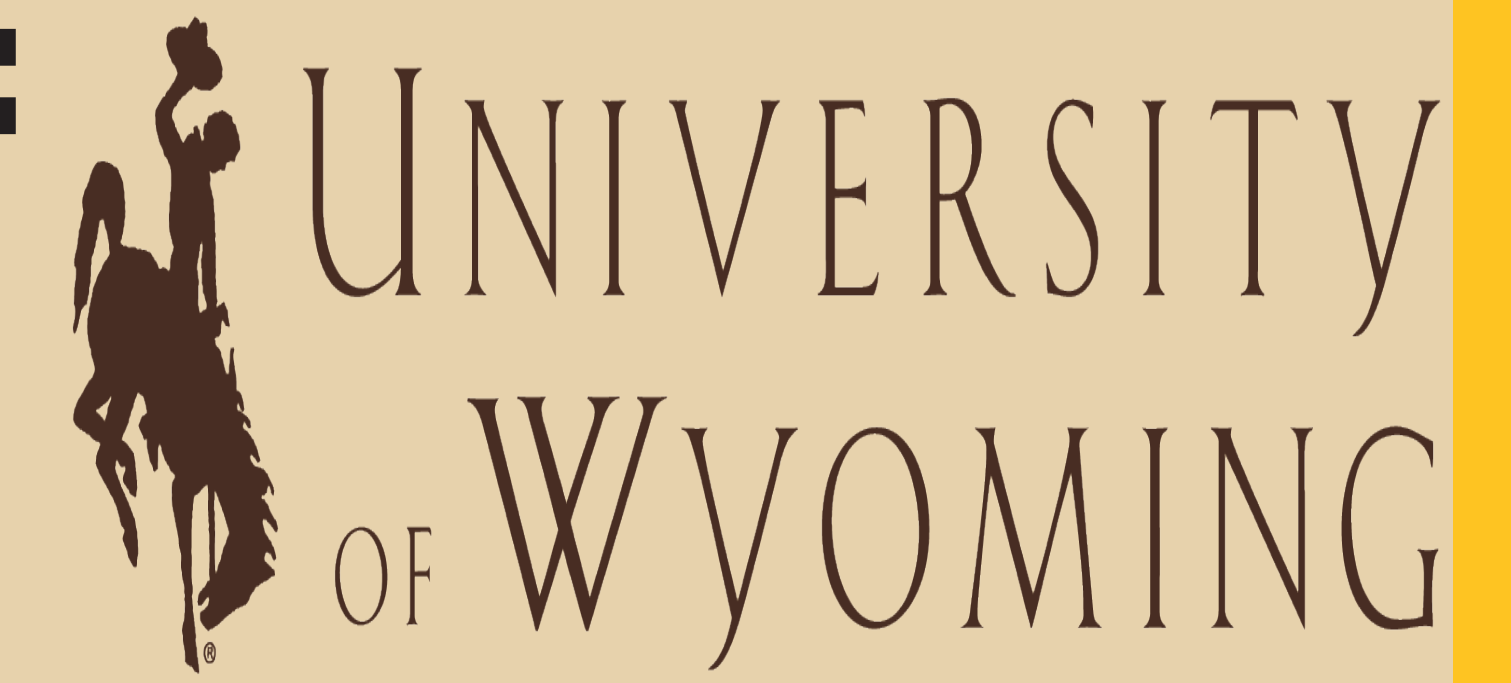


# An Articulation Model for Secondary and Postsecondary Faculty: Improving the Student Transition to College-level Work Wyoming School-University Partnership



## Abstract and Selected References

A school-university partnership provides the structure for a promising practice engaging secondary and postsecondary faculty. Hierarchically flat, the collaboration invites faculty to focus on ways students can become more successful in the transition to college-level work. The initiative targets five core content areas: English/language arts, mathematics, life sciences, social studies, and world languages. Participants examine student work, share the language of instruction, build instructional and curricular connections, learn more about and discuss national standards, and form positive working relationships.

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## National and Local Challenges Create the Need for a New Practice

### National Challenges

Policy makers call for seamless preK-16 education in the U.S.

Secondary and postsecondary institutions feel pressure to create structures that improve academic transitions and reduce remedial courses.

Instructional and curricular conversations focus on the more demanding Common Core State Standards and assessments.

### Local Challenges

The state's Hathaway Scholarship Program ensures postsecondary opportunities for all of the state's high school graduates, based on GPA and ACT scores.

At the University of Wyoming, 25% of first-year students are on academic probation after the first semester.

Wyoming legislators want to reduce the number of developmental courses at the state's seven community colleges.



## Need for a New Practice

The U.S. education system has never been seamless.

Faculty across levels value autonomy and independence and resist top-down pressures and external initiatives.

Structures for teachers to collaborate across levels do not exist.

In western states like Wyoming, libertarian values held by many result in resistance to national mandates such as the Common Core State Standards' initiative.

Incompatible scheduling across levels (school year and school day) disables opportunities for face-to-face meetings or regular collaborations.

## 2011 Mathematics Transitions Meeting Focusing on the Common Core and College Algebra

Central Wyoming College, Riverton, Wyoming  
Thursday, February 17 - Friday, February 18, 2011

### Meeting Agenda

**Thursday, February 17 Working Dinner: Mathematics Common Core**  
6:00-6:30 Registration  
6:30-8:30 Working Dinner: Mathematics Common Core  
Description: Bernie Schreinerberg, veteran Wyoming mathematics teacher, Presidential Award winner in mathematics and former Wyoming P-16 Education Council member, will facilitate large and small group work on the Common Core Mathematics Standards and implications for teaching mathematics at the secondary and postsecondary levels. Bernie is the mathematics consultant for the Wyoming Department of Education.

*Wyoming is one of 48 states that recently adopted the Common Core State Standards in mathematics and English/language arts. In this evening event, you will learn about the Common Core, and ways to incorporate its eight mathematical practices in secondary and postsecondary classes. Then, Bernie will lead the group in looking at two content skills and brainstorm ways to engage students in using mathematical practices as they study.*

**Friday, February 18 Meeting Sessions: Examining two big algebraic ideas: solving nonlinear inequality and transforming functions**

7:30-8:00 Breakfast  
8:00-8:15 Welcome and introductions (Audrey Kleinsasser, Partnership)  
8:15-8:45 Models of college algebra (Cheryl Raboin and Bob Creagar, Eastern Wyoming College; Bill Weber, University of Wyoming)  
8:45-9:15 Round 1, examining student work  
9:30-10:00 Round 2, examining student work  
10:00-10:15 Stretching break, refreshments and snacks  
10:15-10:45 Round 3, examining student work  
10:45-11:20 Recapping Thursday-Friday work  
11:20-11:30 Meeting evaluations  
11:30 Adjoin  
Description: College algebra is an important course in the high school to college mathematics sequence. Depending on the setting, faculty at the high school, community college, and university levels might be teaching it. According to many who teach the course, students want to rely on memorization or familiar algorithms rather than apply general, but important mathematical principles.

Meeting Sponsors  
Wyoming School-University Partnership - [www.uwyo.edu/wsuf](http://www.uwyo.edu/wsuf)  
Department of Mathematics, University of Wyoming - [math.uwyo.edu](http://math.uwyo.edu)  
University of Wyoming Science and Mathematics Teaching Center - [www.uwyo.edu/smtc](http://www.uwyo.edu/smtc)  
Quest Foundation - [www.quest.com/about/company/community/foundation](http://www.quest.com/about/company/community/foundation)

## 4th Annual Teaching Writing in Wyoming March 6-7, 2011 Casper, WY

### Colloquium Goals

1. Examine elements of the common core and anticipate applications.
2. Examine student writing across levels with a focus on higher order thinking skills.

### Agenda

**Sunday, March 6: Dinner and a Book Event**  
Teaching Civility in the Classroom  
Fire Rock Steakhouse, 6100 E. 2nd St., Casper

5:30-6:00 pm Arrival, Networking  
6:00-8:00 Dinner and Discussion (Brent Pickett)

**Monday, March 7: Teaching Writing in Wyoming Colloquium**  
UW Outreach Building, 951 N. Poplar Ave., Casper

8:00-8:30 am Registration and light breakfast  
8:30-8:50 Introduction and Overview (Audrey Kleinsasser, April Heaney)  
Section I: Summary, Synthesis, and Analysis in the Common Core  
8:50-9:30 Introducing the Common Core (Erin Buchanan)  
9:45-11:00 Successful Models and Tips for teaching summary, synthesis, analysis (Meredith McLaughlin, Joyce Stewart, Patty Smith)  
11:00-1:00 Working Lunch: Examining assignments and student writing across levels (April Heaney)  
Section II: Break-out Sessions  
1:15-2:30 Break-out I: Dual/Concurrent Enrollment (Rae Lynn Job, Sue Riske, Pefessier)  
Break-out II: Technology and Social Media in the Classroom (Rick Fisher, Kaija Calkins, Carol Stewart)  
2:30-3:15 Wrap-up and Looking Ahead  
3:15-3:30 Evaluations  
3:30 Adjoin

Event Sponsors  
Wyoming School-University Partnership - [www.uwyo.edu/wsuf](http://www.uwyo.edu/wsuf)  
UW Learn Program - [www.uwyo.edu/lm](http://www.uwyo.edu/lm)  
UW Ellbogen Center for Teaching and Learning - [www.uwyo.edu/ctl](http://www.uwyo.edu/ctl)  
Quest Foundation - [www.quest.com/about/company/community/foundation](http://www.quest.com/about/company/community/foundation)

## Wyoming Social Sciences Institute: Lost in the High School to Higher Education Transition Friday, March 25, Cody Public Library, Cody, Wyoming 8:30 a.m. - 3:30 p.m.

### Institute Goals

1. Support long-term working relationships between K-12 and postsecondary faculty in the social science content areas.
2. Identify reading and writing challenges students confront in college-level work.
3. Offer and discuss note-taking strategies for reading-intensive courses.
4. Provide information about international study opportunities and international studies curriculum at Wyoming's community colleges and university.
5. Share information about civic engagement initiatives such as History Day, League of Democratic Schools, Model UN, Project Citizen, and We the People.

8:30 - 8:45 Registration and refreshments  
8:45 - 9:00 Welcomes, orientation to the day's work  
9:00 - 9:45 Panel discussion  
High quality work in social studies: What's important? (Carol Bryant, Tom Collins, Jean Davies, Amy Fulton, Jim King, Steve Walker)  
9:45 - 10:45 Small group break out conversations, topics raised during the panel discussion  
10:45-11:00 Mid-morning stretching break  
11:00 - 12:15 Large group reporting out  
12:15 - 12:45 Lunch  
12:45 - 1:15 International opportunities and international studies curriculum (Jean Garrison)  
1:15 - 1:45 Classroom-based civic engagement opportunities (Carol Bryant, Jean Davies, Jerry Webster)  
1:45 - 3:15 Reading, writing, and note-taking strategies for reading intensive courses (Jane Nelson)  
3:15 - 3:30 Wrap up and institute evaluation