

## Pathway to 2014

At no time in human history has change been as rapid. Students in particular live in a world of increasing complexity. As public education stewards, the State Board of Education wants our institutions to think deeply about the knowledge, skills, abilities and habits of the mind required for a student who will live in a world where rapid change will be the norm and the ability to adapt will be critical.

Our schools must encourage the development and implementation of effective learning. Children must not only be prepared to enter the work force, they must be prepared to contribute as participants and members of the social and political democracies in which they live. It is our job to determine the components and rigor necessary for their success.

The Wyoming State Board of Education believes it is our responsibility to frame the political dialogue. We intend to challenge policy makers, educational institutions and the public to examine Wyoming's educational goals, practices, and results. We hope this dialogue will occur in neighborhoods and communities statewide. This should be an ongoing dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will "prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . ." Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

The Board directs the Wyoming Department of Education (WDE) working in consultation and coordination with local school districts to formulate and implement a process to evaluate and review the uniformity and quality of both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to analyze the following questions and to make recommendations in consultation and coordination with LEA's for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as goals to accomplish these tasks prior to 2014.

The Board believes:

1. Content standards should facilitate student success in life.
  - What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?
  - What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?
2. Standards and supporting documents must be accessible to all stakeholders. Students, parents, teachers and citizen leaders need to know how to measure success.
  - What recommendation(s) should be considered by the SBE to accomplish this goal?
  - What improvements are needed?
  - How best do we accomplish these improvements?
3. Standards and supporting documents should be written so that there is uniformity and consistency across content areas.
  - What recommendation (s) should be considered by the SBE to accomplish this goal?
  - What improvements are needed?
  - How best do we accomplish these improvements?
4. Each district must include demonstrations of the common core of skills into its Body of Evidence.
  - What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?
  - What improvements are needed?
5. In showing, in detail, how and if the current common core of knowledge and skills are sufficient for the future success of our students.
  - What else should we be doing to facilitate student success?
  - How best can we accomplish these successes?

6. In implementing standards with fidelity. The Body of Evidence should be an important component of this fidelity.
  - What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?
  - What improvements are needed?
7. That standards and supporting documents should align with current knowledge about brain and learning development.
  - What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?
  - What improvements are needed?
8. Meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.
  - What evidence is there that the more cognitively complex components of the standards are being taught and assessed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?
  - What improvements are needed?
9. Learning requires motivation and engagement.
  - What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?
  - What improvements are needed?

An evaluation and review of the current Wyoming State Standards will be most effective if nested within a longer view of what will improve the lives of our children in the future. Our focus should be on what children learn and not what they are taught. While our statutory duty requires that we conduct a periodic analysis and review of the current state standards, the Wyoming State Board of Education believes that this review can only examine these needs in a way that supports and frames the future needs of education in Wyoming.

