



# Lost in Transition Initiative 2011-2012 Annual Report Wyoming School-University Partnership [www.uwyo.edu/wsup](http://www.uwyo.edu/wsup)

In collaboration with the community colleges, the university, and public schools around the state, the Partnership successfully hosted four of the five Lost in Transition annual meetings (the Life Sciences summit was cancelled due to inclement weather).

By continuing to tackle the challenge of the existing academic gap between high school and higher education, the Lost in Transition initiative had some great success stories this year.

- Western Wyoming Community College is changing its Mathematics 1400 course to begin addressing horizontal and vertical articulation concerns raised at the Lost in Transition mathematics institute in March.
- Laramie County Community College has been meeting with the local Cheyenne public schools to discuss the structure and design of world language classes based on documents that were partially produced over the last two years at the World Languages Lost in Transition colloquia.
- Casper College is currently planning an articulation meeting around life sciences courses with the University of Wyoming’s Environment and Natural Resources. This meeting would be an offshoot of the Lost in Transition Life Sciences meetings that have been taking place for the last seven years.

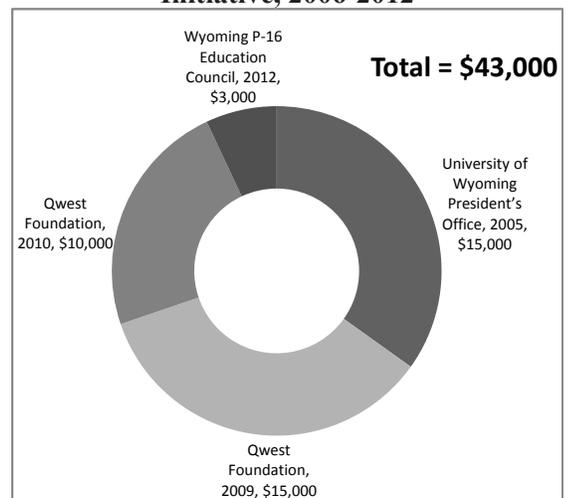
Below you will find a summary of meeting statistics as well as the transcribed event evaluations. Our goal is to use evaluation suggestions to plan the institutes for 2012-2013. The 2012-2013 focus will include the Common Core State Standards.

A total of 76 educators participated in all events. The total cost for all events was \$5,331.87. For 2011-2012, the cost per person was \$70.16. That does not include indirect support through travel, lodging, and the cost of substitute teachers.

The Lost in Transition initiative has been made possible through the support of various organizations, depicted in the chart to the right.

Thank you to our members for your in-kind contributions which allow educators from around the state to attend these meetings!

**Gifts supporting the Lost in Transition Initiative, 2006-2012**



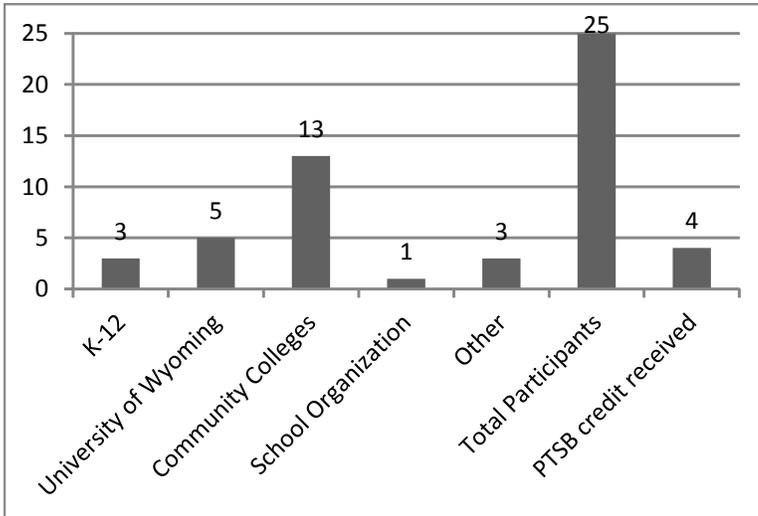
## Working Principles of Lost in Transition

- Meet in a central location, neutral space
  - No single partner dominates
- Strategy is horizontal, not vertical and flat
- The focus on student work keeps participants centered on student learning rather than blaming each other

**6th Mathematics Lost in Transition Institute**  
**March 29-30, 2012 Western Wyoming Community College**  
**Rock Springs, Wyoming**

Session Feedback transcribed April 2, 2012 n = 17 responses

**All responses from evaluation forms were transcribed exactly as written.**  
 Not all respondents answered all questions.



COSTS	
lodging	\$820.00
meals	\$547.50
travel	\$90.85
duplicating	\$29.69
Total	\$1,488.04

**1. The goal of the Lost in Transition initiative is to engage secondary and postsecondary faculty in discussions about common concerns. On a scale from 1-10, with 10 being high or very good and 1 being poor, what is your rating of the two-day meeting. Comments: (please explain any rating of 5 or lower)**

mean = 7.9      median = 9      mode = 8

- Just not enough time – should we be given more specific discussion points?
- It would be better if more from all levels were here.
- Always good to have interested parties from these levels discuss issues. Very informative!
- Very good to be able to talk to people about math from both the high school and the college level. Together.
- The only time I have ever had time to listen + learn.

**2. Using the same rating scale, please rate the Thursday evening working dinner and case study discussion about summer bridge programs. Comments: (please explain any rating of 5 or lower)**

mean = 8      median = 9      mode = 9, 8

- Can't wait to hear results – very good discussion and presentation – really liked the format and the opportunity for discussion.
- Maybe a little more time for discussion?
- Presenters were rushed in their presentations. Instructions were unclear.
- The only time I have ever had time to listen & learn.
- Did not attend.
- NA.
- A good presentation less math topics involved.

**3. Please rate the Friday morning's small and large group work on the topic "Student Engagement, Motivation, and Persistence" in conjunction with the Common Core Process Standards. Comments: (please explain any rating of 5 or lower)**

mean=8.6      median=8      mode=8

- Great conversations – interesting to discuss SMP's w/post-secondary.
- Nice to be organized by common courses.
- The presenter jabbered incessantly. The UW calc. presentation was a vague sing-song soliloquy (sic).
- What a way to spend two full days (rater gave this a 10).
- This was good we need to talk more.
- I would like 30 minutes to 1 hr to just converse with peers and get idea & share.

**4. What would you like to see included in a future Lost in Transition mathematics meeting?**

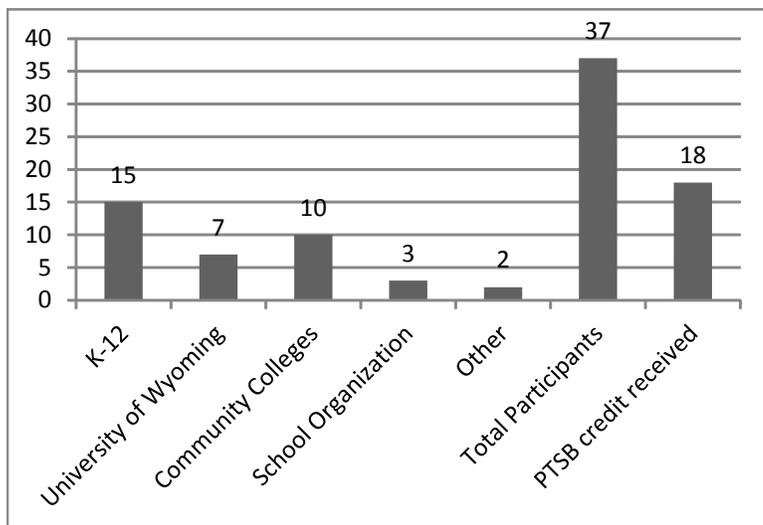
- The ability to create an online collection of best problems?
- How are grades determined at the different levels? 1) specific homeworks; 2) exams; 3) final grade
- Move around in small groups MORE. The discussions on Fri were great, but would have liked to switch groups & have different discussions.
- A Focus on getting high schools to get more students to take 4 years of Math + Science
- Maybe if more K-12 teachers would like to facilitate some sessions?
- Perhaps some student involvement.
- More K-12 teachers.
- Correlation: Core (to) Transition (to) College.
- More teachers, especially from the K-12 sector. So, maybe it needs to be promoted/advertised more heavily!?!
- If possible, some interaction between specific areas in Wyoming. For example, the possibility of having instructors from WWCC's service area high schools – the opportunity to meet w/ WWCC faculty.
- More people and more time to just meet together.
- I seemed to get more out of this year's meeting than last year's. They seem to be getting better and better: keep it up.
- See above [more time to just converse]. More K-12 teachers.
- Perspectives from the Legislature?
- Yes I would.

**5. If you have attended a Mathematics Transitions Meeting in the past, what have you taken from the meeting and implemented in your classroom?**

- Ideas from projects & assignments.
- NA
- NA
- First time.
- First time.
- More projects.
- A general sense of the concerns of instructors at the various levels.
- The ideas of how to prepare.

Note: Teachers earn PTSB (Wyoming Professional Teaching Standards Board) credit toward licensure renewal.

**2nd World Languages Lost in Transition Colloquium 2012**  
**April 12, 2012 UW Outreach Building**  
**Casper, Wyoming**



Session Feedback transcribed April 13, 2012 n = 27 responses

**All responses from evaluation forms were transcribed exactly as written.**  
 Not all respondents answered all questions.

COSTS	
lodging	\$77.00
meals	\$638.75
travel	\$250.00
duplicating	\$40.50
<b>Total</b>	<b>\$1,006.25</b>

**1. \_\_\_ On a scale from 1-10 with ten being high, rate the value of the colloquium. For any response lower than five (5), please explain.**

mean = 8.7      median = 9      mode = 9

- This was great & I wish I had been here for the 1st one. Please do this again & soon.
- Excellent for brainstorming & problem solving for language curriculum goals.
- Excellent for networking, though we always need more time! Particularly today, as our lunch time was consumed (by waiting in one line for food on a two-sided table) and by the presentation by ACE Internat'l Lab.

**2. I found the time for sharing and discussion about the three course sequence for French, German, and Spanish beneficial, including examples of actual student work and some assignments. Circle one.**

Strongly Disagree = 1    Disagree = 0    Neutral = 5    Agree = 11    Strongly Agree = 9

**Comments**

- We could make this a 2 day session easily. One day on standards & next on student work. (best practices, etc. concurrent)
- I saw very little student work, no assignment and so have very little idea of what kind of work is being done. We heard examples, but not much
- Need much more time and more teachers for input.
- Need to see college work at the university level to see that we are really doing common assessments.
- \*It was beneficial, but groups of Spanish teachers could have been smaller. I support the idea of developing documents to include specific activities for each level. Only a couple of teachers provided examples of student work. (web accessible)
- Of the work that was brought – let's try this again – I promise I will bring some next time!
- It always helps to share
- We didn't have any examples of student work. But our discussion was very important and worthwhile.
- Need more discussion!
- Needed more time and willingness to participate.
- It would be more useful to have more examples.

**3. I found the informal round table sharing about all variety of world language issues and languages other than French, German, and Spanish worthwhile. Circle one.**

Strongly Disagree = 0    Disagree = 0    Neutral = 3    Agree = 14    Strongly Agree = 10

**Comments**

- We need to do this more often – maybe twice a year. We need to collaborate more. We all care about our students & want them to succeed.
- Liked the brief presentations & informal style. Good info.
- Always good to know what is happening in state
- Enjoyed the "open" format
- Very helpful the agenda questions AND answers from actual people.
- Good info

**4. The discussion around the languages advising flowchart was valuable. Circle one.**

Strongly Disagree = 1    Disagree = 0    Neutral = 1    Agree = 17    Strongly Agree = 8

**Comments**

- I think UW – (Spanish) needs to be more receptive to the majority & our comments. We want our students to learn, retain & apply not just "expose" them to subjects
- There was not a good reason for us to all be there – It was a discussion for Carol & post-secondary folk.
- Good info to pass on to H.S. students
- I don't teach at college level, but there was still beneficial info.
- although still somewhat confused as to next step
- There is little consistency among processes at U.W. & colleges.

**5. If there were a 3rd World Languages Lost in Transition Colloquium that focused on bringing secondary faculty and postsecondary faculty together, what kind of professional development activities would yield improved learning for language students? Please focus your comments on student learning.**

- Standards
- Best practices
- Collaborative activities
- Tech tools, activities & resources
- Ways to communicate better
- Pegging learning outcomes to clear, measurable, verifiable work by students.
- share ideas & strategies
- Training of common language, influences by ACTFL and the soon to be foreign language Wyoming Standards.
- MOPI training – modified oral Prof. Interview – this would enable them/us to better assess student learning and to make decisions on placement, further

instruction & would provide feedback to instructors on effectiveness.

- ACTFL Proficiency & Performance training
- Lessons, assessments, text books being used
- Data on student performance in both High School and college
- Samples/demonstrations on teaching techniques
- Stream lining the documents – making them more uniform
- Bringing together useful ideas for the language classroom
- Continue having meetings where we share ideas, developments, opportunities, and what's working & what's not.
- Keep conversing in person & set up website, where WY lang. teachers connect.
- Strong focus on sharing student work and perhaps coordinating it with the 1010/20 – 2030 documents
- Placement Exams – Would love to see them!
- What are some diagnostic tools that we can use/share to see where kids actually are in between the 2 levels.
- Expectations for 2030
- Opportunity to discuss how assessments are/could be tied to ACTFL levels. Also, how that could be tied to portfolios.
- More time to share/discuss best practices
- Focus on new WY for. lang. standards so we are all on the same page for student growth.
- Sharing teaching methodology
- A set itinerary, less restatement of issues, & more action
- Sharing more ideas to help boost our student's proficiency & that will better prepare them for college.
- I would like to talk about what activities work for teachers in teaching.

#### **6. This two-part question focuses on future P-16 world languages meetings:**

##### **a) For you, what is the key issue concerning coordination of the teaching and learning of world languages from high school to community college and university?**

- We all need the same standards & we need to communicate w/ each other. There needs to be a more open-minded approach & realize that we are all educators w/ our students best interest. We also have to have realistic expectations & decide/answer the "what" & "why" followed by the "hows".
- More opportunities for communication; an interactive web site/wiki that instructors can furnish, where they can ask questions offer lesson plans.
- consistency among CC & UW
- CC teachers need to give more input of where they want students to be when they get to college
- Grammar vs. proficiency
- lack of clear purpose – why should a student always seek to improve WL proficiency? UW courses are better than they were, but what does a major/minor really say for or provide a student with? Providing that this is our goal . . .
- The new Wyoming FL standards will be based on communicative performance which is not how SL are taught at the college level. I see a disconnect/tension here with secondary teachers using ACTFL proficiency levels & performance guidelines & their students entering the University system where there is a focus on grammar.
- I appreciate knowing what will be required of students as they enter a 1020 course at the University
- lack of communication/meetings/agreement among faculty. Each town/district should hold meetings w/ their colleagues. In Laramie this is do-able and already happening somewhat.
- I really feel like the 2 UW profs are holding the Spanish group hostage with their complete lack of regard/respect for others & what they feel is reasonable to teach in the levels
- Common assessments
- State standards and study skills.
- helping kids learn how to study
- Continuity. Accommodating personal differences in student learning & retention.
- Placement – exams, teacher recommendations, CLEP vote/importance of each
- What are we teaching (HS vs. College) – communicative lang or grammar-based lang?
- Communication betwn. Institutions – keep it going & open.
- Disparity of teaching methods & programs
- Where does ACTFL fit into all of this?
- Communication! Collaboration These documents are extremely helpful.
- Would love to have a "resource" website or connection through U.W. with names of international students who would be willing to explain & share their culture with high school students. Of course it can't be just a list but an organized effort or partnership between UW and high schools in Cheyenne or rather Wyo.
- the focus of the classes – is it communication or grammar – I think both sides have a hard time seeing where the other side is coming from & what the true goals are. Are our documents realistic?
- consistency in expectations of courses 1010, 1020, 2030.
- Consistency for the student and better placement.
- Continuity and common expectations
- We need to be on the same page with respect to concurrent enrollment
- more consistency between community colleges regarding dual & concurrent enrollment courses & more dialogues between UW & Community Colleges
- if a student takes 2 yrs. Of a language and enrolls in college, where is he placed? Is it automatic in 1010 or do students need to come in & ask for placement help??
- Agreement on curriculum content
- communication
- Flow, common goals/proficiency across all grades
- Placement & concurrent enrollment

##### **b) How can future articulation meetings best address the issue you identified above?**

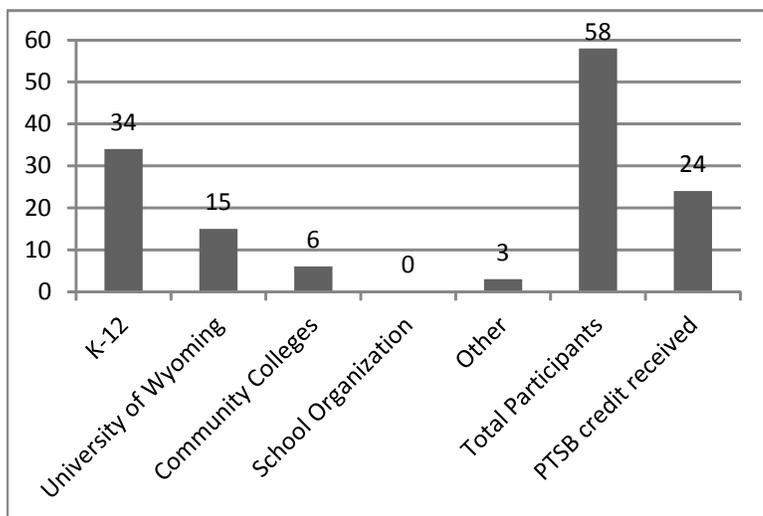
- More time to focus on specific issues. It seemed like we barely got to scratch the surface on the major issues we had. (at least in Spanish)
- One session during next WFLTA can be dedicated to creating a wiki in which teachers/administrators directly enter their input
- keep working on Sp 1010, Sp 1020 & 2030
- continue to meet & communication is a must
- Professional development
- MOPI training, see #5
- The more language we have in common on the issue of student proficiency, assessment and results of language instruction, the better and more efficiently we can use our WL instruction resources.
- I don't know, this is a tough issue. Hopefully, things will gradually change and align without a lot of conflict.
- As we did today, break out sessions.
- Having smaller meetings that require no travel/less time.
- Communication and set expectations.
- I'm not sure.
- Keep practicing communicating about these sometimes difficult topics. (Have mtgs early and later in academic year.)
- Continue to dialog
- We really need to get those involved together and set a list of guidelines like those brought up as we spoke
- I'm not sure
- communication between all instructors and agreement accepted by
- develop some consistent tools for use by teachers at all levels, as a resource rather than mandatory. This will increase communication at all levels and facilitate placement.
- Language specific meetings with those involved in concurrent enrollment to discuss alignment and compare curriculum.
- Flexibility from both parts for student learning success.
- reach a conclusion, wish more feedback from other teachers

- Continuing to share ideas, projects based on standards that help us to get our students to their goals.
- Deciding what each level requires.

**7. Anything else we need to know? Please use the space below to comment.**

- Not all secondary (high) schools are getting information about these meetings. I think we'd have better attendance if we make sure everyone knows about it & how important this is.
- I thoroughly enjoyed today's articulation meeting. My colleagues have educated me on issues that I consider crucial to furthering the spirit of sharing
- After the 3 documents are completed send to the sup or curriculum coordinator to all school district.
- I feel as though the Spanish 1010 document should be for both Spanish 1010 and 1020. The existing document for 1020 should be combined with the 2030. Until we all receive professional development we will never be able to say good-bye to the grammar check off.
- Thank you for convening this meeting (past & future too!)
- How will the University address the move to Common Core Standards? (in all subjects)
- This opportunity to talk to each other is invaluable!
- Through WFLTA, Let's request that other WY lang. teachers not present at this session review the 3 docs. (1010, 1020, 2030) and give their opinions, comments & suggestions. (again) [or at least give them the opportunity to do so] Thank you.
- Are we making progress?
- Thank you! It have been wonderful to see how all this is growing, refining and coming along so nicely!
- I Love having Audrey chairing this committee or colloquium.
- Thank you. The more we meet, the more we improve.
- This event is a great idea and opportunity to touch base with colleagues statewide. Let's keep it up!
- N/A
- We need to work on the 2030 document.

**5th Teaching Writing in Wyoming (Lost in Transition English) Colloquium 2012**  
 April 23, 2012 UW Outreach Building  
 Casper, Wyoming



Session feedback transcribed May 1, 2012 n = 29 responses

**All responses from evaluation forms were transcribed exactly as written.**  
 Not all respondents answered all questions.

COSTS	
lodging	\$0.00
meals	\$1,817.58
travel	\$400.00
duplicating	\$10.00
<b>Total</b>	<b>\$2,227.58</b>

		Very	Some-what	Neutral	Not very	Not at all
1.	If you attended the Sunday night dinner, how valuable did you find the dinner discussion? (Bruce Richardson)	9	1	2	1	1
2.	How valuable did you find the overview session (including definition of transfer, best practices related to transfer, and CCSS)? (Audrey Kleinsasser, Leslie Rush, Carol Stewart/Dirlene Wheeler)	19	9			
3.	How valuable did you find the panels related to writing and transfer in science, social studies, and other disciplines? (Darci PUNCHES/Jessie Vierk, Will Plumb/Chuck Kern/Brianna Wright, Rachel Watson, Vicki Gillis)	24	4	1		
4.	How valuable did you find the session related to local evidence (Lander and UW)? (Paul Primrose/Hillary Herron, Rick Fisher/Joyce Stewart)	24	4			
5.	How valuable did you find large group discussion of participants' ideas about how to revise their own teaching projects?	8	9	3	2	
6.	How valuable did you find the closing panel, about larger-scale ideas for creating successful transference of learning? (Christi Boggs, London Jenks, Stephanie Lewis)	16	5	1		

**7. Comments about any of the above sessions (What worked for you? What didn't? Where did you wish for more/different information?)**

- I liked hearing about what teachers are doing in their classrooms + across disciplines. Good stories that made me think of possibilities. I liked the formal response idea!
- Good to hear practitioner viewpoints & ideas More discussion/sharing, less lecture
- Panel presentations were rushed. Because of technology issues, some powerpoints were difficult to read from the back of the room.
- It was great to have time for teachers talking to other teachers – presenter enthusiasm was great + inspiring
- All sessions were very informative—I appreciated ideas that I can take to my own classroom
- More time for questions would have been nice maybe TED talk style: fast, w/questions after every session. fewer session, more questions.
- Each panel prompted me to think about different questions or elements to my project
- loved idea of formal responders; great diversity of speakers; great articles provided for pre-reading
- Well done by all presenters. So many great things going on all over Wyoming.
- The panel presenters were wonderful! Interesting, organized way to present information on this topic in a fast-paced environment.
- (for #6 above) needed more depth – examples too much overview – wanted much more!
- I could have used the formal response time as a processing time instead of a great re-cap of points.

- get to hear from other schools about actual teaching, learning in the curriculum. As an elementary teacher I would like to hear more examples at the 2nd-5th level.
- This was very rewarding. I have lots of ideas I hope to get some trials in my classroom.
- I liked the balance between 6-12 + college/University presenters =Thank you –
- It would be helpful to have a brief survey to understand the distribution of education levels attending the conference.
- (for #5 above) bit short – less book raffling more discussion
- I would like the small group discussion of assignments like in last year’s conference.
- (numbers refer to specific questions above) 2. I’m new to the TWW so would have appreciated a full handout on CCSS 3. These were so valuable, but they were rushed and the power point texts were overwhelming! 4. lively + informative a breath of fresh and valuable air; well paced 6. speakers must adhere to the time limits.
- Wonderful dinner- good table discussions. I liked hearing ideas from others teachers in a variety of disciplines and grade levels, on how they motivate students, how to integrate common core standards/writing in all disciplines & strategies for transferring the things they learn from grade to grade & subject to subject.

		Very	Some-what	Neutral	Not very	Not at all
8.	How effective did you find the pacing for this year’s conference?	15	10	1	3	
9.	How effective did you find the use of technology at this year’s conference?	14	10	3	1	
10.	How effective did you find the facilities for this year’s conference?	22	5	1		

**11. Comments about questions 8-10, or about other aspects related to the effectiveness of the conference facilities:**

- Many of Powerpoints were nearly impossible to read ~ especially those with dark backgrounds
- Good lunch!
- Rushed! (with arrow pointing to #8 above)
- Terrific conference
- projector too dim!
- I truly enjoyed the variety of presentations + tempo of the day. Thank you for this opportunity!
- Seemed like a bit too much info! Perhaps cut backs on speakers & focus on 1 idea with more discussion (a topic in writing)
- Breakfast was gone by 8:15 - but good lunch and ice cream.
- Very hard to see some slide shows due to font size or background color
- So much information in a short amount of time.
- The pace was a bit fast. I would’ve attended a 2-3 day workshop on this topic. I appreciated the use of technology, but would like the presentations made available to peruse again.
- I understand the need to use time effectively and efficiently but, I need a little less info at a time. I need time to process such great information.
- Well done! Thank you!
- A little too fast.
- I am looking forward to the next conference.
- (for #10 above) nothing wrong with space but those lights need works.
- The pacing was way too quick. I’m used to (as I’m sure lots of folk are) attending several conferences a year & I never have seen such a fast pace. Needs to be 2 days if we want true participation & understanding- lots of good presenters who we didn’t fully get to hear from all the great people
- Not enough time for questions
- I like the formal responders review, the time to think about our own learning experiences and how this applies to instruction/learning in our own classrooms/schools, the time to share at our tables and hear the insights, thoughts/ideas of others. I also like the fast pace.

		Very good	Good	Neutral	Not very good	Bad
12.	Overall, how would you rate the quality of presenters at this year’s conference?	17	10			
13.	Overall, how would you rate the depth of content at this year’s conference?	13	11	3		
14.	Overall, how would you rate the usefulness of content at this year’s conference?	17	9			

**15. Comments about any of the above aspects of the conference:**

- It’s really all about transference. What is the point if you can’t transfer the knowledge to a variety of real-life contexts? So – it was very useful, deep-level content... and complex!
- Content was excellent/valuable; presentation methods weak.
- Would have liked to have more depth
- A co-worker would have appreciated more information for the elementary level.
- I enjoyed and take back a lot of thoughts around transfer and how it applies to what we do.
- What an abundant amount of knowledge and ideas.
- Some really got my attentions, but I wanted more depth
- Depth of content was limited @ times due to time limits of conference. Usefulness of the information presented was high and I will be sharing w/my building/district.
- I’m an elementary Literacy Coack K-5. You would be amazed @ what is being done @ the elementary level. Sharing an elementary view point and writing we are doing might make the overall writing picture more complete.
- Lots of great ideas!
- I really enjoyed the presenters. More time to talk about their ideas would have been nice.
- Wonderful conference! The energy and expertise of the presenters was awesome!

		Very	Some-what	Neutral	Not very	Not at all
16.	How convenient did you find the geographic location (Casper) of this year’s conference?	19	6	1		
17.	How convenient did you find timing of this year’s conference?	11	9	4	2	1
18.	How appropriate did you find the overall length of this year’s conference?	17	5	2	2	

**19. Comments about any of the above questions, or about other related logistical issues:**

- I enjoy a visit to Casper in the spring – it was beautiful. It’s a busy time of year for me so it was somewhat stressful leaving my classroom for a day. Great length. Longer, however, would give more time for discussion-application to our situations
- (numbers refer to specific questions above) 17. Last week of UW classes is awkward. 18. It seemed like so much info, so little time... The day seemed rushed.
- (marked #17 above “not at all”) last week of UW classes
- (marked #18 above “not very”) should be 2 days
- Must have more to eat in the morning. I loved the fruit but not very filling – even bars would be good. Lunch was great (as was dinner-excellent)
- Just Perfect.
- Suggestion: Make this a summer or beg. of the year workshop
- Wish we had more time.

- Seemed like the conference could use more time!
- Would have liked to have housing deal closer to event location (there are so many hotels nearby!) also a more substantial breakfast and snacks!
- Maybe a Friday & Saturday! (2 days!)

**20. Would you participate in a conference like this again?**

Yes – 24                      No – 2

**Why/not?**

- Minds-on, thought stimulating
- Not so relevant to my level of teaching Local yes, statewide –not so much
- Critical info and collaboration for writing/literacy
- Good people, great ideas. I can't believe I'm going to say this but more small group discussion.
- Collaboration + sharing
- Very informational, great presenters, info presented efficiently and w/high interest and usability.
- Absolutely
- if in Casper
- Not enough for the elementary level. I would suggest it to our Middle School/High School teachers!!
- As an elementary teacher it's great to learn what we need to prepare our students for @ the secondary & collegiate levels
- Many wonderful ideas for the classroom
- Maybe... I like the big picture view of transference and interdisciplinary work... I would want that again.

**21. If online discussion space was available after the conference, would you be likely to participate in continuing conversations about the ideas you've heard about today?**

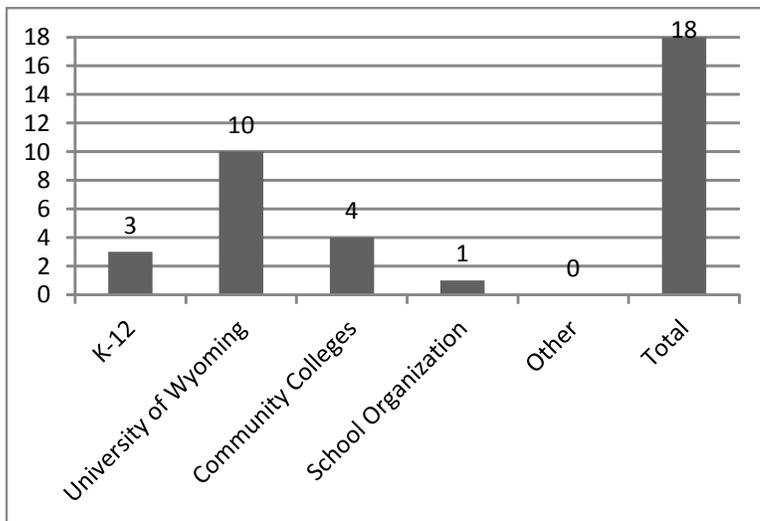
Yes – 17                      No – 7

- Maybe
- No time
- This would help with the processing of info.
- Maybe
- Due to the craziness of the time of year – not because of lack of interest
- Especially for specific ideas
- Great idea!

**22. What suggestions do you have about how to improve the Teaching Writing in Wyoming conference in future years?**

- A special thanks to those who coordinated!
- Way too much text on 80% of slides (except Stephanie Lewis) 1. Not as many presenters 2. Presentations should focus more specifically on theme 3. Actual conversation w/elementary high school middle school & UW teachers
- Loved all the opportunities to reflect –
- I am looking forward to it. Thanks!
- More group discussion time between panel presentations in order to learn from each other, as well as process our own thoughts about the information presented
- Maybe small group conversations – to connect community college instructors vs. high school K-12 OR a conversation between UW and CC
- Would love to see another day of discussion – so much to talk about!
- Thank you for all the resources, food, and attention to detail.
- more discussion
- Make 2 days... I was really inspired and would love time for discussion w/other attendees!
- Maybe 2 days?

**2nd Social Sciences Lost in Transition Institute 2012**  
**A working dinner in Laramie**  
**April 20, 2012 Berry Biodiversity Conservation Center, UW**  
**Laramie, Wyoming**



COSTS	
lodging	\$0.00
meals	\$600.00
travel	\$0.00
duplicating	\$10.00
<b>Total</b>	<b>\$610.00</b>

There were no formal evaluations for this informal dinner. The two main goals of this meeting were to foster connections between Wyoming secondary and postsecondary faculty in the social sciences and to identify a few issues to address at next year's social sciences institute.

After dinner, lively conversation ensued in small and large group discussions. Participants deliberated issues such as concurrent enrollment, vertical articulation, the devaluation of the social sciences in a test-driven educational environment, and the need for teachers to continue talking about these kinds of issues.

Informally, participants agreed that this conversation needs to continue again next year, and several expressed a hope that more educators from all levels will get involved in the future. Our focus for next year will be convening a colloquium where social science educators in the state have an opportunity to examine student work and communicate with each other about skills students need for entry level classes at the community college and university level.