want what is best for students and we will all work to attain that goal.

The difficulty of getting h.s. students engaged – understanding the [indistinguishable] of what they are being taught

gap between expectations for student work between colleges & high schools

the high school work would be classified as top work at the university, university assessments may have an expectation that is beyond what high school students have been exposed to.

We need the secondary & post-sec people having conversations about students & their learning.

The science education system is flawed. With the optimism of this group, now is a prime opportunity for change.

The excitement at all levels to discuss science and the potential to continue this work. Specific content insights were defined on the sheets & there seemed to be a lot of agreement between groups.

Learned what and how other science teachers deal with content – standards. Learned the concerns and challenges of university professors. Learned that all of us had similar concerns.

That there is a reasonable gap between grade levels as students pass through their schooling years into a postsecondary setting.

That there continues to be exemplary student work and nonexemplary student work.

We, MS [middle school] – Univ. have more in common than I thought.

It's hard to stay focused on the work & draw conclusions from what it shows you – it's easier to talk about the problems. But it was very helpful to start from the students & their work.

We're headed in the right direction; there are definitely specific things I can do.

A needed focus on the gaps – standards vs. academic freedom vs student ability etc.

Students are different than we were. Maybe we need to change? Collaboration is possible when it is done voluntarily (not a bunch of bitching teachers at an inservice)

We are, as educators, regardless of place or level, facing many of the same problems and challenges.

3. What would you like to see occur in a follow up science transitions meeting that would involve secondary and higher education faculty?

It would be beneficial for this group to meet again for an extended period to venture into actually changing trends and approaches.

Try to get representatives from all districts. If we are sharing, tell us the number of copies to bring – for example, 6 today.

I heard some one mention summer institutes for longer pursuit of the subject.

Collaboration of science teachers k-16 on skill development

Sharing of activities and how to do those activities

A little more time in smaller groups to share experiences and student work

Take several of the pts of consensus & structure the next mtg to more specifically address these points/issues. At times our group was off-track; but it was very productive in establishing conversations networking.

*More sharing
An evaluation of state standards*

Comparison of college Bio 1010 outcomes to compare with what is being taught at the high school

More collaborative dialogue to understand what students need to know, to understand, & to be able to do.

Addressing the ideas presented today in more detail

Looking at alignment including the possibility of playing "upset the apple cart"

More of the same; more teachers at each level

I am still unclear about why the university held this meeting. "What is UW wanting?"

Rather than segregating science disciplines, approach teaching from holistic perspective. Pose a major problem & follow it in an integrative fashion, combining learning in chem., physics, biol, etc etc increasing in detail and sophistication with grade.

a. "a program" installed that works like a call-in answer-man resource for secondary teachers to ask professors questions about content. b. agreement on a set of specific standards for science k-16

sharing of more specific information

*alignment –
instructional methods – we know content, what do we know about learning (i.e., the biology of learning-brain)*

discussion of curriculum alignment and potential NSF support for developing a model collaboration in Wyoming

Alignment is a great idea. I would like to see school administrators & board members here as well.

Methodology & techniques for addressing the issue in #2

I would like to focus on strategies that work to improve reading comprehension and written expression that can be done by subject area teachers that are not language arts teachers.

Discussion on closing the "gap" between what students should know and what they don't know when beginning college science courses.

*City alignment in life science – district alignment, state alignment
Learning how to bridge the "gap"*

Alignment. Various deliveries of content.

Identifying how to impress upon students the culture is different than high school

Focus on alignment of k-16 curriculums using state standards as the guide

How best to integrate between high school & university biology teaching of expectations.

More samples of student work – all science areas. Involve MS science teachers

*A set of skills or priorities for both students and educators
Specific proposals to do joint planning*

Talk about content and topics that need to [be] taught to students. Sharing resources.

Implementation of ideas – it is great to discuss these ideas, but let's lay the ground work to do something about them.

Discussion of the relationship between secondary science classes and what is being taught at the university level.

More detailed goals on outcome products e.g., curriculum alignments, handbook for college bound WYO students on cultural change.

Answer the question: "Why teach/learn science?"

More of the same kind of dialogues.

Enlarge the group – much discussion is needed with teachers of writing & reading

Commonalities among "necessary" biology concepts. Addressing reading, note taking, writing deficits.

Further discussions on alignment of content

4. Are you interested in participating in a follow up science transitions meeting?

20 – yes

4 - Yes, absolutely!

2 - Yes, Definitely!

Yes – yearly

Yes and bring another fellow teacher

Yes, but I won't be in the state, I'm moving. Great idea, though.

Yes, especially if it addresses response to #3 (integrating h.s. and university biology teaching and expectations.

Yes I am – this was interesting, informative, and valuable.

2 - sure

Very interested!

Certainly

5. Anything else we need to know?

Great job!

Thanks to CC for their hospitality

I was involved with a project similar to this in Colorado. This is the rural science cluster with Dean Brown of CSU. We would meet 4-5 times a year and share activities with each other (K-12). This was extremely useful to brand new teachers as well as seasoned veterans. College faculty would periodically come along to share some of their activities.

Nice job.

It seems that both the products and the processes of this transitions summit (s) are very important.

Great success!

We need to do this type of meeting in a number of subjects!

What skills are scattered through this group that could be tapped for sessions in a future summer institute?

2- Thank-you.

WOW!

Worthwhile conference.

This was very good, and something long needed.

An eye-opener – had a great time. I felt like a professional.

Great job. Hopefully this will continue.

Well done – good group. Nicely facilitated. How about including some students?

Good job!

Thank you for providing this opportunity to cohere. Please use administrative/directive powers to effect change as attaining consensus may take years, if ever.

Good getting everyone together!

Area of concern, I know articulating between secondary & university level is important, but or cliental is different. The university can't drive (completely) where we go/what we do. I know this isn't the intent, but we need to stay aware of the, fact that secondary must teach the masses.

Thanx

Keep up the outstanding work. This us a great start.

Go forth & do good work.

Thank you for an outstanding day!

Is it possible to post email re: main points? Chat group – blog?

Thank you for completing this evaluation. Safe travels home!