



**The Wyoming School-University
Partnership
and the National Network
for Educational Renewal
present a Wyoming and NNER
Friends June Symposium**



Kids, Schools, and Communities that Help Them Prosper

**Thursday, June 25, 2015
Marian H. Rochelle Gateway Center
University of Wyoming
Laramie, Wyoming**



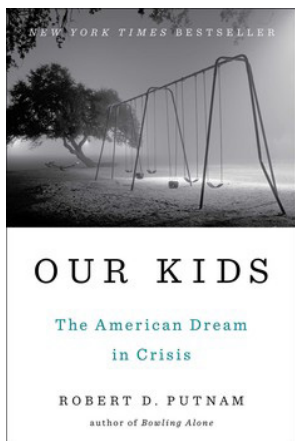
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Schedule

8:00 – 8:30	Registration; Marian H. Rochelle Gateway Center Lobby
8:30 – 8:45	Welcomes and overview of the day Ballroom, Salons A and B
8:45 – 10:00	Panel discussion about Robert Putnam's book, <i>Our Kids: The American Dream in Crisis</i> Panelists: John Anderson, Mauro Diaz, Brent Pickett, and Deborah Shanley (biographies and panelists' contact information on pages 4-5)
10:00 – 10:15	Stretching break
10:15 – 11:45	Focused table discussions, reporting out, questions and observations from the panelists
11:45 – 12:30	Lunch

***Find full information about Break Out Sessions, including
locations, titles, and presenters, pages 6-8***

1:00 – 2:00	Break Out Session I
2:15 – 3:15	Break Out Session II
3:30 – 4:30	Break Out Session III
4:45 – 7:30	Wrap up and evening reception to officially welcome and kick-off the NNER's annual Summer Symposium



Robert Putnam, Schools, and the Communities Schools Serve

Robert D. Putnam is a well-known American political scientist, the Malkin Professor of Public Policy at Harvard University. His work extends far beyond elite academic audiences. Putnam is a public intellectual who seeks to engage a broad audience in matters important to our democracy. That is, in fact, what he seeks to do in his 2015 book, *Our Kids: The American Dream in Crisis*. According

to political scientist John Anderson, one of today's panelists, Putnam argues that a new social and political issue has come to bear in our democracy. The problem is that the historical divide between classes has widened, but Putnam has defined the division in a new way. In the past, we have had class divides, ethnic divides, and certainly racial divides. Now, Putnam contends we have a divide or major gap in opportunity that is creating two Americas based on class. According to Anderson, Putnam avoids the deep and complex debates about defining class by arguing that "Education, especially higher education" serves as the best indicator of social class. (*Our Kids*, page 44)

Want to learn more about *Our Kids* if you haven't read the book? The following internet link will take you to the Fordham Foundation webinar featuring Robert Putnam discussing key ideas and their implications for local action. The webinar is about 60 minutes long. <http://edexcellence.net/events/the-american-dream-in-crisis-a-conversation-with-robert-putnam>

Other Books by Robert Putnam

American Grace: How Religion Divides and Unites Us, with David E. Campbell

Better Together: Restoring the American Community, with Lewis M. Feldstein

Bowling Alone: The Collapse and Revival of American Community
Making Democracy Work: Civic Traditions in Modern Italy

Panel Discussion
Our Kids: The American Dream in Crisis
by Robert Putnam

Meet the panelists

John Anderson, jander61@uwyo.edu

John feels fortunate to have the Wyoming School-University Partnership as a part of his life because it allows him to keep active in education and work with educators in the state. The Partnership has long leaned on John for inspiration, guidance, and wisdom, as has the National Network for Educational Renewal when he was the American Democracy Project Coordinator for the University of Nebraska-Kearney. While he was at UNK serving as a political science professor and department chair, John keynoted a Partnership conference when we discussed ideas and challenges from Hugh Heclo's *On Thinking Institutionally*. After his return to Wyoming four years ago, John helped the Partnership with school-community engagement projects in Pinedale, Torrington, and Worland. The Wyoming native now lives and works in Pinedale and teaches political science courses for UW through the Outreach School.

Mauro Diaz, Mauro_Diaz@natronaschools.org

One of Wyoming's National Board certified teachers, Mauro teaches life science at Dean Morgan Middle School in Casper. Deeply committed to teacher quality and autonomy, Mauro has been a state and national spokesperson for the "value of highly qualified teachers who work in the context of a large supportive environment as the means to helping students reach their potential." He was a 2013-2014 Teacher Ambassador Fellow at the U.S. Department of Education and participated in the NNER's Summer Symposium in 2013. He's also on the Board of Directors for the National Board for Professional Teaching Standards.

Brent Pickett, BPick@uwyo.edu

After earning his Ph.D. in political science at the University of Colorado, Brent taught at Chadron State College in Nebraska before coming to the University of Wyoming at Casper, UW's sole branch campus, to serve as director. A professor of political science, Brent's research interests include postmodernism and civic republicanism. A favorite facilitator of many Wyoming School-University Partnership conversations, Brent's led

us in discussions of selected readings from the *Federalist Papers* and the Wyoming Humanities Council's civility reader, *Heal Up and Hair Over*. Brent is a member of the 2015 NNER Summer Symposium convening later this week.

Deborah Shanley, dshanley@brooklyn.cuny.edu

Deb is well known to many of us in the Rocky Mountain region through her strong commitment to the National Network for Educational Renewal. A past chair of the NNER Governing Council, Deb is one of the facilitators for the NNER Summer Symposium. She is a secondary education professor at Brooklyn College and, previously, its School of Education dean. Note her break out session this afternoon and work focused on the National Park Service.

Post Panel Table Discussions

(See your conference packet
for additional questions to consider.)

Today, our conversations will focus on ways that K-12, community college, and university educators might better understand and connect with the communities they serve. How might all of us in formal education settings collaborate with civic and community agencies? Consider the following questions as you interact with others today:

Several Questions to Consider as you discuss *Our Kids*

- The recent political talk has suggested we have a nation divided between the very rich and everyone else. While you may not agree with the people who argue it is now about the wealthiest 1% governing this nation and the rest of us (the 99%), what kinds of divisions do you see in society? What are the sources of those divisions?
- In Chapter 4 of *Our Kids*, Putnam's narrative story and numerous statistics offer persuasive evidence that extracurricular activities are worth every penny and then some. Extra-curriculars provide kids strong role models and caring adults, all in addition to family members. Does your setting provide a generous number of opportunities for school-aged children and youth to interact with adults who might become life-long role models?

Break Out Session Descriptions

1:00 – 2:00 Break Out Session I

Session	Description
<p>Ballroom Salon A</p> <p>Community, Citizenship, and the Classroom</p> <p>Colleen Burrige-Collins, Patti Kimble, Star Lane, Natrona #1, and Saige Albert, Managing Editor, Wyoming Livestock Roundup, Casper, Wyoming</p>	<p>Presenters will address the ways they bring the community alive in the classroom. Citizen involvement with students not only allows for career exploration, students see evidence of lifelong learning, and they recognize that the real world can be complex as they experience real world problem-solving. The presenters will offer ideas and open a discussion about what opportunities are available within different educational structures.</p>
<p>Ballroom Salon B</p> <p>Supporting First-Generation and Academically At-Risk College Students at the University of Wyoming</p> <p>April Heaney and Jess Willford, UW LeaRN Program</p>	<p>This session will overview several of UW's most successful student programs that have showed strong promise for engaging and supporting the most academically at-risk students. Along with learning communities and peer leaders, UW has recently launched a new tutor center and summer bridge program.</p>
<p>Ballroom Salon C</p> <p>Schools, Universities, and the National Parks: Partnering for an Engaged Citizenship</p> <p>Ana Houseal and Teddi Hofmann, UW, and Deborah Shanley, Brooklyn College</p>	<p>This session will guide participants through the National Park System and the integrated work going on nationally, within and across states, and locally. We will tempt you with specific examples of the power of the work and leave you wishing for more. What does this have to do with the NNER? Everything! The alignment with our core values will end our short journey with you.</p>

Break Out Session Descriptions

2:15 – 3:15 Break Out Session II

Session	Description
<p>Ballroom Salon A</p> <p>Expanding and Transforming Literacy Education Across Wyoming</p> <p>Dana A. Robertson, UW College of Education Literacy Research Center and Clinic</p>	<p>The Literacy Research Center and Clinic (LRCC) at the University of Wyoming is a focal point for literacy education, research, and outreach. With a primary mission of facilitating statewide engagement, this session will describe the current, queued, and future partnerships between the LRCC and communities across Wyoming to connect, support, and expand existing literacy programs.</p>
<p>Ballroom Salon B</p> <p>Museum as Classroom: UW Art Museum in Partnership Across Wyoming</p> <p>Heather Bender, Master Teacher, UW Art Museum</p>	<p>Heather will share the Museum as Classroom philosophy, which uses inquiry and artistic process to place art at the center of learning. Cornerstones of Museum as Classroom are the engagement of visitors of all ages and the development of collaborative partnerships across the university and statewide.</p>
<p>Ballroom Salon C</p> <p>The NNER at Work: Current Initiatives Anchored by the Agenda for Education in a Democracy</p> <p>Greg Bernhardt and Ann Foster, NNER co-executive directors, and board members Dennis Potthoff, Deborah Shanley, and Leslie Wilson</p>	<p>Learn about the network's 22 settings: partner schools (settings in which colleges/universities and schools work together closely to create meaningful clinical experiences for future teachers, also sites of professional development for experienced teachers); equity and social justice initiatives; and, the NNER's simultaneous educational renewal change strategy that involves K-12 educators, general education (arts and sciences), and teacher educators.</p>

Break Out Session Descriptions

3:30 – 4:30 Break Out Session III

Session	Description
<p>Ballroom Salon A</p> <p>Wyoming School-University Partnership Overview: Mini Grants</p> <p>Audrey Kleinsasser, director; Rick Fisher, UW Writing Center; and, members of the Partnership's governing board</p>	<p>Learn more about the Wyoming School-University Partnership, including the statewide Lost in Transition initiative. Also, consider applying for one of the \$500 mini grants. Come with your ideas, questions, and get started before you head for home!</p>
<p>Ballroom Salon B</p> <p>Professional Development Schools: Clinically Rich Environments for Learning</p> <p>Bernard Badiali, Associate Professor of Education, Pennsylvania State University</p>	<p>This session examines current practices, policies and problems in selected PDS sites outside of the NNER. The conversation focuses on the distinction between clinically impoverished, clinically rich, and clinically centered programs.</p>
<p>Ballroom Salon C</p> <p>On the Road, the Dean's Listening Tour: A Focus on Education across Wyoming's 23 Counties</p> <p>Michael Day, Interim Dean, UW, College of Education</p>	<p>Last fall, concurrent with a variety of events celebrating the UW College of Education's 100th anniversary, Michael Day visited each of Wyoming's 23 counties and many of the 48 school districts. Tyler Spear, UW Foundation major gift officer, often joined him. Join this session to learn more about the statewide listening tour, see pictures, and join the conversation about what's thriving in K-12 classrooms.</p>

Purpose

- Extend conversations beyond the June 25 meeting to local action
- Identify a local issue or effort
- Encourage networking and collaboration, also a broad sharing of local projects and initiatives that focus on kids, their teachers (preK-16), and the communities they live and thrive in

Expectations

- Focus on innovative, collaborative projects and initiatives that address one issue or multiple issues arising from conversations about Robert Putnam's *Our Kids* during the June 25 meeting
- Local teams will work together in developing, implementing, and reporting out their work

Who is eligible

- Teams of 2-5 members to propose an idea
- At least one team member needs to have attended the June 25 meeting
- Each team must have at least two members; teams must include a teacher or administrator representing a school district that is a current Wyoming School-University Partnership member, and someone representing a community organization or institution (e.g., the public library, the local community college, the University of Wyoming, the Wyoming Department of Education, the Wyoming Education Association, and the Wyoming Professional Teaching Standards Board)

Amount

- \$500 per team

Time Line

- Proposals due July 31, 2015

See your conference packet for the complete mini grant application or contact Kara Duggan at kduggan1@uwyo.edu or 307.766.3274.



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A very special thank you to event sponsors:

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Wyoming Professional Teaching Standards Board
ptsb.state.wy.us

University of Wyoming, American Heritage Center
www.uwyo.edu/ahc

Wyoming Education Association
www.wyoea.org

We thank the panelists, table discussion leaders, session breakout presenters, roving ethnographers, and everyone who helped with set-up and registration. In particular, a big thank you to Beth Wiley, the former Partnership office associate, and Kara Duggan, the current Partnership office associate, for all their hard work to make this event happen.

Program created by Beth Wiley, wileybeth7@gmail.com.