

Wyoming State Board of Education Agenda

The Wyoming State Board of Education will empower an educational system that will enable Wyoming students to have the knowledge, skills, and habits of mind to succeed.

March 24, 2014 1:00 p.m. to 4:00 p.m. Teleconference		
1:00 pm to 1:10 p.m.	State Board of Education	
	• Call to order	
	• Approval of agenda	Tab A
	• Minutes January 24, 2014	Tab B
	• Treasurers Report	Tab C
1:10 pm to 1:40 pm	Discussion Items:	
	• State Board and Legislative Session Updates- Paige Fenton Hughes	Tab D
1:40 pm to 2:15 pm	• Legislative Clarification- Mackenzie Williams	
2:15 pm to 3:00 pm	• Update on Standards & Chapter 10 Rules - Laurie Hernandez & Team	Tab E-F
3:45 pm to 3:55 pm	Action Items:	
	• Advisory Committee Selection	Tab G
	• Supervisory Committee	
	• Next meeting	
3:55 pm to 4:00 pm	Other issues, concerns and discussion	
4:00 pm	Adjournment	

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 24, 2014

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the Agenda for the March 24, 2014 State Board of Education teleconference meeting.

SUPPORTING INFORMATION ATTACHED:

- Agenda

PREPARED BY: Chelsie Oaks
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

Wyoming State Board of Education Agenda

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**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 24, 2014

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the State Board of Education meeting on January 24, 2014

SUPPORTING INFORMATION ATTACHED:

- Minutes from January 24, 2014 Meeting

PREPARED BY: *Chelsie Bailey*
Chelsie Bailey, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
January 24, 2014
Room 126, Hathaway Building
Cheyenne, Wyoming

Wyoming State Board of Education members present: Ron Micheli, Kathy Coon, Scotty Ratliff, Sue Belish, Ken Rathbun, Joe Reichardt, Pete Gosar, Belenda Willson, Kathryn Sessions, Richard Crandall and Walt Wilcox

Members absent: Huge Hageman and Cindy Hill

Also present: Chelsie Oaks, WDE; Julie Magee, WDE; Leighton Thomas, WDE; Laurie Hernandez, WDE; Jim Verley, WDE; Stephanie Brady, WDE; Paige Fenton-Hughes, SBE Coordinator; Diana Clapp, Fremont CSD #6, Cathrine Reeves, WDE; Lisa Glauner, Cheyenne; Mackenzie Williams, Attorney General's Office (AG)

CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 9:30 a.m.

Chelsie Bailey conducted roll call and established that a quorum was present.

Scotty Ratliff requested the Board extend a formal invitation to Jim Rose and a representative from the University of Wyoming to participate in all the Board's future work sessions and meetings.

APPROVAL OF AGENDA

Pete Gosar moved to approve the agenda, seconded by Scotty Ratliff; the motion carried.

ELECTION OF OFFICERS

Joe Reichardt moved the same officers be re-nominated for their current offices, seconded by Sue Belish; the motion carried.

APPROVAL OF MINUTES

Minutes from the November 5, 2013 State Board of Education meeting were presented for approval.

Scotty Ratliff moved that the minutes be approved, seconded by Ken Rathbun; the motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer for the Board, Pete Gosar, discussed with the Board the budget review and budget revision included in the packet.

Scotty Ratliff moved to approve the Treasurer's Report with the ending balance of \$46,090.69 Sue Belish seconded; the motion carried.

UPDATE ON STANDARDS

Laurie Hernandez, Stephanie Brady, and Catherine Reeves presented crosswalks between the 2013 proposed standards and benchmarks and the 2008 current Wyoming Content and Performance Standards on social studies, physical education, career and vocational education.

Ron Micheli requested that the standards for social studies include more focus on the nation's founding fathers.

The Board discussed its concerns and reassurances about the Next Generation Science Standards.

Jim Verley will go back to his committee to create changes and additions to the benchmarks.

The Board agreed not to vote on the standards and look at plans during the March meeting.

STUDENTS FROM WIND RIVER HIGH SCHOOL

Trustee Ratliff introduced students from Wind River High School.

Ambrielle Brown, D'ette Durgin and Stephin Littlesield talked with the Board about their lives, schooling and future at Wind River High School.

DISTRICT ASSESSMENT

Shelly Andrews and Julie Magee presented a PowerPoint on District Assessment.

Sue Belish requested that the 653 data collection cease.

Ken Rathbun moved to hold off on the pilot project until the 2014 legislative session ends, Sue Belish seconded; the motion carried.

INSTITUTION RECOMMENDATIONS

Jo Ann Numoto, WDE, presented five educational program services in support of Court Ordered Placement of Students.

Scotty Ratliff moved to designate Denver Children's Home, Lakebay Psychiatric Residential Treatment & Specialized Learning Center, Northern Illinois Academy, Sorenson's Ranch School, and Southern Peaks Regional Treatment Center as approved facilities for court ordered placement of students and subsequent educational payments pursuant to Section 9 and 10 of Chapter 14, SBE Rules and Regulations. Kathy Coon seconded; the motion carried.

LEGISLATIVE COMMITTEE

Sue Belish moved that the Board direct the SBE coordinator to draft a letter that conveys the State Board of Education's position on the following issues:

Alternative Schools - support allowing districts to create alternative schools that are aligned to standards and graduation requirements and include appropriate interventions for the target population. We would suggest that the accountability model be adapted to fit the mission of alternative high schools.

Early Childhood Opportunities - support efforts to coordinate state and county efforts to provide access to quality early childhood opportunities as well as efforts to develop innovative, best practice early childhood opportunities.

Executive Director - appreciate the support we have received from the Legislature and the Governor for our SBE coordinator. We respectfully request that our request for a permanent Executive Director continue to be reviewed. We believe that there is a definite need for this position.

Math Requirement - support an increase in required math experiences for students at the high school level provided there is flexibility in the courses that are accepted for that requirement.

Statewide Assessment - revise the language about the statewide assessment eliminating prescriptive language about item types, length of assessments, and separating content areas. We would suggest inserting language that requires the assessment to be aligned to the Wyoming content standards and yet cognizant of the amount of time students are tested.

School Bus Safety- we are glad to see pending legislation that provides for more video cameras on school buses.

State Board of Education Nembership - support the idea of including the Executive Director of the Community College Commission and representative of University of Wyoming.

ADVISORY COMMITTEE REPLACEMENT

Paige Fenton Hughes, SBE Coordinator, notified the Board that Jack Patrick is retiring and his seat will need to be filled on the Advisory Committee to the Select Committee on Statewide Education Accountability.

Sue Belish recommended the Board send out a request for participation and a detailed letter on duties of the advisory committee to past secondary teachers of the years and secondary teachers that have received national board certifications. The Board will choose a replacement from return expression of interest forms at the next meeting.

NEXT MEETING

Scotty Ratliff requested Paige Fenton Hughes and Chelsie Oaks coordinate a meeting with Richard Crandall to set up a summer summit.

The next board meeting will be in March.

Belenda Willson requested that a Doodle survey be sent out for the exact dates.

OTHER ISSUES, CONCERNS, DISCUSSION AND PUBLIC COMMENT

Diana Clapp, Superintendent of Fremont CSD #6 requested the Board take a look into early childhood education legislation and the school bus safety bill that will be proposed.

Lisa Glauner, former teacher, commented in opposition of the Common Core Standards. She wanted to make sure those voices opposing the standards were being heard.

Kathryn Sessions, asked if the Board would formally support the school bus legislation. Sue Belish requested that the Board support the concept but not the actual bill.

The State Board of Education adjourned at 2:14 p.m.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 24, 2014

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending February 28, 2014 shows a balance of \$32,315.81

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary ending February 28, 2014

PREPARED BY: Chelsie Oaks
Chelsie Oaks, Executive Assistant

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Budget

1 July 2012 thru 28 FEB 2014

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE
Personal Services (100 series)				
Salaries (0103)	38,000.00	38,000.00		0.00
Salaries (0104)	35,000.00	26,400.00		8,600.00
Employer Paid Benefits (0105)	3,000.00	2,259.82		740.18
Supportive Services (200 series)				
Teleconference (0203.07)	4,584.75	3,586.72	0.00	998.03
Communications Direct Freight (0204.06)	3,025.00	444.38	0.00	2,580.62
Professional Development & Training (0207)	12,673.25	1,107.97	0.00	11,565.28
Advertising (0208)	3,500.00	3,126.98	0.00	373.02
State Board, In-State Travel Reimbursement (0221)	60,127.00	68,239.03	0.00	(8,112.03)
State Board, Out-of-State Travel Reimbursement (0222)	11,125.00	3,501.19	0.00	7,623.81
State Board, Out-of-State Travel Reimbursement (0227)	581.00	581.00	0.00	0.00
Supplies - Safety-Security-Law Enforcement (0230.24)	20.00	20.00	0.00	0.00
Supplies - Office, Printing, Reproduction & Stationery (0231.00)	6,411.00	4,983.95	0.00	1,427.05
Food & Food Service Supplies (0234.00)	1,000.00	496.43	0.00	503.57
Supplies - Education & Recreational (0236)	672.00	12.25	0.00	659.75
Intangible Assets (0240)	300.00	261.61	0.00	38.39
Office, Institutional & Household Equipment & Furnishings (0241)	200.00	179.00	0.00	21.00
Data Processing & Other Computer Equipment (0242)	2,000.00	662.55	0.00	1,337.45
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00
Conference Room Rental (0251.04)	500.00	640.00	0.00	(140.00)
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	2,152.00	0.00	0.00	2,152.00
Awards, Prizes (0271.0)	0.00	0.00	0.00	0.00
Maintenance Agreements (0292.0)	1,100.00	1,100.00	0.00	0.00
Data Processing Charges (0400 series)				
A&I Telecommunications (0420)	5,903.00	4,990.68	0.00	912.32
Professional Services (0900 series)				
Contract Services (0901)	66,171.00	61,027.23	4,108.40	1,035.37
TOTAL	182,045.00	183,620.79	4,108.40	32,315.81

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Personal Services (100 series)

DATE	DESCRIPTION	AMOUNT
26-Jun-13	Salaries	12,375.00
26-Jul-13	Salaries	975.00
27-Aug-13	Salaries	3,900.00
23-Sep-13	Salaries	1,650.00
28-Oct-2013	Salaries	750.00
25-Nov-13	Salaries	3,000.00
23-Dec-13	Salaries	2,250.00
29-Jan-14	Salaries	1,500.00
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TOTAL		26,400.00

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Employer Paid Benefits (105)**

DATE	DESCRIPTION	AMOUNT
26-Jun-13	Benefits	946.69
26-Jul-13	Benefits	14.04
26-Jul-13	Benefits	74.59
26-Jul-13	Benefits	109.69
27-Aug-13	Benefits	298.36
23-Sep-13	Benefits	6.48
23-Sep-13	Benefits	51.75
23-Sep-13	Benefits	126.21
28-Oct-13	Benefits	57.38
25-Nov-13	Benefits	229.50
23-Dec-13	Benefits	172.13
29-Jan-14	Benefits	51.75
29-Jan-14	Benefits	114.77
29-Jan-14	Benefits	6.48

TOTAL	2,259.82
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WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Utilities (0203)**

DATE	DESCRIPTION	AMOUNT
10-Jul-12	Leader Technologies-Teleconference Fees	34.70
10-Aug-12	Leader Technologies-Teleconference Charges	79.73
10-Aug-12	Leader Technologies-Teleconference Fees	168.28
10-Aug-12	Leader Technologies-Teleconference Fees	229.00
11-Sep-12	Leader Technologies-Teleconference Fees	50.55
11-Sep-12	Leader Technologies-Teleconference Fees	75.79
11-Sep-12	Leader Technologies-Teleconference Fees	77.22
11-Sep-12	Leader Technologies-Teleconference Fees	87.79
11-Sep-12	Leader Technologies-Teleconference Fees	117.78
9-Oct-12	Leader Technologies-Teleconference Charges	77.77
9-Oct-12	Leader Technologies-Teleconference Charges	111.51
13-Nov-12	Leader Technologies-Teleconference Charges	55.59
13-Nov-12	Leader Technologies-Teleconference Fees	57.78
13-Nov-12	Leader Technologies-Teleconference Fees	94.94
13-Nov-12	Leader Technologies-Teleconference Fees	250.00
5-Dec-12	Leader Technologies-Teleconference Fees	69.14
5-Dec-12	Leader Technologies-Teleconference Fees	104.13
17-Dec-12	Leader Technologies-Teleconference Charges	44.80
14-Jan-13	Leader Technologies-Teleconference Charges	59.58
14-Jan-13	Leader Technologies-Teleconference Charges	60.82
14-Jan-13	Leader Technologies-Teleconference Charges	65.52
14-Jan-13	Leader Technologies-Teleconference Charges	222.34
11-Feb-13	Leader Technologies-Teleconference Charges	46.37
11-Mar-13	Leader Technologies-Teleconference Charges	60.12
11-Mar-13	Leader Technologies-Teleconference Charges	102.11
11-Mar-13	Leader Technologies-Teleconference Charges	181.39
9-May-13	Leader Technologies-Teleconference Charges	20.14
9-May-13	Leader Technologies-Teleconference Charges	69.40
9-May-13	Leader Technologies-Teleconference Charges	109.82
10-Jun-13	Leader Technologies-Teleconference Fees	167.51
4-Sep-13	Leader Technologies-Teleconference Charges	57.65
8-Oct-13	Leader Technologies-Teleconference Charges	39.15
13-Nov-13	Leader Technologies-Teleconference Charges	43.99
13-Nov-13	Leader Technologies-Teleconference Charges	135.26
9-Dec-13	Leader Technologies-Teleconference Charges	189.61
11-Dec-13	Leader Technologies-Teleconference Charges	41.64
14-Jan-14	Leader Technologies-Teleconference Charges	60.80
14-Jan-14	Leader Technologies-Teleconference Charges	67.00

TOTAL**3,586.72**

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Freight & Postage (204)**

DATE	DESCRIPTION	AMOUNT
5-Jul-12	FEDEX-Shipping-793639585360	20.24
10-Jul-12	FEDEX-Shipping- 793601206746	8.24
10-Jul-12	FEDEX-Shipping- 793601220956	11.52
10-Jul-12	FEDEX-Shipping- 798531810060	12.22
10-Aug-12	FEDEX-Shipping- 798531816609	6.57
11-Sep-12	FEDEX-Shipping- 798664559056	6.29
11-Sep-12	FEDEX-Shipping- 793833942273	7.77
11-Sep-12	FEDEX-Shipping- 793882338217	11.15
9-Oct-12	FEDEX-Shipping- 798993936819	11.25
9-Oct-12	FEDEX-Shipping- 798993995873	11.51
9-Oct-12	FEDEX-Shipping- 798993959967	11.51
9-Oct-12	FEDEX-Shipping- 798994013280	11.51
13-Nov-12	FEDEX	5.58
13-Nov-12	FEDEX 799214368321	7.22
13-Nov-12	FEDEX	11.77
5-Dec-12	FEDEX-Shipping- 793962498867	11.77
5-Dec-12	FEDEX-Shipping- 793950835116	12.86
14-Jan-13	FEDEX-Shipping-iPad-s. Ratliff- 794185007385	19.76
11-Feb-13	FEDEX-Shipping- 794519903682	11.53
11-Feb-13	FEDEX-Shipping- 794520080657	12.86
11-Feb-13	FEDEX-Shipping- 794422456366	13.06
11-Mar-13	FEDEX-Shipping- 794520094366	6.67
11-Mar-13	FEDEX-Shipping- 794765171255	13.69
11-Mar-13	FEDEX-Shipping- 794765078728	15.70
8-Apr-13	FEDEX-Shipping- 794765098498	8.71
8-Apr-13	USPS-Shipping- 57167204530311369	9.20
8-Apr-13	FEDEX - Shipping Charges	13.06
9-May-13	FEDEX-Shipping- 799466648548	6.88
9-May-13	FEDEX-Shipping- 799416354312	7.79
9-May-13	FEDEX-Shipping- 799416995455	7.79
9-May-13	FEDEX-Shipping- 794765184987	10.52
9-May-13	FEDEX-Shipping- 799466641500	13.06
10-Jun-13	FEDEX-Shipping-799557718145	7.79
10-Jun-13	USPS-Postage	9.20
10-Jun-13	FEDEX-Shipping-799601262413	16.70
15-Jul-13	FEDEX-Shipping- 485315000301 SBoE Member	13.59
8-Oct-13	FEDEX-Shipping 795819333102	5.58
8-Oct-13	FEDEX-Shipping 796608435513	7.22
8-Oct-13	FEDEX-Shipping 796538094875	11.77
13-Nov-13	FEDEX-Shipping 796934291785	11.50
13-Nov-13	FEDEX-Shipping 796934340938	11.77
TOTAL		444.38

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Professional Development & Training (0207)

DATE	DESCRIPTION	AMOUNT
10-Jul-12	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Jul-12	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Aug-12	CONSTANT CONTACT.CO-Online Subscription	20.00
12-Sep-12	MATTHEW BENDER &CO-WY Education Laws 2012	432.00
11-Feb-13	PAYPAL *MCREL-Registration-K. Coon-SBE Member	695.00
11-Mar-13	PAYPAL *MCREL-Refund on Registration-Kathy Coon-SBE	-695.00
2-Apr-13	WSBA Associate Member Dues for 2013Inv Date-3/28/13	600.00
9-May-13	AMAZON MKTPLACE PMTS - Book	15.97
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TOTAL		1,107.97

2-Apr-13	WSBA As	600.00
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WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Advertising & Promotion (0208)**

DATE	DESCRIPTION	AMOUNT
9-May-13	IMDIVERSITY.COM - Job Advertising for WDE Director	95.00
9-May-13	WWW.LINKEDIN.COM - Job Advertising for WDE Director	195.00
9-May-13	COLUMBUS NETWORKS CORP - Job Advertising for WDE Director	199.00
9-May-13	INSIDE HIGHER ED - Job Advertising for WDE Director	225.00
9-May-13	JOBTARGET LLC - Job Advertising for WDE Director	385.00
10-Jun-13	EDUCATION WEEK TEACHER-Job Ad. for WDE Director	641.49
10-Jun-13	EDUCATION WEEK TEACHER-Job Ad. for WDE Director	641.49
10-Jun-13	EDUCATION WEEK TEACHER-Job Ad. for WDE Director	745.00

TOTAL	3,126.98
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WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****State Board In-State Travel Reimbursement (0221)**

DATE	DESCRIPTION	AMOUNT
16-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
16-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
23-Jul-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
25-Jul-2012	005MV8013 - Motor Pool - State Board June 2012 Billing	449.00
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
2-Aug-2012	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
6-Aug-2012	G. Reichardt - Mileage/Torrington, WY	67.71
6-Aug-2012	G. Reichardt - Mileage/Gillette, WY	192.03
9-Aug-2012	J. Masters - M&IE/Torrington, WY	115.00
9-Aug-2012	J. Masters - Lodging/Torrington, WY	136.80
16-Aug-2012	G. Reichardt - Mileage/Cheyenne, WY	77.70
16-Aug-2012	H. Hageman - Mileage/Torrington, WY	22.20
5-Sep-12	K. Coon - Lusk/Torrington	63.27
10-Sep-12	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
10-Sep-12	P. Fenton-Hughes - Mileage/Cheyenne, WY	301.92
8-Oct-12	C. Bailey - M&IE/Jackson, WY	123.00
8-Oct-12	D. Mann-Tavegia - M&IE/Jackson, WY	89.00
8-Oct-12	D. Mann-Tavegia - Mileage/Jackson, WY	523.92
8-Oct-12	J. Micheli - M&IE/Jackson, WY	89.00
8-Oct-12	J. Micheli - Mileage/Jackson, WY	204.24
8-Oct-12	K. Coon - M&IE/Jackson, WY	123.00
8-Oct-12	K. Coon - Mileage/Jackson, WY	430.68
8-Oct-12	M. Williams - M&IE/Jackson, WY	84.00
8-Oct-12	P. Gosar - Mileage/Cheyenne - Jackson - Cheyenne, WY	54.39
8-Oct-12	P. Gosar - M&IE Cheyenne - Jackson - Cheyenne, WY	84.00
8-Oct-12	S. Ratliff - M&IE/Jackson, WY	89.00
8-Oct-12	S. Ratliff - Mileage/Jackson, WY	182.04
8-Oct-12	S. Belish - M&IE/Jackson, WY	123.00
8-Oct-12	S. Belish - Mileage/Jackson, WY	376.29
8-Oct-12	W. Wilcox - M&IE/Jackson, WY	89.00
8-Oct-12	W. Wilcox - Mileage/Jackson, WY	315.24
26-Oct-12	G. Reichardt - Cheyenne	77.70
26-Oct-12	K. Coon - Casper	115.44
26-Oct-12	K. Coon - Casper	139.00
26-Oct-12	K. Coon - Casper	249.48
26-Oct-12	S Belish - Casper	139.00
26-Oct-12	S Belish - Casper	179.82
26-Oct-12	S Belish - Casper	249.48
9-Nov-12	005MV8013 - Motor Pool - State Board November 2012 Billing	462.00
20-Nov-12	B. Willson - Mileage/Cody, WY - Chicago, IL - Cody, WY	93.24
20-Nov-12	G. Reichardt - Mileage/Cheyenne-Evanston-Cheyenne, WY	77.70
20-Nov-12	G. Reichardt - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
20-Nov-12	G Reichardt - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
20-Nov-12	H. Hageman - M&IE/Evanston, WY	89.50
20-Nov-12	H. Hageman - Lodging/Evanston, WY	192.24
20-Nov-12	H. Hageman - Mileage/Evanston, WY	456.21
20-Nov-12	K. Coon - M&IE/Casper-Evanston-Casper, WY	89.50

20-Nov-12	K. Coon - Mileage/Casper-Evanston-Casper, WY	115.44
20-Nov-12	K. Coon - Lodging/Casper-Evanston-Casper, WY	192.24
20-Nov-12	M. Williams - M&IE/Evanston, WY	89.50
20-Nov-12	M Williams - Lodging/Evanston, WY	192.24
20-Nov-12	P. Gosar - Mileage/Cheyenne-Evanston-Cheyenne, WY	54.39
20-Nov-12	P. Gosar - M&IE/Cheyenne-Evanston-Cheyenne, WY	89.50
20-Nov-12	P. Gosar - Lodging/Cheyenne-Evanston-Cheyenne, WY	192.24
20-Nov-12	S. Ratliff - M&IE/Evanston, WY	89.50
20-Nov-12	S. Ratliff - Lodging/Evanston, WY	192.24
20-Nov-12	S. Belish - M&IE/Casper, WY	104.00
20-Nov-12	S. Belish - Lodging/Casper, WY	166.32
20-Nov-12	S. Belish - Mileage/Casper, WY	179.82
20-Nov-12	W. Wilcox - M&IE/Evanston, WY	89.50
20-Nov-12	W. Wilcox - Lodging/Evanston, WY	192.24
27-Nov-12	C. Bailey - M&IE/Evanston, WY	89.50
27-Nov-12	C. Bailey Lodging/Evanston, WY	192.24
30-Nov-2012	R. Micheli - Mileage/Evanston-FtBridger-Evanston-FtBridger-Evanston	96.57
4-Dec-12	S. Belish - M&IE/Riverton-Evanston-Riverton	120.75
4-Dec-12	S. Belish - Lodging/Riverton-Evanston-Riverton	275.40
4-Dec-12	S. Belish - Mileage/Riverton-Evanston-Riverton	480.63
6-Dec-12	G. Reichardt - Mileage/Cheyenne, WY	77.70
6-Dec-12	G. Reichardt - Mileage/Casper, WY	120.99
7-Dec-12	005MV8013 Motor Pool - State Board December 2012 Billing	308.00
10-Dec-12	S. Belish - M&IE/Cheyenne, WY	207.00
10-Dec-12	S. Belish - Mileage/Cheyenne, WY	377.40
10-Dec-12	S. Belish - Lodging/Cheyenne, WY	388.04
20-Dec-12	K. Coon - M&IE/Cheyenne, WY	69.00
20-Dec-12	K. Coon - Lodging/Cheyenne, WY	93.20
20-Dec-12	K. Coon - Mileage/Cheyenne, WY	155.40
20-Dec-12	S. Belish - M&IE/Cheyenne, WY	115.00
20-Dec-12	S. Belish - Lodging/Cheyenne, WY	167.86
20-Dec-12	S. Belish - Mileage/Cheyenne, WY	377.40
20-Dec-12	Flight Cheyenne to Jackson	1,187.50
21-Dec-12	Cheyenne to Casper and E	2,625.00
10-Jan-2013	S. Belish - M&IE/Cheyenne, WY	115.00
10-Jan-2013	S. Belish - Lodging/Cheyenne, WY	167.86
10-Jan-2013	S. Belish - Mileage/Cheyenne, WY	377.40
23-Jan-2013	B. Willson - M&IE/Cheyenne, WY	104.00
23-Jan-2013	B. Willson - Lodging/Cheyenne, WY	169.40
23-Jan-2013	B. Willson - Mileage/Cheyenne, WY	342.99
23-Jan-2013	D. Mann-Tavegia - M&IE/Cheyenne, WY	132.00
23-Jan-2013	D. Mann-Tavegia -Lodging/Cheyenne, WY	254.10
23-Jan-2013	D. Mann-Tavegia -Mileage/Cheyenne, WY	259.74
23-Jan-2013	G. Reichardt - Mileage/Cheyenne, WY	77.70
23-Jan-2013	G. Reichardt -Mileage/Cheyenne, WY	77.70
23-Jan-2013	G. Reichardt -M&IE/Cheyenne, WY	104.00
23-Jan-2013	G. Reichardt -Lodging/Cheyenne, WY	169.40
23-Jan-2013	H. Hageman - M&IE/Cheyenne, WY	104.00
23-Jan-2013	H. Hageman - Mileage/Cheyenne, WY	115.44
23-Jan-2013	J. Micheli - M&IE/Cheyenne, WY	104.00
23-Jan-2013	J. Micheli - Mileage/Cheyenne, WY	366.30
23-Jan-2013	K. Coon - M&IE/Cheyenne, WY	104.00
23-Jan-2013	K. Coon - Mileage/Cheyenne, WY	155.40

23-Jan-2013	K. Coon - Lodging/Cheyenne, WY	169.40
23-Jan-2013	P. Gosar - Mileage/Cheyenne, WY	54.39
23-Jan-2013	P. Gosar - M&IE/Cheyenne, WY	104.00
23-Jan-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
23-Jan-2013	S. Ratliff -Lodging/Cheyenne, WY	84.70
23-Jan-2013	S. Ratliff -Mileage/Cheyenne, WY	299.70
28-Jan-2013	W. Wilcox - M&IE/Cheyenne, WY	104.00
28-Jan-2013	W. Wilcox - Lodging/Cheyenne, WY	154.00
28-Jan-2013	W. Wilcox - Mileage/Cheyenne, WY	197.58
30-Jan-2013	Nov 02 Flight Chey-Evanston-Casper-Chey (Reichardt, Gosar,Williams,Me	2,500.00
22-Feb-2013	B. Willson - M&IE/Cheyenne, WY	108.00
22-Feb-2013	B. Willson - Lodging/Cheyenne, WY	169.40
22-Feb-2013	B. Willson - Mileage/Cheyenne, WY	349.18
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	J. Micheli - M&IE/Cheyenne, WY	69.00
22-Feb-2013	J. Micheli -Lodging/Cheyenne, WY	79.20
22-Feb-2013	J. Micheli -Mileage/Cheyenne, WY	372.90
22-Feb-2013	K. Coon - M&IE/Cheyenne, WY	108.00
22-Feb-2013	K. Coon - Mileage/Cheyenne, WY	158.20
22-Feb-2013	K. Coon - Lodging/Cheyenne, WY	169.40
22-Feb-2013	P. Gosar - Mileage/Cheyenne, WY	55.37
22-Feb-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Ratliff - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Ratliff - Mileage/Cheyenne, WY	305.10
22-Feb-2013	S. Belish - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Belish - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Belish - Mileage/Cheyenne, WY	384.20
26-Feb-2013	S. Belish - M&IE/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	132.00
26-Feb-2013	S. Belish - Mileage/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	234.21
26-Feb-2013	S. Belish - Lodging/Ranchester-Douglas-Cheyenne, WY 01/07-10/13	265.52
11-Mar-13	H. Hageman - Mileage/Cheyenne, WY	117.52
26-Mar-13	B. Willson - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	B. Willson - Mileage/Casper-Rock Springs-Casper, WY	146.90
26-Mar-13	B. Willson - Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Coon - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	K. Coon -Mileage/Casper, WY	117.52
26-Mar-13	K. Coon -Mileage/Casper-Rock Springs-Casper, WY	117.52
26-Mar-13	K. Coon -Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Rathbun - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	K. Rathbun - Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Rathbun - Mileage/Casper-Rock Springs-Casper, WY	222.62
26-Mar-13	L. Millin - M&IE/Rock Springs, WY	115.50
26-Mar-13	L. Millin - Lodging/Rock Springs, WY	158.00
26-Mar-13	M. Williams - M&IE/Rock Springs, WY	115.50
26-Mar-13	M. Williams - Lodging/Rock Springs, WY	158.00
26-Mar-13	P. Gosar - M&IE/Rock Springs, WY	115.50
26-Mar-13	P. Gosar - Lodging/Rock Springs, WY	158.00
26-Mar-13	P. Gosar - Mileage/Rock Springs, WY	233.91
26-Mar-13	S. Ratliff - M&IE/Rock Springs, WY	115.50
26-Mar-13	S. Ratliff -Mileage/Casper, WY	135.60
26-Mar-13	S. Ratliff -Lodging/Rock Springs, WY	158.00
26-Mar-13	S. Ratliff -Mileage/Rock Springs, WY	160.46
26-Mar-13	S. Belish - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	S. Belish - Lodging/Casper-Rock Springs-Casper, WY	158.00

26-Mar-13	S. Belish - Mileage/Casper, WY	183.06
26-Mar-13	S. Belish - Mileage/Casper-Rock Springs-Casper, WY	183.06
26-Mar-13	W. Wilcox - M&IE/Rock Springs, WY	115.50
26-Mar-13	W. Wilcox - Lodging/Rock Springs, WY	158.00
2-Apr-13	C. Bailey - M&IE/Rock Springs, WY	115.50
2-Apr-13	C. Bailey - Lodging/Rock Springs, WY	158.00
2-Apr-13	J. Micheli - Mileage/Rock Springs, WY	80.23
2-Apr-13	J. Micheli - M&IE/Rock Springs, WY	115.50
2-Apr-13	J. Micheli - Lodging/Rock Springs, WY	158.00
10-Apr-13	Motor Pool - 206MV9571	623.00
22-May-13	C. Bailey - M&IE/Casper, WY	104.00
22-May-13	C. Bailey-Lodging/Casper, WY	300.24
22-May-13	J. Verley - M&IE/Casper, WY	69.00
22-May-13	J. Verley - Lodging/Casper, WY	96.12
28-May-13	B. Willson -Mileage/Casper, WY	146.90
28-May-13	B. Willson - M&IE/Casper, WY	327.00
28-May-13	G. Reichardt - M&IE/Casper, WY	123.17
28-May-13	G. Reichardt - M&IE/Casper, WY	327.00
28-May-13	K. Rathbun - M&IE/Casper, WY	222.61
28-May-13	K. Rathbun - M&IE/Casper, WY	327.00
28-May-13	S. Belish - M&IE/Casper, WY	54.50
28-May-13	S. Belish - Mileage/Casper, WY	183.06
28-May-13	S. Belish - Mileage/Casper, WY	183.06
28-May-13	S. Belish - M&IE/Casper, WY	436.00
4-Jun-13	M. Williams - M&IE/Casper, WY	104.00
4-Jun-13	M. Williams - Lodging/Casper, WY	332.64
10-Jun-13	206MV9571 - Motor Pool	141.00
14-Jun-13	B. Willson - M&IE/Cheyenne, WY	327.00
14-Jun-13	B. Willson - Mileage/Cheyenne, WY	349.17
14-Jun-13	G. Reichardt - Mileage/Cheyenne, WY	79.10
14-Jun-13	G. Reichardt - M&IE/Cheyenne, WY	436.00
14-Jun-13	J. Micheli - M&IE/Casper, WY	327.00
14-Jun-13	J. Micheli - M&IE/Cheyenne, WY	327.00
14-Jun-13	J. Micheli - Mileage/Casper, WY	337.87
14-Jun-13	J. Micheli - Mileage/Cheyenne, WY	372.90
14-Jun-13	K. Coon - M&IE/Casper, WY	54.50
14-Jun-13	K. Coon - Mileage/Casper, WY	117.54
14-Jun-13	K. Coon - Mileage/Casper, WY	117.54
14-Jun-13	K. Coon - Mileage/Cheyenne, WY	158.20
14-Jun-13	K. Coon - M&IE/Casper, WY	327.00
14-Jun-13	K. Coon - M&IE/Cheyenne, WY	545.00
14-Jun-13	K. Rathbun - Mileage/Cheyenne, WY	299.45
14-Jun-13	K. Rathbun - M&IE/Cheyenne, WY	545.00
14-Jun-13	S. Ratliff - Mileage/Cheyenne, WY	305.10
14-Jun-13	S. Ratliff - M&IE/Cheyenne, WY	545.00
14-Jun-13	S. Belish - Mileage/Cheyenne, WY	384.20
14-Jun-13	S. Belish - M&IE/Cheyenne, WY	654.00
24-Jun-13	P. Gosar - M&IE/Cheyenne, WY	54.50
24-Jun-13	P. Gosar - Mileage/Cheyenne, WY	55.37
24-Jun-13	P. Gosar - M&IE/Cheyenne, WY	109.00
24-Jun-13	P. Gosar - M&IE/Casper, WY	109.00
24-Jun-13	P. Gosar - Mileage/Casper, WY	167.24
24-Jun-13	P. Gosar - Mileage/Casper, WY	167.24
29-Jul-13	S. Ratliff - M&IE/Casper, WY	54.50
29-Jul-13	S. Ratliff - Mileage/Casper, WY	135.60

29-Jul-13	S. Ratliff - Mileage/Casper, WY	135.60
29-Jul-13	S. Ratliff - M&IE/Casper, WY	327.00
5-Aug-13	W. Wilcox - M&IE/Casper, WY	54.50
5-Aug-13	W. Wilcox - M&IE/Casper, WY	54.50
15-Aug-13	G. Reichardt - Mileage/Riverton, WY	258.77
15-Aug-13	G. Reichardt - M&IE/Riverton, WY	327.00
15-Aug-13	K. Coon - Mileage/Riverton, WY	253.12
15-Aug-13	K. Coon - M&IE/Riverton, WY	327.00
15-Aug-13	S. Belish - Mileage/Casper, WY	183.06
15-Aug-13	S. Belish - M&IE/Casper, WY	218.00
15-Aug-13	W. Wilcox - Mileage/Cheyenne, WY	201.14
15-Aug-13	W. Wilcox - M&IE/Cheyenne, WY	436.00
22-Aug-13	P. Fenton-Hughes - M&IE/Gillette, WY	69.00
22-Aug-13	P. Fenton-Hughes - Lodging/Gillette, WY	104.10
22-Aug-13	P. Fenton-Hughes - Mileage/Gillette, WY	307.36
27-Aug-13	P. Fenton-Hughes - M&IE/Cheyenne, WY	139.50
27-Aug-13	P. Fenton-Hughes - Mileage/Cheyenne, WY	153.68
27-Aug-13	P. Fenton-Hughes - Lodging/Cheyenne, WY	254.10
4-Sep-13	P. Gosar - Mileage/Riverton, WY	249.73
4-Sep-13	P. Gosar - M&IE/Riverton, WY	327.00
9-Sep-13	G. Reichardt - M&IE/Riverton, WY	109.00
9-Sep-13	G. Reichardt - Mileage/Riverton, WY	258.77
12-Sep-13	K. Coon - M&IE/Lander, WY	218.00
12-Sep-13	K. Coon - Mileage/Lander, WY	281.37
7-Oct-13	G. Reichardt - Mileage/Cheyenne, WY	79.10
7-Oct-13	G. Reichardt - Per Diem/Cheyenne, WY	109.00
7-Oct-13	G. Reichardt - Mileage/Cheyenne, WY	178.54
7-Oct-13	G. Reichardt - Per Diem/Cheyenne, WY	327.00
7-Oct-13	K. Coon - Mileage/Casper, WY	117.52
7-Oct-13	K. Coon - Per Diem/Casper, WY	327.00
7-Oct-13	S. Belish - Mileage/Cheyenne, WY	183.06
7-Oct-13	S. Belish - Per Diem/Cheyenne, WY	327.00
15-Oct-13	206MV9571 - Motor Pool	235.00
21-Oct-13	B. Willson - Per Diem/Cheyenne, WY	327.00
21-Oct-13	B. Willson - Mileage/Cheyenne, WY	349.17
21-Oct-13	G. Reichardt - Mileage/Cheyenne, WY	79.10
21-Oct-13	G. Reichardt - Per Diem/Cheyenne, WY	327.00
21-Oct-13	J. Micheli - Per Diem/Cheyenne	327.00
21-Oct-13	J. Micheli - Mileage/Cheyenne	372.90
21-Oct-13	K. Coon - Mileage/Cheyenne, WY	158.20
21-Oct-13	K. Coon - Per Diem/Cheyenne, WY	327.00
21-Oct-13	K. Rathbun - Mileage/Cheyenne, WY	299.45
21-Oct-13	K. Rathbun - Per Diem/Cheyenne, WY	327.00
21-Oct-13	S. Belish - Mileage/Cheyenne, WY	239.56
21-Oct-13	S. Belish - Per Diem/Cheyenne, WY	327.00
21-Oct-13	W. Wilcox - Mileage/Cheyenne, WY	201.14
21-Oct-13	W. Wilcox - Per Diem/Cheyenne, WY	327.00
28-Oct-13	K. Sessions - Per Diem/Cheyenne, WY	109.00
29-Nov-13	M. Williams - M&IE/Lander, WY	104.00

29-Nov-13	M. Williams - Lodging/Lander, WY	196.10
12-Dec-13	B. Willson - Mileage/Lander, WY	89.27
12-Dec-13	B Willson - M&IE/Lander, WY	327.00
12-Dec-13	G. Reichardt - Mileage/Lander, WY	287.02
12-Dec-13	G. Reichardt - M&IE/Lander, WY	327.00
12-Dec-13	J. Micheli - Mileage/Lander, WY	213.57
12-Dec-13	J. Micheli - M&IE/Lander, WY	327.00
12-Dec-13	K. Coon - Mileage/Lander, WY	281.37
12-Dec-13	K. Coon - M&IE/Lander, WY	327.00
12-Dec-13	S. Ratliff - Mileage/Lander, WY	28.25
12-Dec-13	S. Ratliff - M&IE/Lander, WY	327.00
12-Dec-13	S. Belish - M&IE/Cheyenne, WY	384.20
12-Dec-13	S. Belish - Mileage/Cheyenne, WY	436.00
21-Jan-14	K. Sessions - Mileage/Lander	307.36
21-Jan-14	K. Rathbun - Mileage/Lander	377.42
21-Jan-14	P. Gosar - Mileage/Lander	250.86
21-Jan-14	S. Ratliff - Mileage/Casper	135.60
10-Feb-14	K. Coon - Mileage/Cheyenne	158.20
18-Feb-14	G. Reichardt - Mileage/Cheyenne	78.40
18-Feb-14	J. Micheli - Mileage/Cheyenne	369.60
18-Feb-14	K. Coon - Mileage/Cheyenne	156.80
18-Feb-14	K. Rathbun - Mileage/Cheyenne	296.80
18-Feb-14	S. Ratliff - Mileage/Cheyenne	302.40
18-Feb-14	W. Wilcox - Mileage/Cheyenne	199.36
25-Feb-14	H. Hageman - Mileage/Cheyenne	117.52
25-Feb-14	H. Hageman - Mileage/Lander	309.62
25-Feb-14	P. Gosar - Mileage/Cheyenne	54.88
25-Feb-14	S. Belish - Mileage/Cheyenne	182.00
28-Feb-14	B. willson - Mileage/Cheyenne	346.08
21-Jan-14	K. Sessions - Per Diem/Lander	327.00
21-Jan-14	K. Rathbun - Per Diem/Lander	327.00
21-Jan-14	P. Gosar - Per Diem/Lander	327.00
21-Jan-14	S. Ratliff - Per Diem/Casper	109.00
10-Feb-14	L. Coon - Per Diem/Cheyenne	109.00
18-Feb-14	G. Reichardt - Per Diem/Cheyenne	327.00
18-Feb-14	J. Micheli - Per Diem/ Cheyenne	327.00
18-Feb-14	K. Coon - Per Diem/Cheyenne	327.00
18-Feb-14	K. Rathbun - Per Diem/Cheyenne	327.00
18-Feb-14	S. Ratliff - Per Diem/Cheyenne	327.00
18-Feb-14	W. Wilcox - Per Diem/Cheyenne	327.00
25-Feb-14	H. Hageman - Per Diem/Lander	327.00
25-Feb-14	H. Hageman - Per Diem/Cheyenne	436.00
25-Feb-14	P. Gosar - Per Diem/Cheyenne	218.00
25-Feb-14	S. Belish - Per Diem/Cheyenne	327.00
28-Feb-14	B. Willson - Per Diem/Cheyenne	327.00

TOTAL

68,239.03

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****State Board Out-of-State Travel Reimbursement (0222)**

DATE	DESCRIPTION	AMOUNT
9-Oct-12	New Horizons - Agent Fee-C. Bailey	30.00
9-Oct-12	New Horizons - Agent Fee-D. Mann-Tavegia	30.00
9-Oct-12	New Horizons - Agent Fee-B. Willson	30.00
9-Oct-12	United Airlines - C. Bailey	476.10
9-Oct-12	Delta Airlines - D. Mann-Tavegia	477.20
9-Oct-12	United Airlines - B. Willson	717.60
20-Nov-12	B. Willson - Other Transportation-Taxi/Cody, WY - Chicago, IL - Cody, WY	44.00
20-Nov-12	B. Willson - M&IE/Cody, WY - Chicago, IL - Cody, WY	123.50
20-Nov-12	C. Bailey - Miscellaneous-Baggage/Chicago, IL	50.00
20-Nov-12	C. Bailey - Other Transportation-Taxi/Chicago, IL	95.43
20-Nov-12	C. Bailey - M&IE/Chicago, IL	128.50
11-Mar-13	New Horizons - Agent Fee-S. Belish	30.00
11-Mar-13	United Airlines -	706.80
15-May-13	S. Belish - Misc. Baggage/Sheridan, WY-Washington, DC-Boston, MA	50.00
15-May-13	S. Belish - Taxi & Other Transportation	142.50
15-May-13	S. Belish - M&IE/Sheridan, WY-Washington, DC-Boston, MA	153.25
15-May-13	S. Belish - Lodging/Sheridan, WY-Washington, DC-Boston, MA	216.31

TOTAL**3,501.19**

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

State Board Out-of-State Travel Reimbursement (0227)

DATE	DESCRIPTION	AMOUNT
13-Nov-12	B. Willson - AGENT FEE	30.00
13-Nov-12	B. Willson - UNITED AIR	551.00

TOTAL	581.00
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Supplies-Safety-Security-Law Enforcement (0230.24)

DATE	DESCRIPTION	AMOUNT
23-Jul-2012	ID/Access Card - Paige Hughes (June 2012)	20.00
TOTAL		20.00

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Supplies-Office Supplies, Printing (0231)**

DATE	DESCRIPTION	AMOUNT
10-Jul-12	Office Depot-Office Supplies	16.12
10-Jul-12	Office Depot-Office Supplies	33.08
10-Jul-12	Office Depot-Office Supplies	40.54
10-Jul-12	Office Depot-Office Supplies	205.47
10-Aug-12	Office Depot-Office Supplies	13.10
10-Aug-12	Office Depot-Office Supplies	13.99
10-Aug-12	Indoff Inc-Business Cards-P. Fenton-Hughes	15.85
10-Aug-12	Office Depot-Office Supplies	30.30
10-Aug-12	Amazon-Office Supplies	46.94
11-Sep-12	Office Depot-Office Supplies	1.89
11-Sep-12	Office Depot-Office Supplies	6.09
11-Sep-12	Office Depot-Office Supplies	14.15
9-Oct-12	Office Depot-Office Supplies	11.69
9-Oct-12	WY Trophy & Engraving-Name Tags/Desk Plates	36.11
9-Oct-12	Office Depot-Office Supplies	42.70
9-Oct-12	WY Trophy & Engraving-NotePads-SBoE	594.74
11-Oct-12	Buy.Com-iPad Case-SBoE	51.20
12-Oct-12	Little Ol'Printshop-SpiralBinding of LawBooks-SBoE	97.50
13-Nov-12	Amazon-Office Supplies	2.45
13-Nov-12	Office Depot-Office Supplies	5.03
13-Nov-12	Office Depot-Office Supplies	13.38
13-Nov-12	Office Max-Office Supplies	185.52
13-Nov-12	FEDEX OFFICE	1,173.82
14-Nov-12	Little Ol'Printshop-SpiralBinding of LawBooks-SBoE	6.48
5-Dec-12	Office Max-Refund of Sales Tax Charged in Error	-8.83
14-Jan-13	Office Depot-Office Supplies	15.19
14-Jan-13	Office Depot-Office Supplies	22.22
23-Jan-13	G. Reichardt, D. Mann-Tavegia	186.00
11-Feb-13	Office Depot-Office Supplies	9.49
2-Apr-13	Inv.#119520	34.30
8-Apr-13	Amazon-Office Supplies	27.30
8-Apr-13	Office Depot-Office Supplies	27.35
10-Jun-13	Wal-Mart-Office Supplies	15.91
12-Jul-13	Wal-Mart-Office Supplies	20.75
12-Jul-13	Office Depot-Office Supplies	51.96
4-Sep-13	Office Depot-Office Supplies	7.59
4-Sep-13	Office Depot-Office Supplies	20.74
9-Sep-13	Printing-Name Tag & Desk Plate/K. Session	29.10
8-Oct-13	Office Depot-Office Supplies	9.99
8-Oct-13	Office Depot-Office Supplies	15.29
8-Oct-13	Pioneer Printing - Spiral Binding for WDE Law Books	80.00
13-Nov-13	Wal-Mart-Office Supplies	6.37
13-Nov-13	FEDEX Office - Commercial Printing for State Board	1,659.00
14-Jan-14	Office Depot-Office Supplies	4.49
14-Jan-14	Office Depot-Office Supplies	5.99
14-Jan-14	Office Depot-Office Supplies	69.14

5-Feb-14	Wal-Mart-Office Supplies	16.47
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TOTAL	4,983.95
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Food&Food Service (0234)

DATE	DESCRIPTION	AMOUNT
13-Nov-12	Wal-Mart-Food for SBoE Mtg	41.96
11-Feb-13	Wal-Mart - Food Supplies for SBoE	6.21
11-Feb-13	Wal-Mart-Food for SBoE Mtg	59.23
10-Jun-13	Wal-Mart-Food for SBoE Mtg	52.93
12-Jul-13	Wal-Mart - Food Supplies for SBoE	2.92
12-Jul-13	Wal-Mart-Food for SBoE Mtg	48.56
8-Oct-13	Wal-Mart-Food for SBoE Mtg	30.10
8-Oct-13	Wal-Mart-Food for SBoE Mtg	109.04
13-Nov-13	Wal-Mart - Food Supplies for SBoE	6.15
13-Nov-13	Safeway - Food (Water) for SBoE Mtg	8.37
13-Nov-13	Wal-Mart - Food for SBE Meeting	72.72
5-Feb-14	Wal-Mart - Food for SBE Meeting	58.24
<hr/>		
TOTAL		496.43

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Supplies-Educational & Recreational (0236)

DATE	DESCRIPTION	AMOUNT
09-May-13	Amazon Mktplace Pmts - Book	12.25

TOTAL	12.25
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Intangible Assets (0240)

DATE	DESCRIPTION	AMOUNT
16-Jul-12	Apple iTunes Store-Air Sharing Apps.-13	64.87
16-Jul-12	Apple iTunes Store-Quickoffice Pro Apps-13	129.87
12-Sep-12	Apple iTunes Store-Scanner Pro App. For iPad	6.99
12-Sep-12	Apple iTunes Store-PFD-Notes App. For iPad-(12)-SBoE	59.88

TOTAL	261.61
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WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Office, Warehouse, Institutional & Household Equipment & Furnishings (0241)

DATE	DESCRIPTION	AMOUNT
14-Aug-12	TechSmith Corporation-Camtasia Software-K. Lewis	179.00
TOTAL		179.00

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Data Processing & Computer Equipment (0242)

DATE	DESCRIPTION	AMOUNT
14-Aug-12	Amazon-Apple Power Adapter	23.64
11-Oct-12	Buy.Com-Apple iPadReplacement Glass-SBoE	44.18
11-Oct-12	Amazon.Com-Mobile Scanner	195.73
14-Jan-13	Wal-Mart-iPad-S. Ratliff	399.00

TOTAL	662.55
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Education, Recreational & Technical Equipment (0246)

DATE	DESCRIPTION	AMOUNT
TOTAL		0.00

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Room & Building Rental (0251.04)

DATE	DESCRIPTION	AMOUNT
10-Jul-12	Holiday Inn-Mtg Room Rental	240.00
2-Apr-13	Meeting Room Rental-State Board of Education New Member Orientation	100.00
23-Jan-14	Meeting Room Rental-SBoE Mtg-Lander	300.00
TOTAL		640.00

2-Apr-13	Meeting Room f	100.00
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WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
Equipment Rental (0252)

DATE	DESCRIPTION	AMOUNT
<hr/>		
<hr/>		
TOTAL		
<hr/> <hr/>		

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Awards & Prizes (0257.01 Monetary/Taxable 0257.02 Non Monetary/Not Taxable)

<u>DATE</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
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<hr/>		
TOTAL		0.00
<hr/>		

Awards & Prizes (0271)

[illegible]

PLEASE ONLY USE 0257 FOR AWARDS

WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Biennium Budget

Maintenance Agreements (0292)

DATE	DESCRIPTION	AMOUNT
29-Mar-13	SBoE Yearly E-Mail Account Billing: 3/11	1,000.00
22-Oct-13	SBoE Yearly E-Mail Account Billing: 23 July 2013 - 22 July 2014	100.00
TOTAL		1,100.00

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY13 Biennium Budget
A&I Telecommunications (0420 series)

DATE	DESCRIPTION	AMOUNT
18-Aug-12	Telecommunications	630.52
26-Sep-12	Telecommunications	237.05
1-Nov-12	Telecommunications	135.43
23-Nov-12	Telecommunications	676.53
4-Dec-12	Telecommunications	-135.43
21-Dec-12	Telecommunications	146.63
24-Jan-13	Telecommunications	417.49
26-Feb-13	Telecommunications	282.06
26-Apr-13	Telecommunications	265.86
30-Apr-13	Telecommunications	279.86
21-May-13	Telecommunications	191.51
19-Jun-13	Telecommunications	225.05
17-Jul-13	Telecommunications	225.05
20-Aug-13	Telecommunications	225.05
25-Sep-13	Telecommunications	225.05
22-Oct-13	Telecommunications	225.05
21-Nov-13	Telecommunications	225.05
27-Feb-14	Telecommunications	512.87
<hr/> TOTAL		4,990.68

needs report today I am manually adding.

WYOMING DEPARTMENT OF EDUCATION**State Board of Education****FY13 Biennium Budget****Contract Services (0901)**

DATE	DESCRIPTION	AMOUNT
12-Jul-12	Catering for SBoE Mtg Apr 25-27, 2012	626.00
16-Aug-12	Catering for SBoE Mtg-Gillette Apr 2, 2012	215.00
28-Aug-12	Deposit for SBoE Mtg-SnowKingResortInc-September 25-29, 2012	339.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	157.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	177.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 11 ProStart	122.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 12 ProStart	152.00
3-Jan-13	Catering for SBoE Mtg Sep 25-27, SnowKingResortInc	2,945.00
3-Jan-13	Lodging for SBoE Mtg Sep 25-27, SnowKingResortInc	2,991.13
2-Apr-13	Catering Services for State Board of Ed. Meeting-3/11-12/13	382.50
7-May-13	Contract Svcs-P. Fenton-Hughes 27 Feb-31 Mar	2,191.14
28-May-13	Contract Svcs-P. Fenton-Hughes Apr	862.47
28-May-13	Contract Svcs & Travel-Ray&Associates 3 Apr-15 May	20,000.00
10-Jun-13	Catering for SBoE Meeting-Gegis LLC Casper-5/8-9/13	1,025.00
20-Jun-13	Incidental Costs-Ray&Associates June	1,230.57
20-Jun-13	Candidate Expenses-Ray&Associates June	10,000.00
28-Jun-13	Contract Svcs-P. Fenton-Hughes May	1,748.25
8-Jul-13	Catering Svcs-Afton M Hall 29 May- 1 Jun	2,000.00
22-Jul-13	Contract Svcs-P. Fenton-Hughes Jun	1,398.60
19-Aug-13	Contract Svcs-P. Fenton-Hughes Jul	979.02
19-Aug-13	Incidental Costs-Ray&Associates Aug	379.24
22-Aug-13	Incidental Costs-Ray&Associates 30 May - 1 Jun	940.58
3-Oct-13	Incidental Costs-Ray&Associates July	815.54
3-Oct-13	Incidental Costs-Ray&Associates July	1,449.61
3-Oct-13	Candidate Expenses-Ray&Associates May - June	1,465.76
3-Oct-13	Candidate Expenses-Ray&Associates May - June	1,694.72
7-Oct-13	Contract Svcs-P. Fenton-Hughes Aug	93.24
23-Oct-13	Catering for SBoE Meeting; Oct 7-8,2013	960.00
31-Oct-13	Contract Svcs-P. Fenton-Hughes Sep	279.72
20-Nov-13	Contract Svcs-P. Fenton-Hughes Oct	699.30
19-Dec-13	Contract Svcs-P. Fenton-Hughes Nov	139.86
21-Jan-14	Services-Take Minutes for SBE Meeting & Afternoon School T	400.00
23-Jan-14	Catering for SBoE Meeting/Lander Nov 3-5, 2013	1,192.98
25-Feb-14	Catering for SBoE Meeting/Cheyenne Jan 23-24, 2014	975.00

TOTAL	61,027.23
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2-Apr-13	Catering Service	382.50
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not coming across BMS ?

WDE SF57
13 6109 009
Balance as of February 28, 2014

Transaction Date	Budget #	Appropriation	Fiscal Year	Agency	Transactions
					<u>Encumbrances</u>
4/30/2013	6109	009	2011	005	Derek Christian Briggs
10/18/2013	6109	009	2013	206	Alpine Testing Soluntions
					<u>Expenses</u>
07/30/12	6109	009	2013	005	Rebecca Glasgow - July salary
08/22/12	6109	009	2013	005	Rebecca Glasgow - Workers Comp
08/28/12	6109	009	2013	005	Rebecca Glasgow - Aug salary
09/17/12	6109	009	2013	005	Catering - Afton Hall
09/20/12	6109	009	2011	005	B Dominique - 6/16-30/12
09/20/12	6109	009	2011	005	B Dominique 7/1-8/31/12
09/24/12	6109	009	2013	005	Rebecca Glasgow - Aug salary
09/25/12	6109	009	2013	005	Rebecca Glasgow - Workers Comp
10/15/12	6109	009	2013	005	Rebecca Glasgow - Travel (Casper)
10/18/12	6109	009	2013	005	Rebecca Glasgow - Workers Comp
10/24/12	6109	009	2013	005	First Street Bakers - Catering
11/15/12	6109	009	2013	005	Lona Tracy - Travel
11/15/12	6109	009	2013	005	Andrea Gilbert - Travel
11/15/12	6109	009	2013	005	Jill Bramlet - Travel
11/20/12	6109	009	2013	005	UW - Meeting Room Rental
11/27/12	6109	009	2013	005	Glen Kirkbride - Travel
12/21/12	6109	009	2013	005	Alpine Testing Solutions
12/21/12	6109	009	2013	005	Michael Beck
01/31/13	6109	009	2013	005	Afton Hall - Catering
02/19/13	6109	009	2013	005	Afton Hall - Catering
06/10/13	6109	009	2013	206	Fed Ex - Copying
7/12/13	6109	009	2013	206	Teleconference Charges
7/12/13	6109	009	2013	206	Fed Ex - Shipping Charges
7/25/13	6109	009	2013	206	U.W. Meeting Space Rental
7/25/13	6109	009	2013	206	Gegis LLC
7/31/13	6109	009	2013	206	Michael Flicek Projects LLC
8/16/13	6109	009	2013	206	Teleconference Charges
8/6/13	6109	009	2013	206	Fed Ex - Shipping Charges
8/15/13	6109	009	2013	206	Michael Flicek Projects LLC
8/22/13	6109	009	2011	206	B Dominique
9/5/13	6109	009	2013	206	Matthew Bender & Co
9/30/13	6109	009	2013	206	Gegis LLC
10/3/13	6109	009	2013	206	Karen Werth - Travel
10/3/13	6109	009	2013	206	Leona Wunnenberg - Travel
10/3/13	6109	009	2013	206	Ken Griffith - Travel
10/3/13	6109	009	2013	206	Jill Bramlet - Travel
10/9/13	6109	009	2013	206	Move expense to Statewide Acct Phase 1
10/14/13	6109	009	2013	206	Bailey Anthony - Travel
10/14/13	6109	009	2011	206	Derek Christian Briggs
10/23/13	6109	009	2013	206	Lona Tracy - Travel
11/5/13	6109	009	2013	206	Alpine Testing Solutions
11/13/13	6109	009	2013	206	UW Conference Room Rental
12/12/13	6109	009	2013	206	Michael Beck

Transaction Amount		
	250,000.00	
9,000.00		
24,400.00		
33,400.00		
6,263.78		
101.24		
6,263.79		
540.00		
3,125.00		
10,000.00		
6,263.79		
101.24		
392.48		
101.24		
1,219.75		
249.48		
285.32		
402.31		
150.00		
368.34		
48,399.99		
35,850.00		
1,325.00		
250.00		
446.52		
257.47		
52.40		
100.00		
525.00		
2,431.42		
112.71		
6.40		
14,280.71		
11,875.00		
486.40		
1,500.00		
510.08		
695.40		
499.91		
386.49		
(16,712.13)		
374.48		
6,000.00		
559.80		
24,400.00		
180.00		
37,350.00		
207,970.81	8,629.19	Balance

WDE SF57
 13 6109 009
 Balances as of February 28, 2014

Object Code	Appropriated	Encumbrance	Expenses	Balance
900	40,000.00	9,000.00	31,000.00	0.00 FY11 Budget
100	19,095.08	0.00	19,095.08	0.00
200	10,399.48	0.00	6,515.99	3,883.49
900	180,505.44	24,400.00	151,359.74	4,745.70
Totals	210,000.00	24,400.00	176,970.81	8,629.19

SBE SF57

13 6110 009

Balance as of February 28, 2014

Transaction Date	Budget #	Appropriation	Fiscal Year	Agency	Transaction
07/30/12	6110	009	2013	005	Paige Hughes - July salary
08/22/12	6110	009	2013	005	Paige Hughes - Workers Comp
8/28/12	6110	009	2013	005	Paige Hughes - Aug salary
9/13/12	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
9/24/12	6110	009	2013	005	Paige Hughes - Sept salary
9/25/12	6110	009	2013	005	Paige Hughes - Workers Comp
10/18/12	6110	009	2013	005	Paige Hughes - Workers Comp
10/26/12	6110	009	2013	005	Paige Hughes - Oct salary
11/15/12	6110	009	2013	005	Paige Hughes - Travel
11/27/12	6110	009	2013	005	Paige Hughes - Nov salary
11/28/12	6110	009	2013	005	Paige Hughes - Workers Comp
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Casper
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Casper
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Casper
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Evanston
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Wheatland
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Laramie
12/4/12	6110	009	2013	005	Paige Hughes - Travel to Casper
12/20/12	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
12/20/12	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
12/21/12	6110	009	2013	005	Paige Hughes - June salary
12/26/12	6110	009	2013	005	Paige Hughes - December salary
1/3/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
1/3/13	6110	009	2013	005	Dec Workers Comp
1/28/13	6110	009	2013	005	Paige Hughes - Jan salary
2/7/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
2/7/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
2/21/13	6110	009	2013	005	Jan Workers Comp
2/22/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
2/22/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
2/22/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
2/22/13	6110	009	2013	005	Paige Hughes - Travel to Cheyenne
2/25/13	6110	009	2013	005	Paige Hughes - Feb Salary
3/27/13	6110	009	2013	005	Paige Hughes - March Salary
4/8/13	6110	009	2013	206	Feb Workers Comp
4/17/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
4/17/13	6110	009	2013	206	Paige Hughes - Travel to Casper
4/24/13	6110	009	2013	206	March Workers Comp
4/25/13	6110	009	2013	206	Paige Hughes - April Salary
5/28/13	6110	009	2013	206	Paige Hughes - May Salary
5/30/13	6110	009	2013	206	April Workers Comp
6/21/13	6110	009	2013	206	May Workers Comp
6/24/13	6110	009	2013	206	Paige Hughes - June Salary
7/26/13	6110	009	2013	206	Paige Hughes - July Salary
7/26/13	6110	009	2013	206	June Workers Comp
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Rock Springs
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Casper
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Casper
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Casper
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Casper
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Casper
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Riverton/Lander

8/22/13	6110	009	2013	206	Paige Hughes - Travel to Riverton
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Casper
8/22/13	6110	009	2013	206	Paige Hughes - Travel to Saratoga
8/27/13	6110	009	2013	206	Paige Hughes - Aug Salary
8/27/13	6110	009	2013	206	July Workers Comp
9/23/13	6110	009	2013	206	Paige Hughes - Sept salary
9/27/13	6110	009	2013	206	August Workers Comp
9/30/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
9/30/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
10/24/13	6110	009	2013	206	Sept Workers Comp
10/31/13	6110	009	2013	206	Paige Hughes - Oct salary
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Newcastle
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Rock Springs
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Riverton
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Gillette
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
11/14/13	6110	009	2013	206	Paige Hughes - Travel to Casper
11/18/13	6110	009	2013	206	Paige Hughes - Travel to Cheyenne
11/25/13	6110	009	2013	206	Paige Hughes - Nov Salary
11/25/13	6110	009	2013	206	October Workers Comp
12/12/13	6110	009	2013	206	November Workers Comp
12/23/13	6110	009	2013	206	Paige Hughes - Dec salary
1/24/14	6110	009	2013	206	December Workers Comp
1/29/14	6110	009	2013	206	Paige Hughes - Jan salary
24-Feb-14	6110	009	2013	206	Paige Hughes - Feb salary
25-Feb-14	6110	009	2013	206	January Workers Comp
25-Feb-14	6110	009	2013	206	Paige Hughes -Dec, M&IE/Cheyenne
25-Feb-14	6110	009	2013	206	Paige Hughes - Dec, M&IE/Casper
25-Feb-14	6110	009	2013	206	Paige Hughes - Dec, Lodging/Casper
25-Feb-14	6110	009	2013	206	Paige Hughes - Dec, Lodging/Cheyenne
25-Feb-14	6110	009	2013	206	Paige Hughes - Jan, M&IE/Cheyenne
25-Feb-14	6110	009	2013	206	Paige Hughes - Dec, Mileage/Casper
25-Feb-14	6110	009	2013	206	Paige Hughes - Jan, Lodging/Cheyenne
25-Feb-14	6110	009	2013	206	Paige Hughes - Jan, Mileage/Cheyenne
25-Feb-14	6110	009	2013	206	Paige Hughes - Dec, Mileage/Cheyenne
28-Feb-14	6110	009	2013	206	Paige Hughes - Jan, Mileage/Casper
28-Feb-14	6110	009	2013	206	Paige Hughes - Feb, M&IE/Cheyenne
28-Feb-14	6110	009	2013	206	Paige Hughes - Feb, Mileage/Cheyenne
28-Feb-14	6110	009	2013	206	Paige Hughes - Feb, Lodging/Cheyenne

Transaction
Amount

250,000.00

8,396.70

135.72

8,396.70

672.84

8,396.70

135.72

135.72

8,396.70

2,419.99

8,396.70

135.72

535.43

424.27

429.95

496.86

281.94

246.42

160.95

464.12

596.32

5,997.65 Moved per Sue Belish

8,396.70

728.52

271.44

8,396.70

1,201.75

780.92

135.72

733.79

750.51

885.12

743.51

8,396.70

8,396.70

135.72

307.36

163.85

135.72

8,396.70

8,396.70

135.72

135.72

8,396.70

8,396.70

135.72

239.50

461.06

623.61

316.01

434.17

403.58

307.36

163.85

163.85

56.50

28.25		
163.85		
260.45		
8,396.70		
146.64		
8,396.70		
146.64		
461.06		
722.46		
135.72		
8,396.70		
631.06		
185.32		
28.26		
457.36		
307.36		
307.36		
607.16		
718.37		
879.56		
8,396.70		
135.72		
135.72		
8,396.70		
135.72		
8,396.70		
8,396.70		
124.03		
69.00		
69.00		
83.16		
91.30		
104.00		
163.85		
241.98		
304.64		
307.36		
162.40		
207.00		
304.64		
424.58		
201,005.18	48,994.82	Balance

SBE SF57
13 6110 009

Balances as of February 28, 2014

Object Code	Appropriated	Expenses	Balance
100	202,412.66	176,520.48	25,892.18
200	22,000.00	24,484.70	-2,484.70
900	25,587.34	0.00	25,587.34
Totals	250,000.00	201,005.18	48,994.82



WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

RON MICHELI
Chair, Fort Bridger

SCOTTY RATLIFF
Vice Chair, Riverton

PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

KATHY COON
Lusk

RICHARD CRANDALL
WDE Director

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE OAKS
Executive Assistant

March 14, 2014

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board update

Let me give you a little legislative update. I sent this information out as it was happening, but this is a recap.

Committee bills that passed:

HB02-Bonded indebtedness mill levy supplement: Housekeeping bill.

HB03-Alternative schools: Lifts the moratorium on alternative schools, outlines requirements for proposing a new alternative school including an evaluation of the district's at-risk programs and an individual learning plan for each student. The bill also requires ongoing program monitoring and the annual reporting of student achievement within the school. Only after successfully operating for two years can an alternative school be included in the district's facilities' plan.

HB05-Education-required school bus video equipment: By 2015-2016, all buses, including activity buses, must be equipped with external video equipment. Up to 5 million dollars is appropriated from the school foundation account to help districts meet the mandate. The internal cameras were made optional.

SF02-Jason Flatt Act: Requires districts to provide eight hours of suicide prevention training to each teacher and administrator every four years. Each new teacher or administrator, if she or he has not had the training before, must have two hours of training within the first year of employment. The bill directs the director of the department to approve suitable materials.

SF04-School finance-local resources: Because we do not want offering dual and concurrent enrollment to be disincentivized, this bill ensures that fees garnered by districts by offering such courses will not reduce the amount of the district's foundation guarantee.

SF05-Teachers-national certification pay incentive: Extends benefits to instructional facilitators, certified tutors, librarians and counselors.

SF13-Hathaway scholarship program-enrollment expansion: This bill basically allows students to take a summer school course or take a course during an inter-term, use Hathaway dollars, but not count that time period as an entire semester thereby reducing the number of available semesters to use the scholarship (8).

SF32-Education-professional development and training: Limits professional development days during a school year to before and after school starts and ends.

SF79-Education-student data security: Mandates the WDE work with the director of ETS to come up with a plan to safeguard student data. It also prohibits the sale

of student data. Requires WDE to report all data collections and include recommendations to eliminate data collections if possible.

Committee bills that did not pass:

HB26-Early childhood education programs. The bill passed committee but did not pass on the House floor. Early childhood will once again be an interim topic.

HB28-State education accountability and assessment. The bill was introduced, but not heard in committee. At this point, the board is still obligated (from prior legislation) to prepare for and hold a PJP this fall. We also need to complete our definition of a Wyoming graduate. Because this bill died, there will be no clear guidance given to districts about their assessment systems. The WDE will send a memo to districts letting them know they must assess, using multiple measures, all the state standards at the appropriate grade levels. Districts also must still determine individual student proficiencies. The WDE will offer assistance to districts if they need it.

SF12-State education program: This bill simply made it clear that the state board cannot commit the state to any federal oversight of educational programming. It was amended in committee on the Senate side but did not survive a conference committee.

Additional bills that passed:

HB104-Consent to release student information. Written parental consent for a student to withdraw from school will include a section that can allow information to be shared with the Wyoming Youth Challenge Program.

SF55-Increases the Hathaway scholarship amounts. The House wanted a 10% increase, but the Senate would only agree to a 5% increase.

SF91-Digital information privacy task force. Creates a task force of legislators and gubernatorial appointees to study issues related to data privacy and to hold public hearings around the state. The task force must make a recommendation to the legislature by October 1.

SF92-Allows the director of the Wyoming Community College Commission to be an ex officio member of the state board and the UW board of trustees.

There were also other bills such dealing with outright repeal of the math and language arts standards, permitting school boards to allow certain people to carry guns in schools, electing some of the state board members, guaranteeing student religious freedom in schools, and having legislative review of the content and performance standards. These bills either weren't introduced, didn't make it out of committee, or weren't heard on the floor.

Interim topics:

Priority #: 1 Review Organizational Structure of Education Administration.

The Committee will study and present to the Management Council recommendations for a legislative response to issues arising from litigation involving 2013 SF0104, including any recommendation regarding the need for a special session. The Committee shall provide in its rules that any recommendation under this topic shall require a majority vote of both the Senate members and the House members of the Committee. The Committee shall provide to the Management Council alternative draft bills including a bill implementing state education duties prior to enactment of 2013 SF 0104. The Committee's goal shall be to provide the alternatives prior to April 30, 2014. [Study added by Management Council]

Priority #: 2 Review of duties and processes of the State Board of Education.

The Committee will review and study the duties delegated to and process of the State Board of Education, including graduation requirements, state and district assessment systems, standard setting and the possible inclusion of financial literacy in the state standards.

Priority #: 3 Post-secondary education.

The Committee will receive reports from the University of Wyoming and the Wyoming Community Colleges as required by 2014 Wyo. Sess. Laws, House Enrolled Act 0041, Section 067. Related to this work, the Committee will study college remediation rates, the transfer of credits from community colleges to the University, the possibility of tuition reduction for high school graduates from neighboring states in attending the University, University and community college enrollment growth and the estimated cost for reconstruction of the dorm facilities on the campus of the University. [Modified by Management Council]

Priority #: 4 School safety and security.

The Committee will continue to study school safety and security. Related to this work, the Committee will receive reports required by 2014 Wyo. Sess. Laws, House Enrolled Act 0041, Section 336 on crisis management plans. The study will include consideration of school facilities implications and may require a joint meeting with the Select Committee on School Facilities.

Priority #: 5 Education data security.

The Committee will receive reports on education data and implementation of security measures surrounding the collection, access and dissemination of education information and data from the Department of Education and the Department of Enterprise Technology Services.

Priority #: 6 early childhood education.

The Committee will receive reports required by 2014 Wyo. Sess. Laws, House Enrolled Act 0041, Section 335 related to early childhood and the grant program to be administered by the Department of Family Services.

Priority #: 7 Energy literacy in the classroom.

The Committee will receive reports regarding implementation of energy literacy in classrooms in accordance with report recommendations as received by the Committee in December of 2013.

Budget:

The state board's increased budget (to allow for such items as your per diem and additional duties/meetings) along with \$250,000 for a special projects coordinator was approved along with a \$200,000 appropriation for the continuation of accountability work. That budget footnote was added after HB28 was not heard in committee.

As part of the budget, an amendment was added dealing with the board's consideration and adoption of the Next Generation Science Standards. Here is the language:

In carrying out W.S. 21-2-304(c) by reviewing the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under W.S. 21-2-304(a)(iii), neither the state board of education nor the department shall expend any amount appropriated under this section for any review or adoption of the next generation science standards as developed by

the national science teachers association, the American association for the advancement of science, the national research council, and "Achieve". This footnote is effective immediately.

Mackenzie will review the implications of this amendment with all of you during our meeting, so I won't write any more about it here. But after Mackenzie advises the board, we will need to have a discussion about how we intend to move forward. I feel confident it is possible for us to move forward in a positive fashion while working with the legislature on the interim topic to refine processes. I know we can all work together to make certain the interests of Wyoming students are served.

I look forward to talking with you all soon.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Kindergarten Proposed standards are broken out for grades K-5.		Kindergarten Grade band of current standards is K-4.
K-LS1. Use observations to describe patterns of what plants and animals (including humans) need to survive.		SC4.1.3 <u>Organisms and Their Environments</u> : Students show connections between living things, their basic needs, and the environments.
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Kindergarten		Kindergarten
K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.		SC4.1.10 Students demonstrate that pushing and pulling can change the position and motion of objects.
K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*	2 –Proposed standard requires design and analyzing	SC4.2.1 Students research answers to science questions and present findings through appropriate means. SC4.1.10 Students demonstrate that pushing and pulling can change the position and motion of objects.
K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface.	1 –The proposed standard specifically deals with sunlight	SC4.1.5 Students describe observable objects in the sky and their patterns of movement.
K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*	1-The proposed standard has greater specificity	SC4.2.1 Students research answers to science questions and present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
Kindergarten Proposed standards are broken out for grades K-5.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Kindergarten Grade band of current standards is K-4.
K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.	3- Similar in intent and purpose	SC4.1.6 <u>Changes in Earth and Sky</u> : Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	2- Proposed standard requires argument from evidence	SC4.2.1 Students research answers to science questions and present findings through appropriate means.
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	1-Proposed standard requires model development	<u>Changes in Earth and Sky</u> : Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*	2-Proposed standard requires evaluation not just description	SC4.1.6 <u>Changes in Earth and Sky</u> : Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*	1-Proposed standard requires human impact	SC4.2.1 Students research answers to science questions and present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Grade 1 Proposed standards are broken out for grades K-5.		Grade 1 Grade band of current standards is K-4.
1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*	1-Proposed standard requires design and problem solving	SC4.1.1 <u>Characteristics of Organisms</u> : Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.
1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	1-Proposed standard requires evaluation to evaluate patterns	SC4.1.2 <u>Life Cycles of Organisms</u> : Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.
1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	2-Proposed standard requires evidence	<u>Life Cycles of Organisms</u> : Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Grade 1		Grade 1
1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	1-Proposed standard requires evidence for support	SC4.1.9 <u>Physical Phenomena</u> : Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.	1--Proposed standard requires evidence for support	SC4.1.9 <u>Physical Phenomena</u> : Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	1-Proposed standard requires specificity regarding a beam of light	SC4.1.9 <u>Physical Phenomena</u> : Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*	0- New benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Grade 1 Proposed standards are broken out for grades K-5.		Grade 1 Grade band of current standards is K-4.
1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.	3-Standards are essentially the same	SC4.1.5 <u>Objects in the Sky</u> : Students describe observable objects in the sky and their <u>p</u> atterns of movement.
1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	1-Proposed standard requires observations specific to daylight	SC4.1.5 <u>Objects in the Sky</u> : Students describe observable objects in the sky and their <u>p</u> atterns of movement

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Grade 2 Proposed standards are broken out for grades K-5.		Grade 2 Grade band of current standards is K-4.
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	1-Proposed standard requires specific outcomes for plants	SC4.2.2 Students use the inquiry process to conduct simple scientific investigations. <ul style="list-style-type: none"> • Collect and organize data. • Use data to construct simple graphs, charts, diagrams, and/or models. • Draw conclusions and accurately communicate results, making connections to daily life. • Pose or identify questions and make predictions. Conduct investigations to answer questions and check predictions.
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*	0- New benchmark	No current applicable standard
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	2- Proposed standards require comparisons	SC4.1.1 <u>Characteristics of Organisms</u> : Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science		Physical Science
Grade 2 Proposed standards are broken out for grades K-5.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Grade 2 Grade band of current standards is K-4.
2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	3- Standards are essentially the same	SC4.1.7 <u>Properties of Objects</u> : Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.
2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*	0- New benchmark	No current applicable standard
2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	1-Proposed standard requires evidence and greater specificity	SC4.2.1 Students research answers to science questions and present findings through appropriate means
2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	2-Proposed standard requires argument from evidence	SC4.1.8 Students demonstrate that the processes of heating and cooling can change matter from one state to another.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Grade 2 Proposed standards are broken out for grades K-5.		Grade 2 Grade band of current standards is K-4.
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	3- very close when utilizing two standards	SC4.1.6 <u>Changes in Earth and Sky</u> : Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather. SC4.2.1 Students research answers to science questions and present findings through appropriate means.
2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*	2-Proposed standard requires multiple solutions	SC4.1.6 <u>Changes in Earth and Sky</u> : Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	0- New benchmark	No current applicable standard
2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	0- New benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Engineering Design	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Science Standards
Grade K-2 Proposed standards are broken out for grades K-5.		Grade K-2 Grade band of current standards is K-4.
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	3-Proposed standard requires development of a new product but standards are similar in intent	SC4.2.2 Students use the inquiry process to conduct simple scientific investigations. <ul style="list-style-type: none"> • Collect and organize data. • Use data to construct simple graphs, charts, diagrams, and/or models. • Draw conclusions and accurately communicate results, making connections to daily life. • Pose or identify questions and make predictions. Conduct investigations to answer questions and check predictions.
K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	0- New benchmark	No current applicable standard
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	1-Proposed standards requires analysis and comparison	SC4.2.2 Students use the inquiry process to conduct simple scientific investigations. <ul style="list-style-type: none"> • Collect and organize data. • Use data to construct simple graphs, charts, diagrams, and/or models. • Draw conclusions and accurately communicate results, making connections to daily life. • Pose or identify questions and make predictions. Conduct investigations to answer questions and check predictions.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Grade 3 Proposed standards are broken out for grades K-5.		Grade 3 Grade band of current standards is K-4.
3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	2-Proposed standard requires model development of models	SC4.1.2 Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.
3-LS2-1. Construct an argument that some animals form groups that help members survive.	1--Proposed standard requires argument from evidence	SC4.1.3 Students show connections between living things, their basic needs, and the environments
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	1--Proposed standard requires analysis and interpretation	SC4.1.2 Students sequence life cycles of living things, and recognize that plants and animals resemble their parents.
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	2-The proposed standard requires evidence	SC4.1.3 Students show connections between living things, their basic needs, and the environments.
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	0- New benchmark	No current applicable standard
3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	2- The proposed standard requires evidence and explanation	SC4.1.1 Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	0- New benchmark	No current applicable standard
3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*	1-Proposed standard requires claims and solutions	SC4.1. Students show connections between living things, their basic needs, and the environments.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Grade 3 Proposed standards are broken out for grades K-5.		Grade 3 Grade band of current standards is K-4.
3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.		SC4.1.10 Students demonstrate that pushing and pulling can change the position and motion of objects.
3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	1-Proposed standard requires evidence for prediction	SC4.1.10 Students demonstrate that pushing and pulling can change the position and motion of objects.
3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	1-Proposed standard requires cause and effect relationships	SC4.1.9 Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*	1-Proposed standard requires design and application	SC4.1.9 Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Grade 3		Grade 3
3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.		SC4.1.6 Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.	3- Very similar in intent	SC4.1.6 Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*	2-Proposed standard requires making claims	SC4.1.6 Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Grade 4 Proposed standards are broken out for grades K-5.		Grade 4 Grade band of current standards is K-4.
4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	2 – The proposed standard requires explanation and argumentation from evidence not simple description	4.1.1 Characteristics of Organisms: Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.
4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	3 – The proposed standard requires using data & observation to provide evidence going beyond connections	4.1.3 Organisms and Their Environments: Students show connections between living things, their basic needs, and the environments.
4-LS1-2 Use a model to describe that animals' receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	0 – new benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
4th Grade Proposed standards are broken out for grades K-5.		4th Grade Grade band of current standards is K-4.
4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	3- Very similar with the new standard giving specifics about observations and evidence	4.1.9 Physical Phenomena: Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	3- Similar with the proposed standard requiring questioning and prediction	4.1.9 Physical Phenomena: Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*	2- The proposed standard requires utilizing engineering design (investigation) to scientific ideas, not just investigation	4.1.9 Physical Phenomena: Students investigate physical phenomena commonly encountered in daily life, including light, heat, electricity, sound, and magnetism.
4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	2- The proposed standard requires model development not just demonstration	4.1.10 Position and Motion of Objects: Students demonstrate that pushing and pulling can change the position and motion of objects.
4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	0 – New benchmark	No current applicable standard
4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.	0 – New benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
Grade 4 Proposed standards are broken out for grades K-5.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Grade 4 Grade band of current standards is K-4.
4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	2- The proposed standard requires evidence to support positions not simply observations	4.1.6 Changes in Earth and Sky: Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.	2 - The proposed standard requires analysis and interpretation not only observation	4.1.6 Changes in Earth and Sky: Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	0-New benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Grade 5 Proposed standards are broken out for grades K-5.		Grade 5 Grade band of current standards is K-4.
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.	1- Proposed standard requires specific argumentation from evidence	SC4.1.3 <u>Organisms and Their Environments</u> : Students show connections between living things, their basic needs, and the environments.
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	1-Proposed standard requires model development and greater specificity	SC4.1.1 <u>Characteristics of Organisms</u> : Students describe observable characteristics of living things, including structures that serve specific functions and everyday behaviors.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Grade 5 Proposed standards are broken out for grades K-5.		Grade 5 Grade band of current standards is K-4.
5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.	0- New benchmark	No applicable current standard
5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	1-Proposed standard requires evidence and greater specificity	SC4.1.8 <u>Changes in States of Matter</u> : Students demonstrate that the processes of heating and cooling can change matter from one state to another.
5-PS1-3. Make observations and measurements to identify materials based on their properties.	3- Very similar in intent	SC4.1.7 <u>Properties of Objects</u> : Students classify objects by properties that can be observed, measured, and recorded, including color, shape, size, weight, volume, texture, and temperature.
5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	2- Proposed standard requires greater specificity	SC4.2.2 Students use the inquiry process to conduct simple scientific investigations. <ul style="list-style-type: none"> • Collect and organize data. • Use data to construct simple graphs, charts, diagrams, and/or models. • Draw conclusions and accurately communicate results, making connections to daily life. • Pose or identify questions and make predictions. Conduct investigations to answer questions and check predictions.
5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	0- New benchmark	No applicable current standard
5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	0- New benchmark	No applicable current standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Grade 5 Proposed standards are broken out for grades K-5.		Grade 5 Grade band of current standards is K-4.
5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	0- New benchmark	No applicable current standard
5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	2-Proposed standard has great specificity	SC4.1.5 <u>Objects in the Sky</u> : Students describe observable objects in the sky and their patterns of movement.
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	1-Proposed standard requires model development and greater specificity	SC4.1.6 <u>Changes in Earth and Sky</u> : Students describe observable changes in earth and sky, including rapid and gradual changes to the earth's surface, and daily and seasonal changes in the weather.
5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	0- New benchmark	No applicable current standard
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	1-Proposed standard requires great specificity and greater synthesis	SC4.2.1 Students research answers to science questions and present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Engineering Design	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Science Standards
Grade 3-5		Grade 3-5
3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	1-Proposed standard requires design and analysis	SC4.2.1 Students research answers to science questions and present findings through appropriate means.
3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	0- New benchmark	No applicable current standard
3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	2-Proposed standard requires model analysis	SC4.2.2 Students use the inquiry process to conduct simple scientific investigations. <ul style="list-style-type: none"> • Collect and organize data. • Use data to construct simple graphs, charts, diagrams, and/or models. • Draw conclusions and accurately communicate results, making connections to daily life. • Pose or identify questions and make predictions. Conduct investigations to answer questions and check predictions.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Middle School		Middle School
MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	2- The proposed standard requires investigational design/evidence not just understanding	8.1.1 Levels of Organization in Living Systems: Students model the cell as the basic unit of a living system. They realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells, tissues, organs, and organ systems.
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	3- Identical in Intent	8.1.1 Levels of Organization in Living Systems: Students model the cell as the basic unit of a living system. They realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells, tissues, organs, and organ systems.
MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	2 - The proposed standard requires argument from evidence to model the cell	8.1.1 Levels of Organization in Living Systems: Students model the cell as the basic unit of a living system. They realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells, tissues, organs, and organ systems.
MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	2 - The proposed standard requires argument from evidence with scientific reasoning rather than description	8.1.2 Reproduction and Heredity: Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Middle School cont.		Middle School cont.
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	2 - The proposed standard requires explanation from evidence while the current standard requires description, identification and interpretation	8.1.2 Reproduction and Heredity: Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	0-New Benchmark	No current applicable standard
MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	0-New Benchmark	No current applicable standard
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	0-New Benchmark	No current applicable standard
MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	0-New Benchmark	No current applicable standard
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	0-New Benchmark	No current applicable standard
MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	0-New Benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Middle School cont.		Middle School cont.
MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	0-New Benchmark	No current applicable standard
MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*	0-New Benchmark	No current applicable standard
MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	2 - The proposed standard requires explanation from evidence while the current standard requires description, identification and interpretation	8.1.2 Reproduction and Heredity: Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.
MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	2 – The proposed standard requires development and explanation with a model while the current standard requires description, identification and interpretation	8.1.2 Reproduction and Heredity: Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.
MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	2 – The proposed standard requires analysis and interpretation and the current standard utilized explanation and application	SC8.1.3 <u>Evolution as a Theory</u> : Students explain evolution as a theory and apply the theory to the diversity of species, which results from natural selection and the acquisition of unique characteristics through biological adaptation. SC8.1.9 <u>The Earth's History</u> : Students systematize the Earth's history in terms of geologic evidence, comparing past and present Earth processes and identifying catastrophic events and fossil evidence.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
Middle School cont.		Middle School cont.
MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	3 - Identical in intent	SC8.1.3 <u>Evolution as a Theory</u> : Students explain evolution as a theory and apply the theory to the diversity of species, which results from natural selection and the acquisition of unique characteristics through biological adaptation. SC8.2.1 Students research scientific information and present findings through appropriate means.
MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	2 - The proposed standard requires analysis and comparison to reach a conclusion rather than explanation and application	SC8.1.2 <u>Reproduction and Heredity</u> : Students describe reproduction as a characteristic of all living systems, which is essential to the continuation of species, and identify and interpret traits, patterns of inheritance, and the interaction between genetics and environment.
MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	2 - The proposed standard requires explanation based on evidence	SC8.1.6 <u>Interrelationships of Populations and Ecosystems</u> : Students illustrate populations of organisms and their interconnection within an ecosystem, identifying relationships among producers, consumers, and decomposers.
MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	0-New Benchmark	No current applicable standard
MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	0-New Benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Middle School		Middle School
MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	0-New Benchmark	No current applicable standard
MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	2 – The proposed standard requires analysis and interpretation not just identification and understanding	SC8.1.11 <u>Physical and Chemical Changes in Matter</u> : Students evaluate chemical and physical changes, recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.
MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	1- The proposed standard requires concluding from evidence and societal impact	SC8.1.11 <u>Physical and Chemical Changes in Matter</u> : Students evaluate chemical and physical changes, recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.
MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	1-The proposed standard requires model development, description and analysis not just identification and understanding	SC8.1.11 <u>Physical and Chemical Changes in Matter</u> : Students evaluate chemical and physical changes, recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.
MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	1-The proposed standard requires model development, description and analysis not just identification and understanding	SC8.1.13 <u>The Conservation of Matter and Energy</u> : Students identify supporting evidence to explain conservation of matter and energy, indicating that matter or energy cannot be created or destroyed but is transferred from one object to another.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Middle School cont.		Middle School cont.
MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.*	1-The proposed standard requires design development, testing, and modification not just identification and understanding	SC8.1.11 <u>Physical and Chemical Changes in Matter</u> : Students evaluate chemical and physical changes, recognizing that chemical change forms compounds with different properties and that physical change alters the appearance but not the composition of a substance.
MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.*	1-The proposed standard requires greater specificity (Newton's 3 rd Law)	SC8.1.14 <u>Effects of Motions and Forces</u> : Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	1-The proposed standard requires investigating with evidence	SC8.1.14 <u>Effects of Motions and Forces</u> : Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.
MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	1-The proposed standard has greater specificity	SC8.1.12 <u>Forms and Uses of Energy</u> : Students investigate energy as a property of substances in a variety of forms with a range of uses.
MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	1-The proposed standard requires argumentation and evidence	SC8.1.7 <u>The Earth in the Solar System</u> : Students describe Earth as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.
MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	1-The proposed standard requires investigating with evidence	SC8.1.14 <u>Effects of Motions and Forces</u> : Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Middle School cont.		Middle School cont.
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	2-The proposed standards requires construction and interpretation	SC8.1.14 <u>Effects of Motions and Forces</u> : Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	1-The proposed standard requires model development, description and analysis not just identification and understanding	SC8.1.14 <u>Effects of Motions and Forces</u> : Students describe motion of an object by position, direction, and speed, and identify the effects of force and inertia on an object.
MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*	0-New Benchmark	No current applicable standard
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	1-The proposed standard requires greater specificity regarding relationships and energy	SC8.1.13 <u>The Conservation of Matter and Energy</u> : Students identify supporting evidence to explain conservation of matter and energy, indicating that matter or energy cannot be created or destroyed but is transferred from one object to another.
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	1-The proposed standard requires argumentation and evidence	<u>The Conservation of Matter and Energy</u> : Students identify supporting evidence to explain conservation of matter and energy, indicating that matter or energy cannot be created or destroyed but is transferred from one object to another.
MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	0-New Benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
Middle School cont.		Middle School cont.
MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	0-New Benchmark	No current applicable standard
MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	0-New Benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Middle School		Middle School
MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	3 – Similar in intent but the proposed standard utilizes a model to describe and understand	SC8.1.7 <u>The Earth in the Solar System</u> : Students describe Earth as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	3 – Similar in intent but the proposed standard utilizes a model to describe and understand	SC8.1.7 <u>The Earth in the Solar System</u> : Students describe Earth as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.	2 – The proposed standard requires analysis and interpretation not just description	SC8.1.7 <u>The Earth in the Solar System</u> : Students describe Earth as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.
MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	1-The proposed standard requires a scientific explanation	SC8.1.9 <u>The Earth's History</u> : Students systematize the Earth's history in terms of geologic evidence, comparing past and present Earth processes and identifying catastrophic events and fossil evidence.
MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	2 – The proposed standard requires the development of a model to describe not just identification and recognition	SC8.1.8 <u>The Structure of the Earth System</u> : Students examine the structure of the Earth, identifying layers of the Earth, considering plate movement and its effect, and recognizing landforms resulting from constructive and destructive forces.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Middle School cont.		Middle School cont.
MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	2 – The proposed standard requires the development of a model to describe not just identification and recognition	SC8.1.8 <u>The Structure of the Earth System</u> : Students examine the structure of the Earth, identifying layers of the Earth, considering plate movement and its effect, and recognizing landforms resulting from constructive and destructive forces.
MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	2 – The proposed standard requires the development of a model to describe not just identification and recognition	SC8.1.8 <u>The Structure of the Earth System</u> : Students examine the structure of the Earth, identifying layers of the Earth, considering plate movement and its effect, and recognizing landforms resulting from constructive and destructive forces.
MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	1-The proposed standard requires model development and the water cycle	SC8.1.7 <u>The Earth in the Solar System</u> : Students describe Earth as the third planet in the Solar System and understand the effects of the sun as a major source of energy, gravitational forces, and motions of objects in the Solar System.
MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	0-New Benchmark	No current applicable standard
MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	0-New Benchmark	No current applicable standard
MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	1-The proposed standards requires a scientific explanation based on evidence	SC8.1.8 <u>The Structure of the Earth System</u> : Students examine the structure of the Earth, identifying layers of the Earth, considering plate movement and its effect, and recognizing landforms resulting from constructive and destructive forces.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
Middle School cont.		Middle School cont.
MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	0-New Benchmark	No current applicable standard
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*	1-The proposed standard requires dealing specifically with human impact	SC8.2.2 Students use inquiry to conduct scientific investigations. <ul style="list-style-type: none"> • Ask questions that lead to conducting an investigation. • Collect, organize, and analyze and appropriately represent data. • Draw conclusions based on evidence and make connections to applied scientific concepts. Clearly and accurately communicate the result of the investigations.
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	0-New Benchmark	No current applicable standard
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	0-New Benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Engineering Design	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Science Standards
Middle School		Middle School
MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	1-The proposed standard requires successful design of a problem	SC8.2.4 Students recognize the relationship between science and technology in meeting human needs.
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	0-New Benchmark	No current applicable standard
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	0-New Benchmark	No current applicable standard
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	0-New Benchmark	No current applicable standard

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School		High School
HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	2- Proposed standard requires an explanation based on evidence	SC11.1.2 <u>Molecular Basis of Heredity</u> : Demonstrate an understanding that organisms ensure species continuity by passing genetic information from parent to offspring. Utilize genetic information to make predictions about possible offspring. Apply concepts of molecular biology (DNA and genes) to recent discoveries. SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	2-Proposed standard requires development of a model	SC11.1.5 Describe the need of living systems for a continuous input of energy to maintain chemical and physical stability. Explain the unidirectional flow of energy and organic matter through a series of trophic levels in living systems. Investigate the distribution and abundance of organisms in ecosystems, which are limited by the availability of matter and energy and the ability of the living system to recycle materials.
HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	3-Essentially the same	SC11.1.5 Describe the need of living systems for a continuous input of energy to maintain chemical and physical stability. Explain the unidirectional flow of energy and organic matter through a series of trophic levels in living systems. Investigate the distribution and abundance of organisms in ecosystems, which are limited by the availability of matter and energy and the ability of the living system to recycle materials.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	2- Proposed standard requires development of a model	SC11.1.1 Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.
HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	0- New Benchmark	No current applicable standard
HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	1-Proposed standard requires analysis and revision for a specific process	SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	1-Proposed standard requires use of a model of a specific process	SC11.1.1 Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	1-Proposed standard requires computational support for an explanation	SC11.1.5 Describe the need of living systems for a continuous input of energy to maintain chemical and physical stability. Explain the unidirectional flow of energy and organic matter through a series of trophic levels in living systems. Investigate the distribution and abundance of organisms in ecosystems, which are limited by the availability of matter and energy and the ability of the living system to recycle materials.
HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	1- Proposed standard requires computational support for an explanation	SC11.1.5 Describe the need of living systems for a continuous input of energy to maintain chemical and physical stability. Explain the unidirectional flow of energy and organic matter through a series of trophic levels in living systems. Investigate the distribution and abundance of organisms in ecosystems, which are limited by the availability of matter and energy and the ability of the living system to recycle materials.
HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.	2- Proposed standard requires an explanation based on evidence	SC11.1.4 Investigate the interrelationships and interdependence of organisms, including the ecosystem concept, energy flow, competition for resources, and human effects on the environment. SC11.2.1 Students use research and scientific information to present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	2- Proposed standard requires computational support for an explanation	SC11.1.4 Investigate the interrelationships and interdependence of organisms, including the ecosystem concept, energy flow, competition for resources, and human effects on the environment.
HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	1- Proposed standard requires use of a model of a specific process	SC11.1.5 Describe the need of living systems for a continuous input of energy to maintain chemical and physical stability. Explain the unidirectional flow of energy and organic matter through a series of trophic levels in living systems. Investigate the distribution and abundance of organisms in ecosystems, which are limited by the availability of matter and energy and the ability of the living system to recycle materials.
HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	2-Proposed standard requires evaluation and explanation	SC11.1.4 Investigate the interrelationships and interdependence of organisms, including the ecosystem concept, energy flow, competition for resources, and human effects on the environment. SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*	2-Proposed standard requires design and synthesis for a specific situation	SC11.1.4 Investigate the interrelationships and interdependence of organisms, including the ecosystem concept, energy flow, competition for resources, and human effects on the environment.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	2- Proposed standard requires evaluation and explanation	SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	3-The proposed standard is essentially embedded in the two current standards	SC11.1.2 Demonstrate an understanding that organisms ensure species continuity by passing genetic information from parent to offspring. Utilize genetic information to make predictions about possible offspring. Apply concepts of molecular biology (DNA and genes) to recent discoveries. SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	2-The proposed standard requires defense of a claim based on evidence	SC11.1.2 Demonstrate an understanding that organisms ensure species continuity by passing genetic information from parent to offspring. Utilize genetic information to make predictions about possible offspring. Apply concepts of molecular biology (DNA and genes) to recent discoveries. SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification. SC11.2.1 Students use research and scientific information to present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.	1- Proposed standard requires computational support for an explanation	SC11.1.2 Demonstrate an understanding that organisms ensure species continuity by passing genetic information from parent to offspring. Utilize genetic information to make predictions about possible offspring. Apply concepts of molecular biology (DNA and genes) to recent discoveries. SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	3-The proposed standard is embedded in the current standards	SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification. SC11.2.1 Students use research and scientific information to present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	2-Proposed standard requires an explanation based on evidence	<p>SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.</p> <p>SC11.1.6 Examine behavior as the sum of responses of an organism to stimuli in its environment, which evolves through adaptation, increasing the potential for species survival. Identify adaptations as characteristics and behaviors of an organism that enhance the chance for survival and reproductive success in a particular environment.</p> <p>SC11.2.1 Students use research and scientific information to present findings through appropriate means.</p>

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	1- Proposed standard requires computational support for an explanation	SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	2- Proposed standard requires an explanation based on evidence	<p>SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.</p> <p><u>SC11.1.6 Behavior and Adaptation:</u> Examine behavior as the sum of responses of an organism to stimuli in its environment, which evolves through adaptation, increasing the potential for species survival. Identify adaptations as characteristics and behaviors of an organism that enhance the chance for survival and reproductive success in a particular environment.</p> <p>SC11.2.1 Students use research and scientific information to present findings through appropriate means.</p>

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	2- Proposed standard requires an explanation based on evidence	SC11.1.3 <u>Biological Evolution</u> : Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification. SC11.1.6 <u>Behavior and Adaptation</u> : Examine behavior as the sum of responses of an organism to stimuli in its environment, which evolves through adaptation, increasing the potential for species survival. Identify adaptations as characteristics and behaviors of an organism that enhance the chance for survival and reproductive success in a particular environment. SC11.2.1 Students use research and scientific information to present findings through appropriate means.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Life Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Life Science
High School cont.		High School cont.
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	1- Proposed standard requires design and synthesis for a specific situation	<p><u>SC11.1.6 Behavior and Adaptation</u>: Examine behavior as the sum of responses of an organism to stimuli in its environment, which evolves through adaptation, increasing the potential for species survival. Identify adaptations as characteristics and behaviors of an organism that enhance the chance for survival and reproductive success in a particular environment.</p> <p>SC11.2.2 Students use inquiry to conduct scientific investigations.</p> <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. <p>Clearly and accurately communicate the result of the investigation.</p>

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School		High School
HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	3- Standards are essentially the same	SC11.1.10 Describe the atomic structure of matter, including subatomic particles, their properties, and interactions. Recognize that elements are organized into groups in the periodic table based on their outermost electrons and these groups have similar properties. Explain chemical bonding in terms of the transfer or sharing of electrons between atoms. Describe physical states of matter and phase changes. Differentiate between chemical and physical properties, and chemical and physical changes.
HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.	2-Proposed standard requires analysis and revision of an explanation	SC11.1.10 Describe the atomic structure of matter, including subatomic particles, their properties, and interactions. Recognize that elements are organized into groups in the periodic table based on their outermost electrons and these groups have similar properties. Explain chemical bonding in terms of the transfer or sharing of electrons between atoms. Describe physical states of matter and phase changes. Differentiate between chemical and physical properties, and chemical and physical changes. SC11.1.11 Recognize that chemical reactions take place all around us. Realize that chemical reactions may release or consume energy, occur at different rates. Identify the factors that affect reaction rates and result in the formation of different substances.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	3-Proposed standard is embedded in the two current standards	<p>SC11.1.10 Describe the atomic structure of matter, including subatomic particles, their properties, and interactions. Recognize that elements are organized into groups in the periodic table based on their outermost electrons and these groups have similar properties. Explain chemical bonding in terms of the transfer or sharing of electrons between atoms. Describe physical states of matter and phase changes. Differentiate between chemical and physical properties, and chemical and physical changes.</p> <p>SC11.2.2 Students use inquiry to conduct scientific investigations.</p> <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. <p>Clearly and accurately communicate the result of the investigation.</p>

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	1- Proposed standard requires use of a model for a specific process	SC11.1.11 Recognize that chemical reactions take place all around us. Realize that chemical reactions may release or consume energy, occur at different rates. Identify the factors that affect reaction rates and result in the formation of different substances.
HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	3-Proposed standard is embedded in the two current standard	SC11.1.11 Recognize that chemical reactions take place all around us. Realize that chemical reactions may release or consume energy, occur at different rates. Identify the factors that affect reaction rates and result in the formation of different substances. SC11.2.2 Students use inquiry to conduct scientific investigations. <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. Clearly and accurately communicate the result of the investigation.

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*	1- Proposed standard requires design and synthesis for a specific situation	SC11.1.11 Recognize that chemical reactions take place all around us. Realize that chemical reactions may release or consume energy, occur at different rates. Identify the factors that affect reaction rates and result in the formation of different substances. SC11.2.2 Students use inquiry to conduct scientific investigations. <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. Clearly and accurately communicate the results of the investigation.
HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	2- Proposed standard requires computational support	SC11.1.12 Demonstrate and understanding of the laws of conservation of mass and energy within the context of physical and chemical changes. Realize the tendency for systems to increase in disorder.
HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.	1- Proposed standard requires use of a model for a specific process	SC11.1.12 Demonstrate and understanding of the laws of conservation of mass and energy within the context of physical and chemical changes. Realize the tendency for systems to increase in disorder.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.	2- Proposed standard requires computational support for an explanation	SC11.1.14 Develop a conceptual understanding of Newton's Laws of Motion, gravity, electricity, and magnetism.
HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	1- Proposed standard requires computational support for an explanation	SC11.1.12 Demonstrate and understanding of the laws of conservation of mass and energy within the context of physical and chemical changes. Realize the tendency for systems to increase in disorder.
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*	1- Proposed standard requires design and synthesis for a specific situation	<p>SC11.1.14 Develop a conceptual understanding of Newton's Laws of Motion, gravity, electricity, and magnetism.</p> <p>SC11.2.2 Students use inquiry to conduct scientific investigations.</p> <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. <p>Clearly and accurately communicate the result of the investigation.</p>
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	1- Proposed standard requires computational support for an explanation	SC11.1.14 <u>Force and Motion</u> : Develop a conceptual understanding of Newton's Laws of Motion, gravity, electricity, and magnetism.

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	2-Proposed standard has greater specificity about magnetism	SC11.1.14 Develop a conceptual understanding of Newton's Laws of Motion, gravity, electricity, and magnetism. SC11.2.2 Students use inquiry to conduct scientific investigations. <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. Clearly and accurately communicate the result of the investigation.
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*	2-Proposed standard has greater specificity about materials	SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	1- Proposed standard requires computational support for an explanation	SC11.1.13 Demonstrate an understanding of types of energy, energy transfer and transformations, and the relationship between mass and energy.
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).	1- Proposed standard requires use of a model for a specific process	SC11.1.13 Demonstrate an understanding of types of energy, energy transfer and transformations, and the relationship between mass and energy.

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.*	1- Proposed standard requires design and synthesis for a specific situation	SC11.1.13 Demonstrate an understanding of types of energy, energy transfer and transformations, and the relationship between mass and energy.
HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	2- Proposed standard requires evidence for a specific situation regard the second law of thermodynamics	SC11.1.13 Demonstrate an understanding of types of energy, energy transfer and transformations, and the relationship between mass and energy. SC11.1.10 Describe the atomic structure of matter, including subatomic particles, their properties, and interactions. Recognize that elements are organized into groups in the periodic table based on their outermost electrons and these groups have similar properties. Explain chemical bonding in terms of the transfer or sharing of electrons between atoms. Describe physical states of matter and phase changes. Differentiate between chemical and physical properties, and chemical and physical changes.
HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	1- Proposed standard requires use of a model of a specific process	SC11.1.13 Demonstrate an understanding of types of energy, energy transfer and transformations, and the relationship between mass and energy.
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	0-New benchmark	No current applicable standard
HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.	0-New benchmark	No current applicable standard

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Physical Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Physical Science
High School cont.		High School cont.
HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	1- Proposed standard requires an explanation based on evidence	SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-PS4-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	1- Proposed standard requires computational support for an explanation	SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*	1-Proposed standard deals specifically with technology	SC11.2.3 Students clearly and accurately communicate the results of their own work as well as information from other sources.

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
High School		High School
HS-ESS1-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	2-Proposed standard requires a model based on evidence	SC11.1.9 Examine evidence for the Big Bang Theory and recognize the immense time scale involved in comparison to human-perceived time. Describe the process of star and planet formation, planetary and stellar evolution, including the fusion process, element formation, and dispersion.
HS-ESS1-2. Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	3-Proposed standard is embedded in the two current standards	SC11.1.9 Examine evidence for the Big Bang Theory and recognize the immense time scale involved in comparison to human-perceived time. Describe the process of star and planet formation, planetary and stellar evolution, including the fusion process, element formation, and dispersion. SC11.2.2 Students use inquiry to conduct scientific investigations. <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. Clearly and accurately communicate the results of the investigation.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS1-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	3-Proposed standard is embedded in the two current standards	SC11.1.9 Examine evidence for the Big Bang Theory and recognize the immense time scale involved in comparison to human-perceived time. Describe the process of star and planet formation, planetary and stellar evolution, including the fusion process, element formation, and dispersion. SC11.2.1 Students use research and scientific information to present findings through appropriate means.
HS-ESS1-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	1- Proposed standard requires computational support for an explanation	SC11.1.8: Investigate geologic time through comparing rock sequences, the fossil record, and decay rates of radioactive isotopes.
HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	2-Proposed standard requires evaluation of evidence	SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems: <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	2-Proposed standard requires greater specificity	<p>SC11.1.8 Investigate geologic time through comparing rock sequences, the fossil record, and decay rates of radioactive isotopes.</p> <p>SC11.2.2 Students use inquiry to conduct scientific investigations.</p> <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. <p>Clearly and accurately communicate the results of the investigation.</p>
HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	2- Proposed standard requires use of a model for a specific process	<p>SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems:</p> <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere <p>Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics</p>

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	3-Proposed standard is embedded in the current standards	<p>SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems:</p> <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere <p>Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics.</p> <p>SC11.2.2 Students use inquiry to conduct scientific investigations.</p> <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. <p>Clearly and accurately communicate the results of the investigation.</p>

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Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	2- Proposed standard requires an explanation based on evidence and modeling	SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems: <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics
HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	2- Proposed standard requires use of a model of a specific process	SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems: <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	2-Proposed standard requires greater specificity regarding water	<p>SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems:</p> <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere <p>Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics.</p> <p>SC11.2.2 Students use inquiry to conduct scientific investigations.</p> <ul style="list-style-type: none"> • Pose problems and identify questions and concepts to design and conduct an investigation. • Collect, organize, analyze and appropriately represent data. • Give priority to evidence in drawing conclusions and making connections to scientific concepts. <p>Clearly and accurately communicate the results of the investigation.</p>

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
High School cont.		High School cont.
HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	1- Proposed standard requires computational support for an explanation	SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems: <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	2- Proposed standard requires an explanation based on evidence	<p>SC11.1.9 Examine evidence for the Big Bang Theory and recognize the immense time scale involved in comparison to human-perceived time. Describe the process of star and planet formation, planetary and stellar evolution, including the fusion process, element formation, and dispersion.</p> <p>SC11.1.3 Explain how species evolve over time. Understand that evolution is the consequence of various interactions, including the genetic variability of offspring due to mutation and recombination of genes, and the ensuing selection by the environment of those offspring better able to survive and leave additional offspring. Discuss natural selection and that its evolutionary consequences provide a scientific explanation for the great diversity of organisms as evidenced by the fossil record. Examine how different species are related by descent from common ancestors. Explain how organisms are classified based on similarities that reflect their evolutionary relationships, with species being the most fundamental unit of classification.</p> <p>SC11.1.8 Investigate geologic time through comparing rock sequences, the fossil record, and decay rates of radioactive isotopes.</p> <p>SC11.2.1 Students use research and scientific information to present findings through appropriate means.</p>

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	2- Proposed standard requires an explanation based on evidence	SC11.2.1 Students use research and scientific information to present findings through appropriate means. SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs.
HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*	1-Proposed standard requires evaluation of design solutions	SC11.3.2 Students examine how scientific information is used to make decisions. <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. The origins, limitations, and conservation of natural resources, including Wyoming examples.
HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	1- Proposed standard requires computational support for an explanation	SC11.3.2 Students examine how scientific information is used to make decisions. <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. The origins, limitations, and conservation of natural resources, including Wyoming examples.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science		Earth & Space Science
High School cont.	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	High School cont.
HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*	3-Proposed standard is embedded in the current standards	<p>SC11.3.2 Students examine how scientific information is used to make decisions.</p> <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. <p>The origins, limitations, and conservation of natural resources, including Wyoming examples. SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs.</p>

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Earth & Space Science	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Earth & Space Science
High School cont.		High School cont.
HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	1-Proposed standard requires use of evidence to forecast impact	<p>SC11.1.7 Describe the Earth as a closed system and demonstrate a conceptual understanding of the following systems:</p> <ul style="list-style-type: none"> • Geosphere • Hydrosphere • Atmosphere • Biosphere <p>Explain the role of energy in each of these systems, such as weather patterns, global climate, weathering, and plate tectonics.</p> <p>SC11.3.2 Students examine how scientific information is used to make decisions.</p> <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. <p>The origins, limitations, and conservation of natural resources, including Wyoming examples.</p>
HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	1- Proposed standard requires computational support for an explanation	SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Engineering Design	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Science Standards
High School		High School
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	1- Proposed standard requires computational support (both quantitative and qualitative) for an explanation	SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs. SC11.3.2 Students examine how scientific information is used to make decisions. <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. The origins, limitations, and conservation of natural resources, including Wyoming examples.
HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	1-Proposed standard requires specific design activities and engineering	SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs. SC11.3.2 Students examine how scientific information is used to make decisions. <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. The origins, limitations, and conservation of natural resources, including Wyoming examples.

Science Crosswalk Between 2013 Proposed Standards & Benchmarks and 2008 Current Wyoming Content & Performance Standards

Proposed Content Standard	Alignment Rating with Comment(s)	Current Wyoming Content & Performance Standard
Engineering Design	0 = No alignment 1 = Weak alignment 2 = Partial alignment 3 = Strong alignment	Science Standards
High School cont.		High School cont.
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	2-Proposed standard requires evaluation of a complex solution	SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs. SC11.3.2 Students examine how scientific information is used to make decisions. <ul style="list-style-type: none"> • Interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. • The role of science in solving personal, local, national, and global problems. The origins, limitations, and conservation of natural resources, including Wyoming examples.
HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	1- Proposed standard requires computational support for an explanation	SC11.2.4 Students investigate the relationships between science and technology and the role of technological design in meeting human needs.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 12:06:55 PM	JCSD	Elementary Teacher	Our curriculum maps will need to be	Instructional materials Professional Development-time to rethink how we will be teaching, planning time Assessment alignment
11/20/2013 12:24:59 PM	Park County School district #1	Other Content Teacher	The standards would drive design.	All of the above
11/20/2013 2:08:06 PM	Park 1	Other Content Teacher	From what I understand of them I believe they would put more emphasis on the specificity of what and how it is being taught. I really don't think I would teach anything different but maybe how I would teach it.	I would think more training on the difference expected on what these lessons look like. I believe they also need to invest in more hands on learning opportunities like trunks and things catered for certain classes.
11/20/2013 2:14:36 PM	Park County School District #1	Secondary C/VE Teacher	We will need to take some content out and replace it with both different content and more STEM activities.	Instructional materials and professional development on STEM activities
11/20/2013 6:02:14 PM	Not Applicable (was ACSD#1)	Principal	The standards provide a strong K-12 alignment with both content and practice expectations that will help students build knowledge in science and how to do science. It would be an excellent tool to be able to create district curriculum maps that provided students with content and experiences to grow in science knowledge across all strands of scientific curriculum design. They are strong standards that provide a foundation off which to build a district-wide curriculum.	Districts would need additional professional development and to provide district staff time to plan and work through new curriculum maps. Most of everything else needed should already be available in districts. A strong component would be districts providing unit or quarterly benchmark assessments to match the standards.
11/20/2013 6:51:05 PM	ACSD#1	Secondary C/VE Teacher	The NGSS would help us to vertically articulate our science curricula, especially for grades K-5. The 6-8 is mixed standards, so it would help if all middle school teachers in our district could coordinate which standards or topics to teach at each level. That would allow students who change schools to not miss out on content.	ThThe district would benefit from instructional materials that articulate with the standards and provide guaranteed and viable curriculum to all students in the district. Assessment alignment would also be useful.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
11/20/2013 6:55:30 PM	Sheridan County School District #1	Elementary Teacher	We are currently using the CLI process and attempting to align to NGSS	Definitely professional development at the upper elementary level Funding for more lab equipment A pool of assessments to choose from would be great
11/20/2013 8:33:05 PM	Washakie #1	Secondary C/VE Teacher	The standards would help the science department to focus more on the STEM parts of the curriculum but not change it dramatically as we already follow a similar curriculum.	I think we would need a stronger focus on technology and professional development to implement more engineering strategies. Materials will be needed to implement these strategies.
11/21/2013 7:00:51 AM	Park County #1	Other Content Teacher	It will take time and a lot of work throughout the district to achieve these new standards. We will need years to coordinate and implement them as well as a chance to change as we go in order to implement and find out that works best for our students.	Our District as well as most Districts will need time and lots of professional development within our districts to get the standards up and running with positive improvement for our students. It is not a one time shot at what to do but will need to be able to change as we work through them. We will also need to look at new books, materials, lab equipment, and other needed materials to fully implement the standards.
11/21/2013 8:32:05 AM	Park County #1	Secondary C/VE Teacher	There is much more emphasis on engineering design, which I am a fan of since designing, building, testing, analyzing, and fixing have always been important to science. There are some standards that need to implemented at different grade levels that what we are currently offering at different times. Also, we will need to inject more earth/space science into the curriculum at the high school level.	For starters, the administration has to give teachers time to get to know the standards and work the kinks out of the implementation of them. Secondly, the instructional material must be up-to-date and aligned with the standards. This will certainly help to guide some teachers in the right direction. If the taught material is aligned, the assessments should naturally align if they are testing what is being taught.
11/21/2013 9:31:07 AM	ACSD1	Secondary C/VE Teacher	I would expect the district to incorporate the standards into the curriculum.	Definitely professional development, and assessment alignment.
11/21/2013 10:13:46 AM	Fremont #6	Elementary Teacher	As of right now science is a very small section of our curriculum, with the new standards more time would be needed.	This will depend on the individual teachers and their knowledge of science.
11/21/2013 5:11:01 PM	campbell cty 1	Elementary Teacher	Lots of investigations and journaling	More stem participants

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
11/22/2013 6:15:42 AM	Park County School District #1	Secondary C/VE Teacher	It will change quite a bit both in terms of curriculum covered and teaching methods used to deliver curriculum.	I would like to see support in each of the areas listed above. The task is rather intimidating and any support offered would be helpful. Concrete guidance and leadership is a must. I think most teachers just want to know where we are headed and exactly what we are expected to do.
11/22/2013 12:53:57 PM	CCSD #1	Elementary Teacher	The Standards give me an exact target for my mapping. I know where to begin and where my students need to be at the end. By implementing exact vocabulary and the expectations, I am able to plan activities and use resources that will deliver the most useful information and assist my students in their learning. These standards also delve much deeper into the subject, rather than just skimming the top.	As we go through this pilot year, we will be better able to determine the exact activities that will be included in each unit. Staff will need to be trained on science notebooking and unpacking the standards. We have come up with pre- and post- assessments that we will all use this year, so the district needs to make sure that the units are taught with fidelity to reach the desired outcomes.
11/22/2013 2:31:37 PM	Park County School District #1	Curriculum Director / Coordinator	The standards would change our curriculum mapping and design but that is good because right now we are not where we want to be.	The standards and then after we develop our units of study we will look for resources that will support our instruction but we should not be looking at the resources until we know our direction. If we could get professional development from the state to assist in understanding the standards better it would benefit.
11/25/2013 2:14:38 PM	Park County School District #1	Elementary Teacher	It appears that we would be shifting many concepts around, mostly downward to earlier grade levels.	We are strong technology wise. Yes, we would need professional development to create awareness of and begin implementing the standards and the premise behind them. Assessment alignment will be essential.
11/26/2013 7:17:46 AM	LCSD#1	Secondary C/VE Teacher	We have already done most of the work.	The district needs to provide time outside of class.
11/26/2013 8:14:41 AM	Campbell	Elementary Teacher	I feel they would make teachers go in depth more on the standard we are teaching. A lot of hands on learning.	We need a few more materials (non-fiction books) I think that a lot of the standards fall in line with our text book. There are so many ideas on the internet.
11/26/2013 7:54:29 PM	Weston County School District 1	Secondary C/VE Teacher	We would have very little change. Our department covers both the old and the new standards quite well.	We would like to see more professional development in the form of attending conferences to meet other educators and their ideas.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
11/27/2013 2:18:58 PM	Park #1	Instructional Facilitator / Coach	We have probably gone a little too fast with this, but have begun designing our unit plans using the NGSS.	<p>The standards are already deconstructed. Our teachers have found it fairly easy to incorporate them into their plans. I feel that the professional development needs to occur at the elementary level first, because science has been put on the back burner for years.</p> <p>Our teachers at Powell High School are specialists in their areas and have many of the instructional materials and technologies that they need. They are already aligning their assessments to the standards.</p>
12/1/2013 6:30:50 PM	ACSD1	Principal	We would have a focus for our standards. Curriculum would be focused on standards with teacher participation.	Clear standards
12/2/2013 11:02:52 AM	Carbon #1	Principal	We have been working on re-mapping our curriculum based on the draft version of the standards. Once approved we would be in good shape.	We are working to align what we already have, however, there would need to be some work on aligning to the expectations that are much different then we are used to. For instance using more models and a heavier reliance on mathematical reasoning might take some PD.
12/2/2013 12:52:39 PM	Converse County School District 1	Secondary C/VE Teacher	The effect would not be dramatic, but would possibly require a physics teacher. One positive that should be looked at is the certification of a broad base science for small districts to be able to provide instruction in all four areas.	We would need to sort through and toss out items that do not meet the standards. This could create some bad feeling if pet projects are lost.
12/3/2013 7:31:52 AM	LCSD#1	Secondary C/VE Teacher	It would force our district to test for Earth/Space science standards at the high school level. In the past, we have used the Earth/Space class and assessments in eighth grade to meet these standards.	The district currently offers Geological courses so that course participant number would just expand. The other option was to implement the Earth science standards within the current courses. At our district, this idea was voted down. Because this idea was voted down, then I imagine that numbers of students taking Physics and chemistry courses would decrease.
12/3/2013 8:22:08 AM	Converse 1	Secondary C/VE Teacher	The NGSS are quite a bit more rigorous than the current Wyoming State Science Standards and work would be needed K-12 to be sure they are implemented properly.	Elementary teachers in particular would need dedicated time within the school day to teach science and would most likely need funding to purchase appropriate instructional materials. Also,professional development time for K-12 vertical articulation for standards alignment would need to be allowed for.

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/3/2013 12:44:50 PM	hot springs 1	Curriculum Director / Coordinator	The district wrote K-12 curriculum aligned to the NGSS during the 2012-2013 school year. The curriculum is being implemented and validated during the 2013-2014 school year. If WY adopts the NGSS we already have much of the work accomplished. If WY does not adopt the NGSS or adopts different science standards we will have additional work to do. If WY does not adopt the updated standards and maintains the old ones, WY will be out-of-date and not aligned with the resources available nationally.	The district is implementing the aligned curriculum during the 2013-2014 school year. The district teachers need access to aligned professional development, assessment, and resources. If WY adopts the NGSS this provides access to resources shared by other states in the nation. If WY does not adopt the standards then there is limited access to resources. WY does not have the infrastructure to support an isolated set of standards.
12/5/2013 1:19:23 PM	Carbon One	Superintendent	They would strengthen the curriculum design	Time, time, time and some training
12/5/2013 4:35:37 PM	Laramie County School District 1	Instructional Facilitator / Coach	The Standards will impact curriuulum design and/or curriculum mapping in our district is to ensure that students k-12 will have consistency in its design.	The District needs to implement the Standards by gathering teacher input and training.
12/6/2013 12:09:25 PM	Carbon County School District #1	Other District Personnel	Carbon County School District #1 has been working on curriculum design and mapping over the past several years. The new Science Standards would benefit our district in many ways. First it quickly provides us with standards that are aligned K-12. By using these standards teachers at every grade level have a clear understanding as to what students should know prior to coming into their grade and what they will master in their classroom. This will provide a more consistent education across the grade levels as well as across the same grade-level classrooms. In addition to alignment, these standards specifically outline areas for cross-disciplinary application, allowing our district to more easily reinforce important reading, writing, math, and science topics throughout the curriculum.	The needs of our district will vary by grade level and teacher experience. The initial implementation may require guidance on instructional materials and assessment alignment. There will be a definite need for professional development. As we make this shift to the new standards, there will be a financial burden on districts. Science education requires a very hands-on approach and material driven activities. In order to ensure each district can teach the standards to the highest level, I would anticipate the need for financial help in making sure each district has the hands-on or lab equipment and material to teach the scientific inquiry described by the standards.
12/7/2013 8:50:37 PM	Park 1	Other Content Teacher	My district would have to map and design science curriculum to be included K-12. Currently reading, writing and math take priority over science curriculum K-5.	Professional development, assessment alignment, and science supplies.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/9/2013 10:44:51 AM	LCSD#1	Elementary Teacher	I feel that there is too much to cover and some of the topics are too advanced.	Whole language lesson plans to incorporate all aspects of standards, without everyone recreating the wheel.
12/9/2013 12:46:47 PM	ACSD#1	Elementary Teacher	I like the idea of having the standards laid out but they were hard to understand and I would not be able to teach all of the standards in one school year-there are too many of them.	I would need new instructional materials to teach these standards and professional development to help me understand some of the concepts I am expected to teach.
12/9/2013 1:19:00 PM	Big Horn #3	Secondary C/VE Teacher	As it would implement an entirely new set of standards, all curriculum mapping would have to be re-done to eliminate the old standards and add these new ones. If the emphasis on earth sciences and engineering is required, then I anticipate there will need to be some significant changes to curriculum to assure that all students are exposed to the expected concepts.	The largest single issue will be time. Adjusting curriculum, lessons, labs and assessments to incorporate the new NGSS will be a very time consuming process.
12/10/2013 3:40:25 PM	CCSD1	Elementary Teacher	I feel the standards would offer more guidance as to what needs to be taught at each grade level K-5, especially in terms of depth of knowledge of each topic. However, I think TIME would be a major factor in the implementation of these standards. Curriculum mapping could be done fairly easy because of our current curriculum mapping program (Atlas).	The District would need manipulatives (instructional materials) to implement the standards. Teachers do not currently have all the resources they need to effectively implement more hands-on activities in the classroom. In addition, I feel professional development and assessment alignment will be crucial factors in the success of these standards.
12/10/2013 10:17:29 PM	Campbell 1	Instructional Facilitator / Coach	Changes have been needed for years in science education. The impact on curriculum will be a very positive change. The progression of NGSS, K-12, makes for a very consistent process. Teachers at all levels are able to see the progression and understand the importance and degree of their level in the progression. There is consistency throughout the standards. I am very happy and excited to be a part of the process of building curriculum based on NGSS.	CCSD 1 has a team of teachers, secondary mentors, and curriculum facilitators unpacking NGS Standards. As we deconstruct the standards it is most apparent that long term professional development for all teachers will be necessary. The NGS Standards are very comprehensive and to truly understand the depth of the standards teachers will need not only PD, but time in order to fully build understanding and administer a solid science curriculum based on the standards. Training in assessment development will also be necessary for K-12 teachers. It is unclear at this point what instructional materials will be necessary for the implementation of the NGSS, but hands on science is a key to the success of a well balanced science curriculum

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 8:50:32 AM	Weston 1	Secondary C/VE Teacher	k-5 impact will be severe. Currently our district allocates very little time for science instruction. Meeting all the standards in elementary science will require a redesign that our district will not undertake because performance on the science standards does not impact AYP. 6-12 impact will follow from elementary but our district is in a position to move kids through the standards.	Certainly professional development will be needed to discuss strategies for implementing and assessing, Especially as new engineering components are implemented.
12/11/2013 8:56:07 AM	Weston 1	Other Content Teacher	It causes us to readdress what is being taught and at what time in the students academic careers.	Definitely professional development, and assessment alignment.
12/11/2013 9:02:47 AM	Weston 1	Elementary Teacher	The design and mapping would not impact or change what our district is currently teaching.	The biggest change for our district would be to implement the standards to the depth that is required. Consequently; another science specialist would need to be hired in our district. Professional development is always a concern and a need for excellent teaching in the science field.
12/11/2013 9:11:18 AM	Fremont County School District #25	Principal	The science standards will be a great update for our district in this important content area. We will be using the standards as a guide for what will be broad goals for our students. Updating and keeping current with the very best standards is extremely important in education.	We will need time for teachers to review these standards. During our regularly scheduled inservice/professional development days, teachers will be looking at these standards and discussing how best to implement them in our school district. Additional materials and technology for these standards will be available through our district budget for each school. Assessment alignment will be done by our teachers over the next couple of years.
12/11/2013 9:29:10 AM	Weston 1	Other Content Teacher	The new standards will definitely impact my curriculum mapping. The new standards have components that are not currently addressed in our district curriculum and our current state standards. The new standards would require us to shift away from some of the things we currently focus on.	To implement the new standards, the district would need to acquire some new materials and probably some professional development. Some of the content the new standards should cover are not addressed in our current materials.
12/11/2013 11:28:39 AM	JCSD 1	Elementary Teacher	The standards would change our current curriculum map in regards to the content we teach and the depth in which we teach it. It also requires adding new content and removing some old content. In regards to curriculum design, the new standards will enhance and require further development of the content and teaching.	All of the above! Instructional materials better aligned to the standards, and professional development!
12/11/2013 11:50:35 AM	307.684.2269	Secondary C/VE Teacher	Realignment and redesign of the content	Professional development time.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 11:55:03 AM	Johnson County School District	Elementary Teacher	Only one of our science units fits into the standards. We need \$\$\$ and TIME to rewrite our units.	materials, time, time, time and professional development
12/11/2013 11:55:16 AM	dhouseman@jcsd1.us	Secondary C/VE Teacher	It would change our curriculum	Professional development regarding the engineering component. Time to develop curriculum
12/11/2013 11:56:03 AM	JCSD1	Secondary C/VE Teacher	They will directly impact the curriculum...we are planning on revamping everything.	All! We will need professional development TIME, instructional materials, and technology to implement them into the classroom.
12/11/2013 11:56:42 AM	Johnson 1	Curriculum Director / Coordinator	Our science teachers will need ample professional development and time to design curriculum and maps that align to the NGSS.	The district needs professional development in understanding the new standards, as well as in curriculum mapping and alignment. From there, Johnson County's teachers need help in developing new assessments (both formative and summative). Following, all classrooms need additional materials, texts, and technology.
12/11/2013 11:58:36 AM	Johnson County #1	Secondary C/VE Teacher	The standards would impact or curriculum design and curriculum mapping by allowing us to align our curriculum between grade levels and build upon what they have previously learned.	The district needs professional development and training on the standards. Also adequate time to implement them it is going to time to get them fully implemented.
12/11/2013 11:59:34 AM	JCSD 1	Elementary Teacher	We have gaps in our current curriculum that would need to be filled with updated curriculum and instruction. I believe the use of the Next Gen standards would also ensure our use of the scientific practices.	Professional Development Curriculum Support Assessments Instructional Materials
12/11/2013 11:59:35 AM	Johnson County #1	Secondary C/VE Teacher	Some adjustments but not a huge overhaul.	Examples of properly laid out units would be helpful.
12/11/2013 12:03:30 PM	JCSD1	Other Content Teacher	These would require more intensive work on both the part of the teacher and the students. They are going to be more rigorous in the required content and application of other areas such as math and language arts.	We are going to need to look at assessment alignment for sure. Current assessment practices do not align with the new standards. Multiple choice tests are not an option for testing scientific practices. Professional development will be important to allow teachers to restructure their curriculum and their thinking behind the curriculum. Materials will need to be made available to incorporate more engineering and real-world experiences. One-to-one student computing would aid in a large number of these standards.

2013-14 Science Questionnaire
 Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 12:04:15 PM	Johnson County School District #1	Elementary Teacher	Curriculum maps would need a big overhaul. Curriculum design would need to be restructured based on what content is addressed in each grade level. We would need time and resources to update our design and maps so that we have cohesive instruction across our grade level and across district classrooms.	Instructional materials that meet the goals Professional development to help all teachers better understand the content they will teach, as well as to design new curriculum and curriculum maps. Assessment alignment
12/11/2013 12:16:50 PM	Johnson County #1	Elementary Teacher	The standards would impact curriculum design by causing grade levels, and on a larger scale, schools and districts to spend time and money setting up opportunities to evaluate and realign curriculum to the new standards. If not all members of the staff are able to participate then those participating members will have to take time and educate those team members unable to be there. IF curriculum is determined to be different and thus needs to be recreated, then team members are going to have to take more time to create curriculum and map it in order to make sure that Wyoming students are not going to have gaps in their learning.	As touched on in the first question the district is going to have to take time to create development opportunities for educators. districts will need to look at their available resources and materials and determine if they can be reused or reworked for another grade level or if the system they are using is even applicable at all. If deemed non useable then a new, more closely aligned system will need to be invested in or teachers will have to take time to piece together kits to use. It will then be a big question as to whether the assessment will be aligned to the standards, but it would be a big help or all of the time, money, processes, and thoughts will be wasted.
12/11/2013 1:03:42 PM	N/A	Other District Personnel	It will impact curriculum design and mapping in all aspects in all districts, but in a good way! Having the content set for K-5 is going to be very, very helpful in that it will eliminate current gaps. Having the standards in grade bands at the upper levels both allows for mapping in many different ways, though it will take time to do well.	Districts will need help in these three areas initially: (1) understanding the standards and the complexity of what they are requiring us to think about and do (2) development of curriculum that both aligns with the needs of the students in the district and local issues and needs. The standards are NOT a curriculum, instead they are a guide for what students will be able to know and DO. The context (which should be Wyoming-centric) is up to each district to decide. (3) there is extensive professional development needed for teachers and administrators to understand the standards and develop curriculum or adapt existing curriculum. Even after cohesive, integrated units are developed, further PD for people not involved in the development piece will be critical for implementation. This is going to take TIME! It is critical that districts be given the time and support to do all of this, without threats of punishments or switching to something else,
12/11/2013 1:13:07 PM	Natrona County School District	Other District Personnel	Some of the kits that are used by teachers will need to be changed. Some grades will need to teach concepts that were previously taught in other grades. All teachers will be expected to teach science.	Professional development is a must sense many teachers feel the NGSS are so different from what we have.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 3:12:16 PM	Fremont 25	Elementary Teacher	We would begin working on integrating the instruction of the Science Standards in with the core curriculum of Reading, Writing and Math. This would make it easier to plan units of study to address a number of standards while teaching one main topic for a 2 or 3 weeks.	We will need to make sure we are aligned to the other grades, and we will need time to develop the units of study to teach and assess the standards appropriately. We will also need new materials to help supplement what we have.
12/12/2013 4:49:54 PM	hot springs 1	Curriculum Director / Coordinator	<p>NOTE: This is the second one I am submitting for Science after conducting a stakeholder review and comment meeting focused on the proposed science standards.</p> <p>The district wrote and implemented K-12 science curriculum aligned to NGSS in the 2012-13 school year. This year aligned assessments are being developed.</p> <p>For many districts they will need to rewrite and/or revise their curriculum.</p>	<p>Aligned instructional resources including textbooks and supplemental materials.</p> <p>Professional development on understanding the shifts in curriculum requirements and content specific to grade levels and science pedagogy.</p>
12/15/2013 8:46:10 PM	Fremont 6	Other Content Teacher	Our curriculum map will need to be completely redone since we will be changing to an integrated approach rather than a discipline (earth, life, and physical) approach.	It will require new materials as well as technology to carry out engineering projects. We will also require some professional development and need to change assessments. It will be a large undertaking. I am also concerned about the space requirements for student projects since many of the new standards require creating.
12/16/2013 9:25:12 AM	Carbon County #1	Principal	The standards offer a nice format for mapping and for intervention/enrichment.	The teachers here simply need time to work on the project.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
12/17/2013 8:31:24 AM	307-738-2323	Secondary C/VE Teacher	In my case (small school, 1 teacher per content area) I foresee having to completely re-write 3 classes and their content in order to fit in all of the coursework with all of the crosscutting concepts and science and engineering prescribed. That is not to say that there are things already incorporated into what I do, it is just the fact that the NGSS is so deep that it will require changing the course structure overall.	The two biggest factors are time, and training. It would be very nice to have training on two levels. 1. The core of the NGSS and examples of how it is being used/developed and workshops that spend time developing curriculum maps. 2. How the state intends to assess these standards because no matter what the ACT says, they do not test standards, they test the ability of the student to take tests. Particularly since all of the answers are in the text, and very little prior knowledge is required for the test.
1/8/2014	GCSD#1 307.532.7101	Science Teacher	We have made huge changes, what we've currently been teaching in high school. is now what should be taught in middle school	Support in raising expectations, for learning of content, and developing high level thinking skills, students who can comprehend what they read.
1/8/2014	CCSD #1	1st grade	The standards narrow downwhat should be taught and is more specific for the lower grades. They give standards for k,1,2,3 as well as the other grades	Continue aligning what we have been. Hire science teachers at the elementary level.
1/8/2014 10:22:41 PM	Albany County #1	Elementary Teacher	We would almost be starting over. Of the 4 main units that I usually teach each year in science, only one correlates with the NGSS. So I would need to develop a lot of new content for my grade level.	All of the things listed above! We would not have curricular materials, and teachers would need PD both for understanding the standards and teaching new science content. I don't believe we have any assessments, so we would be starting from scratch there.
1/9/2014 11:16:45 AM	Sheridan #1	Secondary C/VE Teacher	A lot more projects and incorporation of engineering skills.	We will probably need more time to do projects, at the expense of topics.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the Standards (instructional materials, technologies, professional development, assessment alignment)?
1/12/2014 10:50:08 AM	3077455720	Elementary Teacher	<p>The standards are very specific, which will be helpful in curriculum mapping, however the impact of this specificity will be obvious and challenging. Districts should evaluate current materials and lessons to determine if the standard can be met and, where lacking, will need to provide training and materials so that the standards can be addressed for each particular grade level.</p>	<p>In my district, teachers have available many of the materials and technologies necessary to implement most of the standards (although materials that have been traditionally used my one level may need to be assigned to another.) There are some standards that haven't been addressed (at a particular level or not at all) and new materials and technologies will need to be acquired. Also, a commitment to maintaining these technologies and materials will be absolutely necessary. Assessment alignment (and choosing or developing assessments) will require many hours of work by teachers across districts and the state. Report cards will need to be re-written to reflect the new standards. Most importantly, teachers need professional development not only to understand the standards, technologies, materials and assessments, but also to understand the practices, concepts, and core ideas being taught. Teachers, like average citizens, often do not understand the very concepts (particularly in science) which they are expected to teach.</p>
1/17/2014 2:17:00 PM	Fremont County #1	Secondary C/VE Teacher	<p>The district curriculum would need to be realigned to for the new science standards.</p>	<p>Some new instructional materials may be needed, more reliable computers, professional development, and assessments for the new standards.</p>
1/21/2014 12:58:52 PM	Carbon County School District #1	Other Content Teacher	<p>Implementation of the proposed Wyoming State Science Standards would have a profoundly positive impact on curriculum design in our district. For the first time ever we would have solid template for vertically aligning our curriculum K-12. Our elementary teachers would have guidance in developing lessons and assessments that until now have been a foreign world to them as well as a source of frustration and uncertainty.</p> <p>We will still have local control, but with the added benefit of guidance as to what our students need for success in the 21st century.</p>	<p>We will primarily need professional development at the district level with support from the state level. I envision a core group of teachers receiving professional development from the state who will then return to their districts to facilitate implementation and ease the transition.</p>
1/22/2014	Carbon 1	Kindergarten Teacher	<p>It will give a clear path for all grades so science does not get left behind or some topics over covered.</p>	<p>At my level teachers in the area would help, it would show that science is important at the elementary level.</p>

2013-14 Science Questionnaire
Responses (Input from Districts)

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1/22/2014	Carbon 1	3rd Grade teacher	If we implemented the new science standards, it would impact what we teach and might change the curruculum we use.	We need to make sure we have all materials needed. We might need some new technology. We will need professional development time to go over the new standards and what changes we would need to make in our classrooms.
1/22/2014	Carbon 1	2nd grade teacher	Instead of teaching by the book I looked at what was a standard and taught teh standards	Need professional development so everybody teaching science is on the same page
1/22/2014	Carbon 1	Special Ed, English teacher	If done correctly, it will ensure the district aligns their curriculum both vertically and horizontally	Professional development in deconstructing the common core
1/22/2014	Carbon 1	High School Math	The interconnections between science disciplines and the vertical alignment (what a 4th greader should know) would be helpful to design curriculum. Also as a math teacher it would be great for cross-curricular development.	Professional Development, help deconstructing (unpack) standards and prfessional development utilizing STEM
1/22/2014	Carbon 1	H.S. Science	It will change what we teach and how we teach it. We have been trying to incorporate the standards at the high school, but it can be difficult when the curriculum is not yet vertically aligned to the new standards. We will also have to hire an elenemtary science teacher to ensure the standards are met.	Professional development time to create a curriculum and align the curriculum
1/22/2014	Carbon 1	Science Teacher	Positively. Very thorough and helpful	Professional development (good & useful) Better equiped labs
1/22/2014	Carbon 1	middle school science	The new standards will create new curruculum designing and modifying our current mapping for all science teachers	Computers for each student in every classroom. Updated science and technology equipment and newly written assessments to match STEM
1/22/2014	Carbon 1	4th grade teacher	New standards would need to be aligned with our curruculum map for science	Traingin for all teachers so that standards can be used and taught effectively, ways to integrate it into other subjects

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the Standards?	4) What does a teacher need in order to implement the Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?
12/11/2013 12:06:55 PM	JCSD	Elementary Teacher	*How information is presented and the sequence of presentation * teachers would have to look at an overall group of performance expectations instead of focusing on one and making it "fun" * students will be taught to give explanations and allowed more time for this process	See #2
11/20/2013 12:24:59 PM	Park County School district #1	Other Content Teacher	not sure	all of the above
11/20/2013 2:08:06 PM	Park 1	Other Content Teacher	The largest shift would be the depth at which things are taught.	Even though the district already has it but making sure there is supporting curriculum for this new expectation.
11/20/2013 2:14:36 PM	Park County School District #1	Secondary C/VE Teacher	Incorporating more STEM activities, more Science activities at the elementary level	Instructional materials and technologies, professional development on STEM activities
11/20/2013 6:02:14 PM	Not Applicable (was ACSD#1)	Principal	These standards provide a need for strong content area instruction, as well as a thorough understanding of science practices. It would provide for a well rounded science education instead of pieces of strong instructional practices that are provided for in our current standards. Additionally, the most important shift would be the cohesiveness of the standards would provide that all students at all levels would have the same expectations for science material per grade throughout the state.	The teacher would need to be provided with professional development to understand the student expectations/objectives. Likewise, some districts may need to purchase or find appropriate science materials (textbooks, ebooks, lab materials, etc.).
11/20/2013 6:51:05 PM	ACSD#1	Secondary C/VE Teacher	The NGSS calls for integrating mathematics and engineering. I feel that the engineering standards are the greatest shift because they are enough different that many of us will have to get additional training to incorporate them well.	It would be helpful to have instructional materials that articulate with the standards, but the materials we have now will work with a bit of manipulation. Assessment alignment would be most useful.

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Responses (Input from Districts)

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11/20/2013 6:55:30 PM	Sheridan County School District #1	Elementary Teacher	Modeling, Engineering Iterations of lab experiences	Lab materials and supplies Professional development for upper elementary Supportive website resources A pool of assessments to choose from Agreed upon scope and sequence within the district/commitment to aligning to NGSS
11/20/2013 8:33:05 PM	Washakie #1	Secondary C/VE Teacher	I see a shift toward more engineering goals.	We will need all of these things or at least to adapt what we already have to meet the curricular needs.
11/21/2013 7:00:51 AM	Park County #1	Other Content Teacher	I feel that allowing time for students to complete all the standards and learn from them. There is still a lot of information in all areas that will need to be covered.	All of the above! The most important to me would be clear leaning objectives as well as time to do it all. having some activities that have been tried and work well in all areas that I would be able to pick from and try with my students and then decide if they would be the ones to use with the curriculum or to be able to try others the next year to make the learning more meaningful.
11/21/2013 8:32:05 AM	Park County #1	Secondary C/VE Teacher	There is more of an emphasis on open ended problems and projects that will require students to engage more in scientific thought (application of the scientific method).	Time and materials! The effective application of technologies will only occur after teachers have a good grasp on what they want to do. Profession development can only do so much AND it seems that every person that comes in to to give a presentation is so varied on their interpretation that it many times is not very helpful. Heck, I went to NSTA this summer during the roll out and attended a presentation put on by 2 of the main consultant writers.....it was one of the worst PD's I've ever been in and was a total waste of time and money. I was very disappointed.
11/21/2013 9:31:07 AM	ACSD1	Secondary C/VE Teacher	This may sound odd, but I think the biggest thing will be thinking about how we word what we teach. We will need to incorporate the "buzz" words, as outlined in the standards. We will need to make sure the students understand exactly what the words mean.	Time....we never have enough time to implement all of the new ideas.
11/21/2013 10:13:46 AM	Fremont #6	Elementary Teacher	Very specific standards. Their is not as much individual freedom for the teachers to decide what they teach in science.	Not sure at this point
11/21/2013 5:11:01 PM	campbell cty 1	Elementary Teacher	Start teaching science at kind.	More classes

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Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the Standards?	4) What does a teacher need in order to implement the Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?
11/22/2013 6:15:42 AM	Park County School District #1	Secondary C/VE Teacher	Reverting back to a more text based, visual teaching and learning style from what has become more common in classrooms which is a more oral/aural and interactive approach.	This question seems to be the same as #2 above. Teachers need clear leadership, guidance and resources to go where we are expected to go. I know I would like help with instructional materials, professional development and assessment alignment.
11/22/2013 12:53:57 PM	CCSD #1	Elementary Teacher	As I stated above, we are now digging much deeper into each unit rather than hitting a lot of them lightly. We revisit the topics in reading, writing, videos, games, technology, etc. and therefore it's more likely the students will be engaged and be able to recall what they've learned.	A teacher needs to be able to teach across the curriculum, which some do not necessarily understand, so maybe professional development classes on that type of instruction. Technology is an issue for our grade - third - because they mobile labs are always checked out to the upper grades. We very seldom get a chance to use our mobile labs. Again, assessments need to be aligned to all schools are shooting for the same goal.
11/22/2013 2:31:37 PM	Park County School District #1	Curriculum Director / Coordinator	The standards align with our new math and language arts standards to put into practice what we are learning. The science standards will only strengthen our science program and reinforce our math and language arts areas. They are a great thing for our students and a long time coming.	Teachers need to have a good understanding of the standards and the expectations of them. Professional development will be a great support for our staff as they develop the instructional strategies and pathways of the new standards.
11/25/2013 2:14:38 PM	Park County School District #1	Elementary Teacher	Much more driven by scientific thinking/methods. Exploratory, writing results, higher level thinking models.	instructional materials. Our materials are old as far as district atopted materials. Professional development to understand the standards and how assessments are to be built.
11/26/2013 7:17:46 AM	LCSD#1	Secondary C/VE Teacher	Yes, I think it will water down what I currently do.	The district has not increased classroom budgets. This is a real problem.
11/26/2013 8:14:41 AM	Campbell	Elementary Teacher	Teacher prep. I feel that the teacher will really have prepare for Science. Science is meant to be hands on.	I think that we have a lot of resources within our district. I use a lot technology. Internet and Starboard! :)
11/26/2013 7:54:29 PM	Weston County School District 1	Secondary C/VE Teacher	The standards do not mandate instructional methods, thus no particular shift is apparent.	Time to develop the curriculum maps to make sure they align with the new standards

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the Standards?	4) What does a teacher need in order to implement the Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?
11/27/2013 2:18:58 PM	Park #1	Instructional Facilitator / Coach	The largest instructional shifts are towards practical application and engineering. Students are asked to apply their knowledge and are asked to design, create and build as they study. These are much needed shifts away from memorization of science facts towards using knowledge to make sense of the world around them and solve problems.	All the above to some degree. And mainly at the high school level, time! Again, the materials and technologies, as well as the professional development need to start at the elementary level. Science and STEM education needs to become a much bigger part of the picture at the elementary level.
12/1/2013 6:30:50 PM	ACSD1	Principal	Focus on career or college ready.	Understanding so the standards & how standards based instruction is different.
12/2/2013 11:02:52 AM	Carbon #1	Principal	The largest shifts that I note is the integration of mathematical reasoning and models. The reliance on informational text isn't really new, but the emphasis on using reliable informational text is different.	I believe teachers will need a library of primary and secondary sources that are deemed to be scientifically valid. I believe that expecting teachers to dig this research up themselves is fruitless. The learning objectives for each level will change. Professional development in the areas of mathematical reasoning, models, and appropriate research methods may be needed.
12/2/2013 12:52:39 PM	Converse County School District 1	Secondary C/VE Teacher	These standards do not deviate substantially from what is already being taught with the exception of more physical science and the added engineering piece. This will be fine for the hands on kinesthetic learner but not appropriate for a more traditional learner.	I believe proper professional development and materials for the the classroom are essential. I also believe that the certification of teachers needs to be looked into in order to certify more teachers in a cross curricular way so that the physical science portion will be more easily met.
12/3/2013 7:31:52 AM	LCSD#1	Secondary C/VE Teacher	The standards require conceptual, long understanding of concepts as opposed to specific information. It is a challenge to decide how to create assessments to measure that. For example, it doesn't require students know macromolecules specifically but students need to know why carbon is important.	Nothing different than what our district has already been doing.
12/3/2013 8:22:08 AM	Converse 1	Secondary C/VE Teacher	The new standards are rigorous but achievable, if science content it taught at ALL grade levels, as the new standards build upon prior knowledge. This is not drastically different from the current expectations, however, due to the increased rigor, greater emphasis would have to be placed on science knowledge in grades K-5.	Teachers can always benefit from additional quality professional development on standards implementation within their lessons.

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Responses (Input from Districts)

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12/3/2013 12:44:50 PM	hot springs 1	Curriculum Director / Coordinator	The integration of the inquiry process throughout the standards.	The district is implementing the aligned curriculum during the 2013-2014 school year. The district teachers need access to aligned professional development, assessment, and resources. If WY adopts the NGSS this provides access to resources shared by other states in the nation. If WY does not adopt the standards then there is limited access to resources. WY does not have the infrastructure to support an isolated set of standards.
12/5/2013 1:19:23 PM	Carbon One	Superintendent	The increase of rigor	The standards need to be paced out appropriately per grade level.
12/5/2013 4:35:37 PM	Laramie County School District 1	Instructional Facilitator / Coach	I beleve the largest shifts is common core alignment.	What teachers need in or to implement the Standards a classroom level... time :) , training, and engaging hands -on projects/materials/kits.
12/6/2013 12:09:25 PM	Carbon County School District #1	Other District Personnel	<p>I see three large instructional shift that the new Science Standards will require.</p> <p>1) The new standards will require strong K-12 alignment for science. It will be imperative that grade level standards are achieved as each year student will be building upon their previous knowledge base.</p> <p>2) Instruction will include and utilize informative text. The use of informative text is important not only in the science standards, but also play a bigger role in the Common Core Standards related to reading. I feel this is an area where are past standards fell short.</p> <p>3) The new standards will incorporate a more cross-disciplinary approach. This will require strong communication among teacher across their subject area. This will have a very positive impact on our student's learning, but will be a big change for educators who are used to a more "silo" approach to education.</p> <p>4) The new standard will provide more opportunities for the development of critical thinking skills. Students will be required to apply their knowledge, not just memorize and repeat information. Once again this will be enhanced through the cross-disciplinary education opportunities outlined in the new</p>	Teachers will need professional development on the standards as well as the resources to implement the new standards. In terms of resources, teachers will need the materials, facilities (lab space) and time for properly prepare for the implementation of the standards. One advantage I see in the standards is that they provide a high level of detail and suggestions for activities. This will benefit the newer teachers, but still allow flexibility for the more experienced teacher.
12/7/2013 8:50:37 PM	Park 1	Other Content Teacher	<p>From directed process to student centered inquiry</p> <p>Including science in all elementary levels and everyday</p> <p>Spiraling of knowledge and skills</p>	instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives, science staff mentors for elementary teachers

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Responses (Input from Districts)

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12/9/2013 10:44:51 AM	LCSD#1	Elementary Teacher	Time to fit in the curriculum. It has to be incorporated in the Language arts curriculum.	Lessons created that will help them meet the standards, yet be flexible enough to incorporate their own teaching style.
12/9/2013 12:46:47 PM	ACSD#1	Elementary Teacher	The standards are more in depth in their concepts.	I would need new instructional materials to teach these standards and professional development to help me understand some of the concepts I am expected to teach. I would also need the standards written in a student friendly manner.
12/9/2013 1:19:00 PM	Big Horn #3	Secondary C/VE Teacher	The shifts to engineering, which is essentially not a part of any courses offered currently, will involve a large amount of planning and changes to either curriculum or approach. I also see the emphasis to earth sciences being a major shift, as this is not offered to every student. I can see this new shift limiting curriculum to four years, including biology, chemistry, earth science and physical science - thus reducing optional coursework for advanced students or college prep.	I see all of the mentioned materials as being needed. Limited materials in physics and engineering will require new purchases of equipment and technology, new assessments will be required to match the new standards and learning objectives will new to be re-aligned with the new content expectations in engineering and earth sciences.
12/10/2013 3:40:25 PM	CCSD1	Elementary Teacher	I think the largest instructional shift includes time for the teaching of science on a regular basis.	The teachers will need instructional materials, professional development, and assessments to implement these new standards. They will need to have a complete understanding of what is being asked of the students to attain proficiency.
12/10/2013 10:17:29 PM	Campbell 1	Instructional Facilitator / Coach	K-12 educators are expected to do more in a day than ever before. Making connections in math and ELA will be a huge undertaking. For years we have taught in isolation, but the time has come for educators to integrate curriculum across the board in order to manage time more efficiently. More than anything, I see incorporating engineering and technology within the science curriculum as the largest instructional shift ahead.	As with the district needs, teachers will need professional development, training in quality assessment development and time.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the Standards?	4) What does a teacher need in order to implement the Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?
12/11/2013 8:50:32 AM	Weston 1	Secondary C/VE Teacher	Integrating reading, math and science. Currently math and reading are considered stand alone skills. A shift toward integrating the three will be required in order for districts to take the standards seriously. Accordingly, if the standards are to be taken seriously they must be assessed seriously.	New student learning objectives.
12/11/2013 8:56:07 AM	Weston 1	Other Content Teacher	Covering new topics at earlier grades and adding topics to current classes.	More materials, training with technology and support to adjust to the larger amount of topics being covered.
12/11/2013 9:02:47 AM	Weston 1	Elementary Teacher	The depth of science content, to which the standard is taught will be the biggest hurdle to overcome.	Instructional materials and technologies for our building would remain the same, as long as they remain current. Professional development, assessment alignment, and new Student Learning Objectives will all need to be reviewed and tweaked.
12/11/2013 9:11:18 AM	Fremont County School District #25	Principal	The largest shift for science is just getting current with more problem solving, inquiry, and scientific processes. I think over time it will be great as a nation to have more consistency in goals for our students who move so frequently.	The teacher will need time to analyze and unpack the Standards and figure out how to best teach them in their classroom. We are currently in this cycle of looking at the standards and having district K-12 meetings.
12/11/2013 9:29:10 AM	Weston 1	Other Content Teacher	The largest instructional shifts I see in the new standards are a much greater focus on the content to be covered. The new standard are much more specific about the content.	I think it will be easier to know what will be needed once we begin to implement the new standards.
12/11/2013 11:28:39 AM	JCSD 1	Elementary Teacher	A huge shift from life science to earth science.	Better aligned Foss Science kits.
12/11/2013 11:50:35 AM	307.684.2269	Secondary C/VE Teacher	Engineering	instructional materials, professional development

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the Standards?	4) What does a teacher need in order to implement the Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?
12/11/2013 11:55:03 AM	Johnson County School District	Elementary Teacher	They are more in depth and a lot more to cover	\$\$\$\$\$ and TIME
12/11/2013 11:55:16 AM	dhouseman@jcsd1.us	Secondary C/VE Teacher	Much more integration of the core curriculum Engineering component	More time with students per week
12/11/2013 11:56:03 AM	JCSD1	Secondary C/VE Teacher	Integrating engineering design principles into the classroom.	All! Definitely professional development, new instructional materials, and technology.
12/11/2013 11:56:42 AM	Johnson 1	Curriculum Director / Coordinator	Instruction will be much less front-loading of knowledge and will require more exploration of the concepts. This will lead to a much deeper level of understanding the concepts of science.	Teachers will need professional development, time to write curriculum maps, time to develop backward designed units, time to write assessments that are aligned. They will also need additional materials.
12/11/2013 11:58:36 AM	Johnson County #1	Secondary C/VE Teacher	Getting the appropriate curriculum taught in the proper grade levels and giving teachers enough time to develop new units they need to teach and get aligned with other grade levels.	Time!!! and professional development.
12/11/2013 11:59:34 AM	JCSD 1	Elementary Teacher	In the area of Waves and Motion	Professional Development Curriculum Support Instructional Materials Assemments
12/11/2013 11:59:35 AM	Johnson County #1	Secondary C/VE Teacher	Collecting data before giving too much information. Understanding the students prior knowledge.	As a middle school, we have aligned our curriculum. Profssional development with assistance in laying out units would be helpful.
12/11/2013 12:03:30 PM	JCSD1	Other Content Teacher	More engineering, modeling and student led instruction will be required in the implementation of practices. Textbook instruction will need to be a thing of the past as students look to do their own research and move forward while implementing scientific practice and problem solving. Students need to understand human impact in relation to every type science.	Professional development will be essential. Even teachers involved in the standards from early on will need time to design their curriculum. Assessment alignment will be important. Right now teachers are aiming at two different, and incompatible targets with the current standardized tests and the new assessment requirements of the standards.

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12/11/2013 12:04:15 PM	Johnson County School District #1	Elementary Teacher	Much of the content we teach at our grade level will be addressed in another grade level, so we will have to make a shift to the new content we will teach. We will also have to work hard to ensure we are keeping engineering in mind. It will be beneficial for teachers to adjust their science teaching from "fun units" to themes that cover many performance expectations in a way that students have the opportunity to engage in and explore the content before it is elaborated upon and evaluated.	Same as #2.
12/11/2013 12:16:50 PM	Johnson County #1	Elementary Teacher	The largest instructional shifts will be that many of the standards will be taught at all levels, but the material will not be taught as in-depth. Students will be learning about things they never have before and teachers will have to really change their units, styles, and often their thought processes to accommodate the changes.	See question 2 - the teacher will need all of what the district is going to need: time, money, resources, and technology.
12/11/2013 1:03:42 PM	N/A	Other District Personnel	The largest shifts will be in students becoming more responsible for their learning and teachers thinking about science in a more complex way.	Teachers will need PD in all four areas (1) understanding the standards (2) developing and implementing aligned curriculum (3) developing and aligning assessments (4) strategies for instruction
12/11/2013 1:13:07 PM	Natrona County School District	Other District Personnel	the addition of engineering as part of the science standards.	Professional development and a data bank of possible lessons.

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12/11/2013 3:12:16 PM	Fremont 25	Elementary Teacher	It will call for us to teach more information....we will need to teach more on a topic, instead of just grazing the tops of numerous topics. I will require more time, planning, and materials to cover each topic appropriately.	We will require time to unpack the standards and align them across the grades. Then we will require the time to develop the Learning Objectives and write the assessments for the lessons. Lastly, we will need to evaluate the materials we have and supplement or replace them as necessary. It will take time to decide exactly what is needed.
12/12/2013 4:49:54 PM	hot springs 1	Curriculum Director / Coordinator	More based on skills and less on content; increased focus on project or inquiry. Emphasis on deeper understanding through higher-order applications.	Aligned instructional resources including textbooks and supplemental materials. Professional development on understanding the shifts in curriculum requirements and content specific to grade levels and science pedagogy.
12/15/2013 8:46:10 PM	Fremont 6	Other Content Teacher	There is a huge change from the knowledge and comprehension of material to the application and synthesis and evaluation of knowledge.	I would say a teacher will need all of the above in order to be successful. Another thing that teachers need is time to plan and collaborate with teachers (including those outside one's own district) This is extremely important for teachers from small schools who may be a one person department.
12/16/2013 9:25:12 AM	Carbon County #1	Principal	I see a better connection to relevenace of content/skill and better use of highly effective teaching strategies.	A teacher needs to work within a group of teachers to plan, align practice and resources.

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12/17/2013 8:31:24 AM	307-738-2323	Secondary C/VE Teacher	All science teacher teaches science and in addition, some writing, reading, and math skills and even the occasional engineering idea. The NGSS is taking this idea and saying that this should be the model ALL of the time. The new paradigm will require time to implement as a regular practice in the classroom.	If we base this on the teaching model, Teachers first need to see the Assessments (which dont exist in PAWS, ACT or any other format) so that they can backwards plan and design their curricula. If we say that we are going to simply assume that our state is going to test students on this and we end up with PAWS all over again, what good are we really doing our students? In the high school, I will need examples, PD, and time to redo all of my coursework in order to implement this. At the grade school level, they will require updated curricula that incorporate this, which also does not exist right now.
1/8/2014	GCSD#1 307.532.7101	Science Teacher	Focus is not on content, but rather on critical thinking, problem solving, "doing" science	Suppport in doing more than just giving a grade
1/8/2014	CCSD #1	1st grade	Time! Elementary is already so overloaded w/ content...science teachers would be nice at the lower levels.	Science teachers in the elementary age
1/8/2014 10:22:41 PM	Albany County #1	Elementary Teacher	Shared focus on concepts and practices, and new concepts for grade levels. Topics will be determined more by standards, and less by curriculum materials.	Again, all of the things listed above. In addition to that, we would need significant TIME at the elementary level, to develop curriculum, go through PD experiences, etc.
1/9/2014 11:16:45 AM	Sheridan #1	Secondary C/VE Teacher	Project based learning, which I like.	Perhaps some engineering college courses.

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1/12/2014 10:50:08 AM	3077455720	Elementary Teacher	Teachers will need to be able to use reading, writing, and math in science in a way that will also meet the new CCSS in ELA and math. Conversely, we will need to integrate science instruction in ELA and math classes. We need to shift instructional ideas and practices at all levels to integrate standards and instruction across content areas. Having more and new standards does not automatically provide more instructional time. Instructional time devoted specifically to science will have to be increased, even with integration in ELA and math.	The standards are very specific, which is helpful. Teachers should know exactly what students are expected to learn at a particular grade level in a particular content area. Of course, individual teachers often end up acquiring materials, figuring out lessons and content, and developing assessments on their own, but this is not ideal and should not be expected. Teachers need to be provided with scientific background, knowledge, and training. Teachers need to feel confident in their own understanding of the concepts they teach.
1/17/2014 2:17:00 PM	Fremont County #1	Secondary C/VE Teacher	More use of models and problem solving. Students are being asked to create.	All the above
1/21/2014 12:58:52 PM	Carbon County School District #1	Other Content Teacher	I don't foresee any major instructional shifts. Instead, I see the proposed standards ensuring the rigor required for student success in science.	On a classroom level, it would be beneficial for a teacher to have access to a variety of lessons/activities that would satisfy each performance expectation. By having multiple activities, it would retain local control as the teacher could have a repository of resources as well as the ability to create their own to meet assessments and curriculum alignment as required by each district.
1/22/2014	Carbon 1	Kindergarten Teacher	More of "how"and less of just facts	Professional Development, proper assessments for all

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1/22/2014	Carbon 1	3rd Grade teacher	It seems there are fewer topics to cover, so we can go into more depth on them.	We would need all of those things listed above
1/22/2014	Carbon 1	2nd grade teacher	More specific teaching on the new standards, less emphasis on nonstandard items	Assessment, alighment and technology
1/22/2014	Carbon 1	Special Ed, English teacher	Being aware of what teachers in other disciplines at my site are teaching as well as vertical alignment.	Many teachers don't know the language of the new standards.
1/22/2014	Carbon 1	High School Math	Complexity of text and rigor (vocabulary is important too!)	Professional Development, supplementary materials, technology
1/22/2014	Carbon 1	H.S. Science	The engineering will be the biggest instructional shift, only because it is much more creating new things rather than a step by step lab	unerstand the new standards and how they can uses/tweek what we already do to fit the standard - alignment horizontally - common assessments - alignment vertically
1/22/2014	Carbon 1	Science Teacher	Using technology and lots of models	Lab equipment and GOOD professional development on implementing the new standards
1/22/2014	Carbon 1	middle school science	More integration of math, engineering and technology	Time! Professionla development , assessment alignment (common core),new learning objectives
1/22/2014	Carbon 1	4th grade teacher	More toward the sciences of what will be asked iin future hobs. I like how other subjects are already considered in the standards. It can be hard for teachers to say they will do science if everthing is centered around math and reading. This shows you can have both in science.	More time devoted to science, not just two times a week. Science needs to be a priority, not just something you teach if you have the time. Aslo include waht I wrote in #2

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Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/11/2013 12:06:55 PM	JCSD	Elementary Teacher	The sequence of presentation will change along with the amount of time that is allotted to each of the BSCS 5Es. There will be more time spent in the areas of exploration and explanation.	By allowing time to plan and implement before putting assessments in place.
11/20/2013 12:24:59 PM	Park County School district #1	Other Content Teacher	All would have to be rewritten to be aligned with the standards.	Giving us the time to do this, not requiring us to use our own time to implement this initiative
11/20/2013 2:08:06 PM	Park 1	Other Content Teacher	The length of time would most likely change in which some standard is taught.	Training in what is expected and what is different from the past.
11/20/2013 2:14:36 PM	Park County School District #1	Secondary C/VE Teacher	Not dramatically at the secondary level, a lot at the elementary levels	Patience, it will be incremental. Professional development on STEM activities.
11/20/2013 6:02:14 PM	Not Applicable (was ACSD#1)	Principal	The standards are developed by units of study. The districts would need to map out those units of study and align them throughout the districts. Once there was a curriculum map, lesson planning would be much easier, as teachers would clearly understand the learning objectives that are expected for students to master. Likewise, the standards provide for practices and make cross-content connections to the Common Core, leading to more thorough, integrated learning by students.	I would suggest that the State Department offer a professional development team that could work with districts throughout the state in 1) providing a general knowledge and understanding, and 2) offering support in curriculum mapping and assessment development (if a district wanted to create benchmark assessments).
11/20/2013 6:51:05 PM	ACSD#1	Secondary C/VE Teacher	Unit design could change to group standards in ways that match the groupings in NGSS, but it would not be necessary as there is nothing in NGSS that requires specific standards to be taught together. Lesson plans would need to be more specific about how math and engineering are being integrated and also how students will be using technology.	It would be helpful to have a few years to get up to speed with all of the standards, rather than have to incorporate all in the initial year. Teacher workshops designed to brainstorm unit design or lesson plans and actually create some plans would be helpful.

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11/20/2013 6:55:30 PM	Sheridan County School District #1	Elementary Teacher	Repeating experiments takes time (43 minute class periods won't work) Student design takes time	Professional development (the Math Common Core Workshops were well done...we need lots of that level of support) Funding so that highly qualified teachers will be implementing the standards (Para's are wonderful people, but hiring them to teach technology, reading and core classes like science are not good practices) Keep in mind that transition from one curriculum to another will see a drop in scores...don't expect 100% proficiency in year one
11/20/2013 8:33:05 PM	Washakie #1	Secondary C/VE Teacher	We would have to develop more lesson plans that include unit design. There are some unit plans already designed that could still be used.	Professional development to help with instructional ideas and even unit plans could be presented to all teachers.
11/21/2013 7:00:51 AM	Park County #1	Other Content Teacher	Most lessons would need to be redesigned to a point that would include all the aspects of the new standards. We need to do more hands on, projects, and the equipment needed would also change in order to do this and give students the time to work on them and it all be implemented.	Give us time and let us try new ideas before slapping our hands.
11/21/2013 8:32:05 AM	Park County #1	Secondary C/VE Teacher	See #3. Redundant question since you can't have instruction shifts without unit design change.	Money for materials and maybe even incentive money for getting together with district teachers and working on scaffolding the curriculum thought the school district.
11/21/2013 9:31:07 AM	ACSD1	Secondary C/VE Teacher	The vocabulary would change. I think the basic core of knowledge would be the same.	Give us plenty of training, and give us plenty of time to align our course materials.
11/21/2013 10:13:46 AM	Fremont #6	Elementary Teacher	With the change all lessons/Units would be changed. Do to the specific nature of the standards.	A statewide training for all grade levels would be the best way to provide consistency in all districts, the problem arises with new teacher in the following years.
11/21/2013 5:11:01 PM	campbell cty 1	Elementary Teacher	Building lots of understandings	Teach classes on the new core subjects

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11/22/2013 6:15:42 AM	Park County School District #1	Secondary C/VE Teacher	In some cases I think it will change order of operations and presentation methods. I hope it will define a clearer vision of what is expected in classrooms in terms of curriculum contents and skill development.	Again, I don't mean to sound like a broken record, but if there are specific expectations and guidelines in place I think clear communication and guidance throughout the implimentation process is critical. If there are no specific expectations and guidelines right down to the classroom level then I think that is problematic.
11/22/2013 12:53:57 PM	CCSD #1	Elementary Teacher	Unit design is much more intense now. An educator really needs to have a good grasp of what it takes to get from Point A to Point B, so that the units flow from lesson to lesson and come together at the end. Lesson plans will be done for the whole unit to create that continuity.	The State Department can support the Districts and its teachers by allowing for a learning curve. This has been a very intense and invigorating experience, but it has also been intimidating and exhausting at times. Transitions take time.
11/22/2013 2:31:37 PM	Park County School District #1	Curriculum Director / Coordinator	I think you can refer to question 2 for this. The standards will change the way we look at science and the order in which we present things. The lesson plans will change as the units change. All are good changes.	Professional development guiding staff in the better understanding of the standards and the expectations.
11/25/2013 2:14:38 PM	Park County School District #1	Elementary Teacher	Much more exploration, testing, recording results. Would need materials, space, cooperative group training. Funding for supplies to set up explorations.	TIME!!!! Give teachers time to know the standards. funding so that we can do it right!
11/26/2013 7:17:46 AM	LCSD#1	Secondary C/VE Teacher	We just have to make sure what we do is aligned. I know there will be very negative impacts on student choice. The students are locked into a specific class until their Senior year. Are you kidding? Students should be allowed more choices that better align with their carreer goals. For high achieving students science will become less relevant. Electives like Human Anatomy, Chemistry Physics will suffer.	We recieve support from the State Dept? Too funny
11/26/2013 8:14:41 AM	Campbell	Elementary Teacher	Bigger thinking. More material covered. No surface teaching for upper grades.	Money... I know it's expensive to change the way Science will be taught but I feel that it's not a waste of money! Kids don't know a lot about Science. We need more in depth-learning and hands on!
11/26/2013 7:54:29 PM	Weston County School District 1	Secondary C/VE Teacher	Units will still be designed the same way, just with a different standard to work toward. The same goes for the lessons.	No comment

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Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
11/27/2013 2:18:58 PM	Park #1	Instructional Facilitator / Coach	They change everything. We love how the standards are connected from kindergarten through high school. They describe what kids should be able to do at the end of each grade level. Science has been hit and miss at each grade in our elementary schools. Now they will have to do some science. Our middle school has had to realign their curriculum. PHS is trying to use the standards as the basis for our curriculum.	1. State Board should adopt the standards. 2. State Department should partner with UW education department and school districts around the state to have online and face to face classes in relationship to the new standards. 3. Rock star science teachers, together with the State Department and UW could provide face-face support for teachers in their development of units and lesson plans.
12/1/2013 6:30:50 PM	ACSD1	Principal	Clear alignment to an objective not just tasks.	Provide courses on standards based instruction.
12/2/2013 11:02:52 AM	Carbon #1	Principal	There needs to be more backward design to support these standards. We, at the building level, need to decide how the expectation will be measured and what students need to know to be able to do that. We have begun working with this model, so I think we are ready for the shift.	I would love to see a collaboration with UW that would create a database of primary and secondary sources to be used with the new standards.
12/2/2013 12:52:39 PM	Converse County School District 1	Secondary C/VE Teacher	I do not see any dramatic change here since the standards allow quite a bit of lee way to meet the goal.	Have clear ideas about the implementation and if the goal is to increase scores on the act test then make the tests resemble that type of test which is not concept oriented but reading and reasoning process oriented.
12/3/2013 7:31:52 AM	LCSD#1	Secondary C/VE Teacher	More conceptual approach. Need to decide what lessons support the concepts best.	I feel our district has a good system in place.
12/3/2013 8:22:08 AM	Converse 1	Secondary C/VE Teacher	Teachers who have been teaching to standards should not have significant changes in their approach to lesson planning; however, the overall content of lessons would change as a result of changes to the standards themselves.	The State Department of Education can support implementation by allowing time for changes to occur and to realize that this will be a gradual shift in thought processes and learning outcomes. It is a ground up change, which should impact elementary learners first, then middle school, and finally high school as those students first impacted transition throughout their K-12 school careers. It will not be a quick fix, nor should it be, if it is to be implemented systematically.

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12/3/2013 12:44:50 PM	hot springs 1	Curriculum Director / Coordinator	Raising expectation for greater depth of learning & integration of practices of inquiry.	Providing access to aligned professional development, assessment, and resources. Professional development about assessment literacy and formative practices is needed.
12/5/2013 1:19:23 PM	Carbon One	Superintendent	We are currently mapping the curriculum so teachers won't experience a change, just new standards	The state needs to do the mapping for the districts so there is uniformity. They need to create pacing guides as well.
12/5/2013 4:35:37 PM	Laramie County School District 1	Instructional Facilitator / Coach	The Standards change unit design could impact cleary,precise intergration in to other content areas.	The State Department should support the district with training with uhderstanding precisely what the standards are saying/asking...clarity. Feedback!
12/6/2013 12:09:25 PM	Carbon County School District #1	Other District Personnel	<p>1) The new standard provide a great level of detail when it comes to unit design and lesson plans. As mentioned earlier, this will be helpful for the less experienced teaching staff, but allows for enough flexibility that the teacher can design their plans to best address the needs of their specific students and/or class.</p> <p>2) Unit design and lesson plans will need to address cross-disciplinary opportunities. This will require greater communication among the teaching staff to allow for the timely implementation of subjects across discipline.</p>	In order to ensure the implementation of the standards happens as quickly and smoothly as possible, the district and teachers will need professional development in a timely manner that is not disruptive to the classroom. This may require additional training outside of contract hours/days thus requiring additional monetary resources to the district.
12/7/2013 8:50:37 PM	Park 1	Other Content Teacher	Units and lesson plans would be designed to encompass performance descriptors balancing DCIs, science and engineering practices, and cross-cutting concepts.	Professional devopment and mentor outreach programs

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12/9/2013 10:44:51 AM	LCSD#1	Elementary Teacher	Need to create lesson plans that are incorporated with language arts.	Time to review lessons before direct implementation.
12/9/2013 12:46:47 PM	ACSD#1	Elementary Teacher	It sounds like the units would take more time to teach as they are more in depth than previously. The students would also need to be getting science in the primary grades to help them learn these new concepts in the intermediate grade levels.	The State would need to provide professional development.
12/9/2013 1:19:00 PM	Big Horn #3	Secondary C/VE Teacher	If the focus is only on the stated content and concepts within the NGSS areas, then I see some significant reductions in certain areas (physics for instance is reduced down to forces, magnets and gravity) and expansion to incorporate engineering. Lesson plans will need to be changed as well to address the additions.	Making available individuals with expertise in adapting curriculum to the new standards would be helpful, though it is unlikely that these people exist anywhere very close - thus requiring bringing in people unfamiliar with our specific curriculum and unique school scenarios.
12/10/2013 3:40:25 PM	CCSD1	Elementary Teacher	The standards would change unit design and lesson plans because they require more manipulation of materials to draw conclusions about the science concepts.	The State Department could support Districts by helping map out standards into the curriculum. Also, they can provide opportunities for professional development.
12/10/2013 10:17:29 PM	Campbell 1	Instructional Facilitator / Coach	NGSS changes the way science has been taught by integrating science practices, disciplinary core ideas and crosscutting concepts with engineering/technology being a key addition. NGSS is comprehensive, but once deconstructed the standards are written and organized so well that designing the units is easy to structure.	professional development, assessment training, materials

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12/11/2013 8:50:32 AM	Weston 1	Secondary C/VE Teacher	A major impact on unit design will be incorporating engineering skills.	Press upon districts the importance of science as a way to integrate and show proficiency in other curriculum areas.
12/11/2013 8:56:07 AM	Weston 1	Other Content Teacher	In my classroom I will need to change how much time I spend on topics to make sure I can squeeze a few extra weeks of time out of my lessons to be filled with new topic areas.	Through professional development and modeling how it is done in other schools.
12/11/2013 9:02:47 AM	Weston 1	Elementary Teacher	All lessons and units would need to be changed to meet the new standards.	All parties involved would need to have professional development, money, hiring of staff, and time to implement the information into the classroom.
12/11/2013 9:11:18 AM	Fremont County School District #25	Principal	The standards will update what we are doing and will help us greatly in a broad focus as a school and district. We will be integrating them into our units and I think this is very exciting work for our school and for our teachers. Their lesson plans will be based off of this unit work.	The State Department could offer regional meetings on the standards and implications they see for classrooms.
12/11/2013 9:29:10 AM	Weston 1	Other Content Teacher	The new standards will definitely have an impact on unit design and lesson plans, but at this point it will be hard to know exactly how it will impact unit design and lesson plans.	I think the state needs to provide training opportunities on how they are going to be assessing the new standards. This will allow teachers to use backward design to build their units.
12/11/2013 11:28:39 AM	JCSD 1	Elementary Teacher	Much more comprehensive and advanced content.	Funding to improve and replace materials.
12/11/2013 11:50:35 AM	307.684.2269	Secondary C/VE Teacher	presentation in a different order	professional development days

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/11/2013 11:55:03 AM	Johnson County School District	Elementary Teacher	Completely change a lot of our lesson plans. As it stands now, only one of our units fits into the standards.	Instead of us having to rewrite and start from scratch, give us units that have been developed and tested.
12/11/2013 11:55:16 AM	dhouseman@jcsd1.us	Secondary C/VE Teacher	The units would become larger and the lesson plans more in depth	I am not sure at this time
12/11/2013 11:56:03 AM	JCSD1	Secondary C/VE Teacher	We would use more backward design and the 5Es into our units. We would have our lesson plans made with the 5Es in mind too.	Provide us with the tools, time, and money to do this right! These standards are awesome and will benefit our kids by making them THINKERS and PROBLEM SOLVERS!
12/11/2013 11:56:42 AM	Johnson 1	Curriculum Director / Coordinator	The standards will require that teachers "begin with the end in mind." From there, they will design assessments that align to the rigor and the content of the new standards. Finally, they will design new activities that align. Basically, it will require using understanding by design principles.	Provide regional and state trainings in both UbD and the NGSS. Provide time and opportunities for teachers to collaborate in writing curriculum and assessments.
12/11/2013 11:58:36 AM	Johnson County #1	Secondary C/VE Teacher	The standards would change what units are taught when and also add and remove some concepts.	Give them plenty of time and resources and professional development
12/11/2013 11:59:34 AM	JCSD 1	Elementary Teacher	Current units would need to be updated, Lesson plans/Unit Plans would adhere to adjusted time lines, New Units would need to be created, and Materials and Training provided for teachers to do this effectively.	Professional Development Curriculum Support Assessment Support Instructional Materials
12/11/2013 11:59:35 AM	Johnson County #1	Secondary C/VE Teacher	In my class not much. I need to spend more time with evaluation and assessment.	Come up with some decent assessment tools that will follow these standards and be used to evaluate students and districts.
12/11/2013 12:03:30 PM	JCSD1	Other Content Teacher	Lessons must have purpose and a deep level of thinking in every lesson. Units must be more integrated.	Allow teachers opportunities to exchange ideas and units as we are working toward implementation of the standards.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/11/2013 12:04:15 PM	Johnson County School District #1	Elementary Teacher	More time will be given to engagement and exploration rather than lectures. We will have to make sure to tie units of study together, as appropriate.	I believe we will need time to plan for this adjustment and resources for appropriate instructional materials.
12/11/2013 12:16:50 PM	Johnson County #1	Elementary Teacher	All units will need to be redesigned and looked at. If they don't need to be redesigned completely then they will have to be changed a bit and new pieces will need to be brought in. Lesson plans will need to be done as teams and grade levels to make sure that all pieces are aligned and working to ensure all students are getting the necessary pieces.	The state department should really listen to what districts, along with teachers within those districts have to say in order to make sure things are implemented correctly.
12/11/2013 1:03:42 PM	N/A	Other District Personnel	They will change unit design to match more closely how students learn (based on research) and what they need to know (21st century skills)	Professional development, professional development, professional development and funding.
12/11/2013 1:13:07 PM	Natrona County School District	Other District Personnel	There shouldn't be too much change if teachers have been designing good science lessons before the NGSS.	The State Department should educate district administrators and teachers that teaching science is not optional.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/11/2013 3:12:16 PM	Fremont 25	Elementary Teacher	Our Lesson plans would be incorporated more into Units of study, and we would need to plan these to be cross-curriculum units that would encompass a number of Standards at one time.	Providing more materials to help assist in the implementation of the new standards, as we don't have a lot that involves the teaching of Science.
12/12/2013 4:49:54 PM	hot springs 1	Curriculum Director / Coordinator	Changes the essential question and driving purpose of the learning. More control over how you achieve the standards.	Time for implementation and alignment of the state assessments. Professional development as listed in #2 and #4 above. Also for assessment literacy and formative assessment practices.
12/15/2013 8:46:10 PM	Fremont 6	Other Content Teacher	There will be a need for new and different technologies (such as 3D printers) access to data bases of historical scientific data. Unit design will change somewhat. Lesson plans will have to change dramatically.	Lots of quality professional development and an extended timeline for implementation. This includes an extended testing timeline. These kinds of results will not happen over night. Take away some of the overdone emphasis on reading and math so that science gets more time in the curriculum. Help schools achieve some balance between subject areas.
12/16/2013 9:25:12 AM	Carbon County #1	Principal	Not really sure overall.	The state needs to stay out of way and offer resources on the ground, not at training or professional development.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/17/2013 8:31:24 AM	307-738-2323	Secondary C/VE Teacher	I am not sure that it will necessarily change these, but will incorporate engineering pieces and require more time to complete units of study.	Provide state wide PD both in assessments like ACT if we are going to stick with that as the state test (and be able to make connections to the relevancy with the NGSS) and with curricula development. Does the state plan to develop a series of assessments like the BOE had, or are the districts going to be left to their own to develop assessments? Without alignment (which the ACT will say they have) how will the districts be able to show proficiency?
1/8/2014	GCSD#1 307.532.7101	Science Teacher	Helpiing students develop thier thinking skills rather than just memorization and regurgitation	Back off the "Danielson Model" of eveluatio. let us teach and not be eveluated on how many students passed standardized tests.
1/8/2014	CCSD #1	1st grade	New standards allow for a deeper teaching of concepts...more deep than wide!	Give the process time to show results. Change can't happen overnight.
1/8/2014 10:22:41 PM	Albany County #1	Elementary Teacher	There is more "stuff" in the standards than what I currently teach. I currently teach 4 in depth units throughout the course of the year, and with NGSS I would need to do several shorter units/series of lessons	Provide paid work time for curriculum development, a sharing process for districts who have already started the work to share what they have done with districts who have not jumped in yet, and assessment resources.
1/9/2014 11:16:45 AM	Sheridan #1	Secondary C/VE Teacher	Similar.	It would be nice to know what the assessments will look like.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
1/12/2014 10:50:08 AM	3077455720	Elementary Teacher	<p>Scientific literacy will be much more emphasized in unit design and lesson planning. Integrating math and language arts should be and will be much more heavily required in order to meet the standards. Assessments that required students to demonstrate and then justify understandings will require lessons that have students continually demonstrating and justifying understandings. A wide variety of approaches and lessons should be implemented. The connections to the CCSS (in the draft) should be emphasized in professional development so that teachers feel they can readily address ELA and math standards with science lessons.</p>	<p>The standards are very specific, which is helpful. Teachers should know exactly what students are expected to learn at a particular grade level in a particular content area. Of course, individual teachers often end up acquiring materials, figuring out lessons and content, and developing assessments on their own. If districts and the state department can first ensure that materials, technologies, professional development, lessons, and assessments are developed before requiring teachers to implement the standards, then the standards can be more fully implemented and will be more willingly taught.</p>
1/17/2014 2:17:00 PM	Fremont County #1	Secondary C/VE Teacher	<p>There would be some new units in 6th-8th grades, but we have flexibility in dividing the standards among the three grades.</p> <p>New lesson plans would have to be create, but that is normal for every year.</p>	<p>The main need is science articles that are written at a 6th grade level that connect to the CCSS and new science standards.</p>
1/21/2014 12:58:52 PM	Carbon County School District #1	Other Content Teacher	<p>The standards wouldn't dramatically change unit or lesson plan design. It would rather focus more tightly on skills needed to perform science, become scientifically literate, and help students develop a social awareness about science. I envision teachers being able to slowly phase in changes to their units and lesson that incorporate the engineering component. If anything, this will help teachers coordinate with colleagues across the curriculum. In fact, the alignment with common core standards for both ELA and math make alignment and district design even easier for teachers.</p>	<p>The development and offering of professional development opportunities for teachers and districts will be the greatest need. There may be a need for additional monetary support at the beginning to train district leaders. At that point, upon completing of professional development for these leaders, any support would come at the district level.</p>
1/22/2014	Carbon 1	Kindergarten Teacher	<p>There would need to be proper time for it, not just when you can get to it.</p>	<p>Stressing the importance, at the elementary, level we focus so much on LA and math that science and Social studies get left on the back burner.</p>

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	5) How would the Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
1/22/2014	Carbon 1	3rd Grade teacher	Teachers could spend more time on each unit. I don't think it would chage lesson plans too much.	The WDE could make sure all districts have what materials, professional sevelopment, etc...they need
1/22/2014	Carbon 1	2nd grade teacher	Will have to go and align unit to standard	Get rid of Cindy Hill, professional Development
1/22/2014	Carbon 1	Special Ed, English teacher	For me as an English teacher, I will try to know appropriate scientific vocabulary and incorporate it into my lessons.	Provide opportunity to visit other sites to see how it's being done.
1/22/2014	Carbon 1	High School Math	More rigor but covering less material	sStick to the Common core Standards anbd resist becoming political
1/22/2014	Carbon 1	H.S. Science	Unit design and lesson plans are more student focused or centered now. Unites will also have less paper/pencil tests/assessments	Give districts time to fully implement the standards before the district is labeled.Evaluation of the curriculum we use andhow it can be made better.
1/22/2014	Carbon 1	Science Teacher	Not a lot	Provide funding so thta labs have adequate equipment
1/22/2014	Carbon 1	middle school science	Additionla modifications and assessments	Constent communication with districts and teachers
1/22/2014	Carbon 1	4th grade teacher	Would most likely design around the standards or at least a curruculum map with series mapping our where the standards are covered and fill in any areas that are weak or lacking	Training in the curriculum, so that is is taught correctly and faithfully. Training in what the standards require and help with lessons that meet those standards.

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
12/11/2013 12:06:55 PM	JCSD	Elementary Teacher	Students may need to be assessed more frequently.	The District will need to look at aligning the standard and assessment to better test the knowledge of our students.
11/20/2013 12:24:59 PM	Park County School district #1	Other Content Teacher	yes	Assessment systems must be adopted that are in line with the standards
11/20/2013 2:08:06 PM	Park 1	Other Content Teacher	Have more in depth questions rather than simple T/F or multiple choice.	Not sure
11/20/2013 2:14:36 PM	Park County School District #1	Secondary C/VE Teacher	Not really, except while doing more STEM activities.	Not sure at this point.
11/20/2013 6:02:14 PM	Not Applicable (was ACSD#1)	Principal	No, it would not change formative assessment. It would require districts to create new assessments that matched what was being expected of student learning.	It should not.
11/20/2013 6:51:05 PM	ACSD#1	Secondary C/VE Teacher	My formative assessment practices would not be affected by the NGSS.	We currently don't have district assessments at the levels I teach, so there would be no impact. We do give the state test and it would have to change to match the NGSS.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
11/20/2013 6:55:30 PM	Sheridan County School District #1	Elementary Teacher	Teachers using rubrics and informal observations as formative assessments will adapt. Teachers accustomed to weekly quizzes may find they don't have time enough.	All common district assessments will have to be re-written to align to NGSS.
11/20/2013 8:33:05 PM	Washakie #1	Secondary C/VE Teacher	Yes, for some of the newest stem activities.	It will need to be brought up to date with the new goals and perhaps different assessments.
11/21/2013 7:00:51 AM	Park County #1	Other Content Teacher	maybe	I think that will come with all the other changes and we will just have to see how it all works out.
11/21/2013 8:32:05 AM	Park County #1	Secondary C/VE Teacher	Yes, projects are more apt to not give the right or wrong answer. Teachers have to be able to assess the process of getting to the answer.	Don't know. The middle school has recently employed that 75% of a students grade is based off a couple common assessments per quarter. This is dumb, as it makes 9 weeks of class time and work turn into low stakes schooling and high stakes testing. Thus, not much focus on the process getting to the final destination.
11/21/2013 9:31:07 AM	ACSD1	Secondary C/VE Teacher	I do not know at this point in time.	I expect we will have some sort of standardized test.
11/21/2013 10:13:46 AM	Fremont #6	Elementary Teacher	Not sure	More focus on science.
11/21/2013 5:11:01 PM	campbell cty 1	Elementary Teacher	yes more formal assesments	Change dspas and understandings to meet core

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
11/22/2013 6:15:42 AM	Park County School District #1	Secondary C/VE Teacher	Unless I am misinterpreting the standards and processes associated with achieving them I don't think change in formative assessments is as crucial as daily instruction and summative assessment.	I think it will be important to vertically align curriculum and create assessments that correspond to the change in standards at various age levels. It would be nice to have access to valid assessments currently linked to the NGSS that could be adopted by districts or at least used and modified by classroom teachers.
11/22/2013 12:53:57 PM	CCSD #1	Elementary Teacher	No I don't believe these Standards would change the classroom's formative assessment practices. If anything, it will give the educator more opportunity to engage in formative assessment. So many different types of activities and learning can take place on one topic that a teacher can really use these times to do a formal or informal assessment to gauge understanding.	Our team has devised assessments to be used this year, but they need to be uniform across the district.
11/22/2013 2:31:37 PM	Park County School District #1	Curriculum Director / Coordinator	If instruction and the units are changed the formative assessments would have to change as well.	If the instruction and the units are changed the District assessments will have to change as well.
11/25/2013 2:14:38 PM	Park County School District #1	Elementary Teacher	Yes, it would be more student hands-on results, observations of group work, focus on the process within the learning.	It would need to be a more project-based, interactive process.
11/26/2013 7:17:46 AM	LCSD#1	Secondary C/VE Teacher	No	We have already done the work
11/26/2013 8:14:41 AM	Campbell	Elementary Teacher	No, you would still need to pre and post assessment. Find new creative ways to "Grade" the lessons.	we would all be on the same page.
11/26/2013 7:54:29 PM	Weston County School District 1	Secondary C/VE Teacher	They would probably change how the formative assessments looked.	They have helped us create k-12 common assessments

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
11/27/2013 2:18:58 PM	Park #1	Instructional Facilitator / Coach	Definitely. Students must master many skills before they can accomplish the tasks embedded in the standards. There is tremendous opportunity for improved formative assessment and even some challenge based learning as students learn skills and then apply them to accomplish the standards.	We have a validated assessment system here in our district. All the science assessments will have to change. (for the better!)
12/1/2013 6:30:50 PM	ACSD1	Principal	Only what we are assessing.	No direct impact on district assessments. State assessments drive a lot of our system
12/2/2013 11:02:52 AM	Carbon #1	Principal	It may change WHAT is formatively assessed, but the practices should be similar.	We are currently working on mapping and then we will tackle common assessments. Our system will definitely look different, well, hopefully we'll have a system of common assessments!
12/2/2013 12:52:39 PM	Converse County School District 1	Secondary C/VE Teacher	I do not see this changing the assessment process.	I feel that we would still use tests and lab projects to assess the knowledge gain during the lessons.
12/3/2013 7:31:52 AM	LCSD#1	Secondary C/VE Teacher	No.	We redesigned our assessments.
12/3/2013 8:22:08 AM	Converse 1	Secondary C/VE Teacher	Again, teachers who are currently using formative assessment practices should not see much day-to-day change in the uses of such practices, even though the content of the assessments may change with the standards changing at their grade level.	Currently, we have no district assessment system for science, so any type of district assessment would be a change. No matter what assessment is used, it should be understood that initial scores most likely will not be good. Time will be needed to implement new instructional strategies and learning outcomes to meet the more rigorous nature of the NGSS and students will be playing catch up on assessments for several years, as the new assessments will be targeted at new standards, while student content knowledge will have been based on previous, less rigorous standards.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom's formative assessment practices?	8) How will the Standards impact the District's assessment system?
12/3/2013 12:44:50 PM	hot springs 1	Curriculum Director / Coordinator	It should - but again, professional development to support the awareness, need for, and skills to implement formative assessment practices is needed.	Our K-12 science curriculum is aligned to the NGSS. Each grade level/science course is aligned and has identified outcomes. The outcome assessments are common across the district. Student results with the common assessments are the focus of collaborative analysis of student performance data for determining adjustments to instruction.
12/5/2013 1:19:23 PM	Carbon One	Superintendent	Yes	Common assessments will need to be
12/5/2013 4:35:37 PM	Laramie County School District 1	Instructional Facilitator / Coach	Yes ! beleive students should be assessed using common assessments throughout the district.	I hope not over assessing! Time!
12/6/2013 12:09:25 PM	Carbon County School District #1	Other District Personnel	I do not see the new Standards having a large change in the classroom's formative assessment practices. I hope is that these new standards will improve student performance on formative assessments. The new standards continuously build the knowledge base for students across grade levels, ensuring they retain the scientific concepts. We do need to make sure our formative assessments are aligned with the new standards and incorporate the critical thinking skills and ability to read, understand and implement informative text.	The district will need to ensure assessments are aligned with the new standards. In addition, assessment need to incorporate some measure of critical thinking and problem solving capabilities. Assessment results need to used to measure students knowledge and also the success of the implementation and allow for continuous improvement in teaching.
12/7/2013 8:50:37 PM	Park 1	Other Content Teacher	More informal assessments due to inquiry nature of the standards	New assessments would need to be designed

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12/9/2013 10:44:51 AM	LCSD#1	Elementary Teacher	Assessments should be incorporated in the lesson planning process.	We require 3 assessments in science now, there may be more depending on the amount of units of study.
12/9/2013 12:46:47 PM	ACSD#1	Elementary Teacher	I do not think so. I use daily informal observation as well as formal assessment.	The report cards will need to be changed to match the new standards.
12/9/2013 1:19:00 PM	Big Horn #3	Secondary C/VE Teacher	Yes - specifically those associated with engineering and earth sciences (Which are seldom taught in many Wyoming high schools). I can also see having to assess different items based on the changes to the content standards.	Aside from changing content formative and summative assessments, there may also be conflicts with the NGSS and the ACT and Wyoming AYP tests. I'm concerned that schools will be held responsible for meeting AYP, ACT and now NGSS test expectations, thereby tripling assessment burdens on the districts.
12/10/2013 3:40:25 PM	CCSD1	Elementary Teacher	The changes would come in the form of what concepts are covered by the new standards.	The common assessments would have to be altered to meet the new standards.
12/10/2013 10:17:29 PM	Campbell 1	Instructional Facilitator / Coach	Practices will change depending on the wanted outcome and expectations within the lessons.	New assessments will have to be developed at each level within each science, so much change is expected.

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
12/11/2013 8:50:32 AM	Weston 1	Secondary C/VE Teacher	If formative strategies are in place....no. If formative is not in place yes. The current climate at the secondary level is focused on ACT performance which does not emphasize performance tasks.	See #7
12/11/2013 8:56:07 AM	Weston 1	Other Content Teacher	No they would would just need to be modified.	I do not know what will happen since I do not know what assessments will be used in the future within my district. I want to know if the BOE's will be going away or not before I could answer this question.
12/11/2013 9:02:47 AM	Weston 1	Elementary Teacher	Of course.	The entire district assessment system will be impacted.
12/11/2013 9:11:18 AM	Fremont County School District #25	Principal	The formative assessments will be clear and focused and will give good, consistent direction to our teachers on what students should know and be able to do.	The District assessment system and our Body of Evidence will need updated to reflect these current standards. Some of what we have in place will already be applicable, and some will need tweaking to reflect these goals.
12/11/2013 9:29:10 AM	Weston 1	Other Content Teacher	I think how the new standards will change assessment practices will depend on how the state is going to assess districts on the standards.	I am not sure how the standards will impact the districts assessment system. I am hoping that we will get some guidance on how the new standards will change our assessments.
12/11/2013 11:28:39 AM	JCSD 1	Elementary Teacher	To an extent.	It may require the district to develop more directive assessment systems.
12/11/2013 11:50:35 AM	307.684.2269	Secondary C/VE Teacher	yes	gear away from multiple choice (ACT format)

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
12/11/2013 11:55:03 AM	Johnson County School District	Elementary Teacher	yes	I teach third grade and we dont assess science on our report cards, however we do give the MAPS science test
12/11/2013 11:55:16 AM	dhouseman@jcsd1.us	Secondary C/VE Teacher	Yes	We would have to consider adapting a new assessment system that aligns with these standards
12/11/2013 11:56:03 AM	JCSD1	Secondary C/VE Teacher	They would encourage more formative assessments and fewer paper and pencil tests. Kids will be able to show what they really know and teachers will be able to adapt teaching to meet the level and needs of the students based on assessments.	I'm not sure.
12/11/2013 11:56:42 AM	Johnson 1	Curriculum Director / Coordinator	Absolutely. Throughout each unit, formative assessments will need to be woven in.	The district will need to revise or rewrite the current assessments for science.
12/11/2013 11:58:36 AM	Johnson County #1	Secondary C/VE Teacher	depends on the classroom in some classrooms it would improve the assessments	The districts assessment would have to align with the new standards which i believe they are starting to change it.
12/11/2013 11:59:34 AM	JCSD 1	Elementary Teacher	Yes	We need more authentic assessments that are aligned with the shift in standards.
12/11/2013 11:59:35 AM	Johnson County #1	Secondary C/VE Teacher	Yes	PAWS, MAPS, etc will need to become less of a reading test and more of science problem solving test.
12/11/2013 12:03:30 PM	JCSD1	Other Content Teacher	They would increase formative assessment.	Our district will be increasing the focus on science and the importance of science in the curriculum.

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
12/11/2013 12:04:15 PM	Johnson County School District #1	Elementary Teacher	They might. Formative instruction may already be in place but will need to be used frequently for student success and for teachers to know where students are in their learning.	We will need to align our assessments with the content covered in each grade level. Assessment will have to go beyond the basic "paper and pencil" to assess with the same depth as the instruction presents.
12/11/2013 12:16:50 PM	Johnson County #1	Elementary Teacher	They would not change formative assessment practices.	At the elementary level it won't change it, but at the high school and junior high levels it might change it significantly or it may not at all. I really can't speak to those levels at all.
12/11/2013 1:03:42 PM	N/A	Other District Personnel	They would encourage more formative assessment!	District assessment systems will need to change to align to them.
12/11/2013 1:13:07 PM	Natrona County School District	Other District Personnel	Yes because there is more content that is specifically mentioned for each grade level.	New assessment will need to be developed.

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
12/11/2013 3:12:16 PM	Fremont 25	Elementary Teacher	Yes. More formative assessment would be done to make sure the students are understanding the standards being taught as we move through the units of study, so they could be successful on the final assessment.	There will be a shift from assessing one subject area at a time to combining assessments to cover multiple standards.
12/12/2013 4:49:54 PM	hot springs 1	Curriculum Director / Coordinator	Approaching the content lends itself toward a pedagogical shift that emphasizes formative assessment. Professional development will be needed to support implementation of effective formative assessment practices.	District is currently developing aligned assessments.
12/15/2013 8:46:10 PM	Fremont 6	Other Content Teacher	Probably. I'm just not completely sure yet.	It is going to take more time to get students to this level of performance. The assessments will have to be more than paper pencil or computerized multiple choice items.
12/16/2013 9:25:12 AM	Carbon County #1	Principal	Yes!	They should be a nice fit into our assessment system.

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
12/17/2013 8:31:24 AM	307-738-2323	Secondary C/VE Teacher	YES.	There will no longer be a district assessment system for all of the schools that used the BOE system. That means that a new system needs to be adopted or developed.
1/8/2014	GCSD#1 307.532.7101	Science Teacher	Formative somewhat, summative very much so	They already have
1/8/2014	CCSD #1	1st grade	At the level I teach, no, however I am not sure elsewhere.	We are tweaking our system, so at this point it doesn't seem to have too much of an impact.
1/8/2014 10:22:41 PM	Albany County #1	Elementary Teacher	I think that more teachers would be assessing both content and practices.	Our district doesn't really have a current assessment system. Our only information district wide comes from PAWS.
1/9/2014 11:16:45 AM	Sheridan #1	Secondary C/VE Teacher	No	Standards based grading and 4,3,2,1 grading scale. I do not agree that work ethic should not factor in grade.

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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
1/12/2014 10:50:08 AM	3077455720	Elementary Teacher	The State and District do not and cannot usually make use of formative assessments to acquire data when determining the proficiency of students in relation to standards. There is no reason that these standards would change formative assessment practices.	If these standards are implemented, there must be accountability to determine how well students are meeting the standards. Science assessment will have to be increased.
1/17/2014 2:17:00 PM	Fremont County #1	Secondary C/VE Teacher	New rubrics would need to be created that are performance assessments.	6th grades complete the NWEA's MAP science testing three times per year. The standards for 6th grade would need to aligned to MAP testing or discontinue the administering MAP tests.
1/21/2014 12:58:52 PM	Carbon County School District #1	Other Content Teacher	No. A good teacher uses a variety of formative assessments and will be able to continuing using them. It may make it easier because the performance expectations outline very specific skills a teacher should address.	The suggested performance expectations will make common assessments within a district easier to develop and administer. Our district currently uses the MAPS test and I believe students will achieve better scores because of the emphasis on science skills.
1/22/2014	Carbon 1	Kindergarten Teacher	Yes, at my level science is usually not assessed	Hopefully the science PAWS test will look better

2013-14 Science Questionnaire
 Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these Standards change the classroom’s formative assessment practices?	8) How will the Standards impact the District’s assessment system?
1/22/2014	Carbon 1	3rd Grade teacher	Yes, it would	We might have common assessments in Science
1/22/2014	Carbon 1	2nd grade teacher	No, teachers should be checking daily for understanding no matter what they are teaching	We will have to use a lot more rubrics
1/22/2014	Carbon 1	Special Ed, English teacher	Possibly	It will force departments to align all curriculum and tests within themselves.
1/22/2014	Carbon 1	High School Math	Probably would not change formative assessments a lot, but would make teachers aware of the need for lots of formative assessments	Don't know at this time
1/22/2014	Carbon 1	H.S. Science	Formative will change in the aspect of gaps to find holes in curruculum as well as student knowledge. There seem there will be more formative assessment on student skills as well.	The standards leas itself to have more prohct based assessments rather than paper/pencil assessments.
1/22/2014	Carbon 1	Science Teacher	No	NGSS will provide a more thorough lourline of what we are assessing
1/22/2014	Carbon 1	middle school science	yes	We will nedd to move to standard based grading
1/22/2014	Carbon 1	4th grade teacher	yes, different focus of skills and subjects	that is up in the air, so one would need to be established

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/11/2013 12:06:55 PM	JCSD	Elementary Teacher	By keeping teachers in the loop.	Our science standards would not align with our assessments. However, I don't feel that our current curriculum is aligned with our assessment. I feel that the new standards may improve how our students perform on the assessments due to the depth and process of how and what will be taught.
11/20/2013 12:24:59 PM	Park County School district #1	Other Content Teacher	Through informational sessions held in each district that will communicate to the parents in language they can understand and will allow for an extensive question and answer session.	All assessments, whether district or state, will have to be in alignment with the standards.
11/20/2013 2:08:06 PM	Park 1	Other Content Teacher	Consistent communication though email or posted reports.	Improve it.
11/20/2013 2:14:36 PM	Park County School District #1	Secondary C/VE Teacher	Not sure.	More application, less direct knowledge
11/20/2013 6:02:14 PM	Not Applicable (was ACSD#1)	Principal	I believe that there should be people that are out meeting with district curriculum leaders, administration, and teachers to work through that with professional development.	There are already content and practice assessments that exist in other states. ETS and Pearson both have those type of assessments. I'm sure that SmarterBalance will also have a typical assessment. The best part of that is that teachers and students would actually have background as to what is being assessed based on content and scientific practice knowledge. That would be much better for student success.
11/20/2013 6:51:05 PM	ACSD#1	Secondary C/VE Teacher	Don't change the assessments until after the students have had time to learn under the new requirements. Communicate phase in dates to teachers and administrators throughout the state. I don't know how you would be able to reach all science teachers directly.	State assessments would need to reflect the standards. Students will likely perform better once the standards are implemented because they will get to learn science starting in kindergarten and all will be learning toward the same goals through 5th grade. In 6-8 all students will have teachers aiming for the same standards and after 6 years, those students will have the foundation to reach the standards. In the long-run students will learn more and the assessments will show it.

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
11/20/2013 6:55:30 PM	Sheridan County School District #1	Elementary Teacher	Make available to teachers a pool of formative and summative assessments	If Smarter Balance is implemented, I would assume it will cover Science as well as math and language arts.
11/20/2013 8:33:05 PM	Washakie #1	Secondary C/VE Teacher	Through professional development.	State assessments may have to include some laboratory assessment like NAEP tests have used.
11/21/2013 7:00:51 AM	Park County #1	Other Content Teacher	Let the teachers have the lead. If you keep putting more on our plates to do we actually get less done! I think most teachers know what needs to be done a lot better than the State Department.	Hopefully the State Department will look at the assessments and at the new Standards and coordinate them.
11/21/2013 8:32:05 AM	Park County #1	Secondary C/VE Teacher	Keep the communication lines open with educators that actually deal with the students.	Well, since the state assessment is the ACT, which doesn't reflect the common core or the national science standards or the state standards, you tell me. I, personally, hope that assessment shifts to better reflect the goals of the states education. If we gave tests in our classrooms that didn't reflect what was taught, we would be reprimanded and fired. Interesting concept.
11/21/2013 9:31:07 AM	ACSD1	Secondary C/VE Teacher	Inservice trainings, email, WEN. Students will need plenty of practice using the new test format.	I expect any state assessments will change to reflect the new standards.
11/21/2013 10:13:46 AM	Fremont #6	Elementary Teacher	Statewide trainings	We should see a larger focus on science, with a better alignment of standards and assessment.
11/21/2013 5:11:01 PM	campbell cty 1	Elementary Teacher	e-mail	new testing needs to cover core lessons

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
11/22/2013 6:15:42 AM	Park County School District #1	Secondary C/VE Teacher	I don't know. It is very difficult for me to imagine the State Department having direct impact on student success other than to reiterate what I have said about clear expectations, leadership and guidance for districts and educators throughout the process.	I hope it will improve student scores on state assessment which it should if there is clear alignment and correlation between the assessment and the NGSS.
11/22/2013 12:53:57 PM	CCSD #1	Elementary Teacher	Most educators know this is a pilot year and that we are fine-tuning the units for years to come. If it is approached with sincerity and possibly even communicated through others that have participated, it may increase its acceptance. I do not know how to ensure student success if an educator does not follow the unit with fidelity and teach across the curriculum.	It is my belief that the new Science Standards will only improve our effectiveness in the State assessment. Using the vocabulary and methods that I am seeing in the classroom now can only increase our students' knowledge and understanding and I can't see how our scores would not improve.
11/22/2013 2:31:37 PM	Park County School District #1	Curriculum Director / Coordinator	Through the professional development provided.	They will in time raise our results and improve the knowledge of all our students.
11/25/2013 2:14:38 PM	Park County School District #1	Elementary Teacher	professional develop. teacher input when developing or reviewing assessment possibilities.	Well, the standards will be realigning our curriculum, so it will have affect grade levels. Also, it will possibly involve much more rigorous methods of testing.
11/26/2013 7:17:46 AM	LCSD#1	Secondary C/VE Teacher	State Department? Ha ha ha	I don't know at this point.
11/26/2013 8:14:41 AM	Campbell	Elementary Teacher	Talk with teachers not just admin. Have teachers help teachers.	I think we would see a rise in Science across our state. I think that we have so many "Science" jobs in Wyoming that we could see more long term goals met as a state. I think that having the same standards across the state would help any teacher or children succeed if they moved within our state.
11/26/2013 7:54:29 PM	Weston County School District 1	Secondary C/VE Teacher	An email would be nice.	Probably little

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
11/27/2013 2:18:58 PM	Park #1	Instructional Facilitator / Coach	Again, once the standards are adopted they lead to student projects that can incorporate Common Core Math and Language Arts standards within them. These projects should be the major classroom assessments for the standards. If designed well, they should create great student interest and success.	MAP and ACT are already using NGSS standards in item development. We at the high school level will need to implement these standards in our classrooms for students to be successful on the tests. I hope that any new tests will be a reflection of these standards.
12/1/2013 6:30:50 PM	ACSD1	Principal	Principal level meetings. Team so teachers similar to when PAWS was new.	I would hope for an assessment that isn't a reading test.
12/2/2013 11:02:52 AM	Carbon #1	Principal	An interactive area on the website would be nice. Maybe a place that will show master teachers working with standards at different grade levels. A database of resources for teachers to use.	None of these standards really lend themselves to multiple choice assessments...yay! However this will most likely cause the assessment to be longer and more detailed than it has been previously.
12/2/2013 12:52:39 PM	Converse County School District 1	Secondary C/VE Teacher	Have specific examples of what you are looking for with exemplars to go from. I believe steering away from large involved project intended to fail students should be avoided and instead be replaced with shorter more meaningful lab type assessments.	I see a huge disconnect between the implementation of ACT testing and standards. They do not test the same thing. The standards assess content knowledge and the ACT assesses reading comprehension and reasoning skill from a chart. One does not necessarily mesh with the other easily.
12/3/2013 7:31:52 AM	LCSD#1	Secondary C/VE Teacher	Communication with Walt Hushbeck. He did an excellent rollout on what these standards would look like with the assessment.	ACT is different for our current assessment system. So as long as we use ACT as a measure, I don't know that the district assessments are in alignment other than the twenty percent that is designated ACGT.
12/3/2013 8:22:08 AM	Converse 1	Secondary C/VE Teacher	Continued use of electronic media, as well as personal communication to district administrators seems to be most effective.	As for state assessment, one should expect that a new state assessment would be designed to match the new standards. No matter what assessment is used, it should be understood that initial scores most likely will not be good. Time will be needed to implement new instructional strategies and learning outcomes to meet the more rigorous nature of the NGSS and students will be playing catch up on assessments for several years, as the new assessments will be targeted at new standards, while student content knowledge will have been based on previous, less rigorous standards.

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/3/2013 12:44:50 PM	hot springs 1	Curriculum Director / Coordinator	Engaging stakeholders - students, parents, community members with the educational community. WY needs to look at aligning the NGSS with the state culture and the critical role of natural resources to the state. It will be an error to simply adopt the NGSS without some state representational additions to recognize the roles of agriculture & energy i.e. multiple use and resource management. Professional development and educational responsibility to provide multiple perspectives of issues with reliable knowledge to address them is important i.e. bias, propaganda, special interest agenda.	The state assessment will need to be aligned to standards. Just as there has been transition to the CCSS in the areas of ELA & Math there will need to be transition to the new science standards.
12/5/2013 1:19:23 PM	Carbon One	Superintendent	The state department needs to take over curriculum, map the curriculum, pace the curriculum, and provide all supports for curriculum.	They will definitely make it more rigorous in my opinion.
12/5/2013 4:35:37 PM	Laramie County School District 1	Instructional Facilitator / Coach	The state might best communicate assessments shifts through Consistent data base feedback.	Hopefully, increase understanding of how to increase students potential in understanding. And to increase teacher instructions.
12/6/2013 12:09:25 PM	Carbon County School District #1	Other District Personnel	Communication needs to occur at all levels; community, district leaders, teachers, support staff, and parents. This means within a district the State Department needs to communicate the need for these new standards and positive impact these standards will have on the success of our students. For students to be successful in today's global market, they must have a strong background in science and technology and the critical thinking and problem solving skills embodied within the standards. Whether are students are college bound or vo/tech, the need for a strong science background needs to be emphasized.	It is imperative that State assessments be aligned with the new standards. This need to be done in a way such that districts can adequately measure student achievement and growth over several years. The assessment needs to be well thought out and evaluated prior to implementation so that dramatic changes to the assessment are not made each year.
12/7/2013 8:50:37 PM	Park 1	Other Content Teacher	Sharing with districts and teachers the same parameters, vocabulary lists, and assessment boundries given to the state assessment writers.	Change from only testing in 4, 8, and 11 grades to more grade levels

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/9/2013 10:44:51 AM	LCSD#1	Elementary Teacher	Sharing the data and creating assessments that tie into the specific goals.	If each grade level is to be tested on the state assessment, it means more time away from the classroom to test, which makes it harder to teach the standards.
12/9/2013 12:46:47 PM	ACSD#1	Elementary Teacher	I am not sure at this point.	I am not sure as the state assessments are changing.
12/9/2013 1:19:00 PM	Big Horn #3	Secondary C/VE Teacher	Some correlation of the NGSS with all the other tests and content standards would be useful in making the transition.	While we currently have requirements for meeting the standards associated with the ACT and those associated with AYP, without knowing how these are all associated with NGSS, it is possible that our current focus may need to be shifted considerably. Without knowing what the final state assessment might be (ACT, Smarter Balance, Wyoming AYP), it is impossible to know just exactly what our direction in the classroom needs to be.
12/10/2013 3:40:25 PM	CCSD1	Elementary Teacher	The State Department should make samples accessible by teachers as well as provide monthly updates (newsletter, email, etc.) on the status of the assessment shifts and promoting student success.	The only grade level tested on the state assessment for science is fourth grade; therefore, the hope would be to see growth as the new standards dig deeper into concepts. However, the first year there may be a display of no/backwards growth based on the complexity of the new standards that were not addressed previously.
12/10/2013 10:17:29 PM	Campbell 1	Instructional Facilitator / Coach	There needs to be open communication with all stake holder in the state. Before decisions are made everyone making those decisions needs to be well-versed in the standards. Assessments need to be science assessments, not reading assessments based on science topics. This is so critical for student success.	The hope is that with the implementation of new science curriculum based on NGSS students will be able to DO, not just know. The new standards focus on inquiry, so students will learn to think and DO as scientist Do. Students will be more engaged and learning will be much more meaningful. In the end, test scores will increase!!

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/11/2013 8:50:32 AM	Weston 1	Secondary C/VE Teacher	Seriously.....The SDE is viewed in a very poor light right know. Effective leadership will be needed in order for the SDE agenda to be accepted and implemented.	Wow.....The ACT is not designed to assess these standards. The state needs to make up its mind about what it wants districts to do. The districts will continue to do their own thing on one hand while giving lip service to the state on the other until the state makes a commitment.
12/11/2013 8:56:07 AM	Weston 1	Other Content Teacher	Communicate with the teachers and make it clear what will be happening.	It does not effect the state assessment because the ACT is not written to our state standards.
12/11/2013 9:02:47 AM	Weston 1	Elementary Teacher	I think that is a question best answered by the State Department. I'll bet they have someone on staff that has already contemplated that question and answered it.	All the state assessments should be changed to meet the shift.
12/11/2013 9:11:18 AM	Fremont County School District #25	Principal	The State Department could give us examples of assessment shifts and can help us in keeping expectations high for students.	The State assessment system really needs to actively pursue the Smarter Balanced consortium. The new assessments coming down that use video, projects, and more constructed response are exciting and what we should be about in education. The State assessment needs to have broad goals -- such as the CCSS, and needs to reflect what we are being asked to do. The State assessment needs to be consistent and fair and not all over the board as it has been. I love accountability -- I was on the first accountability committee in 1976 as a high schooler in Longmont, CO, -- but we need to be measuring what we want to see in classrooms and not just some artificial multiple choice test that ruins public education.
12/11/2013 9:29:10 AM	Weston 1	Other Content Teacher	I think the state needs to be upfront and provide the training before the assessments are implemented.	I am not sure how the standards will impact the state assessment system. I am hoping that we will get some guidance on how the new standards will change our assessments.
12/11/2013 11:28:39 AM	JCSD 1	Elementary Teacher	Profesional development opportunities.	It will require almost a complete revamp of current science assessment!
12/11/2013 11:50:35 AM	307.684.2269	Secondary C/VE Teacher	release test items	shifting away from emphasis on ACT type assessment

2013-14 Science Questionnaire
Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/11/2013 11:55:03 AM	Johnson County School District	Elementary Teacher	We need time to work through the standards	I think our scores will better because the science standards are so much more in depth
12/11/2013 11:55:16 AM	dhouseman@jcsd1.us	Secondary C/VE Teacher	Staff development	The state would need to come up with a new form of state wide assessment
12/11/2013 11:56:03 AM	JCSD1	Secondary C/VE Teacher	Listen to the needs of the teachers and give us the support, money, and time we need to do this right.	The assessment may become more practical and less traditional.
12/11/2013 11:56:42 AM	Johnson 1	Curriculum Director / Coordinator	Both regional and state trainings.	The state assessment will need to be revised to align with the new standards.
12/11/2013 11:58:36 AM	Johnson County #1	Secondary C/VE Teacher	listen to the people in the classroom.	state assessments will have to align with the standards
12/11/2013 11:59:34 AM	JCSD 1	Elementary Teacher	Through Professional Development	Drastically. Need more authentic assessments that include demonstrative tasks and performance opportunities
12/11/2013 11:59:35 AM	Johnson County #1	Secondary C/VE Teacher	Show examples of assessment plans for review and comment.	If aligned with proper assessment and good teaching I have faith that it would be effective.
12/11/2013 12:03:30 PM	JCSD1	Other Content Teacher	Students and teachers must be involved in assessment development. Emails and other mass communications are probably best.	PAWS and ACT will not be useful to assess these standards. These standards require hands-on activities, or at the least, a written explanation of thought.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/11/2013 12:04:15 PM	Johnson County School District #1	Elementary Teacher	I think we need to all be onboard and on the same page. Clear communication of expectations is necessary for success for students, parents, and teachers.	State assessments need to reflect the complexity of the new standards. Students should be expected to go beyond multiple choice answers to show their understanding. Assessment needs to reflect the fact that science is a process, not just a one sentence answer circled in a booklet.
12/11/2013 12:16:50 PM	Johnson County #1	Elementary Teacher	The State Department should communicate constantly and with full honesty to their ideas and thoughts, taking in all the ideas and thoughts gathered from districts and the state's teachers, to ensure they are giving their state's students the best possible opportunity to succeed at science.	States will need to find an assessment, or create one, that reflects the new standards and is a proper assessment that give students a fair shot at showing what they have learned.
12/11/2013 1:03:42 PM	N/A	Other District Personnel	The state department needs to listen to all levels of educators in the state, from preschool teachers through university instructors and researchers, and take seriously their professional knowledge, concerns, and needs. Assessment shifts should be discussed - both their intended and unintended consequences and then after adoption, support should be provided for implementation. Finally, time for both implementation, prior to assessing the new standards, and then after to allow the scores to be compared from year to year.	Assessments will have to change.
12/11/2013 1:13:07 PM	Natrona County School District	Other District Personnel	Find out what is being taught and what is being neglected.	New assessment needs to be developed.

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Responses (Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/11/2013 3:12:16 PM	Fremont 25	Elementary Teacher	Allowing educators to be involved with the planning and writing of the new assessments.	State assessment is going to have to look at the validity of administering Standardized tests to students who are being assessed in an entirely different way over classroom course content.
12/12/2013 4:49:54 PM	hot springs 1	Curriculum Director / Coordinator	Early and often. Professional development to build an effective science network across the state.	Assessments would have to be aligned to the standards and would require adjustment.
12/15/2013 8:46:10 PM	Fremont 6	Other Content Teacher	There will need to be professional development focused on the particular level at which a person is teaching not broad generalized professional development. Having sample test items available for students and teachers, so they can see what is expected would also help. To promote success Science is going to have to receive the time and attention that reading and math have received.	The assessments will have to be something other than multiple choice. There will need to be actual performance items. It is going to take a huge shift in the idea of assessment.
12/16/2013 9:25:12 AM	Carbon County #1	Principal	Memos and reminders	It may change some of the content of the test and provide a better look at what our students actually know about science. It depends largely on test design - a test is a test. Some are simply better than others.

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
12/17/2013 8:31:24 AM	307-738-2323	Secondary C/VE Teacher	Find assessments already developed and have a board of Science teachers from throughout the state evaluate the assessment(s).or gather STATE Science Teachers and develop a BOE styled Assessment system. Our assessment system should reflect that of our State assessments for AYP or else there is no correlation to the two. However, the problem with this is that we are testing the students in multiple guess formats, but teaching them in hands on design and engineering practices. We as educators know that students learn better through activities, we reduce classroom management time, and discipline when kids are engaged, but then we assess "what they know" in the State assessments via multiple guess, where every students score is meant to be differentiated from the others in a scatter effect.	See #9 above.
1/8/2014	GCSD#1 307.532.7101	Science Teacher	Adopt the standards, find or develop assessments for teh NGSS, so we don't have to create our own, NOW, not in years	State assessments should be more rigerous than they currently are, although it is difficult to "score" assessment that shows a student's thinking and why they think what they do.
1/8/2014	CCSD #1	1st grade	Reports to districts - webiste	In the long term I think our scores will be better. The kids will have a deeper understanding of concepts rather than a minimal or no understanding of lots of concepts, haowever, during the transition there may be a dip in scores.
1/8/2014 10:22:41 PM	Albany County #1	Elementary Teacher	I know that our district has trained people to deliver PD on the CCSS. That model has been very effective. I think we could utilize the same model with the NGSS. (Although how the trainers would receive training is not clear to me - perhaps through national or regional conferences?	It will have to change. Both concepts and processes will need to be realigned.
1/9/2014 11:16:45 AM	Sheridan #1	Secondary C/VE Teacher	?	They should be related.

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
1/12/2014 10:50:08 AM	3077455720	Elementary Teacher	The State Department needs to be prepared with a clear and focused long-term vision of the effects of the standards and the effects the standards will have on individual classrooms and teachers. To adopt and ask teachers to implement standards that the State itself hasn't "bought into" will fail. The State needs to fully support the standards and ensure that teachers support the standards by making certain they are confident in their knowledge of the standards, their ability to teach those standards, and that they will always have the materials, technologies, lessons and curriculum to meet the standards. If teachers are confident that they are teaching important content and teaching it well, assessment shifts will be expected and accepted.	We will have more State assessment in science.
1/17/2014 2:17:00 PM	Fremont County #1	Secondary C/VE Teacher	Provide reports in a timely manner. Provide examples/samples of assessment materials.	A new state assessment may have to be written for 8th grade, 6th grade does not take a state science test.
1/21/2014 12:58:52 PM	Carbon County School District #1	Other Content Teacher	Communication of assessment shifts can be best expressed through announcements from the superintendent's desk as well as through contact with district curriculum directors. Those members of the State Standards adoption/revision committee would also be good avenues for communication in assessment shifts and development of resources directed at student success.	Speaking as a secondary teacher, I feel that moving to the new proposed standards would increase student achievement on the ACT. This test is geared toward assessing student skills in designing experiments and interpreting data, all of which receive a greater importance in the new standards. While the range of materials may be narrower and more focused, it is the development of a true scientific nature through the revised standards that will point students toward success.
1/22/2014	Carbon 1	Kindergarten Teacher		Hopefully with science being more in focus at a younger age the science tests at the state level will be better

**2013-14 Science Questionnaire
Responses (Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	9) How might the State Department best communicate assessment shifts and promote student success?	10) How might the new Science Standards effect State assessment
1/22/2014	Carbon 1	3rd Grade teacher	The WDE could share information throughout the state	I think it will improve state assessments
1/22/2014	Carbon 1	2nd grade teacher	Get rid of Cindy Hill!	Improve it hopefully
1/22/2014	Carbon 1	Special Ed, English teacher	By devoting a section of their website to all matters concerning the CCSS and NGSS.	Not sure - But it will be positive.
1/22/2014	Carbon 1	High School Math	Provide lots of professional development for teachers	It will be a high stakes test which if used properly will help teachers reassess their classes and students
1/22/2014	Carbon 1	H.S. Science	Professional Development	The questions on the state assessment should be more inquiry and open-ended and less content driven
1/22/2014	Carbon 1	Science Teacher		By exposiing students to science at a younger age with a purpose. Scores should go up.
1/22/2014	Carbon 1	middle school science	Immediate feedback to students and parnts and teachers for state tests	New assessment to write and give. Hopefully a better written test than PAWS.
1/22/2014	Carbon 1	4th grade teacher	Training for all, teachers and paraprofessionals who would be working with students, and then with administrators on what would be required and assessed	Needs to be one first

2013-14 Science Survey #1

Respondent ID	Survey Date	Participant's District		Participant's Position (choose all that apply)							
ID #	Survey Date	School District	Other	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	CD	IF/Coach	Princ.	Supt.	Other3
2795142973	9/4/2013 20:57	Natrona				H.S.					
2794692589	9/4/2013 17:04	Natrona									UW Teacher Education student
2793621443	9/4/2013 2:37	Natrona									Pre-service teacher, Secondary Science
2790952091	9/2/2013 13:55	Natrona			MS/JHS						
2789808363	9/1/2013 4:11	Campbell									St. Teacher
2788797880	8/30/2013 21:34	Other	St Stephens Indian School		MS/JHS						
2788341022	8/30/2013 16:17	Other	School Director in Japan				CD		Princ.		
2788240096	8/30/2013 15:17	Lincoln 2			MS/JHS	H.S.					
2782223722	8/27/2013 14:19	Uinta 1				H.S.					

ID #	Survey Date	School District	Other	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	CD	IF/Coach	Princ.	Supt.	Other3
2780722411	8/26/2013 18:32	Uinta 4			MS/JHS						
2779653990	8/26/2013 1:43	Campbell		Elem.							
2779328425	8/25/2013 17:36	Natrona			MS/JHS	H.S.					
2772815007	8/21/2013 2:17	Natrona		Elem.							
2770649158	8/19/2013 22:05	Uinta 1		Elem.							
2770356918	8/19/2013 19:24	Big Horn 2			MS/JHS						
2770250171	8/19/2013 18:26	Converse 1			MS/JHS						
2769637423	8/19/2013 12:53	Uinta 6			MS/JHS						
2766193639	8/16/2013 4:37	Sweetwater 1		Elem.							
2766144777	8/16/2013 3:32	Sweetwater 1		Elem.							
2766025833	8/16/2013 1:22	Lincoln 2		Elem.							
2765748932	8/15/2013 21:21	Big Horn 1		Elem.							
2765223914	8/15/2013 16:15	Natrona						IF/Coach			
2765194454	8/15/2013 15:58	Laramie 1		Elem.							
2763599436	8/14/2013 17:51	Campbell		Elem.							
2763231216	8/14/2013 14:29	Campbell			MS/JHS	H.S.		IF/Coach			
2762612352	8/14/2013 4:26	Big Horn 1		Elem.							

ID #	Survey Date	School District	Other	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	CD	IF/Coach	Princ.	Supt.	Other3
2762093273	8/13/2013 21:02	Crook				H.S.					
2762056486	8/13/2013 20:41	Sublette 1		Elem.							
2761561106	8/13/2013 16:25	Fremont 38			MS/JHS						
2761530924	8/13/2013 16:10	Sublette 1		Elem.							Elementary Science Specialist
2761460161	8/13/2013 15:34	Sweetwater 2				H.S.					
2761456198	8/13/2013 15:32	Albany				H.S.					
2761435651	8/13/2013 15:22	Platte 1							Princ.		

2013-14 Science Survey #1

Respondent ID	Survey Date	Do the Science Standards provide clear learning progressions across grade levels?		Do the Science Standards address the content areas within Science?	
ID #	Survey Date	Response 4	Comment	Response 5	Comment6
2795142973	9/4/2013 20:57	Yes		Yes	
2794692589	9/4/2013 17:04	No	Each section could have prior knowledge listed.	Yes	This is clear.
2793621443	9/4/2013 2:37	Yes		Yes	
2790952091	9/2/2013 13:55	Yes		Yes	
2789808363	9/1/2013 4:11	Yes		Yes	
2788797880	8/30/2013 21:34	Yes		Yes	
2788341022	8/30/2013 16:17	Yes	Levels are far too low	No	Too general, needs more specific content
2788240096	8/30/2013 15:17	No	From middle to high school life science the transition is quite a challenge. The progression across grade levels is not entirely clear. They appear to be end goals without guidance as to the many sub skills that need to be taught along the way.	Yes	
2782223722	8/27/2013 14:19	Yes		Yes	

ID #	Survey Date	Response 4	Comment	Response 5	Comment6
2780722411	8/26/2013 18:32	Yes	I haven't had time to look that far yet.	Yes	
2779653990	8/26/2013 1:43	Yes		Yes	
2779328425	8/25/2013 17:36	Yes		Yes	
2772815007	8/21/2013 2:17	Yes		Yes	
2770649158	8/19/2013 22:05	Yes		Yes	
2770356918	8/19/2013 19:24	Yes		No	Not specific enough to the grade level.
2770250171	8/19/2013 18:26	Yes		Yes	
2769637423	8/19/2013 12:53	Yes		Yes	
2766193639	8/16/2013 4:37	No		No	
2766144777	8/16/2013 3:32	Yes		Yes	
2766025833	8/16/2013 1:22	No		Yes	
2765748932	8/15/2013 21:21	Yes		Yes	
2765223914	8/15/2013 16:15	Yes		Yes	
2765194454	8/15/2013 15:58	Yes	Not sure	Yes	Not sure
2763599436	8/14/2013 17:51	Yes		Yes	
2763231216	8/14/2013 14:29	Yes		Yes	
2762612352	8/14/2013 4:26	Yes		Yes	

ID #	Survey Date	Response 4	Comment	Response 5	Comment6
2762093273	8/13/2013 21:02	No		No	
2762056486	8/13/2013 20:41	No		No	
2761561106	8/13/2013 16:25	Yes		Yes	
2761530924	8/13/2013 16:10	Yes		Yes	
2761460161	8/13/2013 15:34	Yes		Yes	
2761456198	8/13/2013 15:32	No		Yes	
2761435651	8/13/2013 15:22	No		No	

2013-14 Science Survey #1

Respondent ID	Survey Date	What is your feedback on the overall structure of the Science Standards with regard to instruction?		Are the expectations of the Science Standards appropriately challenging, yet accessible for students?	
ID #	Survey Date	Response7	Comment8	Response 9	Comment10
2795142973	9/4/2013 20:57	Favorable		No	Some of the math skills required of the students for certain science standards are inappropriate because the students will not have the necessary math skills until they reach further grades.
2794692589	9/4/2013 17:04	Impartial	It does give good guidance to what is expected and what needs to be taught.	Yes	
2793621443	9/4/2013 2:37	Favorable		Yes	
2790952091	9/2/2013 13:55	Favorable		Yes	
2789808363	9/1/2013 4:11	Favorable		Yes	
2788797880	8/30/2013 21:34	Impartial		No	
2788341022	8/30/2013 16:17	Impartial	Good start but can be improved dramatically	No	Levels too low
2788240096	8/30/2013 15:17	Impartial		No	These standars are very rigorous and will require that we push down our curriculum to the elementry school (5th-6th). In order to be successful at meeting these standards in middle and high school we will have to place more emphasis on it at an earlier stage. This creates a problem because new standards across the state are already taxing the 5th-6th and younger because they have also been pushed down in order to meet the new standards in other areas. On top of all this most 5th-6th Elem.s are very far from being capable of teaching science to that level of understanding. I feel that this is setting our kids up for failure in many areas.
2782223722	8/27/2013 14:19	Favorable		Yes	

ID #	Survey Date	Response7	Comment8	Response9	Comment10
2780722411	8/26/2013 18:32	Favorable	I like that the new standards give a little more detail about what is really expected. The old standards could go in too many directions and I could never be sure I was teaching the right thing.	Yes	At a glance I'd say yes but it's hard to know until I really plan with them and do the lessons.
2779653990	8/26/2013 1:43	Favorable		Yes	
2779328425	8/25/2013 17:36	Favorable		Yes	
2772815007	8/21/2013 2:17	Favorable		Yes	
2770649158	8/19/2013 22:05	Favorable		Yes	
2770356918	8/19/2013 19:24	Dislike	I want standards to be grade specific.	Yes	
2770250171	8/19/2013 18:26	Favorable		Yes	
2769637423	8/19/2013 12:53	Favorable		Yes	
2766193639	8/16/2013 4:37	Dislike		No	
2766144777	8/16/2013 3:32	Favorable		Yes	
2766025833	8/16/2013 1:22	Favorable		Yes	
2765748932	8/15/2013 21:21	Favorable		Yes	
2765223914	8/15/2013 16:15	Favorable		Yes	
2765194454	8/15/2013 15:58	Dislike		Yes	
2763599436	8/14/2013 17:51	Dislike		No	
2763231216	8/14/2013 14:29	Favorable		Yes	
2762612352	8/14/2013 4:26	Dislike	Districts must have a required amount of time devoted to science instruction in all grades.	No	They are challenging, but cannot not be reached unless there is more dedicated time given to science instruction.

ID #	Survey Date	Response7	Comment8	Response9	Comment10
2762093273	8/13/2013 21:02	Dislike		No	
2762056486	8/13/2013 20:41	Impartial		No	
2761561106	8/13/2013 16:25	Favorable		Yes	
2761530924	8/13/2013 16:10	Favorable	extremely favorable	Yes	
2761460161	8/13/2013 15:34	Impartial		Yes	
2761456198	8/13/2013 15:32	Impartial	I use them to guide my curriculum, but they do not drive my lessons.	No	They should be more challenging.
2761435651	8/13/2013 15:22	Dislike	very open without out much direction	No	

2013-14 Science Survey #1

Respondent ID	Survey Date	Do these Science Standards prepare students for college and career readiness?		Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response1 1	Comment12	Open-Ended Response13
2795142973	9/4/2013 20:57	Yes	If they have the necessary math skills in order to fully grasp the science concept that requires mathematics computations.	
2794692589	9/4/2013 17:04	Yes	These standards do a good job relating to othe fields.	This document could provide more examples in each section to vertical articulation.
2793621443	9/4/2013 2:37	Yes		
2790952091	9/2/2013 13:55	Yes		
2789808363	9/1/2013 4:11	Yes		
2788797880	8/30/2013 21:34	No		
2788341022	8/30/2013 16:17	No		My students in Japan surpass all these Science Standards in both breadth and depth by the age of 7. Perhaps an academic contest challenging my 7 year olds with the brightest 5th graders would emphasize the point. I like Wyoming and want the levels to be the envy of all other states.
2788240096	8/30/2013 15:17	Yes	These standards are much better for teaching critical thinking skills. The standards are higher on Bloom's taxonomy list.	Will there be a sequence for instruction provided for the science standards much like other standards that have been rolled out? Meaning will teachers be given grade by grade guidance on when/what order to teach these topics?
2782223722	8/27/2013 14:19	Yes		

ID #	Survey Date	Response1 1	Comment12	Open-Ended Response13
2780722411	8/26/2013 18:32	Yes	Again, it appears so but I'll know more in a year or so.	None at this point.
2779653990	8/26/2013 1:43	Yes		
2779328425	8/25/2013 17:36	Yes		
2772815007	8/21/2013 2:17	Yes		
2770649158	8/19/2013 22:05	Yes		
2770356918	8/19/2013 19:24	Yes		I think that our standards need to be grade specific. I think as teachers we need to know exactly what we are teaching specifically at each grade level. They are too broad.
2770250171	8/19/2013 18:26	Yes		The NGSS standards are more rigorous than our current state standards, and, as with Common Core for math and LA, expectations for students will have to go up and there will be transition time where assessment scores may be lower than hoped. These standards are quite adequate and students who begin science instruction in elementary school should have no problems with the more rigorous nature of the standards in middle and high school. However, elementary school teachers will have to be given time between math and language arts expectations to lay the groundwork for upper level learning as, currently, that rarely happens as the assessments for math and LA are higher stakes, so emphasis is placed there in elementary school to the detriment of other content areas in many cases.
2769637423	8/19/2013 12:53	Yes		I like the version organized by Standard Topic best. These standards are more 21st Century Skill minded to me and seem to be stronger than what is currently in place.
2766193639	8/16/2013 4:37	No		
2766144777	8/16/2013 3:32	No		
2766025833	8/16/2013 1:22	Yes		
2765748932	8/15/2013 21:21	Yes		
2765223914	8/15/2013 16:15	Yes		Let's go!!!
2765194454	8/15/2013 15:58	No	Don't know	
2763599436	8/14/2013 17:51	No		
2763231216	8/14/2013 14:29	Yes		We have been working the NGSS in our district this past summer and are having great success with teachers as they start to read and rethink their science teaching based on this work. Definitely good for students and education overall.
2762612352	8/14/2013 4:26	Yes		Science instruction must be given as much value in education as math and reading instruction.

ID #	Survey Date	Response1 1	Comment12	Open-Ended Response13
2762093273	8/13/2013 21:02	No		Science as a subject is very diverse. It would be difficult but I would prefer a more content driven standards like the maps test
2762056486	8/13/2013 20:41	No		
2761561106	8/13/2013 16:25	Yes		
2761530924	8/13/2013 16:10	Yes		
2761460161	8/13/2013 15:34	Yes		
2761456198	8/13/2013 15:32	Yes		
2761435651	8/13/2013 15:22	No	not fully	Our current standards are very open for interpretation which make it very hard to have a solid scope and sequence k-12. It would be helpful to have a more comprehensive structure.

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3113789305	3/9/2014 21:50	Vanderbilt University	H. Ed.											College St.
3111802717	3/7/2014 21:58	Washakie No. 1					CD							
3111374112	3/7/2014 18:34	Campbell County School District						IF/Coach						
3111332826	3/7/2014 18:16	CCSD #1				H					Parent		Comm. M.	
3110821122	3/7/2014 14:34	Campbell County School District #1					CD							
3104490943	3/4/2014 18:34	Lincoln County School District #2	H. Ed.		M/J									
3099318412	3/1/2014 4:47	Park County									Parent			
3098262272	2/28/2014 16:45	ACSD1									Parent		Comm. M.	
3089555621	2/24/2014 20:26	Park 6			M/J									
3086147263	2/22/2014 1:35	Laramie County School District #1											Comm. M.	
3081639461	2/19/2014 22:47	Johnson Co. School Dist. #1									Parent		Comm. M.	

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3071842565	2/14/2014 20:19	Albany County Public Schools											Comm. M.	
3071767923	2/14/2014 19:39	Platte County School District 1		E	M/J						Parent			
3071763875	2/14/2014 19:37	I											Comm. M.	
3071722498	2/14/2014 19:15	Natrona County											Comm. M.	
3071692147	2/14/2014 19:00	Teton County, WY, district 1											Comm. M.	
3071677579	2/14/2014 18:52	Natrona County									Parent		Comm. M.	College St.
3071664217	2/14/2014 18:45	Campbell County											Comm. M.	
3071663519	2/14/2014 18:45	Uinta County										BM	Comm. M.	
3071545798	2/14/2014 17:45	Albany County									Parent			
3071541604	2/14/2014 17:43	Albany County									Parent			
3071541147	2/14/2014 17:43	The University of Wyoming											Comm. M.	
3070531982	2/14/2014 4:19	Alvin Elementary		E										
3069783331	2/13/2014 19:58	Park Co. SD #6				H								
3067111411	2/12/2014 16:14	Fremont 1											Comm. M.	
3060482236	2/9/2014 3:08	GOSHEN COUNTY									Parent	BM	Comm. M.	employer
3060029639	2/8/2014 17:07	Retired - Fremont #14									Parent		Comm. M.	
3059245426	2/7/2014 23:28	Platte County School District #1									Parent			
3058129777	2/7/2014 15:28	Laramie School District									Parent		Comm. M.	

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3056440611	2/6/2014 19:25	Natrona County School District #1											Comm. M.	
3055730540	2/6/2014 14:31	Big Horn #2				H								
3055171037	2/6/2014 6:11	Natrona County School District Casper WY									Parent			
3055065343	2/6/2014 4:15	Natrona county school district		E										
3054986507	2/6/2014 3:03	Sheridan county school district 1				H								
3054952858	2/6/2014 2:38	Natrona County		E										
3054952503	2/6/2014 2:37	University of Wyoming	H. Ed.											
3054818364	2/6/2014 1:02	Natrona County School District #1/ Dean Morgan (this one is mine as a parent)									Parent			
3054584029	2/5/2014 22:33	Hot Springs County School District #1				H		IF/Coach						Tech. Dir.
3054542697	2/5/2014 22:12	Hot Springs				H								

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3054464488	2/5/2014 21:35	Professor, Dean Emeritus, and Human Resources Director	H. Ed.			H		IF/Coach			Parent	BM	Comm. M.	International Consultant on Education Matters
3054089636	2/5/2014 18:55	Park									Parent			
3054015132	2/5/2014 18:22	Albany County #1		E										
3053607545	2/5/2014 15:40	Natrona County School District				H								
3052369447	2/4/2014 22:41	Platte County School District #1				H								
3051914037	2/4/2014 19:29	Natrona County High School				H					Parent		Comm. M.	
3050668715	2/4/2014 8:37	Park county district 6									Parent			
3047899519	2/2/2014 20:46	Lcsd1											Comm. M.	
3047348265	2/2/2014 2:34	FCSD#38		E										
3047107226	2/1/2014 20:26	University of Wyoming	H. Ed.			H		IF/Coach						
3046875002	2/1/2014 15:52	Natrona							Princ.					

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3046455174	2/1/2014 2:23	Laramie county school district #1		E										
3046361095	2/1/2014 0:35	Park County Wyoming School District # 6				H								Sub.
3046154275	1/31/2014 21:56	Lincoln County School District No. 2									Parent			
3046137735	1/31/2014 21:46	Lincoln County School District No. 2									Parent			SB Member
3046045796	1/31/2014 20:58	Big Horn County School District #2			M/J									
3044676393	1/31/2014 4:56	School District #2											Comm. M.	
3044597296	1/31/2014 3:13	Sweetwater School dist #1				H								
3043703026	1/30/2014 18:31	Natrona county dist #1 Summit Elementary		E										
3041991894	1/29/2014 21:55	LCSD#2				H								
3039920542	1/28/2014 23:06	NCSD #1							Princ.					
3039918503	1/28/2014 23:05	Converse 1									Parent			
3039915458	1/28/2014 23:03	Natrona County School District									Parent			

2013-14 Science Survey #2

[illegible]

2013-14 Science Survey #2

[illegible]

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3034020271	1/24/2014 22:05	Pinedale Middle School- Sublette School District #1			M/J									
3033976427	1/24/2014 21:39	Park County School District #6											Comm. M.	
3033910988	1/24/2014 20:55	Campbell County School District Gillette, Wyoming						IF/Coach				Elementary Science Facilitator/Sci		
3033844291	1/24/2014 20:30	Natrona County School District #1							Princ.					
3033534744	1/24/2014 18:00	Campbell County School District			M/J									
3033503893	1/24/2014 17:46	Campbell County School District				H								
3033473011	1/24/2014 17:31	Big Horn #2									Parent		Comm. M.	
3033418919	1/24/2014 17:07	Laramie County School District #1		E			CD				Parent		Comm. M.	HmS Parent

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3033412767	1/24/2014 17:04	Natrona County School District #1									Parent		Comm. M.	
3033354100	1/24/2014 16:38	Park #6									Parent	BM	Comm. M.	
3033353819	1/24/2014 16:38	Campbell County School District			M/J									
3033220918	1/24/2014 15:39	Campbel County			M/J									
3033139807	1/24/2014 15:02	Campbell			M/J									
3032506388	1/24/2014 4:54	Park #6											Comm. M.	
3032497662	1/24/2014 4:43	Campbell County School district				H								

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3032402647	1/24/2014 2:55	Laramie County #1		E										
3032342688	1/24/2014 1:57	Park County #6 (Cody)									Parent	BM	Comm. M.	
3032162621	1/23/2014 23:34	Platte County #1		E										
3032126812	1/23/2014 23:10	Albany #1									Parent		Comm. M.	
3032012043	1/23/2014 22:04	Goshen County School District- Work Platte County School District #1- Home			M/J						Parent			
3031556185	1/23/2014 18:43	LCSD #1		E										
3031506036	1/23/2014 18:21	District #6									Parent		Comm. M.	
3031498246	1/23/2014 18:18	Natrona County School District				H								
3031352561	1/23/2014 17:16	Sweetwater County School District #1		E										
3031246762	1/23/2014 16:33	Laramie 1			M/J									
3031233945	1/23/2014 16:28	Laramie 2					CD		Princ.					

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Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3030736251	1/23/2014 11:55	Natrona County School District		E							Parent			
3030351255	1/23/2014 3:31	Natrona			M/J	H								
3030213953	1/23/2014 1:22	Natrona County School District #1/ Dean Morgan Middle School			M/J									
3030106142	1/22/2014 23:58	Park 6		E										
3029991728	1/22/2014 22:45	Washakie District #1				H								
3029823354	1/22/2014 21:19	NCSD #1				H								

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3029560433	1/22/2014 19:20	Park County SD #6											Comm. M.	
3028315174	1/22/2014 3:39	park 6									Parent	BM	Comm. M.	
3028256217	1/22/2014 2:36	Park 6											Comm. M.	
3028201694	1/22/2014 1:44	Lincoln 2									Parent		Comm. M.	
3027457178	1/21/2014 18:52	Natrona			M/J									
3026340352	1/21/2014 5:15	LCSD #2/Burns Jr/Sr High				H								
3026272142	1/21/2014 3:36	Henderson Elementary Cheyenne		E										
3025982519	1/20/2014 22:53	Sheridan College	H. Ed.											
3025956756	1/20/2014 22:34	Big Horn County # 2									Parent	BM	Comm. M.	Co. Commiss
3025899485	1/20/2014 21:55	LCSD #1											Comm. M.	
3025471872	1/20/2014 17:30	Hot Springs County School District											Comm. M.	
3024511683	1/20/2014 1:12	LCSD1									Parent			
3023640363	1/18/2014 22:40	HD52 and SD01										BM	Comm. M.	onstitutionali
3023595838	1/18/2014 21:38	12									Parent			

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Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
3013418786	1/13/2014 18:07	Hot Springs County School District #1								Supt.				
3011987016	1/12/2014 17:53	Albany #1		E										
3010869910	1/11/2014 2:32	District #6		E										
3009583726	1/10/2014 13:19	Park 6									Parent		Comm. M.	
3008689148	1/9/2014 21:53	lcsd2		E										
3008678247	1/9/2014 21:47	LCSD 2		E										
3008654765	1/9/2014 21:35	Afton Elementary		E										
3007981873	1/9/2014 16:08	Natrona County School District			M/J									
3007981480	1/9/2014 16:08	Natrona County School District, University of Wyoming			M/J								Preserv. Teach	
3007293233	1/9/2014 5:08	dd											Comm. M.	
3007253740	1/9/2014 4:12	Platte County School District #2		E							Parent			

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
2982371945	12/17/2013 21:12	Converse #2 Glenrock High School				H								
2981531020	12/16/2013 14:38	JCSD1				H								

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2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
2966494916	12/9/2013 23:36	LCSD1				H								
2966063474	12/9/2013 20:21	Natrona County School District			M/J									
2966042209	12/9/2013 20:13	LCSD#1			M/J									
2965947143	12/9/2013 19:38	ACSD#1		E										
2965871669	12/9/2013 19:09	LCSD1 - East High School				H								
2965837281	12/9/2013 18:56	Laramie County School District #1				H								
2963977156	12/8/2013 20:30	Natrona County School District CYMS			M/J									
2963759345	12/8/2013 16:33	NCSD		E							Parent			
2962457387	12/7/2013 5:02	Uinta County #6									Parent	BM	Comm. M. d. Coordinator	
2962009872	12/6/2013 21:52	Uinta county School District #6									Parent		Comm. M.	
2961942971	12/6/2013 21:18	Converse county									Parent			

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[illegible]

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Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
2940841229	11/25/2013 17:02	Laramie County School District #1					CD							

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
2939643632	11/25/2013 2:47	University of Wyoming	Higher Ed.											
2935011283	11/21/2013 20:47	Comm. M._LCSD#1											Comm. M.	
2934525012	11/21/2013 17:44	Albany County School District 1				H								
2933210337	11/21/2013 2:30	Sheridan County School District #1			M/J									
2933177155	11/21/2013 2:06	Currently, I am an educational consultant. Previously with Albany County School District #1									Parent		Comm. M.	Ed. Consultant
2932590162	11/20/2013 20:30	Laramie County School District #1				H								

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
2932470467	11/20/2013 20:02	Goshen County School District #1				H		IF/Coach						

2013-14 Science Survey #2

Respondent ID	Start Date	Participant's District/ Institution of Education	Participant's Role (choose all that apply)											
ID #	Survey Date	School District	Higher Ed.	Elem. Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other
2932394068	11/20/2013 19:33	Albany County #1		E										
2929947648	11/19/2013 19:44	PCSD1			M/J									
2927252903	11/18/2013 18:23	albany						IF/Coach						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3113789305	3/9/2014 21:50	No						
3111802717	3/7/2014 21:58	Yes	Yes	Yes	No	I have tried to look at these from two perspectives: 1.) As a Science Major, 2.) As an elementary educator (generalist). I am not confident an elementary teacher could pick up these standards and "go teach." Clarification is needed at this level to ensure a statewide, "consistent" alignment of Science instruction at each grade level, or in grade level bands...	Yes	Disciplinary Core Ideas - DCIs, Cross-Cutting Concepts, ??? S&EPs
3111374112	3/7/2014 18:34	Yes	Yes	Yes	Yes		Yes	
3111332826	3/7/2014 18:16	No						
3110821122	3/7/2014 14:34	Yes	Yes	Yes	Yes		Yes	
3104490943	3/4/2014 18:34	Yes	Yes	Yes	Yes		No	
3099318412	3/1/2014 4:47	No						
3098262272	2/28/2014 16:45	No						
3089555621	2/24/2014 20:26	Yes	Yes	Yes	Yes			Not sure
3086147263	2/22/2014 1:35	No						
3081639461	2/19/2014 22:47	No						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3081041925	2/19/2014 18:22	Yes	Yes	Yes				
3079270824	2/18/2014 23:01	Yes	Yes	Yes	No			Not certain what is being asked.
3078699953	2/18/2014 18:55	Yes	Yes	No				
3076278011	2/17/2014 16:15	No						
3072358319	2/15/2014 5:05	Yes	Yes	Yes	Yes		Yes	
3072205177	2/15/2014 0:46	No						
3072097447	2/14/2014 22:59	No						
3072016864	2/14/2014 21:58	No						
3071890409	2/14/2014 20:45	No						
3071886008	2/14/2014 20:42	Yes	Yes	Yes	Yes		Yes	
3071884542	2/14/2014 20:42	Yes	Yes	Yes	Yes	However, in order to meet all the benchmarks science class will need to be 8 hours per day.	Yes	
3071884165	2/14/2014 20:41	Yes	Yes	Yes	Yes		Yes	
3071880753	2/14/2014 20:40	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3071842565	2/14/2014 20:19	No						
3071767923	2/14/2014 19:39	No						
3071763875	2/14/2014 19:37	No						
3071722498	2/14/2014 19:15	No						
3071692147	2/14/2014 19:00	No						
3071677579	2/14/2014 18:52	No						
3071664217	2/14/2014 18:45	Yes	Yes	Yes	Yes		No	
3071663519	2/14/2014 18:45	Yes	Yes	Yes				
3071545798	2/14/2014 17:45	Yes	Yes	Yes	Yes		Yes	
3071541604	2/14/2014 17:43	No						
3071541147	2/14/2014 17:43	No						
3070531982	2/14/2014 4:19	Yes	Yes	Yes	Yes		Yes	
3069783331	2/13/2014 19:58	Yes	Yes	Yes	Yes		Yes	
3067111411	2/12/2014 16:14	Yes	Yes	Yes	Yes		Yes	
3060482236	2/9/2014 3:08		Yes					
3060029639	2/8/2014 17:07	Yes	Yes	Yes	Yes		Yes	
3059245426	2/7/2014 23:28	No						
3058129777	2/7/2014 15:28	Yes	Yes	Yes				

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Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3056440611	2/6/2014 19:25	Yes	Yes	Yes	Yes		Yes	
3055730540	2/6/2014 14:31	Yes	Yes	Yes	Yes		Yes	
3055171037	2/6/2014 6:11	Yes	Yes	Yes	Yes		Yes	
3055065343	2/6/2014 4:15	Yes	Yes	Yes				
3054986507	2/6/2014 3:03	No						
3054952858	2/6/2014 2:38	No						
3054952503	2/6/2014 2:37	Yes	Yes	Yes	Yes		Yes	
3054818364	2/6/2014 1:02	Yes	Yes	Yes	Yes		Yes	
3054584029	2/5/2014 22:33	Yes	Yes	Yes				
3054542697	2/5/2014 22:12	No						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3054464488	2/5/2014 21:35	Yes	Yes	Yes	Yes		Yes	
3054089636	2/5/2014 18:55	Yes	Yes	Yes	No	Keep the old ones	No	
3054015132	2/5/2014 18:22	Yes	Yes	Yes	Yes		Yes	
3053607545	2/5/2014 15:40	Yes	Yes	Yes	Yes		Yes	
3052369447	2/4/2014 22:41	Yes	Yes	Yes	Yes			
3051914037	2/4/2014 19:29	No						
3050668715	2/4/2014 8:37	Yes	Yes	Yes	No	Inappropriate levels	Yes	
3047899519	2/2/2014 20:46	Yes	Yes	Yes				
3047348265	2/2/2014 2:34	No						
3047107226	2/1/2014 20:26	Yes	Yes	Yes	Yes		Yes	
3046875002	2/1/2014 15:52	Yes	Yes	Yes	No		No	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3046455174	2/1/2014 2:23	Yes	Yes	Yes	Yes		Yes	
3046361095	2/1/2014 0:35	No						
3046154275	1/31/2014 21:56	Yes	Yes	Yes	Yes		Yes	
3046137735	1/31/2014 21:46	No						
3046045796	1/31/2014 20:58	Yes	Yes	Yes	No		Yes	
3044676393	1/31/2014 4:56	No						
3044597296	1/31/2014 3:13	Yes	Yes	Yes	Yes		Yes	
3043703026	1/30/2014 18:31	No						
3041991894	1/29/2014 21:55	Yes	Yes	Yes	No	Too much ambiguity and vagueness	No	
3039920542	1/28/2014 23:06	Yes	Yes	Yes	Yes		Yes	
3039918503	1/28/2014 23:05	Yes	Yes	Yes	Yes		Yes	
3039915458	1/28/2014 23:03	No						

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Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3039679966	1/28/2014 21:00	Yes	Yes	Yes	Yes		Yes	
3039084513	1/28/2014 16:38	Yes	Yes	Yes				
3039009789	1/28/2014 16:08	Yes	Yes	Yes		No comment	Yes	
3038818036	1/28/2014 14:47	Yes	Yes	Yes	Yes		No	
3037946529	1/28/2014 1:01	Yes	Yes	Yes	Yes		Yes	
3037643060	1/27/2014 21:53	Yes	Yes	Yes	Yes		Yes	
3037621490	1/27/2014 21:42	Yes	Yes	Yes	Yes		Yes	
3037312301	1/27/2014 19:29	No						
3037110904	1/27/2014 18:04	Yes	Yes	Yes	No			

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3036750219	1/27/2014 15:34	No						
3035943332	1/27/2014 1:40	Yes	Yes	Yes	Yes		Yes	
3035501540	1/26/2014 15:53	Yes		No				
3035477778	1/26/2014 15:17	Yes	Yes	Yes	Yes		Yes	
3035061622	1/25/2014 23:16	Yes	Yes	Yes	Yes		Yes	
3034859738	1/25/2014 18:55	Yes	Yes	Yes	No		No	
3034679094	1/25/2014 15:31	Yes	Yes	No				
3034289263	1/25/2014 2:15	Yes	Yes	Yes				
3034268639	1/25/2014 1:48	Yes	Yes	Yes				
3034260971	1/25/2014 1:38	No						
3034084781	1/24/2014 22:48	Yes	Yes		Yes		No	

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Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3034020271	1/24/2014 22:05	Yes	Yes	Yes	Yes	The framework is essential for understanding this.	Yes	
3033976427	1/24/2014 21:39	No						
3033910988	1/24/2014 20:55	Yes	Yes	Yes	Yes		Yes	
3033844291	1/24/2014 20:30	Yes	Yes	Yes	Yes		Yes	
3033534744	1/24/2014 18:00	Yes	Yes	Yes	Yes		Yes	
3033503893	1/24/2014 17:46	Yes	Yes	Yes	Yes		Yes	
3033473011	1/24/2014 17:31	Yes	Yes	Yes	No		No	
3033418919	1/24/2014 17:07	No						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3033412767	1/24/2014 17:04	Yes	Yes	Yes	No		Yes	
3033354100	1/24/2014 16:38	Yes	Yes	Yes	No		Yes	
3033353819	1/24/2014 16:38	Yes	Yes	Yes	Yes		Yes	
3033220918	1/24/2014 15:39	Yes	Yes	Yes	Yes		Yes	
3033139807	1/24/2014 15:02	Yes	Yes	Yes	No	There is no clear cut plan. A little here, a little there	No	
3032506388	1/24/2014 4:54	Yes	Yes	Yes				
3032497662	1/24/2014 4:43	Yes	Yes	Yes	Yes	But its not a rigid structure.	No	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?			Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment		Response 6	Other (please specify)
3032402647	1/24/2014 2:55		Yes	Yes	Yes			Yes	
3032342688	1/24/2014 1:57	No							
3032162621	1/23/2014 23:34	Yes	Yes	Yes	Yes			Yes	
3032126812	1/23/2014 23:10	Yes	Yes	Yes	Yes			Yes	
3032012043	1/23/2014 22:04	Yes	Yes	Yes	Yes			Yes	
3031556185	1/23/2014 18:43	Yes	Yes	Yes					
3031506036	1/23/2014 18:21	Yes	Yes	Yes					
3031498246	1/23/2014 18:18	Yes	Yes	Yes	Yes			Yes	
3031352561	1/23/2014 17:16	Yes	Yes	Yes	Yes			Yes	
3031246762	1/23/2014 16:33	Yes	Yes	Yes	Yes			Yes	
3031233945	1/23/2014 16:28	Yes	Yes	Yes	No	some concepts have gaps of several years		Yes	

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Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3030736251	1/23/2014 11:55	Yes	Yes	Yes	Yes	Better than we have now. Topics before seemed isolated by grade	Yes	
3030351255	1/23/2014 3:31	Yes	Yes					
3030213953	1/23/2014 1:22	Yes	Yes	Yes	Yes		Yes	
3030106142	1/22/2014 23:58	No						
3029991728	1/22/2014 22:45	Yes	Yes	Yes	Yes		Yes	
3029823354	1/22/2014 21:19	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3029560433	1/22/2014 19:20	No						
3028315174	1/22/2014 3:39	Yes	Yes	Yes	No		No	
3028256217	1/22/2014 2:36	Yes	Yes	Yes				
3028201694	1/22/2014 1:44	No						
3027457178	1/21/2014 18:52	Yes	Yes	Yes	Yes		Yes	
3026340352	1/21/2014 5:15	Yes	Yes	Yes	Yes		Yes	
3026272142	1/21/2014 3:36	Yes	Yes		Yes		Yes	
3025982519	1/20/2014 22:53	No						
3025956756	1/20/2014 22:34	Yes	Yes	Yes	No		No	
3025899485	1/20/2014 21:55	Yes	Yes	Yes	No		Yes	
3025471872	1/20/2014 17:30	No						
3024511683	1/20/2014 1:12	No						
3023640363	1/18/2014 22:40	Yes	Yes	Yes	Yes		Yes	
3023595838	1/18/2014 21:38	No						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3023367093	1/18/2014 17:07	Yes	Yes	Yes	Yes		Yes	
3022602718	1/17/2014 22:15	Yes	Yes	Yes	Yes			Not certain.
3018903451	1/16/2014 5:17	Yes	Yes	Yes	Yes		Yes	
3018833840	1/16/2014 3:54	Yes	Yes	Yes	Yes	But why change some of the grade levels science standards? 3rd grade use to teach clouds and then it was taken off. Now they are back on? Our district just spent HUGE amounts of money on Foss Kits that will now not match what we are being ask to teach.	Yes	
3018179203	1/15/2014 20:53	Yes	Yes	Yes	Yes		Yes	
3017975092	1/15/2014 19:26	No						
3016499945	1/15/2014 1:19	No						
3016464128	1/15/2014 0:53	No						
3016252567	1/14/2014 22:33	No						
3016051112	1/14/2014 21:04	Yes	Yes	Yes	Yes		No	
3015823923	1/14/2014 19:26	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3013418786	1/13/2014 18:07	Yes	Yes	Yes	Yes		Yes	
3011987016	1/12/2014 17:53	Yes	Yes	Yes				
3010869910	1/11/2014 2:32	Yes	Yes	Yes	Yes		Yes	
3009583726	1/10/2014 13:19	Yes	Yes	No				
3008689148	1/9/2014 21:53	Yes	Yes	No				
3008678247	1/9/2014 21:47	Yes	Yes	Yes				
3008654765	1/9/2014 21:35	Yes	Yes	Yes	No		Yes	
3007981873	1/9/2014 16:08	Yes	Yes	Yes	Yes		Yes	
3007981480	1/9/2014 16:08	Yes	Yes	Yes	Yes		Yes	
3007293233	1/9/2014 5:08	Yes	Yes	Yes	Yes		Yes	
3007253740	1/9/2014 4:12	No						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
3007004813	1/9/2014 0:11	Yes	Yes	Yes	Yes		Yes	
3006793485	1/8/2014 21:52	Yes	Yes	Yes	No		No	
3006628568	1/8/2014 20:32	Yes	Yes	Yes	Yes		Yes	
3001630309	1/5/2014 20:29	Yes	Yes	Yes	Yes		Yes	
2996713119	12/31/2013 3:03	Yes	Yes	Yes	Yes		No	
2991890146	12/24/2013 19:38	Yes	Yes	Yes				
2991801632	12/24/2013 17:51	Yes	Yes					
2991776195	12/24/2013 17:24	Yes	Yes	Yes	No		Yes	
2991718894	12/24/2013 16:26	Yes	Yes	Yes				
2985707817	12/19/2013 14:04	Yes	Yes	Yes	Yes		Yes	
2983981807	12/18/2013 16:24	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2982371945	12/17/2013 21:12	Yes	Yes	Yes	Yes		Yes	
2981531020	12/16/2013 14:38	Yes	Yes	Yes	No	I see that there are learning objectives, but I would not say it is a clear learning progression. That happens/should happen in the curricula development.	Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2973727638	12/13/2013 0:30	Yes	Yes	Yes	No	You are asking too much from the elementary teachers.. there is not enough time to do that many standards in a year.	Yes	
2973453986	12/12/2013 21:52	Yes	Yes	Yes	Yes		Yes	
2972398308	12/12/2013 15:09	No						

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2971220113	12/11/2013 23:23	Yes	Yes	Yes	Yes		No	
2971190381	12/11/2013 23:05	Yes	Yes	Yes	Yes		Yes	
2971180421	12/11/2013 23:00	Yes	Yes	Yes	Yes		Yes	
2971171580	12/11/2013 22:55	Yes	Yes	Yes	Yes		Yes	
2971170647	12/11/2013 22:54	Yes	Yes	Yes	Yes		Yes	
2971167919	12/11/2013 22:52	No						
2971164299	12/11/2013 22:50	No						
2970655321	12/11/2013 19:05	Yes	Yes	Yes	Yes		Yes	
2970643287	12/11/2013 19:00	Yes	Yes	Yes	Yes		Yes	
2970643038	12/11/2013 19:00	Yes	Yes	Yes	Yes		Yes	
2970641728	12/11/2013 19:00	Yes	Yes	Yes	Yes		Yes	
2970635205	12/11/2013 18:57	Yes	Yes	Yes	Yes		Yes	
2970631743	12/11/2013 18:56	Yes	Yes	Yes	No		Yes	
2970620328	12/11/2013 18:51	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2970613610	12/11/2013 18:48	Yes	Yes	Yes	Yes		Yes	
2970612979	12/11/2013 18:48	Yes	Yes	Yes	Yes		Yes	
2970612560	12/11/2013 18:48	Yes	Yes	Yes	Yes		Yes	
2970612159	12/11/2013 18:48	Yes	Yes	Yes	Yes		Yes	
2970529917	12/11/2013 18:15	Yes	Yes	Yes	Yes		Yes	
2970486457	12/11/2013 17:57	Yes	Yes	Yes	Yes	NGSS provides a clear sequence of learning progressions supported with evidence for every DCI, CCC, and SEP with text and in matrices in the appendices of the standards. Extremely helpful in determining where students are, where they came from, and where they need to be when they leave my class.	Yes	Yes, but not all of them in every PE.
2970099567	12/11/2013 15:26	No						
2969245810	12/11/2013 4:21	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2966494916	12/9/2013 23:36	Yes	Yes	Yes	No	they lack details	No	
2966063474	12/9/2013 20:21	Yes	Yes	Yes	No		Yes	
2966042209	12/9/2013 20:13	Yes	Yes	Yes	Yes		Yes	
2965947143	12/9/2013 19:38	Yes	Yes	No				
2965871669	12/9/2013 19:09	No						
2965837281	12/9/2013 18:56	Yes	Yes	Yes	Yes		Yes	
2963977156	12/8/2013 20:30	Yes	Yes	Yes	Yes		Yes	
2963759345	12/8/2013 16:33	Yes	Yes	Yes	No	I see errors, inaccuracies & political opinions being pushed.		
2962457387	12/7/2013 5:02	Yes	Yes	Yes	Yes		Yes	
2962009872	12/6/2013 21:52	Yes	Yes	Yes	No		Yes	
2961942971	12/6/2013 21:18	Yes	Yes	Yes				

2013-14 Science Survey #2

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ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2961942963	12/6/2013 21:18	Yes	Yes	Yes	No		No	
2961909538	12/6/2013 21:02	Yes	Yes	Yes	Yes	But several are developmentally inappropriate	Yes	
2961862598	12/6/2013 20:40	Yes	Yes	Yes	Yes	Not all true	Yes	
2960069635	12/5/2013 23:36	Yes	Yes	Yes	Yes	Not always clear	No	Not sure
2959031657	12/5/2013 16:23	Yes	Yes	Yes				
2954491282	12/3/2013 19:43	Yes	Yes	Yes	Yes		Yes	
2954229321	12/3/2013 18:07	Yes	Yes	Yes	Yes	FINALLY! The previous grade span standards just meant that either everyone was teaching everything, or no one was teaching anything!	Yes	
2953752905	12/3/2013 15:17	Yes	Yes	Yes	Yes		Yes	
2952681605	12/3/2013 1:15	No						
2952323577	12/2/2013 22:15	No						
2951747903	12/2/2013 18:24	Yes	Yes	Yes	Yes		Yes	
2951632121	12/2/2013 17:36	Yes	Yes	Yes				
2949558962	12/1/2013 2:34	Yes	Yes	Yes	No		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Have you read the DRAFT Wyoming Science Standards document in its entirety.	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan used to reach that expectation.	I understand the design of the Science Standards with cross-cutting concepts, disciplinary core ideas and scientific and engineering practices.	Do the Science Standards provide clear learning progressions across grade levels?		Do you see the DCIs, CCCs, and S&EPs in the Performance Expectations?	
ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2948229570	11/29/2013 17:33	Yes	Yes	Yes	Yes	That is what I love about them. It will help schools vertically align curriculum. elementary teachers will know what is expected to be covered for the grades above and below them.	Yes	These are great and helps all educators integratte subject material
2941586524	11/25/2013 22:03	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

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ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2940841229	11/25/2013 17:02	Yes	Yes	Yes	Yes		Yes	

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ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2939643632	11/25/2013 2:47	Yes	Yes	Yes	Yes		Yes	
2935011283	11/21/2013 20:47	Yes	Yes	Yes				
2934525012	11/21/2013 17:44	No						
2933210337	11/21/2013 2:30	Yes	Yes	Yes	Yes		Yes	
2933177155	11/21/2013 2:06	Yes	Yes	Yes	Yes		Yes	
2932590162	11/20/2013 20:30	Yes	Yes	Yes	Yes		Yes	

2013-14 Science Survey #2

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ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2932470467	11/20/2013 20:02	Yes	Yes	Yes	Yes	But with much more rigor	No	I see the DCI's as the Standard but the 'Students who demonstrate understanding can...." as the Performance Outcomes

2013-14 Science Survey #2

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ID #	Survey Date	Response	Response3	Response4	Response 5	Comment	Response 6	Other (please specify)
2932394068	11/20/2013 19:33	Yes	Yes	Yes	Yes		Yes	
2929947648	11/19/2013 19:44	Yes	Yes	Yes	Yes		No	Do you mean specifically in the Performance Descriptors?
2927252903	11/18/2013 18:23	No	No					

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3113789305	3/9/2014 21:50				
3111802717	3/7/2014 21:58	No		Unfavorable	At this point, establishing a consistent, statewide, well-scaffolded K-12 Science curriculum would be difficult
3111374112	3/7/2014 18:34	Yes		Favorable	
3111332826	3/7/2014 18:16				
3110821122	3/7/2014 14:34	Yes		Favorable	
3104490943	3/4/2014 18:34	Yes		Favorable	
3099318412	3/1/2014 4:47				
3098262272	2/28/2014 16:45				
3089555621	2/24/2014 20:26	Yes		Favorable	
3086147263	2/22/2014 1:35				
3081639461	2/19/2014 22:47				

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3081041925	2/19/2014 18:22				
3079270824	2/18/2014 23:01	No	I do not see clear progressions within grade levels.	Unfavorable	Many of the standards reflect ideology more than actual science.
3078699953	2/18/2014 18:55				
3076278011	2/17/2014 16:15				
3072358319	2/15/2014 5:05	Yes		Favorable	
3072205177	2/15/2014 0:46				
3072097447	2/14/2014 22:59				
3072016864	2/14/2014 21:58				
3071890409	2/14/2014 20:45				
3071886008	2/14/2014 20:42	Yes		Favorable	
3071884542	2/14/2014 20:42	Yes		Unfavorable	they try to cover far too much content
3071884165	2/14/2014 20:41	Yes		Favorable	
3071880753	2/14/2014 20:40	Yes		Favorable	

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3071842565	2/14/2014 20:19				
3071767923	2/14/2014 19:39				
3071763875	2/14/2014 19:37				
3071722498	2/14/2014 19:15				
3071692147	2/14/2014 19:00				
3071677579	2/14/2014 18:52				
3071664217	2/14/2014 18:45	Yes		Favorable	
3071663519	2/14/2014 18:45				
3071545798	2/14/2014 17:45	Yes		Favorable	
3071541604	2/14/2014 17:43				
3071541147	2/14/2014 17:43				
3070531982	2/14/2014 4:19	No		Favorable	
3069783331	2/13/2014 19:58	Yes		Favorable	
3067111411	2/12/2014 16:14	Yes		Favorable	
3060482236	2/9/2014 3:08				
3060029639	2/8/2014 17:07	Yes		Favorable	
3059245426	2/7/2014 23:28				
3058129777	2/7/2014 15:28				

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3056440611	2/6/2014 19:25	Yes		Favorable	
3055730540	2/6/2014 14:31	No		Unfavorable	WAY, WAY, WAY too much emphasis on engineering. There is way more to science than engineering.
3055171037	2/6/2014 6:11	Yes		Favorable	
3055065343	2/6/2014 4:15				
3054986507	2/6/2014 3:03				
3054952858	2/6/2014 2:38				
3054952503	2/6/2014 2:37	Yes		Favorable	
3054818364	2/6/2014 1:02	Yes		Favorable	
3054584029	2/5/2014 22:33				
3054542697	2/5/2014 22:12				

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3054464488	2/5/2014 21:35	Yes		Favorable	
3054089636	2/5/2014 18:55	No		Unfavorable	
3054015132	2/5/2014 18:22	Yes		Favorable	
3053607545	2/5/2014 15:40	Yes		Favorable	
3052369447	2/4/2014 22:41	Yes		Favorable	
3051914037	2/4/2014 19:29				
3050668715	2/4/2014 8:37	No		Unfavorable	Not adequate
3047899519	2/2/2014 20:46				
3047348265	2/2/2014 2:34				
3047107226	2/1/2014 20:26	No		Favorable	I like the narrow focus; depth rather than breadth of content
3046875002	2/1/2014 15:52	No		Unfavorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3046455174	2/1/2014 2:23	Yes		Favorable	
3046361095	2/1/2014 0:35				
3046154275	1/31/2014 21:56	Yes		Unfavorable	
3046137735	1/31/2014 21:46				
3046045796	1/31/2014 20:58	No		Favorable	
3044676393	1/31/2014 4:56				
3044597296	1/31/2014 3:13	Yes		Unfavorable	
3043703026	1/30/2014 18:31				
3041991894	1/29/2014 21:55	No		Unfavorable	
3039920542	1/28/2014 23:06	Yes		Favorable	
3039918503	1/28/2014 23:05	Yes		Favorable	
3039915458	1/28/2014 23:03				

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3039679966	1/28/2014 21:00	Yes			I have reservations, because it seems some important concepts in Chemistry have been passed over to include higher level concepts. Nomenclature and Gas Laws are not in the standards, but Le Chatlier's principle is.
3039084513	1/28/2014 16:38				
3039009789	1/28/2014 16:08		No comment	Unfavorable	
3038818036	1/28/2014 14:47	Yes			uncertain at this time
3037946529	1/28/2014 1:01	Yes		Favorable	
3037643060	1/27/2014 21:53	Yes		Favorable	
3037621490	1/27/2014 21:42	Yes			
3037312301	1/27/2014 19:29				
3037110904	1/27/2014 18:04	No		Favorable	Better than nothing

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3036750219	1/27/2014 15:34				
3035943332	1/27/2014 1:40	Yes		Favorable	
3035501540	1/26/2014 15:53				
3035477778	1/26/2014 15:17	Yes		Favorable	
3035061622	1/25/2014 23:16	Yes		Unfavorable	
3034859738	1/25/2014 18:55	No		Unfavorable	
3034679094	1/25/2014 15:31				
3034289263	1/25/2014 2:15				
3034268639	1/25/2014 1:48				
3034260971	1/25/2014 1:38				
3034084781	1/24/2014 22:48	Yes	They provide a clear learning of theory, not fact.	Unfavorable	they are built on assumption rather than fact

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3034020271	1/24/2014 22:05	No	not for middle school, the elementary standards do.	Favorable	
3033976427	1/24/2014 21:39				
3033910988	1/24/2014 20:55	Yes		Favorable	
3033844291	1/24/2014 20:30	Yes		Favorable	
3033534744	1/24/2014 18:00	Yes		Favorable	
3033503893	1/24/2014 17:46	Yes		Favorable	
3033473011	1/24/2014 17:31	No		Unfavorable	
3033418919	1/24/2014 17:07				

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3033412767	1/24/2014 17:04	No	Not developmental appropriate in some areas	Unfavorable	These standards are put Wyoming's industries in an unfavorable light.
3033354100	1/24/2014 16:38	No	The dense verbiage may be satisfying to theoreticians, but it is of little value to educators who must actual deliver instruction	Unfavorable	
3033353819	1/24/2014 16:38	Yes		Favorable	
3033220918	1/24/2014 15:39	Yes		Favorable	
3033139807	1/24/2014 15:02	No		Unfavorable	It dosen't a flow to it.
3032506388	1/24/2014 4:54				
3032497662	1/24/2014 4:43	No		Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3032402647	1/24/2014 2:55	Yes		Favorable	
3032342688	1/24/2014 1:57				
3032162621	1/23/2014 23:34	Yes		Favorable	
3032126812	1/23/2014 23:10	Yes		Favorable	
3032012043	1/23/2014 22:04	Yes		Favorable	
3031556185	1/23/2014 18:43				
3031506036	1/23/2014 18:21				
3031498246	1/23/2014 18:18	Yes		Favorable	
3031352561	1/23/2014 17:16	Yes			overwhelming
3031246762	1/23/2014 16:33	Yes		Favorable	
3031233945	1/23/2014 16:28	Yes		Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3030736251	1/23/2014 11:55	Yes		Favorable	
3030351255	1/23/2014 3:31				
3030213953	1/23/2014 1:22	Yes		Favorable	
3030106142	1/22/2014 23:58				
3029991728	1/22/2014 22:45	Yes		Favorable	
3029823354	1/22/2014 21:19	Yes		Favorable	

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3029560433	1/22/2014 19:20				
3028315174	1/22/2014 3:39	No	brain washing or mental conditioning not learning	Unfavorable	they are stuffed full of human secularism in the name of science
3028256217	1/22/2014 2:36				
3028201694	1/22/2014 1:44				
3027457178	1/21/2014 18:52	Yes		Favorable	
3026340352	1/21/2014 5:15	Yes		Favorable	
3026272142	1/21/2014 3:36	Yes		Favorable	
3025982519	1/20/2014 22:53				
3025956756	1/20/2014 22:34	No		Unfavorable	
3025899485	1/20/2014 21:55	No		Unfavorable	
3025471872	1/20/2014 17:30				
3024511683	1/20/2014 1:12				
3023640363	1/18/2014 22:40	Yes		Favorable	
3023595838	1/18/2014 21:38				

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3023367093	1/18/2014 17:07	Yes		Favorable	
3022602718	1/17/2014 22:15	Yes		Favorable	
3018903451	1/16/2014 5:17	Yes		Favorable	
3018833840	1/16/2014 3:54	Yes		Unfavorable	
3018179203	1/15/2014 20:53	Yes		Favorable	
3017975092	1/15/2014 19:26				
3016499945	1/15/2014 1:19				
3016464128	1/15/2014 0:53				
3016252567	1/14/2014 22:33				
3016051112	1/14/2014 21:04	Yes		Favorable	
3015823923	1/14/2014 19:26	Yes		Favorable	

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3013418786	1/13/2014 18:07	Yes		Favorable	
3011987016	1/12/2014 17:53				
3010869910	1/11/2014 2:32	Yes		Favorable	
3009583726	1/10/2014 13:19	No			
3008689148	1/9/2014 21:53				
3008678247	1/9/2014 21:47				
3008654765	1/9/2014 21:35	No		Unfavorable	
3007981873	1/9/2014 16:08	Yes		Favorable	
3007981480	1/9/2014 16:08	Yes		Favorable	
3007293233	1/9/2014 5:08	Yes		Favorable	
3007253740	1/9/2014 4:12				

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
3007004813	1/9/2014 0:11	Yes		Favorable	
3006793485	1/8/2014 21:52	No		Unfavorable	It is to much to do in a year.
3006628568	1/8/2014 20:32	Yes		Favorable	
3001630309	1/5/2014 20:29	Yes		Favorable	
2996713119	12/31/2013 3:03	Yes		Unfavorable	
2991890146	12/24/2013 19:38				
2991801632	12/24/2013 17:51				
2991776195	12/24/2013 17:24	No		Unfavorable	
2991718894	12/24/2013 16:26				
2985707817	12/19/2013 14:04	Yes		Favorable	
2983981807	12/18/2013 16:24	Yes		Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2982371945	12/17/2013 21:12	Yes		Favorable	
2981531020	12/16/2013 14:38	Yes	I do like the spiraling that they do as it forces the lower levels to do science and cover early concepts at grade level		I am unsure until we begin to unpack them and create curricula that utilize them in their entirety

2013-14 Science Survey #2

Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2973727638	12/13/2013 0:30	No	Elementary teachers can not teach the standards to the highest degree that needs to be taught for the secondary teachers to build upon. There are always gaps and the students to don't get the overall knowledge that they need to move on and build new concepts with the previous knowledge.	Unfavorable	The standards have changed for each grade level and teachers AND students are sick of change. The frustration level of learning new after new after new is not creating successful learners. AGAIN gaps... third grade was all about simple machines and human body....I can't see where these two concepts are the main concept any more. Why not? These are easy concepts to grasp and fun for the teachers to teach. These concepts are very engaging and students can relate to them in their own lives.
2973453986	12/12/2013 21:52	Yes		Favorable	
2972398308	12/12/2013 15:09				

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2971220113	12/11/2013 23:23	Yes		Favorable	
2971190381	12/11/2013 23:05	Yes		Favorable	
2971180421	12/11/2013 23:00	Yes		Favorable	
2971171580	12/11/2013 22:55	Yes		Favorable	
2971170647	12/11/2013 22:54	Yes		Unfavorable	some concepts may too hard at that age group
2971167919	12/11/2013 22:52				
2971164299	12/11/2013 22:50				
2970655321	12/11/2013 19:05	Yes		Favorable	
2970643287	12/11/2013 19:00	Yes		Favorable	
2970643038	12/11/2013 19:00	Yes		Favorable	
2970641728	12/11/2013 19:00	Yes		Favorable	
2970635205	12/11/2013 18:57	Yes		Favorable	
2970631743	12/11/2013 18:56	Yes		Favorable	
2970620328	12/11/2013 18:51	Yes		Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2970613610	12/11/2013 18:48	Yes		Favorable	
2970612979	12/11/2013 18:48	Yes		Favorable	
2970612560	12/11/2013 18:48	Yes		Favorable	
2970612159	12/11/2013 18:48	Yes		Favorable	
2970529917	12/11/2013 18:15	Yes		Favorable	
2970486457	12/11/2013 17:57	Yes	Easy to understand within the grade level. Looking at the standards by grade there is options within sequence. When PEs are grouped by similar content the progression is clear.	Favorable	
2970099567	12/11/2013 15:26				
2969245810	12/11/2013 4:21	Yes		Favorable	They seem much more attainable and specific to each grade.

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2966494916	12/9/2013 23:36	Yes	wood like more details	Favorable	C+
2966063474	12/9/2013 20:21	No		Unfavorable	
2966042209	12/9/2013 20:13	Yes		Favorable	
2965947143	12/9/2013 19:38				
2965871669	12/9/2013 19:09				
2965837281	12/9/2013 18:56	Yes		Favorable	
2963977156	12/8/2013 20:30	Yes		Favorable	
2963759345	12/8/2013 16:33			Unfavorable	
2962457387	12/7/2013 5:02	Yes		Unfavorable	I do not agree with some of the wording. I also don't agree with thw global warming standard. I believe that it is against all of what Wyoming stands for. I believe that it could be better addressed in the weather and climate standard.
2962009872	12/6/2013 21:52	No		Unfavorable	
2961942971	12/6/2013 21:18				

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2961942963	12/6/2013 21:18	No		Unfavorable	
2961909538	12/6/2013 21:02	Yes	See #8	Unfavorable	
2961862598	12/6/2013 20:40	Yes		Unfavorable	
2960069635	12/5/2013 23:36	Yes		Unfavorable	Time comsuming
2959031657	12/5/2013 16:23				
2954491282	12/3/2013 19:43	Yes		Favorable	
2954229321	12/3/2013 18:07	Yes		Favorable	
2953752905	12/3/2013 15:17	Yes		Unfavorable	
2952681605	12/3/2013 1:15				
2952323577	12/2/2013 22:15				
2951747903	12/2/2013 18:24	Yes		Favorable	
2951632121	12/2/2013 17:36				
2949558962	12/1/2013 2:34	No		Unfavorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2948229570	11/29/2013 17:33	Yes	absolutely Something that the present Wyoming State Science standards donot do	Favorable	In my 38 years of teaching these are the best written standards I have come across
2941586524	11/25/2013 22:03	Yes		Favorable	Give a clear picture of students expectations

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2940841229	11/25/2013 17:02	Yes	The defined standards for K-5 are infinitely better than the K-4 chunk we presently have. So many elementary instructors have expressed to me that they do not have clear direction with respect to how to teach science in their respective grade levels. Having specifically outlined standards for each grade level will be beneficial to both veteran and new instructors.	Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2939643632	11/25/2013 2:47	Yes		Favorable	
2935011283	11/21/2013 20:47				
2934525012	11/21/2013 17:44				
2933210337	11/21/2013 2:30	Yes		Favorable	
2933177155	11/21/2013 2:06	Yes		Favorable	
2932590162	11/20/2013 20:30	Yes		Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2932470467	11/20/2013 20:02	Yes	But the state needs to take the lead on how it will best interpret the progression as having Bio, Chem, Physics sequence as its core requiremments for Hathaway. Do you expect for us to integrated the Earth Science into these other disciplines or keep it as a separate class or requirement (i.e., like Environmental Science is now a Hathawy Requirement)	Favorable	

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Respondent ID	Start Date	Do the Science Standards provide clear learning progressions within grade levels?		Overall, how would you rate the new Science Standards?	
ID #	Survey Date	Response 7	Comment8	Response9	Other10
2932394068	11/20/2013 19:33	No	within one grade level, I'm not sure that it really feels like a progression - more a list of a bunch of things that I need to cover throughout the year, but an order/progression is not suggested	Favorable	Although there are some issues with them, I think that have some strengths too and are better than what we currently have
2929947648	11/19/2013 19:44	Yes		Favorable	
2927252903	11/18/2013 18:23				

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3113789305	3/9/2014 21:50				
3111802717	3/7/2014 21:58	Yes	I like the language, appreciate the "Clarification Statements," and sometimes "wonder" about the Assessment Boundaries.	Yes	Grades 6-12 could use these standards as a solid guide. Not confident that K-5 could adequately and effectively prepare students for the next level (MS and/or HS).
3111374112	3/7/2014 18:34	Yes		Yes	
3111332826	3/7/2014 18:16				
3110821122	3/7/2014 14:34	Yes		Yes	
3104490943	3/4/2014 18:34	Yes		Yes	
3099318412	3/1/2014 4:47				
3098262272	2/28/2014 16:45				
3089555621	2/24/2014 20:26	No		Yes	
3086147263	2/22/2014 1:35				
3081639461	2/19/2014 22:47				

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3081041925	2/19/2014 18:22				
3079270824	2/18/2014 23:01	No	There is no way of knowing accessibility at this point.	No	
3078699953	2/18/2014 18:55				
3076278011	2/17/2014 16:15				
3072358319	2/15/2014 5:05	Yes		Yes	
3072205177	2/15/2014 0:46				
3072097447	2/14/2014 22:59				
3072016864	2/14/2014 21:58				
3071890409	2/14/2014 20:45				
3071886008	2/14/2014 20:42	Yes		Yes	
3071884542	2/14/2014 20:42	No	the individual benchmarks are fine but collectively there is far too much	Yes	
3071884165	2/14/2014 20:41	Yes			I'm not sure
3071880753	2/14/2014 20:40	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3071842565	2/14/2014 20:19				
3071767923	2/14/2014 19:39				
3071763875	2/14/2014 19:37				
3071722498	2/14/2014 19:15				
3071692147	2/14/2014 19:00				
3071677579	2/14/2014 18:52				
3071664217	2/14/2014 18:45	Yes		Yes	
3071663519	2/14/2014 18:45				
3071545798	2/14/2014 17:45	Yes		Yes	
3071541604	2/14/2014 17:43				
3071541147	2/14/2014 17:43				
3070531982	2/14/2014 4:19	Yes		Yes	
3069783331	2/13/2014 19:58	Yes	If adopted...the scope and sequence of instruction may have to be modified to teach the standards.	Yes	
3067111411	2/12/2014 16:14	Yes	scaffolding and accomodations are nothing new	Yes	they address what the Tech Standards pioneered, collaboration, multi-step problem solving, and in-depth inquiry
3060482236	2/9/2014 3:08				
3060029639	2/8/2014 17:07	Yes		Yes	
3059245426	2/7/2014 23:28				
3058129777	2/7/2014 15:28				

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3056440611	2/6/2014 19:25	Yes		Yes	
3055730540	2/6/2014 14:31	No	Weakened expectations for most physics, and little to no room for chemistry of reasonable difficulty. Probably to make more room for engineering.	No	very narrow in scope,and doesn't reflect the breadth of what "science" is
3055171037	2/6/2014 6:11	Yes		Yes	
3055065343	2/6/2014 4:15				
3054986507	2/6/2014 3:03				
3054952858	2/6/2014 2:38				
3054952503	2/6/2014 2:37	Yes		Yes	
3054818364	2/6/2014 1:02	Yes		Yes	
3054584029	2/5/2014 22:33				
3054542697	2/5/2014 22:12				

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3054464488	2/5/2014 21:35	Yes		Yes	
3054089636	2/5/2014 18:55	No		No	They are too easy
3054015132	2/5/2014 18:22	Yes		Yes	
3053607545	2/5/2014 15:40	Yes		Yes	STudents are expected to go beyond the traditional "sit and get", and actually show they can use their science knowledge for problem solving.
3052369447	2/4/2014 22:41	Yes		Yes	
3051914037	2/4/2014 19:29				
3050668715	2/4/2014 8:37	No		No	
3047899519	2/2/2014 20:46				
3047348265	2/2/2014 2:34				
3047107226	2/1/2014 20:26	Yes		Yes	
3046875002	2/1/2014 15:52	Yes		No	

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3046455174	2/1/2014 2:23	Yes		Yes	
3046361095	2/1/2014 0:35				
3046154275	1/31/2014 21:56	No	See comments below.	No	See comments below.
3046137735	1/31/2014 21:46				
3046045796	1/31/2014 20:58	No	Not all students will be able it attain these standards.	Yes	I agree they should get students ready for college. I see them extremely challenging
3044676393	1/31/2014 4:56				
3044597296	1/31/2014 3:13	No		Yes	
3043703026	1/30/2014 18:31				
3041991894	1/29/2014 21:55	No		No	
3039920542	1/28/2014 23:06	Yes		Yes	
3039918503	1/28/2014 23:05	Yes		Yes	
3039915458	1/28/2014 23:03				

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3039679966	1/28/2014 21:00	No	I am not convinced that the level to which the standards are written is accessible to all students. I have concerns regarding the readiness of students for some of the concepts they are responsible for in Middle School and below.		The new Science Standards are very challenging. I believe they prepare all students for a career or major in science. It is my opinion that every student will need to take Chemistry to learn all of these standards
3039084513	1/28/2014 16:38				
3039009789	1/28/2014 16:08		No comment		No comment
3038818036	1/28/2014 14:47	Yes		Yes	
3037946529	1/28/2014 1:01	Yes		Yes	
3037643060	1/27/2014 21:53	Yes		Yes	
3037621490	1/27/2014 21:42	Yes		Yes	
3037312301	1/27/2014 19:29				
3037110904	1/27/2014 18:04	Yes		Yes	

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3036750219	1/27/2014 15:34				
3035943332	1/27/2014 1:40	Yes		Yes	
3035501540	1/26/2014 15:53				
3035477778	1/26/2014 15:17	Yes		Yes	
3035061622	1/25/2014 23:16		DON'T KNOW	Yes	
3034859738	1/25/2014 18:55	No		No	
3034679094	1/25/2014 15:31				
3034289263	1/25/2014 2:15				
3034268639	1/25/2014 1:48				
3034260971	1/25/2014 1:38				
3034084781	1/24/2014 22:48	No	Once again the student must follow a story line rather than fact. This will taint his understanding, as only one side of science is given., (example: the theory of evolution)	Yes	Sadly, however, they provide them with a political point of view leaning towards an unreal attitude.

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3034020271	1/24/2014 22:05	Yes		Yes	
3033976427	1/24/2014 21:39				
3033910988	1/24/2014 20:55	Yes		Yes	
3033844291	1/24/2014 20:30	Yes		Yes	
3033534744	1/24/2014 18:00	Yes		Yes	They also give students the background to engage in the public forum on environmental topics that will become more critical in the future.
3033503893	1/24/2014 17:46	No	I think that there is a subset of students for which these standards are too challenging. Science is full of complex abstract concepts that may be difficult for some students whose neural pathway development is slower than others.	Yes	
3033473011	1/24/2014 17:31	No		No	
3033418919	1/24/2014 17:07				

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3033412767	1/24/2014 17:04	No	I feel this are indoctrinating standards, based on unproven green, and evolutionary science with zero focus on Creation science even if as a theory.	No	Only kids who are interested in science will go into careers that require science, most of those kids will learn what they need to for their career on their own. Taking science classes that pertain to their chosen career, kids who are not interested in science will not be better based on standards.
3033354100	1/24/2014 16:38	No	Too dense, too narrow, too restrictive; teachers need more flexibility in teaching and assessing progress.	No	They would prepare students to be properly indoctrinated subjects of the state.
3033353819	1/24/2014 16:38	Yes		Yes	
3033220918	1/24/2014 15:39	Yes		Yes	Probably better preparationg for college than career.
3033139807	1/24/2014 15:02	No	It's far beyond many of my students thought process. They donâ€™t have background knowledge to build upon, especially those with IEPâ€™s and 504â€™s.		There's no way to measure that without in depth long term studies. Studies indicate that GPA is the sole factor in determining success in Higher Ed. pursuits. I did my masterâ€™s thesis on this topic.
3032506388	1/24/2014 4:54				
3032497662	1/24/2014 4:43	Yes		Yes	Good for non science students.

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3032402647	1/24/2014 2:55	Yes	I'm not sure - they are ambitious. We'll have to see what curriculum emerges from it.	Yes	
3032342688	1/24/2014 1:57				
3032162621	1/23/2014 23:34	Yes		Yes	
3032126812	1/23/2014 23:10	Yes		No	I'd say that they seem to prepare students for college more and a career not so much unless they are involved in a science profession.
3032012043	1/23/2014 22:04	Yes	with the understanding that college bound students will need to take higher level courses to be BEST prepared for college	Yes	It prepares them in how to think, explore, discover research and design. The content is as deep as the student is willing to learn
3031556185	1/23/2014 18:43				
3031506036	1/23/2014 18:21				
3031498246	1/23/2014 18:18	Yes		Yes	
3031352561	1/23/2014 17:16	Yes			I am not sure. They seem very demanding.
3031246762	1/23/2014 16:33	Yes		Yes	
3031233945	1/23/2014 16:28	Yes		Yes	

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3030736251	1/23/2014 11:55	Yes			I don't know if I am qualified to answer that.
3030351255	1/23/2014 3:31				
3030213953	1/23/2014 1:22	Yes		Yes	
3030106142	1/22/2014 23:58				
3029991728	1/22/2014 22:45	Yes		Yes	
3029823354	1/22/2014 21:19	Yes		Yes	

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3029560433	1/22/2014 19:20				
3028315174	1/22/2014 3:39	No		No	might not even prepare for chemistry or physics class. (fordham inst.)
3028256217	1/22/2014 2:36				
3028201694	1/22/2014 1:44				
3027457178	1/21/2014 18:52	Yes		Yes	
3026340352	1/21/2014 5:15	Yes		Yes	
3026272142	1/21/2014 3:36	Yes		Yes	
3025982519	1/20/2014 22:53				
3025956756	1/20/2014 22:34	No		No	
3025899485	1/20/2014 21:55	No		No	
3025471872	1/20/2014 17:30				
3024511683	1/20/2014 1:12				
3023640363	1/18/2014 22:40	Yes		Yes	
3023595838	1/18/2014 21:38				

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3023367093	1/18/2014 17:07	Yes	They are a great start... They will need to be reiviewed and improved as all standards should. Education is a process not an event, continual improvement is a part of education.		To early to make this determination.
3022602718	1/17/2014 22:15	Yes		Yes	
3018903451	1/16/2014 5:17	Yes		Yes	
3018833840	1/16/2014 3:54	No	Some of it I feel is a little too high!	No	I would say yes, but our junior high and high school teachers are going to have to do more for our students that give them a book and tell them to read it for a grade.
3018179203	1/15/2014 20:53	Yes		Yes	
3017975092	1/15/2014 19:26				
3016499945	1/15/2014 1:19				
3016464128	1/15/2014 0:53				
3016252567	1/14/2014 22:33				
3016051112	1/14/2014 21:04	Yes		Yes	
3015823923	1/14/2014 19:26	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3013418786	1/13/2014 18:07	Yes		Yes	I cannot speak for certain without the data present. I would also caution that it is not the standards that will prepare the students. It will be great delivery and ensuring learning through great pedagogy. However, I believe alignment is a big part of success in college readiness, and I see that UW staff were part of this process. Well done.
3011987016	1/12/2014 17:53				
3010869910	1/11/2014 2:32	Yes	I think they are, but I am concerned about the special education students.	Yes	
3009583726	1/10/2014 13:19				
3008689148	1/9/2014 21:53				
3008678247	1/9/2014 21:47				
3008654765	1/9/2014 21:35	No		No	
3007981873	1/9/2014 16:08	Yes		Yes	
3007981480	1/9/2014 16:08	Yes		Yes	
3007293233	1/9/2014 5:08	Yes		Yes	
3007253740	1/9/2014 4:12				

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
3007004813	1/9/2014 0:11	Yes		Yes	
3006793485	1/8/2014 21:52	No	Kids are not prepared in lower grades for what we do in high school. I spend most of my time reteaching what they should have mastered years before.	No	They are missing the basic information that people need to understand to be successful in college.
3006628568	1/8/2014 20:32	Yes		Yes	
3001630309	1/5/2014 20:29	Yes		Yes	well needed change!
2996713119	12/31/2013 3:03	No	The new science standards are opinion based standards.	Yes	But why do we want students ready for college at such a young age?
2991890146	12/24/2013 19:38				
2991801632	12/24/2013 17:51				
2991776195	12/24/2013 17:24	No		No	
2991718894	12/24/2013 16:26				
2985707817	12/19/2013 14:04	Yes		Yes	
2983981807	12/18/2013 16:24	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2982371945	12/17/2013 21:12	Yes		Yes	
2981531020	12/16/2013 14:38	Yes		No	The curriculum and the teachers are relied upon to do that no matter what the Standards are.

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2973727638	12/13/2013 0:30	No	Too many standards....too much info for young minds to take in....they can't be mastered and are confusing to young minds.	No	I want all standards to teach students the importance of the world around them and how it affects them in life. If they choose to go to college great! But I am not sure any of my science classes prepared me for college or my profession as a teacher. But if I was going to go into the field of science then I hope I had the life skills and the work ethic to succeed.
2973453986	12/12/2013 21:52	Yes		Yes	
2972398308	12/12/2013 15:09				

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2971220113	12/11/2013 23:23	Yes		Yes	
2971190381	12/11/2013 23:05	Yes		Yes	
2971180421	12/11/2013 23:00	Yes		Yes	
2971171580	12/11/2013 22:55	Yes		Yes	
2971170647	12/11/2013 22:54	No	with increasingly lower kids in grades, concepts too hard	Yes	
2971167919	12/11/2013 22:52				
2971164299	12/11/2013 22:50				
2970655321	12/11/2013 19:05	Yes		Yes	
2970643287	12/11/2013 19:00	Yes		Yes	
2970643038	12/11/2013 19:00	Yes		Yes	What about those not going to college?
2970641728	12/11/2013 19:00	Yes		Yes	
2970635205	12/11/2013 18:57	Yes		Yes	
2970631743	12/11/2013 18:56	Yes		Yes	
2970620328	12/11/2013 18:51	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2970613610	12/11/2013 18:48	Yes		Yes	
2970612979	12/11/2013 18:48	Yes		Yes	
2970612560	12/11/2013 18:48	Yes		Yes	
2970612159	12/11/2013 18:48	Yes		Yes	
2970529917	12/11/2013 18:15	Yes		Yes	
2970486457	12/11/2013 17:57	Yes	The standards are challenging, but students are absolutely capable of attaining them. They foster critical thinking skills important for students to have for life after high school, no matter if that is college or career. That being said, these expectations will need time to be met and professional development for teachers to understand fully those expectations. The standards have more depth than any previous state standards.	Yes	By emphasizing the SEPs and CCCs students will not just know facts about content, they will understand
2970099567	12/11/2013 15:26				
2969245810	12/11/2013 4:21	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2966494916	12/9/2013 23:36	Yes		No	The chemistry and physics standards are very weak.
2966063474	12/9/2013 20:21	No		Yes	
2966042209	12/9/2013 20:13	Yes		Yes	
2965947143	12/9/2013 19:38				
2965871669	12/9/2013 19:09				
2965837281	12/9/2013 18:56	No	I am speaking for the Physical Science Standards. This standards expect students to complete math before they take Algebra 1 in High School. I have many students who are not even taking Algebra 1 and I'm trying to teaching them Algebra 1 math as well as the science behind it.	Yes	
2963977156	12/8/2013 20:30	Yes		Yes	
2963759345	12/8/2013 16:33				
2962457387	12/7/2013 5:02	Yes		Yes	
2962009872	12/6/2013 21:52	No		No	
2961942971	12/6/2013 21:18				

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2961942963	12/6/2013 21:18	No		No	
2961909538	12/6/2013 21:02	No		Yes	community college, not university
2961862598	12/6/2013 20:40	Yes		No	
2960069635	12/5/2013 23:36	Yes		No	Not sure if teachers can implement with fadility.
2959031657	12/5/2013 16:23				
2954491282	12/3/2013 19:43	Yes		Yes	
2954229321	12/3/2013 18:07	Yes		Yes	Absolutely! They finally address the need to DO science, not read about it.
2953752905	12/3/2013 15:17	No		No	
2952681605	12/3/2013 1:15				
2952323577	12/2/2013 22:15				
2951747903	12/2/2013 18:24	Yes	It will be a challenge to prepare teachers to provide students with the type of education called for in these standards, but it will be doable	Yes	
2951632121	12/2/2013 17:36				
2949558962	12/1/2013 2:34	No		No	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2948229570	11/29/2013 17:33	Yes		Yes	These incorporate STEM and Engineering practices - something our present standards do not do
2941586524	11/25/2013 22:03	Yes	Rigorous	Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2940841229	11/25/2013 17:02	Yes		Yes	

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2939643632	11/25/2013 2:47	Yes	However, it is going to take TIME to get the integrated into curriculum.	Yes	Definitely!
2935011283	11/21/2013 20:47				
2934525012	11/21/2013 17:44				
2933210337	11/21/2013 2:30	No	Introducing abstract concepts to concrete thinking children - many will not grasp concepts	Yes	
2933177155	11/21/2013 2:06	Yes		Yes	
2932590162	11/20/2013 20:30	Yes		Yes	

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Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2932470467	11/20/2013 20:02	Yes	Yes they are challenging, but will all students be proficient in every area within the sequence? Is that the expectation?	Yes	I see that this is a better attempt to prepare students for college cirricula, as far as career readiness, maybe.

2013-14 Science Survey #2

Respondent ID	Start Date	Are the expectations of the Science Standards appropriately challenging, yet accessible for students?		Do the new Science Standards prepare students for college and career?	
ID #	Survey Date	Response1 1	Comment12	Response1 3	Other14
2932394068	11/20/2013 19:33	Yes		Yes	There is some content that I don't see represented at the elementary level though
2929947648	11/19/2013 19:44	Yes		Yes	
2927252903	11/18/2013 18:23				

2013-14 Science Survey #2

Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3113789305	3/9/2014 21:50	
3111802717	3/7/2014 21:58	
3111374112	3/7/2014 18:34	
3111332826	3/7/2014 18:16	
3110821122	3/7/2014 14:34	The standards, as designed will require students to think at a much deeper depth of knowledge.
3104490943	3/4/2014 18:34	My only concern is that there are so many standards to reach before the PAWS test in March and early April. Some of those concepts cannot be met before the test and therefore it is not fair for the students and teachers as the students could be tested on concepts that have not yet been taught. Moving the test until later in May would be better for reaching all standards and preparing students for state and/or national testing.
3099318412	3/1/2014 4:47	
3098262272	2/28/2014 16:45	
3089555621	2/24/2014 20:26	
3086147263	2/22/2014 1:35	
3081639461	2/19/2014 22:47	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3081041925	2/19/2014 18:22	
3079270824	2/18/2014 23:01	These standards do not look to be preparing our children for higher learning. Perhaps preparation for a 2 year college, but nothing more rigorous.
3078699953	2/18/2014 18:55	
3076278011	2/17/2014 16:15	
3072358319	2/15/2014 5:05	
3072205177	2/15/2014 0:46	
3072097447	2/14/2014 22:59	
3072016864	2/14/2014 21:58	
3071890409	2/14/2014 20:45	
3071886008	2/14/2014 20:42	Please adopt them
3071884542	2/14/2014 20:42	I am all for unversial standards, however, as writen the new standards are too broad to cover in 3 years of high school
3071884165	2/14/2014 20:41	
3071880753	2/14/2014 20:40	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3071842565	2/14/2014 20:19	
3071767923	2/14/2014 19:39	
3071763875	2/14/2014 19:37	
3071722498	2/14/2014 19:15	
3071692147	2/14/2014 19:00	
3071677579	2/14/2014 18:52	
3071664217	2/14/2014 18:45	
3071663519	2/14/2014 18:45	
3071545798	2/14/2014 17:45	
3071541604	2/14/2014 17:43	
3071541147	2/14/2014 17:43	
3070531982	2/14/2014 4:19	
3069783331	2/13/2014 19:58	None.
3067111411	2/12/2014 16:14	Teachers are experienced in workig iwth imperfect standards documents and associated assessments. Hopefully, the alignment between the higher level NGSS and any assessments used to measure them will be appropriate including using multiple assessment formats.
3060482236	2/9/2014 3:08	
3060029639	2/8/2014 17:07	
3059245426	2/7/2014 23:28	
3058129777	2/7/2014 15:28	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3056440611	2/6/2014 19:25	
3055730540	2/6/2014 14:31	-All chemistry in these can be covered at a 9th grade level. - Earth/Space sciences aren't covered in most classes that our schools can offer, especially smaller schools where there is only 1 science teacher/100 students. -Unless I'm mistaken as to w
3055171037	2/6/2014 6:11	Creationism is not scientific and belongs in church or home setting and should not be part of any science education provided in a public education institution.
3055065343	2/6/2014 4:15	
3054986507	2/6/2014 3:03	
3054952858	2/6/2014 2:38	
3054952503	2/6/2014 2:37	
3054818364	2/6/2014 1:02	I highly, highly discourage as a parent any attempt to revise language in these standards (as one board member suggested) to permit equal access to non-science in terms of creationism or intelligent design OR in terms of anthropogenic climate change. Both points of view can be considered scientific fact (evolution and AGW) insofar as ANYTHING can be considered scientific fact, and any person who feels otherwise has been misinformed or has outdated or bad information. I would be more than glad both as a teacher and as a parent to speak before the committee in reference to the evidence for both and as someone who was skeptical of the scientific consensus on both.
3054584029	2/5/2014 22:33	
3054542697	2/5/2014 22:12	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3054464488	2/5/2014 21:35	These are the maturation of the early Skinner work on developmental learning. An excellent description of how an education destination of a well developed scholar will unfold. Good on the Board.
3054089636	2/5/2014 18:55	Please do not accept these standards
3054015132	2/5/2014 18:22	I have begun teaching the drafted science standards already. The only thing I am nervous about is the lack of current curriculum out there for the NGSS and the lack of consistent science instruction at the elementary level where as a fourth grade teacher I am expected to "catch up" students to take the state test in science. I do believe that the drafted proposal will go a long way in helping to make science more cohesive in Wyoming schools and give each grade level a determined direction to go in.
3053607545	2/5/2014 15:40	
3052369447	2/4/2014 22:41	
3051914037	2/4/2014 19:29	
3050668715	2/4/2014 8:37	
3047899519	2/2/2014 20:46	
3047348265	2/2/2014 2:34	
3047107226	2/1/2014 20:26	
3046875002	2/1/2014 15:52	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3046455174	2/1/2014 2:23	
3046361095	2/1/2014 0:35	
3046154275	1/31/2014 21:56	The standards appear to be obsessed with human impact on the environment and climate. Although this is a legitimate topic for discussion and education, the standards presume that all human impacts are negative. This is more indoctrination than education. The standards refer to "overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change." These are primarily value judgments and do a disservice to the name of science. The standards would appear to be openly hostile to Wyoming's energy economy.
3046137735	1/31/2014 21:46	
3046045796	1/31/2014 20:58	These standards are very rigorous. I am wondering what the direction of the science committee is going with these standards.
3044676393	1/31/2014 4:56	
3044597296	1/31/2014 3:13	The computer simulations are impossible unless there is a program built that can be used. This looks like a cost prohibitive expense, along with problems in some districts with computer access.
3043703026	1/30/2014 18:31	
3041991894	1/29/2014 21:55	
3039920542	1/28/2014 23:06	
3039918503	1/28/2014 23:05	They need to align to common core and support Hataway requirements.
3039915458	1/28/2014 23:03	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3039679966	1/28/2014 21:00	I believe in rigor and raising the bar for students. I am concerned with the "gap" that will occur when these standards are implemented. The NGSS have "pushed" a number of concepts taught in 9th and 10th grade to the middle schools.
3039084513	1/28/2014 16:38	
3039009789	1/28/2014 16:08	I believe most of these questions are misleading at best. The first one in particular is not a fair question. To require the reading of hundreds of pages of standards is unreasonable. The next few questions aren't questions at all but statements to make sure to indoctrinate survey participants into thinking what proponents of Next Generation Science Standards want them to think. This survey does not give participants the ability to express concerns about whether or not we should even adopt the standards. The whole tone of the survey is that we're moving forward with them and if you'd like to offer suggestions to tweak them you can but we are moving forward with them. The survey is worded in such a way to validate such an attitude. I am highly disappointed with this survey and, unfortunately, find it to be typical of the type of feedback WDE tries to get: feedback that fits their agenda. Now WDE can claim that they had a survey up on their website and not very many people participated in it. First, how were the constituents even notified such a survey was available. As a parent I'm notified nearly daily of school picture day, school lunch menu changes, etc, through email, phone system messages, and notifications brought home by my children. I'm wondering if the system has found a way to effectively notify me of such
3038818036	1/28/2014 14:47	I have been teaching 6th grade Science in NCSD#1. I find the standards for physical science are too abstract for my students to grasp firmly and the math is in no way connected to the math they see in math class nor is it age appropriate for 6th graders. I feel the physical science is a better fit in the upper grades.
3037946529	1/28/2014 1:01	
3037643060	1/27/2014 21:53	These standards are the only ones currently available that are based upon the most current research on how students learn science.
3037621490	1/27/2014 21:42	
3037312301	1/27/2014 19:29	
3037110904	1/27/2014 18:04	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3036750219	1/27/2014 15:34	
3035943332	1/27/2014 1:40	Thank you for your work on adopting the NGSS. Our Science Standards need to be revamped in order to help the students of Wyoming compete in a global, science and technology based economy. I attended the Mickelson Exxon-Mobile Teacher's Academy in July of 2013. They discussed the NGSS in depth. I think that it will be a change for elementary teachers and that there will be some people who will complain because they will have to give up lessons that they have taught for years. However, I also believe that if the WDE does a great job of marketing the value and importance of these changes and how they will positively impact our students, that we will be able to get teachers on board. You are all off to a great start!
3035501540	1/26/2014 15:53	
3035477778	1/26/2014 15:17	The new standards show a new way to approach science for students. This way seems to allow for critical thinking, observations, and an overall view of how our universe works. I can only wish this curriculum was in place while I was in K-12. These standards, I feel, will help our state become a state of high functioning and scientific minded individuals who will be able to go into the work force or Higher Ed. far more prepared than in previous classes.
3035061622	1/25/2014 23:16	AM AGAINST COMMON CORE IN GENERAL CAUSE WANT TO KEEP VALUES LOCAL. AT LEAST THERE IS SOME RECENT LOCAL INPUT IN THE SCIENCE STANDARDS.
3034859738	1/25/2014 18:55	The Department of education needs to repeal all of Common Core Standards.
3034679094	1/25/2014 15:31	
3034289263	1/25/2014 2:15	
3034268639	1/25/2014 1:48	
3034260971	1/25/2014 1:38	
3034084781	1/24/2014 22:48	Science should only be based on fact, not inuendo and political influence and false or unproven theories.

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3034020271	1/24/2014 22:05	When the framework came out I was extremely happy. The NGSS folks have written great standards to go along with the framework. I will be able to put my Wyoming twist on these standards without a problem.I love how the Common Core literacy standards are written into the standards document. I am really thrilled about the equal importance of the content, crosscutting concepts and science and engineering practices. Science is so much more than memorizing factual information. My biggest concern is how these standards will be tested. The current PAWS and that dreadful MAP test will not be a good tool for measuring these standards.
3033976427	1/24/2014 21:39	
3033910988	1/24/2014 20:55	I'm very excited about the new science standards for our Wyoming students!! Very comprehensive and great quality!!
3033844291	1/24/2014 20:30	This construct is in alignment with 21st century educational practices if implemented correctly. Training for teachers is critical to the overall effectiveness of the NGSS.
3033534744	1/24/2014 18:00	It is important that students are exposed to areas of Science that may be controversial in some narrow segments of our community in order for them to be able to make their own informed decision about what to incorporate in their beliefs systems and what not to incorporate. Our impact on our environment is obvious wherever you look, whether it is the crossing of migration routes with highways, in situ mining for uranium, or heavy metals, the preservation of intact ecosystems, or changes in our weather patterns, these impacts are issues which we hope our students will be able to weigh in on from an educated standpoint.
3033503893	1/24/2014 17:46	
3033473011	1/24/2014 17:31	
3033418919	1/24/2014 17:07	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3033412767	1/24/2014 17:04	The Next Generation Science Standards are a federal encroachment on to our educational freedoms in Wyoming, The NGSS are Common Core Standards of science. We do not want federal standards in WY, and continuing to say they are "state led" is a bold faced lie. By saying it is "state led" you are taking plays out of Hitler's playbook: I Like this quote I dislike this quote œIf you tell a lie big enough and keep repeating it, people will eventually come to believe it. The lie can be maintained only for such time as the State can shield the people from the political, economic and/or military consequences of the lie. It thus becomes vitally important for the State to use all of its powers to repress dissent, for the truth is the mortal enemy of the lie, and thus by extension, the truth is the greatest enemy of the State.œ -Joseph Goebbels (Hitler's chief propaganda expert)
3033354100	1/24/2014 16:38	There is a strong thread of environmentalism and opposition to extractive industry; of deploring human activities and impacts; and of uncritical acceptance of the junk science of "climate change." These are political stances entirely inappropriate in our children's education. I will oppose the adoption of these standards in every forum and at every level.
3033353819	1/24/2014 16:38	
3033220918	1/24/2014 15:39	
3033139807	1/24/2014 15:02	Let the local voters decide what to adopt, not a government committee .
3032506388	1/24/2014 4:54	
3032497662	1/24/2014 4:43	As a Bio Teacher I like the emphasis placed on genetics and evolution. They are key in helping students understand our place in the world.

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3032402647	1/24/2014 2:55	
3032342688	1/24/2014 1:57	
3032162621	1/23/2014 23:34	Since the new Next Gen standards are in most cases completely different than our old state standards within the elementary grades, new materials and textbooks will be needed.
3032126812	1/23/2014 23:10	
3032012043	1/23/2014 22:04	In order to argue your thoughts and beliefs you need to know what others think and believe to develop and educated opinion. This includes theories and beliefs that may contradict our own
3031556185	1/23/2014 18:43	
3031506036	1/23/2014 18:21	
3031498246	1/23/2014 18:18	As a high school science teacher, I feel the NGSS are moving us in a better direction upon which to base our district's curriculum. They are on par with the rest of the country and world in terms of up-to-date, current science, and will provide our students the cutting edge to compete in today's job market.
3031352561	1/23/2014 17:16	
3031246762	1/23/2014 16:33	These standards are a much needed improvement upon our previous science standards in Wyoming.
3031233945	1/23/2014 16:28	In a small school, we are worried about certification issues since science certification is very specific to content.

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3030736251	1/23/2014 11:55	The Science Standards, I believe, will be a more cohesive set compared to what we had available. I can see areas where I can specifically relate standards to my students at a personal, local level. Ex:instead of just teaching land erosion from just a textbook-take them on a field trip to a local site to discuss and analyze. I think the changes are good. However with Common Core Math ELA and these science standards I feel overwhelmed. I know there will be professional development. Our current science kits will not all be relevant however. So then I worry about time to adequately find good resources for best learning. I feel like the language of the new standards are not easily decipherable without much study, and I already feel like I will never catch up to all these expectations with a class of 26 amongst other responsibilities. I feel less knowledgeable about science in the first place so this will require a lot of study on my part which is frustrating because I don't want to leave any students at a disadvantage while I am learning too.
3030351255	1/23/2014 3:31	
3030213953	1/23/2014 1:22	Please, have a plan to implement these standards and give teachers time to collaborate to make these standards successful.
3030106142	1/22/2014 23:58	
3029991728	1/22/2014 22:45	
3029823354	1/22/2014 21:19	I highly *discourage* revisions to the standards under political pressure referring to evolution or anthropogenic climate change as controversial issues or mandating that teachers present intelligent design or non-human sourcing of the warming observed as on equally valid footing. First, as to the former case, there is a giant body of case law that would provide a legal basis under the First Amendment to sue the state of Wyoming for violation of the establishment clause in so doing. Teaching religious superstition is not education, it's indoctrination. Secondly, if any member of this board has any question as to whether or not we can even question any longer whether (a) the planet is actually warming, or (b) whether or not people are the principle cause of the warming we see, then they should not be on the State Board of Education as they are badly and grossly misinformed and they have not taken their citizenship duty seriously to investigate this matter first hand to determine that this is a matter of scientific fact insofar as anything can be considered scientific fact. This board should not be cowed by a vocal minority of parents funded by out of state and in-state interests bent upon destroying public education in Wyoming, pure and simple. It should be clear to every member of this board how ill-informed this group of vocal parents are. And you should not concede something so important as scientific literacy and competency out of any political motive.

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3029560433	1/22/2014 19:20	
3028315174	1/22/2014 3:39	they violate the first amendment since they teach human secularism in the name of science.
3028256217	1/22/2014 2:36	
3028201694	1/22/2014 1:44	
3027457178	1/21/2014 18:52	
3026340352	1/21/2014 5:15	The standards leave out key ideas in some areas I teach, such as speed, velocity, and acceleration in physical science. However, they go in much greater depth on some seemingly random ideas in Chemistry. For example, why do they pick Le Chatlier's principle as a focus in the clarifying statements? I would like more updates on when decisions will be made in this process. Our district is currently revising science curriculum and we are concerned that we will revise our curriculum to fit NGSS and then not have the NGSS accepted by our state. Thank You.
3026272142	1/21/2014 3:36	
3025982519	1/20/2014 22:53	
3025956756	1/20/2014 22:34	
3025899485	1/20/2014 21:55	
3025471872	1/20/2014 17:30	
3024511683	1/20/2014 1:12	
3023640363	1/18/2014 22:40	
3023595838	1/18/2014 21:38	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3023367093	1/18/2014 17:07	I believe the standards are a great improvement on the previous Wyoming Science Standards. We need to continually monitor and improve.
3022602718	1/17/2014 22:15	
3018903451	1/16/2014 5:17	
3018833840	1/16/2014 3:54	
3018179203	1/15/2014 20:53	
3017975092	1/15/2014 19:26	
3016499945	1/15/2014 1:19	
3016464128	1/15/2014 0:53	
3016252567	1/14/2014 22:33	
3016051112	1/14/2014 21:04	
3015823923	1/14/2014 19:26	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3013418786	1/13/2014 18:07	I believe that a lot of work has gone into the science standards, and the standards provide clear targets for teaching. I am unsure of what the controversy is, as I see several professionals with extensive knowledge in the subject area were part of this process. I appreciate the work to provide a target for our teachers to shoot toward. I would also ask that we maintain some consistency, so our state's teachers can refine their approaches on how best to ensure delivery of this information.
3011987016	1/12/2014 17:53	
3010869910	1/11/2014 2:32	
3009583726	1/10/2014 13:19	
3008689148	1/9/2014 21:53	
3008678247	1/9/2014 21:47	
3008654765	1/9/2014 21:35	Science stantards are too cumbersome for early elementary teachers to adequately address.
3007981873	1/9/2014 16:08	I feel the standards follow a line of progression for our students wishing to go to college. As a teacher, I feel the standards will be a push to cover because they are so extensive.
3007981480	1/9/2014 16:08	Organized and easy to use, thorough. Articulated vertically and horizontally.
3007293233	1/9/2014 5:08	
3007253740	1/9/2014 4:12	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
3007004813	1/9/2014 0:11	What did you change from the original draft? I know there were changes and I believe the new proposal is more realistic but I was wondering on the details of what was removed or changed.
3006793485	1/8/2014 21:52	
3006628568	1/8/2014 20:32	I'm impressed with the background of individuals who came together to create these standards. NAS, Achieve, NSTA NRC, to name a few. I want our students to be able to compete with others across the nations for college/university acceptance and careers. If we do not accept NGSS, I fear our Wyoming students will be at a disadvantage.
3001630309	1/5/2014 20:29	This provides rigor and vertical alignment missing in previous efforts. Evolution is treated as an integral component rather than tacked on at the end. Give Wyoming kids the best science opportunities possible as we are a state driven by science decisions.
2996713119	12/31/2013 3:03	I am opposed to Wyoming adopted any of the CCS. I am frustrated with how hard we are pushing our children at such a young age. Have you taken the time to go into school and visit with these children. Have you taken the time to truly visit with K - 12 teachers throughout the entire State. We are causing children to feel like failures at the age of 5 because of CC and what it is expecting of our children. I believe children are more stressed, desire to dropout because of the push that CC is causing. Maybe it is time to gain a relationship with a few 5, 8, 10, 14, 17 year olds and see if the academic push is really what is needed or if some time to build relationships is more important.
2991890146	12/24/2013 19:38	
2991801632	12/24/2013 17:51	
2991776195	12/24/2013 17:24	
2991718894	12/24/2013 16:26	
2985707817	12/19/2013 14:04	
2983981807	12/18/2013 16:24	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2982371945	12/17/2013 21:12	Questions 8-13 could be answered "somewhat" or "it depends". In grades 7-12 there are some very specific topics that the standards have. In some years it would also be difficult to get through them all in a manner that would ensure a quality educational experience for all students.
2981531020	12/16/2013 14:38	The NGSS will only prepare students

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2973727638	12/13/2013 0:30	Yes I understand that these are standards and not curriculum, however, our district purchased new science materials 3 years ago, due to standard changes. This curriculum does not match the new standards, so again 1,000s of dollars wasted. We, as teachers, were just getting comfortable with the new curriculum and how to teach it successfully and EFFICIENTLY...so no I am not in favor of the new science standards.
2973453986	12/12/2013 21:52	As a parent with a science degree, I am glad to see actual content of science becoming a focus. I know what my child is learning.
2972398308	12/12/2013 15:09	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2971220113	12/11/2013 23:23	
2971190381	12/11/2013 23:05	
2971180421	12/11/2013 23:00	
2971171580	12/11/2013 22:55	
2971170647	12/11/2013 22:54	great idea and organization, but based on the kids I have taught, some concepts would be too difficult to understand.
2971167919	12/11/2013 22:52	
2971164299	12/11/2013 22:50	
2970655321	12/11/2013 19:05	These standards are far above our current standards and will increase our level of science knowledge.
2970643287	12/11/2013 19:00	
2970643038	12/11/2013 19:00	We are failing those students who will not go on to college. Science standards, ACT testing etc. make it difficult for them to learn info that is not important to them. They need other skills.
2970641728	12/11/2013 19:00	
2970635205	12/11/2013 18:57	
2970631743	12/11/2013 18:56	Yes
2970620328	12/11/2013 18:51	Doable in 4 years, will be a challenge for 3 years

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2970613610	12/11/2013 18:48	This is going to require ALOT of professional development and TIME to rewrite all of our science units, not to mention \$\$\$\$.
2970612979	12/11/2013 18:48	
2970612560	12/11/2013 18:48	
2970612159	12/11/2013 18:48	
2970529917	12/11/2013 18:15	In order to be competitive at a global level, we need to adopt these rigorous standards. With the adoption of these standards, classroom instruction will become more hands on and minds on.
2970486457	12/11/2013 17:57	
2970099567	12/11/2013 15:26	
2969245810	12/11/2013 4:21	The new standards allow for depth of knowledge instead of width of many concepts. They are doable, especially for elementary teachers. There are less to teach but can be taught in depth.

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2966494916	12/9/2013 23:36	They chemistry and physics standards are really dumbed down and student will be less prepared for college in this critical classes.
2966063474	12/9/2013 20:21	
2966042209	12/9/2013 20:13	I think the new standards are great. They raise the standards in science (which is a good thing) and give smooth order of progression through out the grade levels.
2965947143	12/9/2013 19:38	
2965871669	12/9/2013 19:09	
2965837281	12/9/2013 18:56	
2963977156	12/8/2013 20:30	
2963759345	12/8/2013 16:33	I see numerous areas where the standards do not fully explain things. They are simplified and inaccurate. The standards teach theories as facts in a political way. These standards do not teach kids to investigate and learn, but to regurgitate half truths and inaccuracies
2962457387	12/7/2013 5:02	I believe we need stronger science standards than what we currently have. However, I have reviewed Utah science standards and feel they are much more conducive to the Wyoming way of life and culture.
2962009872	12/6/2013 21:52	
2961942971	12/6/2013 21:18	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2961942963	12/6/2013 21:18	There is only guiding to a one way outcome, no learning or teaching encouraged. No opportunity for multiple learners with the Common Core agenda
2961909538	12/6/2013 21:02	Why were these approved before being field tested? We have so much information on how students learn, why is that ignored?
2961862598	12/6/2013 20:40	Some of the things being taught are not complete true. We can do better than this!
2960069635	12/5/2013 23:36	
2959031657	12/5/2013 16:23	
2954491282	12/3/2013 19:43	
2954229321	12/3/2013 18:07	The previous standards were so general that no one really knew what was supposed to be taught. We finally have addressed the need to break it down by grade level, DCI, CCC, and especially the S&EPs.
2953752905	12/3/2013 15:17	
2952681605	12/3/2013 1:15	
2952323577	12/2/2013 22:15	
2951747903	12/2/2013 18:24	The standards are strong. However, there are places where the structure of the standards document is confusing. For example, sometimes an engineering standard is listed under the disciplinary core idea. Does this mean that the listed engineering standard is the only one that should be focused on?
2951632121	12/2/2013 17:36	
2949558962	12/1/2013 2:34	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2948229570	11/29/2013 17:33	There is no way a group of Wyoming science teachers could come up with a more comprehensive set of standards that show STEM and cross cutting, DCI's etc. I am not sure why we are not adopting and helping our students progress to the next level and preparing them for real world experiences.
2941586524	11/25/2013 22:03	The only concern I would have is how to fit all of the Earth Science expectations in middle school in one year

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2940841229	11/25/2013 17:02	<p>NGSS is not without its challenges. How do we tackle the fact that NGSS lumps standards for middle grades 6-8 when we are still housing 6th grade at the elementary level? As a district, we need to determine which standards will be addressed for each grade level 6-8. How do we handle the increased need for instructors who have the necessary certification for handling the ESS standards at the high school level? This is an issue we're still working to resolve. However, the NGSS represents a far more robust set of standards for our state. Having specific standards outlined for the elementary grade levels will allow for better science instruction at this level. Having a clear path will eliminate a great deal of the trepidation currently expressed by the instructors with whom I've spoken. Elementary science instruction is necessary for building the foundation of science knowledge and skills. When lacking, there is a ripple effect at the middle school, high school, and college levels. The NGSS also provides for greater development of critical thinking skills, promoting the application of knowledge over rote memorization and regurgitation of facts. To be competitive, our students must be able to use the information they obtain through their coursework; this set of standards provides such an opportunity.</p>

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ID #	Survey Date	Response15
2939643632	11/25/2013 2:47	Districts will need help in these three areas initially: (1) understanding the standards and the complexity of what they are requiring us to think about and do (2) development of curriculum that both aligns with the needs of the students in the district and local issues and needs. The standards are NOT a curriculum, instead they are a guide for what students will be able to know and DO. The context (which should be Wyoming-centric) is up to each district to decide. (3) there is extensive professional development needed for teachers and administrators to understand the standards and develop curriculum or adapt existing curriculum. Even after cohesive, integrated units are developed, further PD for people not involved in the development piece will be critical for implementation. This is going to take TIME! It is critical that districts be given the time and support to do all of this, without threats of punishments or switching to something else,
2935011283	11/21/2013 20:47	
2934525012	11/21/2013 17:44	
2933210337	11/21/2013 2:30	iterations of lab activities and engineering take lots of time not currently available inside a school day
2933177155	11/21/2013 2:06	
2932590162	11/20/2013 20:30	

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Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the Science Standards Committee's consideration.
ID #	Survey Date	Response15
2932470467	11/20/2013 20:02	<p>My concern is that there were 26 states within the US that worked on the NGSS but Wyoming was not one of them that took the lead and worked on developing the standards. Therefore, we should expect some discontent about adopting these as OUR standards when there were others that did the work for us. Lets take the lead in development rather than a wait and see what happens.</p>

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ID #	Survey Date	Response15
2932394068	11/20/2013 19:33	I can't really speak for the secondary level, but at the elementary level, these standards present a HUGE change and challenge. There will be a substantial need for professional development, curriculum mapping, assessment development, and review of current practices. I am a teacher who already does a lot of science with my students, and I'm not sure how I would find the time to teach all of the content now proposed for my grade level, let alone the materials to teach it.
2929947648	11/19/2013 19:44	
2927252903	11/18/2013 18:23	

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Respondent ID	Start Date	
ID #	Survey Date	
3113789305	3/9/2014 21:50	
3111802717	3/7/2014 21:58	
3111374112	3/7/2014 18:34	
3111332826	3/7/2014 18:16	
3110821122	3/7/2014 14:34	
3104490943	3/4/2014 18:34	
3099318412	3/1/2014 4:47	
3098262272	2/28/2014 16:45	
3089555621	2/24/2014 20:26	
3086147263	2/22/2014 1:35	
3081639461	2/19/2014 22:47	

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Respondent ID	Start Date	
ID #	Survey Date	
3081041925	2/19/2014 18:22	
3079270824	2/18/2014 23:01	
3078699953	2/18/2014 18:55	
3076278011	2/17/2014 16:15	
3072358319	2/15/2014 5:05	
3072205177	2/15/2014 0:46	
3072097447	2/14/2014 22:59	
3072016864	2/14/2014 21:58	
3071890409	2/14/2014 20:45	
3071886008	2/14/2014 20:42	
3071884542	2/14/2014 20:42	
3071884165	2/14/2014 20:41	
3071880753	2/14/2014 20:40	

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Respondent ID	Start Date	
ID #	Survey Date	
3071842565	2/14/2014 20:19	
3071767923	2/14/2014 19:39	
3071763875	2/14/2014 19:37	
3071722498	2/14/2014 19:15	
3071692147	2/14/2014 19:00	
3071677579	2/14/2014 18:52	
3071664217	2/14/2014 18:45	
3071663519	2/14/2014 18:45	
3071545798	2/14/2014 17:45	
3071541604	2/14/2014 17:43	
3071541147	2/14/2014 17:43	
3070531982	2/14/2014 4:19	
3069783331	2/13/2014 19:58	
3067111411	2/12/2014 16:14	
3060482236	2/9/2014 3:08	
3060029639	2/8/2014 17:07	
3059245426	2/7/2014 23:28	
3058129777	2/7/2014 15:28	

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Respondent ID	Start Date	
ID #	Survey Date	
3056440611	2/6/2014 19:25	
3055730540	2/6/2014 14:31	
3055171037	2/6/2014 6:11	
3055065343	2/6/2014 4:15	
3054986507	2/6/2014 3:03	
3054952858	2/6/2014 2:38	
3054952503	2/6/2014 2:37	
3054818364	2/6/2014 1:02	
3054584029	2/5/2014 22:33	
3054542697	2/5/2014 22:12	

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Respondent ID	Start Date	
ID #	Survey Date	
3054464488	2/5/2014 21:35	
3054089636	2/5/2014 18:55	
3054015132	2/5/2014 18:22	
3053607545	2/5/2014 15:40	
3052369447	2/4/2014 22:41	
3051914037	2/4/2014 19:29	
3050668715	2/4/2014 8:37	
3047899519	2/2/2014 20:46	
3047348265	2/2/2014 2:34	
3047107226	2/1/2014 20:26	
3046875002	2/1/2014 15:52	

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Respondent ID	Start Date	
ID #	Survey Date	
3046455174	2/1/2014 2:23	
3046361095	2/1/2014 0:35	
3046154275	1/31/2014 21:56	
3046137735	1/31/2014 21:46	
3046045796	1/31/2014 20:58	
3044676393	1/31/2014 4:56	
3044597296	1/31/2014 3:13	
3043703026	1/30/2014 18:31	
3041991894	1/29/2014 21:55	
3039920542	1/28/2014 23:06	
3039918503	1/28/2014 23:05	
3039915458	1/28/2014 23:03	

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Respondent ID	Start Date	
ID #	Survey Date	
3039679966	1/28/2014 21:00	
3039084513	1/28/2014 16:38	
3039009789	1/28/2014 16:08	
3038818036	1/28/2014 14:47	
3037946529	1/28/2014 1:01	
3037643060	1/27/2014 21:53	
3037621490	1/27/2014 21:42	
3037312301	1/27/2014 19:29	
3037110904	1/27/2014 18:04	

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Respondent ID	Start Date	
ID #	Survey Date	
3036750219	1/27/2014 15:34	
3035943332	1/27/2014 1:40	
3035501540	1/26/2014 15:53	
3035477778	1/26/2014 15:17	
3035061622	1/25/2014 23:16	
3034859738	1/25/2014 18:55	
3034679094	1/25/2014 15:31	
3034289263	1/25/2014 2:15	
3034268639	1/25/2014 1:48	
3034260971	1/25/2014 1:38	
3034084781	1/24/2014 22:48	

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Respondent ID	Start Date	
ID #	Survey Date	
3034020271	1/24/2014 22:05	
3033976427	1/24/2014 21:39	
3033910988	1/24/2014 20:55	
3033844291	1/24/2014 20:30	
3033534744	1/24/2014 18:00	
3033503893	1/24/2014 17:46	
3033473011	1/24/2014 17:31	
3033418919	1/24/2014 17:07	

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Respondent ID	Start Date	
ID #	Survey Date	
3033412767	1/24/2014 17:04	
3033354100	1/24/2014 16:38	
3033353819	1/24/2014 16:38	
3033220918	1/24/2014 15:39	
3033139807	1/24/2014 15:02	
3032506388	1/24/2014 4:54	
3032497662	1/24/2014 4:43	

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Respondent ID	Start Date	
ID #	Survey Date	
3032402647	1/24/2014 2:55	
3032342688	1/24/2014 1:57	
3032162621	1/23/2014 23:34	
3032126812	1/23/2014 23:10	
3032012043	1/23/2014 22:04	
3031556185	1/23/2014 18:43	
3031506036	1/23/2014 18:21	
3031498246	1/23/2014 18:18	
3031352561	1/23/2014 17:16	
3031246762	1/23/2014 16:33	
3031233945	1/23/2014 16:28	

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ID #	Survey Date	
3030736251	1/23/2014 11:55	
3030351255	1/23/2014 3:31	
3030213953	1/23/2014 1:22	
3030106142	1/22/2014 23:58	
3029991728	1/22/2014 22:45	
3029823354	1/22/2014 21:19	

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3029560433	1/22/2014 19:20	
3028315174	1/22/2014 3:39	
3028256217	1/22/2014 2:36	
3028201694	1/22/2014 1:44	
3027457178	1/21/2014 18:52	
3026340352	1/21/2014 5:15	
3026272142	1/21/2014 3:36	
3025982519	1/20/2014 22:53	
3025956756	1/20/2014 22:34	
3025899485	1/20/2014 21:55	
3025471872	1/20/2014 17:30	
3024511683	1/20/2014 1:12	
3023640363	1/18/2014 22:40	
3023595838	1/18/2014 21:38	

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ID #	Survey Date	
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**2013-14 C/VE Questionnaire Responses
(Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
11/20/2013 11:46:28	Fremont County School District #25	Principal	Career & Technical Education is changing greatly from what it was when the last standards were adopted. The committee worked over a year on the current draft standards. These standards will be discussed and implemented in our district as broad goals for teaching and learning by the students. These standards will be used as a guide for curriculum mapping, making sure these are guaranteed, viable learnings for our students. Critical thinking, analyzing, and higher level thinking skills are important in these standards and it will increase rigor for the students in our district.	The district needs to implement the new standards because our world is ever changing. Professional development around these standards is very important for our staffs in the schools. Aligning our assessments to these standards is critical to make sure we are reaching for high expectations for the students in FCSD #25. Standards are broad goals and resources, technology, assessments all help support getting students to these standards.
11/20/2013 15:05:28	Fremont 25	Other District Personnel	We would work collaboratively K-12 to align our curriculum to the state standards. We would prioritize what our LEA feels is critical at each level, then unpack the standards into concepts and skills and map those back into Units of Instruction within grade level and courses looking for ways to integrate with other content areas.	Typically when we align with new standards the biggest implications revolve around instructional and assessment shifts and providing resources that are also aligned to the standards. The biggest help would be providing PD around assessment development and instructional strategies aligned to the new standards and options for resources also aligned to the new standards.
11/26/2013 8:13:53	Park County School District #1	Curriculum Director / Coordinator	The CTE standards will guide and develop the connections to the other standards adopted in Wyoming. The CTE standards are the key connection between learning and applying. If we can get coordination efforts between the CTE courses and the core courses to develop the applications we will have success in all areas.	Time and training in areas such as assessment development and consistency and instructional strategies to up the level of expectations in the CTE courses. This is probably the one area CTE instructors are a little soft. They need to make sure they are setting the bar and not lowering it as it was years ago.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
11/27/2013 10:29:01	Crook County #1	Curriculum Director / Coordinator	Very little work will be needed.	Assessment alignment help would be great as well as targeted professional development.
12/2/2013 12:22:34	Washakie County School Dist. #2	Secondary C/VE Teacher	All mapping will have to be re-aligned to the new standards to focus on higher education and careers. I do not see any big changes to the maps having to be made. In addition to our current curriculum I will need to focus more on careers, higher education and skills pertaining to both which I already do. I will just have to make sure that all units and lessons give students multiple opportunities to meet the new standards if not already done.	I see the biggest need being time in the school during professional development/teacher work days to re-align the maps, lesson plans, and unit plans to the new standards.
12/3/2013 9:28:25	Converse County SD #2	Secondary C/VE Teacher	Fortunately, my curriculum design, mapping and revision is set for next school year. I could easily incorporate the new Standards or simply write new curriculum to include the new Standards.	With the great idea of embedding the ISTE Standards, more technology and professional development will be needed.
12/3/2013 13:45:27	Converse County 2	Secondary C/VE Teacher	I helped on the standards and I felt we did a good job of making them work ready.	I feel our district would need some equipment along with training on some of the technology.
12/3/2013 14:35:25	CCSD#2	Secondary C/VE Teacher	We would have to make sure that our district outcomes align with the new standards.	Career Counselor and new instructional materials.
12/9/2013 16:22:48	Natrona County School District #1	Secondary C/VE Teacher	The Standards give more specific direction and increase curriculum varieties for meeting skills needs in the workforce.	Time to develop the upgraded curriculum, time to work with teachers within the district to align content would be a big help. Because of so many requirements, there is never enough time to meet.

**2013-14 C/VE Questionnaire Responses
(Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
12/9/2013 21:20:36	Carbon County SD #1	Elementary Teacher	Our district is constantly changing the mapping process. We seem to have to start over every time someone comes up with a new idea. I am sure we will change everything we have already done to meet the new standards.	Teacher training. Technology in the classroom. Ideas on how to use technology.
12/10/2013 15:36:37	Converse County #1	Elementary Teacher	I would hope there wouldn't be a huge impact. Teachers would have to implement new standards into their already busy schedule. Some items are already in place, we'd just have to be sure everyone is held accountable with mapping out their curriculum.	Our district would definitely need instructional materials for all that need it and proper training for all teachers that are impacted.
12/11/2013 9:09:50	Weston 1	Secondary C/VE Teacher	The biggest impact has been trying to match the drafted standards to the previous ones in my curriculum map. Some of the 6-8 standards are more difficult to understand and include than the 9-12 standards (CV8.3.2 & CV8.4.4). Matching and changing over my curriculum maps has taken a decent amount of time out of our regular curriculum meetings/work time.	Having various indicators and examples with each standard benchmark would be helpful as the career vocational content is so broad between specific courses. Examples like that would go a long way into helping me understand the importance and links to previous standards or new expectations. Professional development with the people involved in writing the drafts would be helpful to gain the perspective as to why certain terms/skills were included.
12/11/2013 9:17:09	Weston County School District #1	Secondary C/VE Teacher	With the new standards, we have taken a look at what we currently do and are applying the new standards to the curriculum where we fit. After approval we will meet as a group and create our matrix to see what we would not be covering, and create our ways to meet that standards.	During the school year it is difficult to get focused time to look at the standards when we have some much going on with our day to day classes already. Our district does provide curriculum time, but it is in short chunks that aren't close together.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 9:19:29	Weston County School District #1	Secondary C/VE Teacher	It will not change my curriculum greatly but I feel that I may change my curriculum for standard #3 to involve more specific issues that my students research and then use the information to solve problems.	It would be ideal to offer professional development about strategies, activities, or overall ideas about how to more effectively meet the standards. We are given the new standards but never given an explanation about how to make sure our curriculum is meeting the standards or why the standards are stated the way they are.
12/11/2013 9:24:09	Weston County SD#1	Elementary Teacher	In our current elementary school setting even with the old standards it is difficult to cover all of the standards. Time is an issue. With the increase in the Core Standards, classroom teachers are reluctant to offer up more time to cover standards outside of the Core. It is finding a balance and integrating technology into the Core that is becoming necessary and difficult.	We need to make sure we keep on the front end of training all staff and teachers on the use and implementation of technology into all of the Core Standards.
12/11/2013 14:47:56	Park County School District #1	Secondary C/VE Teacher	The new standards will allow for a more clear path to align with Common Core standards as well as implementing the new instructional shifts within the curriculum. The mapping process allows each individual teacher to identify the key topics to be taught and what standards are being addressed throughout each unit of instruction.	Our district needs more time to develop and create the curriculum maps as well as more professional development designed to provide instructors with meaningful information about developing activities that will challenge students and measure intended outcomes.
12/11/2013 15:14:30	Park 1	Secondary C/VE Teacher	I don't believe that the new standards would have a big impact at the middle school level where I teach. Because we are working toward a common core curriculum, I believe that we will need to integrate that with the new standards.	One thing we will need is training on how to align these standards to common core. Also, we need instruction on appropriate ways to assess the standards. It would be difficult to distinguish between advanced, proficient, etc.
12/11/2013 15:21:02	Park County School District #1	Secondary C/VE Teacher	I do not foresee our district curriculum changing much due to the new standards.	I do not foresee our district needing anything to implement the new standards because they are so similar.
12/11/2013 15:35:09	Park County School Dist. #1	Secondary C/VE Teacher	With fewer standards it is much easier to keep track of and follow.	We can work with what we have.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
12/11/2013 15:50:09	Park County #1	Secondary C/VE Teacher	having to revisit maps that are already completed would be the biggest impact. I think mapping to these new standards create no more work than mapping to the older standards, it is just revisiting work that is already completed.	I don't think the CTE standards require anything but time to revisit completed or in-progress curriculum maps.
12/12/2013 16:38:39	hot springs 1	Curriculum Director / Coordinator	District standards assessments and course maps will need to be revised to align with the new standards. With the first look at the proposed standards there is question that the standards are of such a general nature that schools may propose meeting them through various core content areas. If so students will lose the value of engagement in the rigor and relevance of CTE programs. CTE programs have strength in connecting student learning of academics to career pathways and relevant problem solving. That is not the same as attempting to have core academic courses provide a little career awareness in their content areas.	Professional development to clarify expectations of standards and access to aligned resources including standards assessments.
1/19/2014 17:51:56	Park County School Dist #1	Secondary C/VE Teacher	This would allow updated curriculum industry standards, yet allow schools and staff to have flexibility in how specific they concepts will be taught based on the needs of the students and community needs.	Time allowed making changes to the present curriculum, time to learn new skills needed, Training by the state to make sure we have quality understanding of the standards. Classes were we could visit with other teachers about what they are doing to meet the new standards.
1/22/2014 15:18:30	FCSD #1	Secondary C/VE Teacher	1.I do not think it will. We use Synergistic Module Labs in the middle school which gives students a broad exposure to many career possibilities.	2.We will need to update our Synergistic Module Labs.
1/22/2014 15:20:25	Fremont County Sch. Dist. #1	Secondary C/VE Teacher	1.I do not think it will. We use Synergistic Module Labs in the middle school which gives students a broad exposure to many career possibilities.	2.We will need to update our Synergistic Module Labs.
1/23/2014 11:18:46 AM	Converse County Dist. #2	Secondary C/VE Teacher	As a newer teacher to Woming I have not gone through any ciriculum development toward meeting standards. With that said I think what I see in the new standards should be easy to follow and incorporate into my classroom.	I would think professional development and assessment alignment. Which I beleive is already done to the old standards.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
1/23/2014 12:02:31	converse school dist. #2	Secondary C/VE Teacher	I am still learning the new standareds.	I need mre information on hte new standards.
1/24/2014 6:54:35	Natrona #1	Secondary C/VE Teacher	When designing the curriculum maps the new standards would be used in place of the old ones and the lessons might have a stronger influence in reading and writing.	Professional development to explain how the standards are used and the meaning of what is said in each standard.
1/30/2014 8:26:12	Campbell County High School	Secondary C/VE Teacher	Curriculum mapping and design needs to align directly/be changed to the new standards.	There will be several needs to be met in order to implement the new standards. Everything from instructional materials, technologies, professional development, and assessment alignment may be utilized, depending on the district and it's requirements.
1/30/2014 16:12:24	Natrona	Secondary C/VE Teacher	We would need to realign our units to the new standards and tweak assessments as needed.	Time for the teachers to create the realignments would be needed. It would also be nice if the state could provide samples of assessments they would see as meeting the new standards.
1/31/2014 16:10:59	natrona	Other Content Teacher	As a student teacher i was educated on the old standards. I studied the new standards and discovered that the newer standards were easier to understand and more applicable to subject areas.	Give the educators time to change it up and 1 training seminar on how to use it in appropriate subject areas- 1 meeting for questions on how to implement it. Brain storming for teachers.
1/31/2014 13:47:29	NCSD #1	Secondary C/VE Teacher	There would be a need for realignment of curriculum maps and redesign of lesson plans.	Would need planning time to redesign lesson plans and additional professional development.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?
2/18/2014 12:17:59	Fremont Co. School Dist. 1	Secondary C/VE Teacher	-Will require revisions to syllabi and realignment within the course sequences for 6-12 CTE courses. -This will be a time consuming process as many documents will require revisions to benchmarks and standards addressed	Lots of time for revisions and realign -Updating of textbooks to adhere to career pathways potential need for e-books and online subscriptions professional development on the career pathways concept -CTE staff will require a school wide career pathways professional development and course selection implementation process -District will need a Director of Vocational Education to help implement standards
2/26/2014 15:05:26	FCSD 1	Secondary C/VE Teacher	Will require revisions to syllabi and realignment within the course sequences for 6-12 CTE courses. This will be a time consuming process as many documents will require revisions to benchmarks and standards addressed	Lots of time for revisions and realign Updating of textbooks to adhere to career pathways potential need for e-books and online subscriptions professional development on the career pathways concept CTE staff will require a school wide career pathways professional development and course selection implementation process District will need a Director of Vocational Education to help implement standards

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
11/20/2013 11:46:28	Fremont County School District #25	Principal	More critical thinking and broader definitions of problem solving, as well as not just knowing about technology but truly using and applying what the student knows. Ethical behavior with technology is also important in the CTE world and is mentioned through these standards.	The teacher would need training in what the new standards entail. The materials we have in place would work well with these standards. Education should never be stagnate, and teachers know when going into the profession they must continuously be learning and growing in order for the students in our state to be successful in future careers. Change is always difficult, but with support, the teachers will be implementing these standards very successfully across K-12 in our state. This will make our students stronger for post secondary education, be it college or other career trainings.	Unit design would be based around these broad goals. Lesson plans will reflect the units and day-to-day operations of the classroom.
11/20/2013 15:05:28	Fremont 25	Other District Personnel	Application of literacy and math concepts and skills in the CTE environment in a very intentional and measurable way. Career Readiness has shifts in the last several years from being job ready to being career ready...two very different things. Career ready required high levels of application of literacy and math that gives our students the skills to access career training and certification that give them the option to move upward through the career pathway.	I think I answered this in question 2.	We have to relook at prioritization and alignment of concepts and skills and intentionally plan and assess for application of literacy and math skills.
11/26/2013 8:13:53	Park County School District #1	Curriculum Director / Coordinator	The CTE standards are not that much of a change and I see the biggest shift coming from the coordination between subject areas.	Time and training in areas such as assessment development and consistency and instructional strategies to up the level of expectations in the CTE courses. This is probably the one area CTE instructors are a little soft. They need to make sure they are setting the bar and not lowering it as it was years ago.	The units and lessons will change to meet some of the new expectations but overall the CTE material is pretty consistent and will not have to have much for change.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
11/27/2013 10:29:01	Crook County #1	Curriculum Director / Coordinator	Cross curriculum development with core areas.	New student learning objectives and professional development in targeted areas.	We are already doing a cross walk on the change and mapping it to 21st century learning standards.
12/2/2013 12:22:34	Washakie County School Dist. #2	Secondary C/VE Teacher	Career Vocational teachers will have to relate everything to careers and higher education in the class. Not just to the careers or education options but to actual skills students will need like working with others in a productive way.	The biggest thing that teachers will need to implement the new standards would be time. Instructional material, assessment alignment, technologies, and learning objectives are all great but we have to have time to figure out where to implement all of that with our current curriculum and adjust to add it in which will take some time to plan and re-align to the new standards. Once we are aligned to the new standards I think it will not be hard and additional materials would be great to help teachers.	I don't see a big change in unit/lesson plans. The unit/lesson plans will need to include the new emphasis on careers and education which for myself is a part of my teaching anyway. However it would be beneficial to have additional training on the new standards and an opportunity to collaborate with other teachers in our areas.
12/3/2013 9:28:25	Converse County SD #2	Secondary C/VE Teacher	Embedding the ISTE Standards	Time to write and align the new Standards, technology and instructional materials	The new Standards lend themselves towards a performance based design. Students will be graded based on a proficiency of knowledge and performance.
12/3/2013 13:45:27	Converse County 2	Secondary C/VE Teacher	The standards work with the core areas to make sure we are all working to prepare our students for the future.	I think in our school we would need instructional materials along with some training.	We currently use a great unit design that focuses on aligning with state standards and making sure our assessments asses the standards being taught.
12/3/2013 14:35:25	CCSD#2	Secondary C/VE Teacher	None	Instructional materials and time in order to revise district outcomes for alignment, and create new assessments.	May need to recruit more outside resources to help implement the college and career readiness.
12/9/2013 16:22:48	Natrona County School District #1	Secondary C/VE Teacher	I see the shifts being more specific to realistic careers and application of work place ready skills.	Technology training, connecting with the community, easier to manage and applicable assessments	The Unit Design is more directed and gives a similar direction throughout the district. I'm not sure my lesson plans would change that much except to be more precise.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
12/9/2013 21:20:36	Carbon County SD #1	Elementary Teacher	Teacher training. Teachers need to know how to use technology before they can teach it.	We have several teachers that do not know where to start to learn how to use technology. Most of them are told you need to learn how to use technology but no help as to what they need to learn or where to start. We need the technology equipment. We need bigger bandwidth. We need our computers to work without locking up on programs.	In Kindergarten, it probably won't change much. I need to teach my students how to read and to use math. I use technology as review and practice for the children.
12/10/2013 15:36:37	Converse County #1	Elementary Teacher	Time- fitting it in within the curriculum already in place.	Pedagogy of the new standards. Teachers would need to know what their students outcomes should be so they'll need PD and instructional materials.	Big changes, if it's not already being taught. Teachers will need to find the time in their day to teach Career/Vocational standards.
12/11/2013 9:09:50	Weston 1	Secondary C/VE Teacher	globalization, more independent problem solving, communication and collaboration	I'm not sure what the new Student Learning Objectives are but those sound like they would be helpful if they provide clear ideas for how to meet the standards. Professional development with those involved in writing the standards would be helpful for me as a teacher to better understand the meaning and how I could meet them in my classroom. Additional time to work with the standards and incorporate them into my curriculum, which is difficult to do during the actual school year when my brain is thinking about all the current classroom responsibilities and tasks.	I'm not sure at this point as I'm currently trying to understand the standards. There will need to be more scaffolding as students are expected to do more and do it independently.
12/11/2013 9:17:09	Weston County School District #1	Secondary C/VE Teacher	The largest instructional shifts deal with the technical writing and common core adaptations to our standards. Our staff has been taken through the writing process within our school so we can have a single process for students.	Possibly show some samples of work or curriculum that meets standards to know that we are on the right track. I wonder if I am interpreting them differently than their original intentions.	The new standards would change some units to include more technical writing into some units.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
12/11/2013 9:19:29	Weston County School District #1	Secondary C/VE Teacher	The overall theme is to make sure that our students are career and college ready by being able to use specific skills such as technical literacy. The newer ideas include being able to think independently, troubleshooting, thinking about and solving global problems.	All of the options would be ideal to offer such as instructional materials, training for technology, professional development, assessment alignment, and how to effectively meet the student learning objectives.	Even though I feel that many of my body of evidence projects will meet the new standards I will most likely change my assessments so that my students will be able to meet some of the new standards.
12/11/2013 9:24:09	Weston County SD#1	Elementary Teacher	Trying to have all teachers, not just a select few per grade level, integrate technology into their daily lessons.	To do things properly with all classes and all teachers, the elementary school would have to increase the number of computers available for student use.	As of now we are trying to match our current unit design from the old standards to the new standards. But I believe as we get deeper into the standards we will need to look at all curricular areas and build units in the core areas that will also cover Career and Technology standards like we are doing with the Literacy Reading and Writing standards.
12/11/2013 14:47:56	Park County School District #1	Secondary C/VE Teacher	Critical thinking and problem solving activities designed to prepare students for college and/or careers with an emphasis on text-based answers and writing from sources in order to provide evidence to support their claims.	TIME. So many things are constantly being thrown at teachers that we don't have the time to prepare new and innovative activities within the classroom. We are constantly trying to create maps and align curriculum with new standards that creativity and developing new ideas has suffered.	Very little other than to ensure that relevant and meaningful activities are in place to engage student learning.
12/11/2013 15:14:30	Park 1	Secondary C/VE Teacher	I don't really see a lot of shift necessary at my level.	At this point I don't feel familiar enough with them to know.	I think we would need to work on unit plans instead of daily lesson plans. The standards seem quite broad to me and I feel that it would take a significant amount of class time to fully address them. There would also need to be sufficient ways to reteach and remediate.
12/11/2013 15:21:02	Park County School District #1	Secondary C/VE Teacher	Students identifying real-world/authentic problems for themselves.	I do not foresee teachers needing anything to implement the new standards because they are so similar.	I do not foresee unit design or lesson plans changing much due to the new standards.
12/11/2013 15:35:09	Park County School Dist. #1	Secondary C/VE Teacher	They are easier to follow and work better with the common core	Time to realign with our classes. Examples of how other schools are implimenting them.	very little. just make them clearer

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
12/11/2013 15:50:09	Park County #1	Secondary C/VE Teacher	writing from sources and text based answers.	connections to industry leaders and professionals, as well as, professional organizations that will help us stay connected to fast changing trends, needs, and standards for our areas.	over design stays the same, just need to map to the new standards
12/12/2013 16:38:39	hot springs 1	Curriculum Director / Coordinator	<p>The emphasis in CTE is toward development of career pathways and industry based training and/or certifications. This is not reflected in the proposed state standards which seem more focused to general education.</p> <p>General CTE standards connected to the career pathways framework and allowing for common CTE standards assessment across CTE courses of study is desirable. General content standards void of the rigor and relevance of CTE is not desirable.</p>	Revision and alignment to the new standards. Professional development to strengthen academic learning through the rigor and relevance of CTE course content. Not watering down CTE standards to be an inclusion in core academic courses without the CTE background of certified CTE teachers.	Course maps, units and lessons will be aligned to the new standards. The district is using the My CAERT curriculum resources which integrates the content and common core standards.
1/19/2014 17:51:56	Park County School Dist #1	Secondary C/VE Teacher	More student driven, with teacher guidance. Because we are naturally hands on type classes, I don't see too much of a change in the instructional shifts. Reading and writing more in some CTE areas. Also how to teach quality technical reading to students in the area of study.	Time to get ideas from other staff, and time to implement the new CTE standards.	These would be incorporated into each. I do not think that the new standards will be that hard to fit into the present curriculum.
1/22/2014 15:18:30	FCSD #1	Secondary C/VE Teacher	3.Incorporating Technical Reading & Writing and include a Career Inventory for individual students.	4.Professional Development on updated Synergistic Modules & management software.	5.We would have to write units to include Technical Reading & Writing and Career Inventory.
1/22/2014 15:20:25	Fremont County Sch. Dist. #1	Secondary C/VE Teacher	3.Incorporating Technical Reading & Writing and include a Career Inventory for individual students.	4.Professional Development on updated Synergistic Modules & management software.	5.We would have to write units to include Technical Reading & Writing and Career Inventory.
1/23/2014 11:18:46 AM	Converse County Dist. #2	Secondary C/VE Teacher	Unsure.	I would think I need professional development, assessment alignment, and student learning objectives.	My units and lessons would need to be revised to make sure that the new standards are covered.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
1/23/2014 12:02:31	converse school dist. #2	Secondary C/VE Teacher	I am not sure yet.	professsional developent	I need to learn and review all of hte new standards.
1/24/2014 6:54:35	Natrona #1	Secondary C/VE Teacher	A greater push toward lit. and writing.	An understanding of what they are currently doing and how it ties into the new standards and how just some changes will help it align better.	The teacher would have to focus more on reading and writing with what they already do in the classroom.
1/30/2014 8:26:12	Campbell County High School	Secondary C/VE Teacher	I believe that adding rigor is the most apparent shift at this time.	In CTE there is such a wide variety of classes taught that it would depend on the subject matter and teacher teaching the class. This could involve instructional materials, technologies, professional development, and assessment alignment materials.	The new standards would require more rigor and collaboration.
1/30/2014 16:12:24	Natrona	Secondary C/VE Teacher	The largest instructional shift is including common core and the writing portions in the more technical classes.	Time is definitely needed to make adjustments to unit plans and current lessons. suggestions from the state department would be appreciated for assessments so we make sure we are in line with what is expected.	The new standards won't do much changing except we will be tying our lessons more to math and language arts. We may be doing more reading, writing and math.
1/31/2014 16:10:59	natrona	Other Content Teacher	Educators are more accountable and will allow a more efficient feed back from the students work.	Large amount of time because designing good lesson plans take time. Also the work load on most teachers is heavy, so to completely redesign the great lesson plans will take time. Even if they slightly modify them it will take time. Plus teachers design multiple lesson plans to make one they know will work in the classroom.	It would allow unit plans to be more rigorous and more accurate to measure
1/31/2014 13:47:29	NCSD #1	Secondary C/VE Teacher	More problem-based learning.	Additional instructional materials, professional development, and time.	Help to increase the use of common core standards and problem based learning.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	3) What do you see as the largest instructional shifts called for in the new Standards?	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?
2/18/2014 12:17:59	Fremont Co. School Dist. 1	Secondary C/VE Teacher	-re-aligning district curriculum to career pathways -School would have to fall in line with career pathways model	-access to career pathways instructional materials -time to make curriculum revisions	-format for units change within the realignment from 6-12. -Subsequently lesson plans will need to be revised
2/26/2014 15:05:26	FCSD 1	Secondary C/VE Teacher	re-aligning district curriculum to career pathways School would have to fall in line with career pathways model	access to career pathways instructional materials time to make curriculum revisions	format for units change within the realignment from 6-12. Subsequently lesson plans will need to be revised

**2013-14 C/VE Questionnaire Responses
(Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
11/20/2013 11:46:28	Fremont County School District #25	Principal	The State Department could offer training to the teachers in the new CTE standards. Making them readily available on the website, offering Blackboard or Google Hang Out information and tidbits, and generally just supporting the teachers throughout implementation would be beneficial.	The District assessment system is ever-evolving, and it would need to align to these new standards over time. The Smarter Balanced Consortium is a great organization in which to belong, and then districts having the opportunity to participate in pilots, which then the district's assessment system will be updated from this, will be a great, progressive direction for our state.	The Smarter Balanced Consortium and State Network of Educators is a great start. Having sample lessons that exemplify quality teaching in the classroom, as well as videos, will be a great start to sharing about formative and summative assessments around these new standards.
11/20/2013 15:05:28	Fremont 25	Other District Personnel	The state used to have a collaborative process in place where teachers from across district could get together in a facilitated format and share their expertise in knowledge, instruction, assessment etc. This was some of the most powerful PD that I have every been involved in and it was tied directly to effective delivery of standards.	Current assessments will have to be analyzed and realigned to the new standards and curriculum developed around the standards. There are also implication for alignment of assessment type as well as content.	Standards and Assessment need to be an integrated department at the WDE so that alignment of standards and assessment happens at the state level. Professional development workshop and training should be integrated so that we are not looking at standards in isolation or assessment in isolation but looking at how they influence each other. Being very clear on what we want kids to know and be able to do and how are going to measure it is how you promote student success.
11/26/2013 8:13:53	Park County School District #1	Curriculum Director / Coordinator	Professional development in the area of assessment development and understanding depth of knowledge and how to achieve the levels you are expecting in the classroom.	Some of the assessments will change but the overall system will remain the same.	Good professional development and helping the staff understand the expectations of the standards and the depth of understanding for the standards would be a great help.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
11/27/2013 10:29:01	Crook County #1	Curriculum Director / Coordinator	Targeted professional development in the specific area within the CTE, i.e. Ag, business, a.nd FAC	We will need to develop new assessment to match the new standards.	good question
12/2/2013 12:22:34	Washakie County School Dist. #2	Secondary C/VE Teacher	To support our district we will need help to obtain instructional materials and information on what instructional materials might be helpful in our area. Work space, budgets, and other limitations will need to be addressed for our small district to meet the new standards.	District assessments will need to be updated to include the new standards and the materials being taught to students and skills worked on by students.	The State Department could collect acceptable assessment examples to show teachers what an appropriate assessment could look like to help guide teachers. Other than that normal letters are an effective way to communicate the assessment shifts. WYCTE workshops specific to the new standards would be helpful as well.
12/3/2013 9:28:25	Converse County SD #2	Secondary C/VE Teacher	Extra funding for substitute teachers during the writing process. Also, collaboration of instructional content teachers to work on writing assessments together.	We have an assessment system in place already and this could easily be incorporated into the current process.	Facebook, Twitter, web page, Blog, email
12/3/2013 13:45:27	Converse County 2	Secondary C/VE Teacher	I think by giving them opportunity to continue to give feedback.	We use a rotation cycle of every 7 years of evaluating updating and making sure we are meeting the standards.	I know going to workshops is hard but if we could put small trainings in more districts less travel times and days out of school.
12/3/2013 14:35:25	CCSD#2	Secondary C/VE Teacher	Help districts pay for a curriculum coordinator who helps teachers with alignment, assessments, etc.	We will need to revise assessment so they are aligned to both the state standards and district outcomes.	Teacher communication
12/9/2013 16:22:48	Natrona County School District #1	Secondary C/VE Teacher	I feel overwhelmed by requirements and frustrated that my time is not better spent on improving curriculum and teaching.	I think they could if teachers are using assessments from texts-hopefully, that is not the case. I don't think they would in my classroom because I am always trying to write assessments that are applicable to real life situations. I imagine most teachers do try to make realistic applications.	I'm not sure what the District has in mind for assessing or what they are looking for.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
12/9/2013 21:20:36	Carbon County SD #1	Elementary Teacher	Create assessments so that we don't have to reinvent the wheel. Stick to one thing rather than having us work on the standards for a year and then switching to something else to use.	Teacher will have to spend time making sure that we have assessments for the standards.	Send our e-mails.
12/10/2013 15:36:37	Converse County #1	Elementary Teacher	The State Depart. could help support teachers by mapping out the standards to see how it fits within their curriculum. Also giving them opportunities for statewide PD.	I don't believe there are any current assessments on these standards so they'd have to be implemented.	The State could provide samples and or ideas for assessments through communication of monthly/yearly updates with emails, flyers, etc.
12/11/2013 9:09:50	Weston 1	Secondary C/VE Teacher	Have someone involved in the writing come and speak with the teachers so we can have a Q & A.	I don't know at this point - but I would assume the assessments would need to correlate to the specific standards	While regular emails are nice - to be honest most of the time I don't get around to reading them. Have a specific person be a liaison to each district so we have one person to contact with questions.
12/11/2013 9:17:09	Weston County School District #1	Secondary C/VE Teacher	I think it would be helpful for the state department to provide reimbursement to districts for some days to focus on standards implementation.	We are looking at the standards and creating our new district common assessments from those new standards. We are also taking our units and writing proficiency scales to guide our classroom teaching as we move towards our district common assessments.	I believe the best way for them to communicate assessment shifts and promote student success to our department vocationally would be to come present to our department so we can hear their angle. Then we can ask questions to check that we are meeting the standards as intended.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
12/11/2013 9:19:29	Weston County School District #1	Secondary C/VE Teacher	The state department should offer free professional development or offer the training with a stipend so that many teachers would be motivated to participate in the professional development. Also they could have specific people that available to answer questions and give ideas for standard related issues.	The new standards will most likely affect classroom and body of evidence assessments. I am not sure how it will affect the ACT.	The state department needs to offer professional development sessions or conferences to communicate assessment shifts.
12/11/2013 9:24:09	Weston County SD#1	Elementary Teacher	Professional Development opportunities showing best practices from around the state.	I don't think it will change our assessment system. It will change our assessments but not our system.	Again, I think PD with schools from around demonstrating best practices to other districts.
12/11/2013 14:47:56	Park County School District #1	Secondary C/VE Teacher	Stop changing everything mid-stream and allow districts to finally finish the process and develop and improve it before changing the rules.....again and again and again and.....	The assessments will need to be reviewed to ensure they are measuring the intended outcomes.	Stop setting unrealistic deadlines and assuming our kids are underperforming based on inaccurate or irrelevant data.
12/11/2013 15:14:30	Park 1	Secondary C/VE Teacher	Again, I am not really sure. I do believe that we would need time to integrate these new standards into our curriculum.	We are currently working on our assessment system and trying to align with common core. I don't know if implementing these standards would impact that or not.	I suppose getting information out to teachers. Again, I feel that some of these areas are going to be very difficult to assess accurately.
12/11/2013 15:21:02	Park County School District #1	Secondary C/VE Teacher	I do not foresee teachers needing anything to implement the new standards because they are so similar.	I do not foresee our district assessment system changing much due to the new standards.	I don't understand the question. What type of assessment shifts will the State Department be communicating?
12/11/2013 15:35:09	Park County School Dist. #1	Secondary C/VE Teacher	share with us examples from other schools and specific for our content area.	Very little	Develop an opportunity for us to get with other teachers in our specific areas to share ideas.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
12/11/2013 15:50:09	Park County #1	Secondary C/VE Teacher	support for joining professional organizations and collaborating across districts to keep curriculums in sync and learning from each other	I have no idea	emails and webinars are excellent ways to communicate information. I also think assessment data needs to be available all the time for use to view and evaluate as needed.
12/12/2013 16:38:39	hot springs 1	Curriculum Director / Coordinator	Professional development in assessment literacy (types, purposes, suitability) and formative assessment practices.	District standards assessments will need to be revised to align with new standards.	Professional development.
1/19/2014 17:51:56	Park County School Dist #1	Secondary C/VE Teacher	Just time needed to get them in place and time to get ideas from other staff throughout the state.	I don't see a change there. It might affect the Perkins PRES Perkins testing.	Maybe at the Fall and Spring Advanced ed. coference as well as the WCTE conference in the summer. Also to give ideas on the Wyoming education web site.
1/22/2014 15:18:30	FCSD #1	Secondary C/VE Teacher	6.Make fund\$ available for updating Synergistic Modules & management software and for professional development.	I do not think it will	9.Ido not know
1/22/2014 15:20:25	Fremont County Sch. Dist. #1	Secondary C/VE Teacher	6.Make fund\$ available for updating Synergistic Modules & management software and for professional development.	No	I don't think it will.
1/23/2014 11:18:46 AM	Converse County Dist. #2	Secondary C/VE Teacher	They state would need to be there for guidance and questions that may arise when implementing the standards in our classrooms.	Unsure.	unsure.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
1/23/2014 12:02:31	converse school dist. #2	Secondary C/VE Teacher	inservice	more curr. deveopment	inservice
1/24/2014 6:54:35	Natrona #1	Secondary C/VE Teacher	Have the group that wrote the standards go to the districts and answer questions and help develop professional development material so the teachers can understand the new standards and how they tie into what they already do in their classroom.	In my district the new standards will drive the learning requirements for each class and also what the admin. will be looking for in the instruction.	Examples of lessons that show the use of the new standards.
1/30/2014 8:26:12	Campbell County High School	Secondary C/VE Teacher	The state department could offer funds, professional development, and assist with overall process.	Will depend on district.	N/A
1/30/2014 16:12:24	Natrona	Secondary C/VE Teacher	Give districts the funds and time to make the change.	It won't	Providing examples of assessments and results would be beneficial so we may know exactly what the state is looking for.
1/31/2014 16:10:59	natrona	Other Content Teacher	Understanding of the work load of the educator and having state supported time.	It will make it more accurate. Instead of general terms that can be interpreted by individuals, it could be more specific.	Create work shops that educate, but allow educators to communicate with each other and ask questions, in order to progress their students.
1/31/2014 13:47:29	NCSD #1	Secondary C/VE Teacher	Lesson/unit plan examples and assessment examples.	Create more alignment for CVE assessments.	Sponsor skills competitions and provide more professional development.

2013-14 C/VE Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	6) How might the State Department support Districts and teachers through the Standards implementation process?	7) How will the new Standards impact the District's assessment system?	8) How might the State Department best communicate assessment shifts and promote student success?
2/18/2014 12:17:59	Fremont Co. School Dist. 1	Secondary C/VE Teacher	Needs a Director of Vocational Education	-it won't impact summative or formative assessment aside from revision of assessments in coordination with realignment	-PSA -Promotion -Marketing of successes
2/26/2014 15:05:26	FCSD 1	Secondary C/VE Teacher	Needs a Director of Vocational Education	it won't impact summative or formative assessment aside from revision of assessments in coordination with realignment	PSA Promotion Marketing of successes

CVE Standards Survey #1 - 2013-14

Respondent ID	Survey Date	Participant's District	Participant's Position (choose all that apply)													
Respondent ID	Survey Date	School District	CD	IF	Supt.	Elem.	MS/JHS	H.S.	Ag.	Business	FCS	G&C	Health	Market.	Tech.	Other
2687629354	6/21/2013 16:46	Crook									FCS					
2669752282	6/10/2013 23:08	Laramie 1														Post Secondary Admin
2666090548	6/7/2013 19:46	Washakie 1					MS/JHS									
2658083090	6/3/2013 20:14	Weston 1						H.S.							Tech.	
2651059880	5/30/2013 14:16	Campbell														CTE Coordinator
2650908096	5/30/2013 13:08	Big Horn 4	CD						Ag.							
2647466449	5/28/2013 21:55	Sheridan 2								Business				Market.		
2642297717	5/24/2013 18:46	Carbon 1				Elem.										
2641653048	5/24/2013 13:48	Campbell						H.S.							Tech.	
2639911972	5/23/2013 19:17	Sheridan 3							Ag.							
2639115389	5/23/2013 13:59	Teton														Culinary Arts
2637322441	5/22/2013 18:41	Albany						H.S.				G&C				
2636905546	5/22/2013 16:04	Platte 1									FCS					
2636491545	5/22/2013 13:38	Uinta 1													Tech.	H.S. Graphic Design
2635845488	5/22/2013 3:42	Natrona					MS/JHS	H.S.		Business					Tech.	

CVE Standards Survey #1 - 2013-14

Respondent ID	Survey Date	Participant's District	Participant's Position (choose all that apply)													
Respondent ID	Survey Date	School District	CD	IF	Supt.	Elem.	MS/JHS	H.S.	Ag.	Business	FCS	G&C	Health	Market.	Tech.	Other
2635542323	5/21/2013 23:27	Weston 7														Principal
2635311314	5/21/2013 21:07	Sublette 9						H.S.								
2635071313	5/21/2013 19:24	Crook							Ag.							
2634971709	5/21/2013 18:43	Sweetwater 2						H.S.								
2634956907	5/21/2013 18:40	Fremont 6					MS/JHS	H.S.								
2634667530	5/21/2013 16:52	Lincoln 1						H.S.								Principal
2634633820	5/21/2013 16:39	Albany									FCS					
2634585644	5/21/2013 16:22	Fremont 1						H.S.			FCS					
2634570230	5/21/2013 16:16	Converse 1						H.S.								
2634503404	5/21/2013 15:51	Converse 1						H.S.			FCS					Special Education Life skills
2634492503	5/21/2013 15:47	Uinta 1								Business						
2634488679	5/21/2013 15:43	Fremont 14										G&C				
2634475242	5/21/2013 15:41	Sublette 9						H.S.								
2634423233	5/21/2013 15:22	Natrona						H.S.							Tech.	
2634183366	5/21/2013 13:55	Natrona						H.S.								
2634169349	5/21/2013 13:49	Natrona						H.S.								
2634153214	5/21/2013 13:43	Washakie 2					MS/JHS	H.S.	Ag.	Business						

CVE Standards Survey #1 - 2013-14

Respondent ID	Survey Date	Participant's District	Participant's Position (choose all that apply)													
Respondent ID	Survey Date	School District	CD	IF	Supt.	Elem.	MS/JHS	H.S.	Ag.	Business	FCS	G&C	Health	Market.	Tech.	Other
2634092832	5/21/2013 13:17	Park 6										G&C				
2634070777	5/21/2013 13:05	Laramie 1							Ag.							
2634063536	5/21/2013 13:04	Converse 1						H.S.								
2633417230	5/21/2013 2:33	Carbon 2						H.S.								
2632987830	5/20/2013 21:10	Weston 7					MS/JHS	H.S.								

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
Respondent ID	Survey Date	Response	Comment	Response2	Comment3
2687629354	6/21/2013 16:46	Yes		Yes	
2669752282	6/10/2013 23:08	No		No	
2666090548	6/7/2013 19:46	Yes		Yes	
2658083090	6/3/2013 20:14	Yes		Yes	Yes, however I think definitiions should be added to clear up how to apply terms such as 'technology.'
2651059880	5/30/2013 14:16	Yes		Yes	
2650908096	5/30/2013 13:08	Yes		Yes	
2647466449	5/28/2013 21:55	Yes		Yes	
2642297717	5/24/2013 18:46	Yes		Yes	
2641653048	5/24/2013 13:48	Yes		Yes	
2639911972	5/23/2013 19:17	Yes		Yes	
2639115389	5/23/2013 13:59	Yes		Yes	
2637322441	5/22/2013 18:41	Yes		Yes	
2636905546	5/22/2013 16:04	No	Much of the wording is complicated and certainly not meaningful to students.	Yes	
2636491545	5/22/2013 13:38	Yes		Yes	
2635845488	5/22/2013 3:42	Yes		Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
Respondent ID	Survey Date	Response	Comment	Response2	Comment3
2635542323	5/21/2013 23:27	Yes		Yes	
2635311314	5/21/2013 21:07	Yes		Yes	
2635071313	5/21/2013 19:24	Yes		Yes	
2634971709	5/21/2013 18:43	No		No	
2634956907	5/21/2013 18:40	Yes		Yes	
2634667530	5/21/2013 16:52	Yes		Yes	
2634633820	5/21/2013 16:39	Yes		Yes	
2634585644	5/21/2013 16:22	Yes		Yes	
2634570230	5/21/2013 16:16	Yes		No	
2634503404	5/21/2013 15:51	Yes		Yes	
2634492503	5/21/2013 15:47	Yes		Yes	
2634488679	5/21/2013 15:43	Yes	Seem to go through discovery to usage to mastery of subject	Yes	the term "technical" covers a wide array of possibilities
2634475242	5/21/2013 15:41	Yes		Yes	
2634423233	5/21/2013 15:22	Yes		Yes	
2634183366	5/21/2013 13:55	Yes		Yes	
2634169349	5/21/2013 13:49	Yes		Yes	
2634153214	5/21/2013 13:43	Yes		Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
Respondent ID	Survey Date	Response	Comment	Response2	Comment3
2634092832	5/21/2013 13:17	Yes	11.2.3 does not seem to logically follow the progression established by 8.2.3 & 5.2.3, 5.3.2 & 5.3.3 look like they could be switched to match the following standards, 5.4.1 goes from using a variety of methods to specifically being about writing in the two following standards	Yes	
2634070777	5/21/2013 13:05	Yes		Yes	
2634063536	5/21/2013 13:04	Yes		Yes	Much more so than the previous standards.
2633417230	5/21/2013 2:33	Yes		Yes	
2632987830	5/20/2013 21:10	No		Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?	
Respondent ID	Survey Date	Response4	Comment5
2687629354	6/21/2013 16:46	Yes	
2669752282	6/10/2013 23:08	No	
2666090548	6/7/2013 19:46	Yes	Improved clarity. I like the alignment to CCSS
2658083090	6/3/2013 20:14	Yes	I feel that the standards are flexible enough so that our curriculum can be shaped appropriately to the wide range of subject areas we have.
2651059880	5/30/2013 14:16	Yes	Thank you for cross walking with CCSS standards
2650908096	5/30/2013 13:08	Yes	There is no true measurement of what students learn. We need to be more specific. You can not build a set of standards that measure all students from welding to nursing. We need to move to the competencies where the students are being measured on what they are being taught.
2647466449	5/28/2013 21:55	Yes	feedback provided below--this is not a yes/no ?
2642297717	5/24/2013 18:46	Yes	On CV5.5.2, I don't think our students need to examine families. We talk about families in reading but students today have various and complex family systems that I don't believe it needs to be on a standard.
2641653048	5/24/2013 13:48	Yes	I believe that the standards reflect what we do in the classroom.
2639911972	5/23/2013 19:17	Yes	
2639115389	5/23/2013 13:59	Yes	
2637322441	5/22/2013 18:41	Yes	
2636905546	5/22/2013 16:04	No	Please simplify the wording. I do not think all students are career and college ready in high school.
2636491545	5/22/2013 13:38	Yes	The structure seems to flow
2635845488	5/22/2013 3:42	Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?	
Respondent ID	Survey Date	Response4	Comment5
2635542323	5/21/2013 23:27	Yes	I feel that the structure is clear and appropriate for the grade levels.
2635311314	5/21/2013 21:07	No	
2635071313	5/21/2013 19:24	Yes	Broad enough to allow diversity between programs yet objectives are clearly stated.
2634971709	5/21/2013 18:43	Yes	unclear
2634956907	5/21/2013 18:40	Yes	Very easy to read and follow
2634667530	5/21/2013 16:52	Yes	For smaller districts a different funding model for C/VE instruction needs to applied so that students have opportunities to meet the standard.
2634633820	5/21/2013 16:39	Yes	I think they are more detailed than the previous standards and should be easily incorporated into existing curriculums and provide direction for specific areas/requirements.
2634585644	5/21/2013 16:22	Yes	It is a good general frame work for all areas of career and technical education. The standards are flexible yet provide a needed guideline.
2634570230	5/21/2013 16:16	Yes	
2634503404	5/21/2013 15:51	Yes	I like the ability to apply the benchmarks to accomodate a varity of needs
2634492503	5/21/2013 15:47	Yes	Looks fine Question is not a Y or N and has to be answered
2634488679	5/21/2013 15:43	Yes	Generally concise, but not explicit. Instructors could cover these topics in a variety of ways.
2634475242	5/21/2013 15:41	Yes	These will work just fine
2634423233	5/21/2013 15:22	Yes	
2634183366	5/21/2013 13:55	Yes	I believe all disciplines can adequately fall under the benchmarks.
2634169349	5/21/2013 13:49	Yes	they will be easier to design assignments and projects to fit the objectives
2634153214	5/21/2013 13:43	Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?	
Respondent ID	Survey Date	Response4	Comment5
2634092832	5/21/2013 13:17	Yes	OK, see comments below, overall structure makes sense
2634070777	5/21/2013 13:05	Yes	This looks to be a good fit for what I believe most agriculture leadership curriculums include. My first impression of this is good.
2634063536	5/21/2013 13:04	Yes	My feedback options are Yes and No? Glad classroom teachers design better assessments than THIS survey. I like the new organization of the standards and benchmarks. Not so broad as previous (systems, resources???) but briefer in interpretation of benchmarks.
2633417230	5/21/2013 2:33	Yes	
2632987830	5/20/2013 21:10	No	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
Respondent ID	Survey Date	Response6	Comment7	Response8	Comment9
2687629354	6/21/2013 16:46	No	Some are very broad in scope and possibly above grade level. i.e., CV8.3.2, CV 8.3.3. I feel they should be combined or integrated into the 9-12 benchmarks.	Yes	
2669752282	6/10/2013 23:08	No		No	
2666090548	6/7/2013 19:46	Yes		Yes	
2658083090	6/3/2013 20:14	Yes		Yes	
2651059880	5/30/2013 14:16	Yes		Yes	With quite a lot of latitude
2650908096	5/30/2013 13:08	No		No	
2647466449	5/28/2013 21:55	Yes		Yes	
2642297717	5/24/2013 18:46	Yes	For the most part but not every community has students with access to technology outside of school.	Yes	You can prepare students but they have to have a desire and a support system too.
2641653048	5/24/2013 13:48	Yes		Yes	
2639911972	5/23/2013 19:17	Yes		Yes	
2639115389	5/23/2013 13:59	Yes		Yes	
2637322441	5/22/2013 18:41	No		Yes	
2636905546	5/22/2013 16:04	Yes		No	Just because the standard states"college and carrer ready" that does not mean that they are.
2636491545	5/22/2013 13:38	Yes		Yes	
2635845488	5/22/2013 3:42	Yes		Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
Respondent ID	Survey Date	Response6	Comment7	Response8	Comment9
2635542323	5/21/2013 23:27	Yes		Yes	
2635311314	5/21/2013 21:07	Yes		Yes	
2635071313	5/21/2013 19:24	Yes		Yes	
2634971709	5/21/2013 18:43	No		No	
2634956907	5/21/2013 18:40	Yes		Yes	
2634667530	5/21/2013 16:52	Yes		Yes	
2634633820	5/21/2013 16:39	Yes		Yes	
2634585644	5/21/2013 16:22	Yes		Yes	
2634570230	5/21/2013 16:16	Yes		Yes	
2634503404	5/21/2013 15:51	Yes		Yes	More for college than entry level jobs
2634492503	5/21/2013 15:47	Yes		Yes	
2634488679	5/21/2013 15:43	Yes		Yes	
2634475242	5/21/2013 15:41	Yes		Yes	
2634423233	5/21/2013 15:22	Yes		Yes	
2634183366	5/21/2013 13:55	Yes		Yes	
2634169349	5/21/2013 13:49	Yes		Yes	
2634153214	5/21/2013 13:43	Yes		Yes	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
Respondent ID	Survey Date	Response6	Comment7	Response8	Comment9
2634092832	5/21/2013 13:17	Yes		Yes	I know "College & Career" is the latest buzz word in education, but CTE people, above all others, should understand that we are preparing students for careers and "college" is just a step along that path for a few of our students. We must continue to focus on "career preparation" and post-secondary training & education based on what is appropriate for each of our students and their plans.
2634070777	5/21/2013 13:05	Yes		Yes	
2634063536	5/21/2013 13:04	Yes		Yes	
2633417230	5/21/2013 2:33	Yes		Yes	
2632987830	5/20/2013 21:10	Yes		No	

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
Respondent ID	Survey Date	Open-Ended Response
2687629354	6/21/2013 16:46	These standards represent a huge amount of work, I'm sure, and they are lofty! I especially feel that the 6-8 standards are substantially more difficult than the K-5 and in some cases, more difficult than the 9-12. This is just my opinion! Great job!
2669752282	6/10/2013 23:08	It is not responsible for an administrative body to develop standards without developing the infrastructure and adequate support for professionals within the field to successfully complete the standards. C/VE is inadequately supported and advertised within our education system.
2666090548	6/7/2013 19:46	The new standards are easily "doable" - I like that they represent more of an "up-to-date" philosophy - I like the connection to College and Career Readiness - I like to connection to the Common Core. When will they go into effect?
2658083090	6/3/2013 20:14	
2651059880	5/30/2013 14:16	Not sure about the 5th grade standards and how they will be assessed. We will need to really involve Elem.s somehow.
2650908096	5/30/2013 13:08	These standards are just as vague and worthless as the last standards. We need to move to the competencies, which are already developed and ready.
2647466449	5/28/2013 21:55	Sheridan High School uses the Kuder Career Planning System. Kuder aligns with the National Core Curriculum Standards and the career development standards. Standard A: Students will acquire the skills to investigate the world of work in relation to self and to make informed career decisions; Standard B: Students will employ strategies to achieve future career success and satisfaction; Standard C: Students will understand th relationship among personal qualities, education and training, and the world of work. There are related student competencies under each standard. I would like to see Wyoming's C/VE Standards aligned with these standards. I do like the terminology "College and career-ready students".
2642297717	5/24/2013 18:46	
2641653048	5/24/2013 13:48	
2639911972	5/23/2013 19:17	
2639115389	5/23/2013 13:59	Nice job putting this together.
2637322441	5/22/2013 18:41	With common core we need to integrate more with the core classes. This will take some time but the outcome will be very positive.
2636905546	5/22/2013 16:04	
2636491545	5/22/2013 13:38	
2635845488	5/22/2013 3:42	They progress well as the students progress in grade level.

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
Respondent ID	Survey Date	Open-Ended Response
2635542323	5/21/2013 23:27	
2635311314	5/21/2013 21:07	
2635071313	5/21/2013 19:24	
2634971709	5/21/2013 18:43	
2634956907	5/21/2013 18:40	
2634667530	5/21/2013 16:52	Please review the practicality of the "basket of goods" equitable funding model with regard to smaller districts ability to provide instruction to meet these standards.
2634633820	5/21/2013 16:39	I am pleased with the new standards. They are similar to what we've done in the past but they also offer more specificity and direction.
2634585644	5/21/2013 16:22	The standards are currently very general and non-specific so all disciplines in the career / technical fields can follow them easily. It might be nice to have specific content standards for each discipline area, yet the general content is a good guideline to follow to help student become successful. Wyoming is varied in the teachers and disciplines available, so it is better to have the standards more generalized and less specific, otherwise they might be unattainable for certain schools.
2634570230	5/21/2013 16:16	
2634503404	5/21/2013 15:51	
2634492503	5/21/2013 15:47	
2634488679	5/21/2013 15:43	
2634475242	5/21/2013 15:41	
2634423233	5/21/2013 15:22	In CV 11.4.2 I have no clue as to what a domain specific word might be. Are you referring to a discipline specific vocabulary?
2634183366	5/21/2013 13:55	Recognizably more concise and sequential. Good job!
2634169349	5/21/2013 13:49	I like that the wording of expectations is clear and concise.
2634153214	5/21/2013 13:43	The standards should not be just about college and careers. A lot of the field that students may go into will require trade school, apprentice ships or some other form of education that is not reflected upon by the terminology in the standards as purposed.

CVE Standards Survey #1 - 2

Respondent ID	Survey Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
Respondent ID	Survey Date	Open-Ended Response
2634092832	5/21/2013 13:17	See comment in #9. For my part we could remove all reference to "college" in the 11th grade standards and they would be just as valid. Some of our students will and should go to college as they follow their career plan, however, as we keep using the term "College and Career" we tend to give the impression they are a pair and that students need both. We know many students do not need to attend college, but we do need to deliver the message that training or education after high school is essential. It is easy for us to use "college" to mean additional training or education, but that is not the message our students and their parents get. Most parents and students see "college" and rule out things like Tech schools, military, apprenticeships, or certification as second class choices, only for the people who can't make it in college. That mindset causes many students to "try college" first, when it would be more appropriate, and effective, to move directly into the type of training they need to fit their needs.
2634070777	5/21/2013 13:05	
2634063536	5/21/2013 13:04	At first, I didn't understand why you changed standard #'s, like Careers moved from 6 to 1. But I view them in order of importance, with careers really being very crucial for students. I also like how the 5 standards are more relevant for what students need to know and be able to do. I do suggest you revisit combining #4 technical literacy and #5 technical proficiency and productivity. While I do understand the difference and see where #4 is important to allow for cross-disciplines interpretation (ag, business, industrial arts all have different technical aspects) I think further discussion might reveal how these could be combined. 4 standards are much more applicable and manageable than the 5, but thanks for eliminating 1 standard!
2633417230	5/21/2013 2:33	
2632987830	5/20/2013 21:10	

CVE Standards Survey #2 - 2013-14

Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)												
ID	Survey Date	School District	Other	CD	IF	Supt.	Elem.	MS/JHS	H.S.	Ag.	Business	FCS	G&C	Health	Market.	Tech.
3111382429	3/7/2014 18:38	Campbell			IF											
3089862493	2/24/2014 22:29	Park 6							H.S.							
3088784526	2/24/2014 15:27	Park 6						MS/JHS								Tech.
3088011501	2/24/2014 3:38	Park 6								Ag.						
3088006977	2/24/2014 3:32	Park 6														Tech.
3086561837	2/22/2014 14:28	Natrona							H.S.							
3082752208	2/20/2014 14:47	Park 6							H.S.							
3081733239	2/19/2014 23:44	Johnson														
3080886597	2/19/2014 17:20	Park 6							H.S.			FCS		Health		

CVE Standards Survey #2 - 2013-14

Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)												
ID	Survey Date	School District	Other	CD	IF	Supt.	Elem.	MS/JHS	H.S.	Ag.	Business	FCS	G&C	Health	Market.	Tech.
3080407425	2/19/2014 14:17	Park 6											G&C			
3079190406	2/18/2014 22:19	Park 6							H.S.							
3079164416	2/18/2014 22:07	Park 6							H.S.							
3079115436	2/18/2014 21:44	Other	Cody High School								Business					
3079060054	2/18/2014 21:20	Park 6							H.S.							
3073818788	2/15/2014 20:22	Natrona														
3066984590	2/12/2014 15:22	Natrona														Tech.
3060306153	2/8/2014 22:23	Natrona							H.S.			FCS				
3059017343	2/7/2014 21:29	Natrona														Tech.
3056736737	2/6/2014 21:34	Natrona							H.S.							
3054515912	2/5/2014 21:59	Natrona							H.S.							Tech.
3054116652	2/5/2014 19:06	Natrona							H.S.							Tech.

CVE Standards Survey #2 - 2013-14

Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)												
ID	Survey Date	School District	Other	CD	IF	Supt.	Elem.	MS/JHS	H.S.	Ag.	Business	FCS	G&C	Health	Market.	Tech.
3053817733	2/5/2014 17:00	Natrona											G&C			
3052855972	2/5/2014 4:44	Natrona										FCS				
3051957163	2/4/2014 19:46	Natrona							H.S.							Tech.
3051941046	2/4/2014 19:40	Natrona							H.S.		Business					Tech.
3049256827	2/3/2014 17:41	Laramie 2														
3035041053	1/25/2014 22:45	Platte 1														
3034118776	1/24/2014 23:14	Platte 1														
3029799727	1/22/2014 21:07	Natrona						MS/JHS				FCS				
3018186131	1/15/2014 20:55	Natrona			IF											
3015354515	1/14/2014 16:11	Sheridan 1														
3015096345	1/14/2014 14:20	Sweetwater 2														
3007994514	1/9/2014 16:14	Fremont 21						MS/JHS	H.S.			FCS				
3007803168	1/9/2014 14:43	Weston 7							H.S.							

CVE Standards Survey #2 - 2013-14

CVE Standards Survey #2 - 2013-14

[illegible]

CVE Standards Survey #2 - 2014

Respondent ID	Start Date					Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
ID	Survey Date	Parent	BM	Comm. M.	Other3	Response4	Comment	Response5	Comment6
3111382429	3/7/2014 18:38					Yes		Yes	
3089862493	2/24/2014 22:29					Yes		Yes	
3088784526	2/24/2014 15:27					Yes	Yes, they give a general direction, not much change from previous years.	Yes	Again, not much change.
3088011501	2/24/2014 3:38					Yes		Yes	
3088006977	2/24/2014 3:32					No		Yes	
3086561837	2/22/2014 14:28	Parent	Comm. M.			No	The depth of curriculum that is driven by the C/VE Standards at all levels does not have a structure that fosters a meaningful progression because I do not think that the C/VE standards drive out relevant curriculum that promotes the development of rigorous Arts curriculum that addresses Industry and College standards.	No	They are too diverse. They are addressing the arts standards in a way that does not foster the development of rigorous curriculum that develops the scope of skill and concept development that colleges and industries in the Arts demand.
3082752208	2/20/2014 14:47					Yes		Yes	
3081733239	2/19/2014 23:44	Parent	Comm. M.			Yes		Yes	
3080886597	2/19/2014 17:20					Yes		Yes	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date					Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
ID	Survey Date	Parent	BM	Comm. M.	Other3	Response4	Comment	Response5	Comment6
3080407425	2/19/2014 14:17					Yes		Yes	The standards are heavily loaded toward career planning, which I favor, but I'm concerned that most of the standards can be met by any class. In fact, I would favor them being taught in all classrooms. That does not change the fact that a student does not have to be in a CTE program to meet almost all the standards. It looks like a school could offer one computer class and meet all the standards. What does that mean for the variety of programs we now offer?
3079190406	2/18/2014 22:19					Yes		Yes	
3079164416	2/18/2014 22:07					Yes		Yes	
3079115436	2/18/2014 21:44					Yes		Yes	
3079060054	2/18/2014 21:20					Yes		Yes	
3073818788	2/15/2014 20:22	Parent				Yes		No	
3066984590	2/12/2014 15:22					Yes		Yes	
3060306153	2/8/2014 22:23					Yes		Yes	
3059017343	2/7/2014 21:29					Yes		Yes	
3056736737	2/6/2014 21:34					Yes		Yes	
3054515912	2/5/2014 21:59					Yes		Yes	
3054116652	2/5/2014 19:06					Yes		Yes	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date					Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
ID	Survey Date	Parent	BM	Comm. M.	Other3	Response4	Comment	Response5	Comment6
3053817733	2/5/2014 17:00					Yes		Yes	
3052855972	2/5/2014 4:44					Yes		Yes	
3051957163	2/4/2014 19:46					Yes		Yes	
3051941046	2/4/2014 19:40					Yes		Yes	
3049256827	2/3/2014 17:41	Parent	Comm. M.			No		No	
3035041053	1/25/2014 22:45		Comm. M.			No		No	
3034118776	1/24/2014 23:14			School board me		Yes		Yes	The diversity crosses the line into the child's private life
3029799727	1/22/2014 21:07					Yes		No	
3018186131	1/15/2014 20:55					Yes		Yes	
3015354515	1/14/2014 16:11	Parent				Yes		Yes	
3015096345	1/14/2014 14:20		Comm. M.			Yes		Yes	
3007994514	1/9/2014 16:14					Yes		Yes	
3007803168	1/9/2014 14:43					Yes		Yes	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date					Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
ID	Survey Date	Parent	BM	Comm. M.	Other3	Response4	Comment	Response5	Comment6
3007226773	1/9/2014 3:39	Parent				Yes		Yes	
3006952729	1/8/2014 23:32					No	Some of the standards seem more difficult and explicit at the middle levels than upper levels.	Yes	
3006916393	1/8/2014 23:06					No		Yes	
2991780890	12/24/2013 17:29	Parent				No		No	
2991740473	12/24/2013 16:48	Parent	BM	Comm. M.		No		No	
2973686346	12/13/2013 0:02					Yes		Yes	
2971140869	12/11/2013 22:26	Parent				No		Yes	the standards do, but the way we implement them does not
2963072584	12/7/2013 20:32					Yes		Yes	
2962035636	12/6/2013 22:06	Parent	Comm. M.			No		No	

CVE Standards Survey #2 - 2013

Respondent ID	Start Date					Do the C/VE Standards demonstrate a clear and meaningful progression across grade levels?		Do the C/VE Standards accommodate for the diversity of disciplines within C/VE?	
ID	Survey Date	Parent	BM	Comm. M.	Other3	Response4	Comment	Response5	Comment6
2943344539	11/26/2013 17:45					Yes		Yes	
2942024404	11/26/2013 2:24					Yes		Yes	
2932582851	11/20/2013 20:47					Yes		Yes	
2878181847	10/23/2013 21:17					Yes		Yes	Eventually, it may be useful to develop more specific disciplinary standards for the variety of disciplines

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?			
ID	Survey Date	Favorable	Impartial	Dislike	Comment7
3111382429	3/7/2014 18:38	Favorable			
3089862493	2/24/2014 22:29	Favorable			
3088784526	2/24/2014 15:27	Favorable			
3088011501	2/24/2014 3:38		Impartial		
3088006977	2/24/2014 3:32		Impartial		
3086561837	2/22/2014 14:28			Dislike	The depth of curriculum that is driven by the C/VE Standards at the all levels does not have a structure that fosters the development of rigorous arts curriculum that addresses Industry and College standards. The Standards are missing direction in the areas of creative thinking processes that foster original thinking. The standards also lack in specific direction in design and observation standards that are a key component in the arts standards as they connect to colleges and industries in the arts.
3082752208	2/20/2014 14:47	Favorable			
3081733239	2/19/2014 23:44	Favorable			
3080886597	2/19/2014 17:20	Favorable			

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?			
ID	Survey Date	Favorable	Impartial	Dislike	Comment7
3080407425	2/19/2014 14:17		Impartial		
3079190406	2/18/2014 22:19	Favorable			
3079164416	2/18/2014 22:07		Impartial		
3079115436	2/18/2014 21:44		Impartial		
3079060054	2/18/2014 21:20	Favorable			
3073818788	2/15/2014 20:22			Dislike	
3066984590	2/12/2014 15:22		Impartial		
3060306153	2/8/2014 22:23		Impartial		
3059017343	2/7/2014 21:29	Favorable			
3056736737	2/6/2014 21:34	Favorable			
3054515912	2/5/2014 21:59	Favorable			
3054116652	2/5/2014 19:06		Impartial		

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?			
ID	Survey Date	Favorable	Impartial	Dislike	Comment7
3053817733	2/5/2014 17:00		Impartial		Please bear in mind that I haven't received a lot of feedback.
3052855972	2/5/2014 4:44		Impartial		
3051957163	2/4/2014 19:46	Favorable			
3051941046	2/4/2014 19:40		Impartial		
3049256827	2/3/2014 17:41		Impartial		
3035041053	1/25/2014 22:45			Dislike	
3034118776	1/24/2014 23:14			Dislike	Children have parents to teach them about cultural differences
3029799727	1/22/2014 21:07		Impartial		
3018186131	1/15/2014 20:55	Favorable			
3015354515	1/14/2014 16:11	Favorable			
3015096345	1/14/2014 14:20	Favorable			
3007994514	1/9/2014 16:14	Favorable			
3007803168	1/9/2014 14:43		Impartial		

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?			
ID	Survey Date	Favorable	Impartial	Dislike	Comment7
3007226773	1/9/2014 3:39		Impartial		
3006952729	1/8/2014 23:32		Impartial		
3006916393	1/8/2014 23:06			Dislike	
2991780890	12/24/2013 17:29			Dislike	
2991740473	12/24/2013 16:48			Dislike	
2973686346	12/13/2013 0:02	Favorable			
2971140869	12/11/2013 22:26			Dislike	it doesn't fit in with our scheduled day or our scripted curriculum
2963072584	12/7/2013 20:32		Impartial		
2962035636	12/6/2013 22:06			Dislike	

CVE Standards Survey #2 - 2013

Respondent ID	Start Date	What is your feedback on the overall structure of the C/VE Standards with regard to instruction?			
ID	Survey Date	Favorable	Impartial	Dislike	Comment7
2943344539	11/26/2013 17:45		Impartial		
2942024404	11/26/2013 2:24	Favorable			
2932582851	11/20/2013 20:47	Favorable			
2878181847	10/23/2013 21:17		Impartial		The standards provide a broad guidance since they are used by multiple disciplines, however this broad overview may be challenging to directly impact instruction. However, they are a nice step forward from the 2008 standards.

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
ID	Survey Date	Response8	Comment9	Response10	Comment11
3111382429	3/7/2014 18:38	Yes		Yes	
3089862493	2/24/2014 22:29	Yes		Yes	
3088784526	2/24/2014 15:27	Yes		Yes	
3088011501	2/24/2014 3:38	No	not challenging	Yes	
3088006977	2/24/2014 3:32	No		No	
3086561837	2/22/2014 14:28	No	The depth of curriculum that is driven by the C/VE Standards at all levels does not have a structure that fosters the development of rigorous arts curriculum that addresses Industry and College standards.	No	I do not think that the standards written for the C/VE areas that address the arts will foster the curricular development that is needed to prepare studentâ€™s to meet todays college and Industry demands.
3082752208	2/20/2014 14:47	Yes		Yes	
3081733239	2/19/2014 23:44	Yes		Yes	
3080886597	2/19/2014 17:20	Yes		Yes	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
ID	Survey Date	Response8	Comment9	Response10	Comment11
3080407425	2/19/2014 14:17	Yes		Yes	In a general way, yes. In relationship to skills, I'm not so sure.
3079190406	2/18/2014 22:19	Yes		Yes	
3079164416	2/18/2014 22:07	Yes	Certainly depends on accompanying curriculum.	Yes	
3079115436	2/18/2014 21:44	Yes		Yes	
3079060054	2/18/2014 21:20	Yes		Yes	
3073818788	2/15/2014 20:22	No		No	They are NOT promoting college readiness only career
3066984590	2/12/2014 15:22	Yes		Yes	
3060306153	2/8/2014 22:23	Yes		Yes	
3059017343	2/7/2014 21:29	Yes		Yes	
3056736737	2/6/2014 21:34	Yes		Yes	
3054515912	2/5/2014 21:59	Yes		Yes	
3054116652	2/5/2014 19:06	Yes		Yes	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
ID	Survey Date	Response8	Comment9	Response10	Comment11
3053817733	2/5/2014 17:00	Yes		Yes	
3052855972	2/5/2014 4:44	Yes		Yes	
3051957163	2/4/2014 19:46	Yes		Yes	
3051941046	2/4/2014 19:40	Yes		Yes	If followed by teacher, school, district. Students are offered to many chances rather than preparing them for life as it really is.
3049256827	2/3/2014 17:41	No		No	
3035041053	1/25/2014 22:45	No		No	
3034118776	1/24/2014 23:14	No	Where is parental and community involvement	No	Not in Wyoming
3029799727	1/22/2014 21:07	No		No	
3018186131	1/15/2014 20:55	Yes		Yes	
3015354515	1/14/2014 16:11	No	the advanced seem like they should be proficient	Yes	
3015096345	1/14/2014 14:20	Yes		Yes	
3007994514	1/9/2014 16:14	Yes		Yes	
3007803168	1/9/2014 14:43	Yes		Yes	

CVE Standards Survey #2 - 2013

Respondent ID	Start Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
ID	Survey Date	Response8	Comment9	Response10	Comment11
3007226773	1/9/2014 3:39	Yes		No	Not for every career! We still need mechanics, and carpenters!
3006952729	1/8/2014 23:32	No		Yes	You can interpret the standards any way you want...making them read as though they prepare students for college and career readiness.
3006916393	1/8/2014 23:06	No		Yes	
2991780890	12/24/2013 17:29	No		No	
2991740473	12/24/2013 16:48	No		No	
2973686346	12/13/2013 0:02	No	Some standards need to be altered to meet the needs of primary students.	Yes	
2971140869	12/11/2013 22:26	No	we do not have technology required to challenge students	Yes	they would if we were able to teach them
2963072584	12/7/2013 20:32	Yes		Yes	
2962035636	12/6/2013 22:06	No		No	

CVE Standards Survey #2 - 2013

Respondent ID	Start Date	Are the expectations of the C/VE Standards appropriately challenging yet accessible for students in each grade level?		Do these C/VE Standards prepare students for college and career readiness?	
ID	Survey Date	Response8	Comment9	Response10	Comment11
2943344539	11/26/2013 17:45	Yes		Yes	
2942024404	11/26/2013 2:24	Yes		Yes	
2932582851	11/20/2013 20:47	Yes		No	
2878181847	10/23/2013 21:17	Yes	The standards by themselves do not achieve the challenge and accessibility criteria.	No	They encourage the target for college and career readiness but the preparation is still dependent on classroom instruction and student effort,

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
ID	Survey Date	Open-Ended Response12
3111382429	3/7/2014 18:38	
3089862493	2/24/2014 22:29	
3088784526	2/24/2014 15:27	Although there is a new name, the standards themselves remain relatively unchanged from previous years. There is nothing wrong with this. Not sure were ISTE truly fits in the full scheme of things, but mainly toward computer applications.
3088011501	2/24/2014 3:38	
3088006977	2/24/2014 3:32	
3086561837	2/22/2014 14:28	I have been teaching the arts for 34 years. In that time I have had the great opportunity to see many of my students pursue careers in multiple arts areas. It has been my passion to learn the standards that Colleges and Industries call for . It is a great responsibility to guide our students in a direction that will best prepare them for success in the real world. I do not think that the standards written for the C/VE areas that address the arts will foster the curricular development that is needed to prepare studentâ€™s to meet todays college and Industry demands. I question why are we addressing the arts in this way for the C/VE standards when we already have done this in-depth in the newly adopted Fine and Preforming Arts Standards?
3082752208	2/20/2014 14:47	I would like to see the word journalism somewhere in here. It's implicit, not explicit. If yearbook, newspaper, and broadcast are considered part of the Perkins model, which it is at Cody High School, then journalism should be an obvious addition to these standards.
3081733239	2/19/2014 23:44	
3080886597	2/19/2014 17:20	These are quality standards that allow teachers to make curriculum decisions.

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
ID	Survey Date	Open-Ended Response12
3080407425	2/19/2014 14:17	My main concern is that these standards are so focused on the "use of technology" that they almost ignore the need to acquire skills. While some CTE programs are so focused on skills they may neglect to address the career aspects, we don't want to go so far the other way that we neglect skills training. I am a career facilitator, so I fully support career development, but I also know that employers are desperately seeking skilled people. I know the standards are not prioritized, but by placing the only standard that addresses skills training at the end, it seems to minimize it's importance. The Perkins Act at least uses references to "industry standards" or "industry recognized certification" to address the fact that CTE is about acquiring skills. With that all said, these standards are far and away better than what we have had in the past.
3079190406	2/18/2014 22:19	
3079164416	2/18/2014 22:07	I have always had greater respect for the Standards for Technological Literacy: Content for the Study of Technology, rather than the ISTE Standards. The ISTE Standards really do not do justice to the big picture use of technology in society. However a general impression of the Wyoming Standards presented here is that they are very broad based, hence openly adaptable to present and future curriculum.
3079115436	2/18/2014 21:44	
3079060054	2/18/2014 21:20	
3073818788	2/15/2014 20:22	
3066984590	2/12/2014 15:22	I would like to see a state wide curriculum developed that would meet these standards. Or have the districts develop curriculum that is aligned to the standards that is common to the rest of the state curriculums.
3060306153	2/8/2014 22:23	
3059017343	2/7/2014 21:29	
3056736737	2/6/2014 21:34	
3054515912	2/5/2014 21:59	
3054116652	2/5/2014 19:06	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
ID	Survey Date	Open-Ended Response12
3053817733	2/5/2014 17:00	
3052855972	2/5/2014 4:44	
3051957163	2/4/2014 19:46	
3051941046	2/4/2014 19:40	
3049256827	2/3/2014 17:41	
3035041053	1/25/2014 22:45	
3034118776	1/24/2014 23:14	
3029799727	1/22/2014 21:07	
3018186131	1/15/2014 20:55	
3015354515	1/14/2014 16:11	i would like to see them a step up so the basic level becomes proficient and a new advanced is added.
3015096345	1/14/2014 14:20	There needs to be a component brought in to play regarding the responsibility of an employee. Promptness, following direction, understanding what a work day means and how to be responsible for their actions. This is desperately missing in the work place now and I have seen numerous young adults struggle with the concept of being on time and the consequences when they are not.
3007994514	1/9/2014 16:14	I think it is extremely important to prepare students in careers and these standards should be implemented in career and vocational classes. As a family and consumer science teacher, it would be nice to have standards for specific content areas. The current standards leave a lot of flexibility in lesson planning. Family and consumer science has a wide variety of subjects and it would be nice to see standards that match the subject areas.
3007803168	1/9/2014 14:43	

CVE Standards Survey #2 - 2014

Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
ID	Survey Date	Open-Ended Response12
3007226773	1/9/2014 3:39	I am opposed to Wyoming adopted any of the CCS. I am frustrated with how hard we are pushing our children at such a young age. Have you taken the time to go into school and visit with these children. Have you taken the time to truly visit with K - 12 teachers throughout the entire State. We are causing children to feel like failures at the age of 5 because of CC and what it is expecting of our children. I believe children are more stressed, desire to dropout because of the push that CC is causing. Maybe it is time to gain a relationship with a few 5, 8, 10, 14, 17 year olds and see if the academic push is really what is needed or if some time to build relationships is more important. I feel that each of you need to step back and think about your own school experience. What teacher had an effect on you and why did he/she have that impression on you? I am going to guess, because he/she had time to care and build a relationship with you. You didn't feel stressed, pressured or like a failure because what was being taught was appropriate for your age. Take some time to reflect!
3006952729	1/8/2014 23:32	
3006916393	1/8/2014 23:06	standards not clear too op[en for personal interpretation
2991780890	12/24/2013 17:29	
2991740473	12/24/2013 16:48	Forcing A CHild To Determine His/Her Career By High School is not acceptable. They Do Not Have Comprehension Skills To Determine By 8Th Grade What They Want TO Ne And Choose That Path Of Education. At Age 14 The Chids Reasoning Skills Are At Their Lowest Levels.
2973686346	12/13/2013 0:02	
2971140869	12/11/2013 22:26	
2963072584	12/7/2013 20:32	It is difficult to teach 5th grade standards to Kindergarteners. I feel learning to read and basic math are more important than computer standards for Kindergarteners. I use technology as a tool not as a standard. Many of my peer teachers don't know how to use technology. I spend a lot of my time helping them with basic technology items, (such as sending emails with attachments, finding documents in Google drive, and so forth). I know I am feeling overwhelmed with all that I have to do for my students.
2962035636	12/6/2013 22:06	Real life does not fit into the nice little package across the states that the Common Core wants to dictate according to the federal mandates of Washington. Common Core period is a bad idea and the strong arm tactics are a sign of that

CVE Standards Survey #2 - 2013

Respondent ID	Start Date	Please use this space for any additional comments and/or questions for the C/VE Standards Committee's consideration.
ID	Survey Date	Open-Ended Response12
2943344539	11/26/2013 17:45	
2942024404	11/26/2013 2:24	
2932582851	11/20/2013 20:47	
2878181847	10/23/2013 21:17	I think the seperation of technology literacy and application is a good step forward.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shifts called for in the new Standards?
11/26/2013 1:02:04 PM	weston7	Secondary P.E. Teacher	not much	professional development	elementary levels
11/27/2013 10:38:29 AM	Weston County #7	Elementary Teacher	It will help in progressing with the elementary students.	I would like to attend professional development workshops.	The mapping would have to be changed.
11/27/2013 10:43:18 AM	Crook County # 1	Curriculum Director / Coordinator	We will need to change the curriculum maps to ensure we are meeting standards.	Time to align the new standards and map the assessments.	Combining the standards.
12/2/2013 12:43:03 PM	Campbell County	Secondary P.E. Teacher	Our district is well designed with the new standards but we could work on engagement, implementation of common core, methods to improve student knowledge without losing activity time.	Technology - heart rate monitors for all schools, cardio - equipment. Professional development- inservices on engagement and common core in P.E.	Provide more P.E. time for elementary schools and application of common core standards in P.E. classes.
12/2/2013 3:08:16 PM	Campbell #1	Curriculum Director / Coordinator	No major changes, our district is progressive in implementation of a webbased mapping program and Standards Alignment.	Professional Development for PE (not reading or math), Access to PE Technology. Setting aside time for PD to happen is difficult.	Real life application built into the Performance Standards.
12/3/2013 12:06:51 PM	Sunflower Elementary (CCSD) Gillette	Elementary Teacher	The standards would give the district a road map to the overall goal of the district.	District staff will need to meet and discuss concern areas for their particular school/district.	The new standards has a shift towards higher level thinking and attempts to challenge the student more.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shifts called for in the new Standards?
12/10/2013 7:45:08 AM	Platte County Sch. Dist. #2	Elementary Teacher	I am also the Elementary PE Teacher (not a chose) and in the Elementary the new Standards would mean there will need to be more cross curricular work and collaboration between the classroom and PE teachers.	Some instructional materials and technologies will need to be purchased to implement the heart rate monitoring and BMI parts of the standards. Professional development time will be needed for the alignment of the standards with classroom and PE teachers.	I see that there is more writing involved with the students putting their understanding into words. This will take away a good part of the physical activity for students who only receive two 30 minute periods of PE a week.
12/11/2013 9:30:41 AM	Fremont County School District #25	Principal	The new PE standards are a great direction and our PE teachers are already on board with them and working to incorporate them in our schools.	The new Standards would not require any additional supplies, materials, or technology. The professional development days are already being used to help align what we are doing to these new standards. Assessments will need to be tweaked in PE to align with these new standards.	PE is just updating and becoming current and the biggest shift is incorporating more reading and math into physical education.
12/11/2013 2:40:23 PM	Park County #1	Secondary P.E. Teacher	The impact is minimal, because the performance required in Physical Education remains very much the same here at Powell Middle School.	Continued efforts in giving our kids daily Physical Education time, as well as a select few materials for measuring fitness level.	Incorporating more vocabulary in lessons is the shift we are utilizing for Language Arts, then data and measurement for Math.
12/11/2013 3:34:18 PM	Park 1	Secondary P.E. Teacher	It would change them completely, I do implement most of these standards but not in a specific way that is discussed in the Standards. It would change my curriculum.	Assessment alignment would be the biggest issue how would you assess this?	Text complexity which is funny because we have always prided our subject area on movement time

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shifts called for in the new Standards?
12/11/2013 4:20:39 PM	Park County School District #1	Secondary P.E. Teacher	<p>The new standards would change our curriculum design in a few ways. One of the main ways I see it changing our curriculum is that we would be mandated to meet a specific literacy standard with a specific PE standard. If the literacy standards listed are suggestions for when to integrate them into our curriculum, then it is fine. However, if this is mandating that I integrate that literacy standard with that specific PE standard then I don't think it is well thought out. There are many ways to integrate these common core standards into our curriculum. I am already doing and and will continue to find new ways to do this. I don't think we should be mandated to teach the literacy standards listed paired with the ones in the current draft of the standards.</p> <p>If I am misunderstanding the way they are written and we still have the power to choose how to pair the literacy standards with our standards then I don't think the new standards would impact our curriculum design with common core very much. We already work hard to integrate the common core standards into our maps.</p> <p>When looking at the definitions for Advanced, Proficient, and Non-Proficient: Our curriculum</p>	<p>The district would need to have the help of an expert in the standards available to do trainings and to answer questions when they arise. Since evaluation is key in these new standards we could also use some funding towards some evaluation technology, like iPad apps or programs on the PC, that would make the evaluation process more realistic, in-depth, and meaningful.</p>	<p>If everything is done as it is written, I think we will make shifts in all areas.</p>

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shifts called for in the new Standards?
12/12/2013 3:36:02 PM	hot springs 1	Curriculum Director / Coordinator	We are scheduled to review/revise district K-12 wellness (health & physical education) curriculum in June 2014. During this process the curriculum will be aligned to the new health & physical education state standards.	Writing or revising the curriculum is the first step, then professional development and access to aligned resources is important to ensure that district students have opportunity to learn the full range of the state PE standards.	The challenge with PE standards is breaking traditional habits of focusing on team sports. Integration of the full range of activities included in the Movement standard with emphasis on lifetime activities. Also effective strategies for engaging students in learning fitness and movement knowledge as well as just participating in the various activities.
12/17/2013 8:24:15 AM	Campbell County 1	Secondary P.E. Teacher	The new Standards would impact curriculum design/mapping in our District by giving "Examples" of what is appropriate to fulfill the benchmarks set forth.	The District would need to implement a professional development with grade level district content teachers to align our curriculum, as well as implement sources of knowledge within technology and assessment practices that will better foster our content. I.E. workshops/courses that were content level based	The largest instructional shifts for in the New Standards is relating them to the Common Core, respectively.
12/17/2013 8:28:08 AM	Campbell County District 1	Secondary P.E. Teacher	The new Standards would impact curriculum design/mapping in our District by giving "Examples" of what is appropriate to fulfill the benchmarks set forth.	The District would need to implement a professional development with grade level district content teachers to align our curriculum, as well as implement sources of knowledge within technology and assessment practices that will better foster our content. I.E. workshops/courses that were content level based	The largest instructional shifts for in the New Standards is relating them to the Common Core, respectively.
1/3/2014 10:19:23 AM	Fremont County #1	Curriculum Director / Coordinator	We feel there will be no impact.	We would need the State to provide instructional materials, technologies, prof. dev., assess. align.....	The need for more time with student contact on the elementary level.
1/14/2014 12:48:29 PM	Natrona 1	Elementary Teacher	We would have to redo them completely based on the change from k-4, to k-2.	It would be advantageous to have our group who did the original essential curriculum redo it using these standards.	The grade level changes should make it easier to develop plans.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shifts called for in the new Standards?
1/15/2014 1:10:34 PM	Goshen 1	Secondary P.E. Teacher	He started working on curriculum mapping but stopped until the new standards are in place.	Time to look at the new standards to see how our current assessments align. If they do not align than we need time to make new ones.	More with Fitness and Personal and Social
1/15/2014 2:11:50 PM	Goshen County 1	Secondary P.E. Teacher	We would follow it.	Examples.	It will be easier.
1/15/2014 3:53:01 PM	NCSD #1 - 307-253-4100	Elementary Teacher	It will give us a more user friendly format to look at when creating our curriculum maps.	The District needs professional development time to collaborate and create curriculum maps with the new Standards, as well as technologies in order to implement these new Standards.	I think the largest instructional shift in the new Standards is including 5th grade in with elementary standards instead of having to refer to 5-8 standards to assess and teach them.
1/15/2014 7:22:14 PM	NCSD #1 307-253-5200	Elementary Teacher	It wouldn't be any different than now.	I think we would just need an Elementary P.E. dept. meeting to discuss them and make sure we are all on the same page when implementing them.	I don't really see much change....just the grade level groupings are different.
1/16/2014 8:20:00 AM	NCSD 1	Elementary Teacher	They will be easy to work with.	Have more P.E. class time. An hour a week is not enough to cover everything.	More student oriented.
1/16/2014 2:50:33 PM	Natrona County School District #1	Elementary Teacher	They will be more correct with what grades are actually in elementary schools, intermediate schools, and high schools. Our district has already created Essential curriculum and mapping, so this would mean we would just need to go back and revisit and change a few things.	Instructional materials, technology, professional development, assessment alignment, etc. Currently there is no time for elementary PE teachers to get together and work on PE. Classroom teachers are constantly doing professional development during the school day. As PE teachers, we are to get our work done before or after school. Or we are not included and up to speed on programs that we, as teachers, are all supposed to be learning.	The older grades.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shifts called for in the new Standards?
1/30/2014 3:12:17 PM	GCSD #1 307-532-7014	Secondary P.E. Teacher	We are constantly working on our GVC (Guaranteed Viable Curriculum) throughout the school year - keeping up with the new Standards	Professional Development & Time	Assessment Writings

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Students Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
11/26/2013 1:02:04 PM	weston7	Secondary P.E. Teacher	professional development, assessment alignment would be beneficial	minimal	provide money for professional development
11/27/2013 10:38:29 AM	Weston County #7	Elementary Teacher	Professional development and assessment alignment.	My units will remain the same, and it may change the lesson plans slightly.	It will be good to have some time to put everything in place.
11/27/2013 10:43:18 AM	Crook County # 1	Curriculum Director / Coordinator	Professional development,time to map and create new assessments.	Not a huge change.	Professional Development and Sample assessments.
12/2/2013 12:43:03 PM	Campbell County	Secondary P.E. Teacher	We already receive up to date information on standards, benchmarks, and performance level indicators. We still need to be provided with new information on upcoming technology, activities, and methods to improve student engagement so the skills and knowledge learned can become a part of their every day life, this can be done through professional development.	I would just be sure that I am implementing common core standards and finding new ways to engage my students so knowledge and skills learned can become lifelong.	Providing new knowledge, and information on upcoming technology that will help teachers meet the standards.
12/2/2013 3:08:16 PM	Campbell #1	Curriculum Director / Coordinator	PD and Access to Technology	For most it will require getting more depth out of the standards, taking more time on units and lessons.	Emphasize the importance and value of each content area teaching their own Content Standards. Literacy in all, or a majority of content areas will make a big difference for student engagement and academic sucess! PE needs to be offered to every student everyday.....that way we can practice/model the very standards that we teach :-)
12/3/2013 12:06:51 PM	Sunflower Elementary (CCSD) Gillette	Elementary Teacher	This is a case by case situation, but teachers and principles would need to meet and discuss areas of strength and areas of weakness.	There would be a shift to more complex thinking. As far as PE is concerned, the shift will be more in the area of how the students are grouped because the new standards group the student K-2, 3-5, 6-8, and 9-12.	It would be on a case-by-case basis, based on the needs of the the district and staff. But training, technologies, and finances would more than likely be needed.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Students Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/10/2013 7:45:08 AM	Platte County Sch. Dist. #2	Elementary Teacher	Please refer to question #2.	<p>To help keep the physical activity time high for students it would be helpful to collaborate with classroom teachers to make some of the writing a two fold assignment (for regular classrooms & PE).</p> <p>If this is not possible I can see having one day (30 min. period) of writing time and one day (30 min. period) for activity time for students.</p>	<p>It would be helpful if someone from the State could visit the District and help the teachers work through the collaboration process that would make the standards work more effectively.</p> <p>As these standards are going to be state wide it might be helpful if the state could purchase heart rate monitoring systems for all schools.</p>
12/11/2013 9:30:41 AM	Fremont County School District #25	Principal	The teacher has everything they need, other than time to write the assessments to align with the standards and learning targets/objectives.	The unit design would follow the new state standards. Day to day delivery in lesson plans would follow the units.	The State Department could host regional meetings once the standards are adopted.
12/11/2013 2:40:23 PM	Park County #1	Secondary P.E. Teacher	Professional development in a warm climate that has ocean beach front. Seriously though, we are interested in seeing how other programs are taught, by talking to other teachers in the field around the nation.	The new standards would not affect the unit design or lesson plan creation other than implementation of common core shifts addressed in daily instruction.	Continue to support the need for Daily Physical Education in public schools in the state of Wyoming. Providing ideas for tying common core into the Physical Education Curriculum.
12/11/2013 3:34:18 PM	Park 1	Secondary P.E. Teacher	the more technology the better so more funding for technology to keep things paperless and to get the technology pieces used such as heart rate monitors and pedometers	It would cause more sit time less activity time and more questioning and listening. this in turn could drop student numbers in our field because it is less movement the very reason they take the class for	More funding on equipment and technology to help assess and collect assessment

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Students Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/11/2013 4:20:39 PM	Park County School District #1	Secondary P.E. Teacher	We would need some professional development on how to align the new standards to our new curriculum. We would need time to work with our peers on aligning the curriculum to the new standards. Teachers would benefit from having a professional in the field help them align their standards. If we could have someone who is very knowledgeable of these new standards help us through aligning the curriculum and making sure we clearly understand what is expected of us, the transition would be a lot smoother. We would also need some training or at least a better explanation of how to assess some of these standards. For example: "Students consistently use physical activity to improve positive intrapersonal characteristics and independently initiate constructive interpersonal relationships appropriate for a variety of physical activity settings." How will I show that they have met this requirement. Another example of what I would need guidance on as an educator would be; how do I measure personal growth in personal social behavior and how do I accurately measure enjoyment? I will need some guidance on issues like these when implementing the new standards.	The way that I read the standards, it seems as though my unit and lesson plans would be changed a great deal. If we are allowed to choose which literacy standards we pair with which PE standard then that part won't change much. However, I see the standards leading us to specific assignments that I would have to add to my current curriculum. These assignments would be very similar state wide if everyone is using these standards. For example: Every PE class at the high school level would have to have an assignment where students develop practice plans to facilitate performance improvement if they are going to have any student at the advanced performance level.	The State Department can provide the districts with trainings with experts on the standards who are open to helping us redesign our curriculum to reflect the new standards. They can also allow for flexibility in how the standards are met. There are many good teachers who can meet the standards, but all use different methods. By giving specific assignments in the descriptors it may limit some of those good teachers and their creativity in the field.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Students Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/12/2013 3:36:02 PM	hot springs 1	Curriculum Director / Coordinator	Professional development is needed to build the understanding for teachers of the full range of expectations with PE standards. Teachers need strategies for effectively teaching activities they are less comfortable and perhaps less skilled in i.e. dance, rhythm.	In the past, Tami Benham Deal has done an outstanding job of integrating the standards with a comprehensive physical education program. Updating and reinforcing this training would be valuable because of the turnover we have experienced with PE teachers.	Availability of professional development and access to aligned resources including formative standards assessment practices.
12/17/2013 8:24:15 AM	Campbell County 1	Secondary P.E. Teacher	The teacher needs to be directed on exactly what is expected for Common Core within our curriculum. Having a professional development within our content focusing on how to implement Common Core and our standards would be beneficial.	The new Standards would change unit design to be more focused on a particular area. Lesson plans would be more thorough, with an emphasis on literacy in P.E. at times.	The State Department could be supportive of Districts and teachers by
12/17/2013 8:28:08 AM	Campbell County District 1	Secondary P.E. Teacher	The teacher needs to be directed on exactly what is expected for Common Core within our curriculum. Having a professional development within our content focusing on how to implement Common Core and our standards would be beneficial.	The new Standards would change unit design to be more focused on a particular area. Lesson plans would be more thorough, with an emphasis on literacy in P.E. at times.	The State Department could be supportive of Districts and teachers by
1/3/2014 10:19:23 AM	Fremont County #1	Curriculum Director / Coordinator	Instructional materials, technologies and prof. develop.	No change in unit design, but small changes with lesson plans.	State Dept. could supports districts with prof. development.
1/14/2014 12:48:29 PM	Natrona 1	Elementary Teacher	One thing I would like to see is more common assessments across district. I do think implementation would just take a little time to re-map the standards.	The biggest shift will be shifting whats taught in each grade level.	Collaboration time would be very helpful.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Students Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
1/15/2014 1:10:34 PM	Goshen 1	Secondary P.E. Teacher	Time to align our current units with the new standards.	I think they will make districts look closer at what they are currently doing. We will have to make our current lessons fit the standards or make new units that align with the new standards.	I think a great way of doing this would be to pick 10 or so places around the state to have meetings after the new standards are approved. I think another good idea would be have a web site where teachers share lessons and units that are aligned to the new standards.
1/15/2014 2:11:50 PM	Goshen County 1	Secondary P.E. Teacher	All of the above.	Make it easier.	Dont know yet.
1/15/2014 3:53:01 PM	NCSD #1 - 307-253-4100	Elementary Teacher	A teacher would need professional development, technologies, and assessment alignment in order to implement the new Standards.	I don't think it will change unit or lesson planning a whole lot. The skills may shift some in order to now meet the needs of the K-2 and the 3-5 Standards.	The biggest is time and professional development in order to be more familiar with the new Standards and use them in curriculum planning.
1/15/2014 7:22:14 PM	NCSD #1 307-253-5200	Elementary Teacher	none needed	no change	Give us a day with our department to work/make lessons, so we are all on the same page.
1/16/2014 8:20:00 AM	NCSD 1	Elementary Teacher	As stated in question 2---more instructional time with students.	Primary is now only K-2 and 3rd is now with intermediate grades so there will be some adjustments to lessons.	Hire more P.E. teachers so we can have one P.E. teacher per school.
1/16/2014 2:50:33 PM	Natrona County School District #1	Elementary Teacher	Materials, time, technology, professional development or collaboration time, assessment alignment, rubrics, etc.	I don't feel like they will change that much.	Give us collaboration time or professional development and anything else we need help with.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Students Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
1/30/2014 3:12:17 PM	GCSD #1 307-532-7014	Secondary P.E. Teacher	Professional Development & Updated Materials	It wouldn't	Training

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom's formative assessment practices?	8) How will the new Standards impact the District's assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
11/26/2013 1:02:04 PM	weston7	Secondary P.E. Teacher	minimal	unsure	email
11/27/2013 10:38:29 AM	Weston County #7	Elementary Teacher	No, because I assess formative often.	I will not affect the assessments.	If students are allowed to have daily Physical Education, it will help students achieve the standards.
11/27/2013 10:43:18 AM	Crook County # 1	Curriculum Director / Coordinator	Not a lot.	Need to map the curriculum, change the assessments, and to statically analysis.	Cross walk from old standards to new.
12/2/2013 12:43:03 PM	Campbell County	Secondary P.E. Teacher	Evaluators will be looking for common core standards being implemented in Physical Education classes.	Our assessment system is already inline with the new Standards.	By providing information not only to the schools and instructors but also, the general public.
12/2/2013 3:08:16 PM	Campbell #1	Curriculum Director / Coordinator	It could, if there is time to teach to the depth that is necessary.	Do not forsee a big difference until we get PD for PE.	Giving PE teachers the time they need to work with students, and raise the expectation of PE to the level of the "Core" subjects.
12/3/2013 12:06:51 PM	Sunflower Elementary (CCSD) Gillette	Elementary Teacher	no	Our district utilizes these PE standards already so there wouldn't be much change.	Provide rationale with the reason the shifts are happening.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/10/2013 7:45:08 AM	Platte County Sch. Dist. #2	Elementary Teacher	Yes, as more of the assessments would be in a written form and not a physical skill assessment.	Hopefully some assessments would have dual value; such as counting for a regular classroom evaluation and PE evaluation.	A straight forward explanation of the type of assessments the WDE wants used would be helpful.
12/11/2013 9:30:41 AM	Fremont County School District #25	Principal	The formative assessments will align with the state Standards.	The District assessment system will need updated to follow the new state Standards. This is a periodic process that needs to happen anyway.	The State Department could host regional meetings, participate in conferences already set up, through Superintendent memos, and other ways of communication share about the assessment shifts and help promote student success in PE.
12/11/2013 2:40:23 PM	Park County #1	Secondary P.E. Teacher	no	Not Applicable	We believe that our district is ahead of the game when providing the different curriculum areas with everything needed for "shift" implementation. Therefore we do not believe this needs to be a State Department concern at this time.
12/11/2013 3:34:18 PM	Park 1	Secondary P.E. Teacher	yes	not much with common assessment with ours because we use the district assessments to do reading and writing assessemnts	depends on the goals of our department is physical education a place to increase reading and writing

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/11/2013 4:20:39 PM	Park County School District #1	Secondary P.E. Teacher	Yes. It seems like there would be a lot more focus on self/peer evaluation in formative assessments. There would also be more assessment of personal growth, pursuing physical activities in and out of class time, and on monitoring a fitness plan. I don't know how many schools already do all of this formative work.	I don't know how it will change the district's assessment system. I think we will have to change our common assessments to make sure we still align to the new PE standards. We may need to add more assessments as they are written in the descriptors for advanced proficiency or replace the current assessment we have with these new ones. We have some really good common assessments that align to some of the PE standards and integrate the common core, but they are not the assessments that are listed in the new draft of the standards. We already aligned them to the literacy standards though, so that will be nothing new here.	Demonstration would be best. Give many examples of how these shifts would look in our classes. It is hard for many people, especially PE teachers, to visualize these things going into effect without seeing it and practicing it.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/12/2013 3:36:02 PM	hot springs 1	Curriculum Director / Coordinator	Only with professional development around assessment literacy (types, purposes, suitability) and formative assessment practices.	Physical education standards assessments are used to determine proficiency levels toward graduation.	Professional development in conjunction with UW and Tami Benham Deal.
12/17/2013 8:24:15 AM	Campbell County 1	Secondary P.E. Teacher	Perhaps a little for some teachers.	Hold teachers more accountable for pertinent and valuable assessments of their students.	Through emails, paper, news, district ladder.
12/17/2013 8:28:08 AM	Campbell County District 1	Secondary P.E. Teacher	Perhaps a little for some teachers.	Hold teachers more accountable for pertinent and valuable assessments of their students.	Through emails, paper, news, district ladder.
1/3/2014 10:19:23 AM	Fremont County #1	Curriculum Director / Coordinator	No.	No changes.	Unsure.
1/14/2014 12:48:29 PM	Natrona 1	Elementary Teacher	Just applying them across the correct grade level, maybe switching some focus from what had been done in the past for a certain grade level.	We will have to overhaul what we currently use based on the grade level switch. Again I would like to see more common assessments.	Write some simple time effective common assessments.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
1/15/2014 1:10:34 PM	Goshen 1	Secondary P.E. Teacher	For me the new standards will not change this at all because I use a lot of formative assessments to inform my students on how they are doing.	Not sure if it will have any impact on them at all.	I believe the best way is to set up a site where teachers can communicate about the new standards. I think once teachers start using them we will have some questions.
1/15/2014 2:11:50 PM	Goshen County 1	Secondary P.E. Teacher	Dont know yet.	yes.	Send informatin to teachers directly.
1/15/2014 3:53:01 PM	NCSD #1 - 307-253-4100	Elementary Teacher	I do not believe these new Standards will change the formative assessment practices.	Hopefully we will have the time as educators to use the new Standards to create better assessment alignment.	The best way is through e-mails, being at the State PE conference and presenting new information to PE educators.
1/15/2014 7:22:14 PM	NCSD #1 307-253-5200	Elementary Teacher	no	no impact	keep the lines of communication open with emails, newsletters, publications, etc. so we are aware of all the changes that may affect student learning.
1/16/2014 8:20:00 AM	NCSD 1	Elementary Teacher	A little.	It shouldn't.	Keep supporting the teachers and giving them time to do their jobs right.
1/16/2014 2:50:33 PM	Natrona County School District #1	Elementary Teacher	I do not believe they would change formative assessment that much.	I do not believe the new Standards would impact that much.	Newsletters, newspaper articles, tv, supporting teachers.

2013-14 P.E. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
1/30/2014 3:12:17 PM	GCSD #1 307-532-7014	Secondary P.E. Teacher	It might and should in some cases	We would need to revise	Good Question - Data?

2013-14 P.E. Survey #1

Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)								Do the Physical Education Standards provide clear learning progressions across grade levels?	
ID #	Survey Date	Response	Other	Elem.	MS/JHS	H.S.	Curriculum Director	IF/Coach	Principal	District Superintendent	Other3	Response4	Comment
2794990847	9/4/2013 19:37	Park 1		Elem.								Yes	
2787200183	8/29/2013 21:48	Carbon 2			MS/JHS	H.S.						Yes	
2784759560	8/28/2013 18:10	Goshen		Elem.		H.S.						Yes	
2781111105	8/26/2013 22:09	Carbon 1		Elem.	MS/JHS	H.S.						Yes	
2780296736	8/26/2013 14:40	Sublette 1		Elem.								Yes	
2779321236	8/25/2013 17:25	Campbell			MS/JHS							Yes	
2778880679	8/25/2013 1:44	Park 1		Elem.								Yes	
2777387880	8/23/2013 16:51	Laramie 1				H.S.						Yes	
2777367301	8/23/2013 16:38	Laramie 1						IF/Coach				No	
2776154306	8/22/2013 21:28	Park 1				H.S.						Yes	

2013-14 P.E. Survey #1

Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)								Do the Physical Education Standards provide clear learning progressions across grade levels?	
ID #	Survey Date	Response	Other	Elem.	MS/JHS	H.S.	Curriculum Director	IF/Coach	Principal	District Superintendent	Other3	Response4	Comment
2776113993	8/22/2013 21:02	Hot Springs			MS/JHS							Yes	
2775443854	8/22/2013 15:01	Platte 1		Elem.	MS/JHS	H.S.						Yes	I thought the progression was good and I like that the switch from K-2, 3-5, 6-8 and 9-12
2772199561	8/20/2013 19:10	Carbon 1			MS/JHS							Yes	
2767150325	8/16/2013 18:50	Big Horn 2			MS/JHS							Yes	
2766921063	8/16/2013 16:24	Hot Springs				H.S.						Yes	
2765860630	8/15/2013 22:47	Natrona			MS/JHS	H.S.						Yes	
2765766678	8/15/2013 21:34	Big Horn 1		Elem.								No	
2764344977	8/15/2013 1:57	Laramie 1				H.S.						Yes	
2763601813	8/14/2013 17:53	Campbell		Elem.								Yes	
2763407297	8/14/2013 16:02	Big Horn 3			MS/JHS							Yes	

2013-14 P.E. Survey #1

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions throughout each standard?		What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?	
ID #	Survey Date	Response5	Comment6	Response7	Comment8	Response9	Comment10
2794990847	9/4/2013 19:37	Yes		Favorable		Yes	
2787200183	8/29/2013 21:48	No		Impartial		Yes	
2784759560	8/28/2013 18:10	No		Impartial		Yes	
2781111105	8/26/2013 22:09	Yes		Favorable		Yes	
2780296736	8/26/2013 14:40	Yes		Favorable		Yes	
2779321236	8/25/2013 17:25	Yes		Favorable		Yes	
2778880679	8/25/2013 1:44	Yes		Favorable		Yes	
2777387880	8/23/2013 16:51	Yes		Favorable		Yes	It would be helpful if the home environments were more active!
2777367301	8/23/2013 16:38	No		Impartial		No	
2776154306	8/22/2013 21:28	Yes		Favorable		Yes	

2013-14 P.E. Survey #1

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions throughout each standard?		What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?	
ID #	Survey Date	Response5	Comment6	Response7	Comment8	Response9	Comment10
2776113993	8/22/2013 21:02	Yes		Impartial		Yes	
2775443854	8/22/2013 15:01	Yes	Progression for each standard was effective	Favorable		Yes	
2772199561	8/20/2013 19:10	Yes		Favorable		Yes	
2767150325	8/16/2013 18:50	Yes		Impartial		Yes	Depends on teachers expectations and district policies
2766921063	8/16/2013 16:24	Yes		Impartial		Yes	
2765860630	8/15/2013 22:47	Yes		Favorable		Yes	
2765766678	8/15/2013 21:34	No		Dislike		No	
2764344977	8/15/2013 1:57	Yes		Favorable		Yes	
2763601813	8/14/2013 17:53	Yes		Favorable		Yes	
2763407297	8/14/2013 16:02	Yes		Impartial		Yes	

2013-14 P.E. Survey #1

Respondent ID	Start Date	Do these Physical Education Standards prepare students for lifetime physical activities?		Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Response1 1	Comment12	Comment13	Other13	Open-Ended Response14
2794990847	9/4/2013 19:37	Yes				5.1.1. and 5.1.2. should not be combined but kept separate as two different benchmarks because they are different concepts. Combining them may make the "grain size" too large.
2787200183	8/29/2013 21:48	Yes		An improvement		I see it more geared toward the larger schools, some of the things that need to be accomplished maybe difficult for smaller schools.
2784759560	8/28/2013 18:10	Yes				
2781111105	8/26/2013 22:09	Yes				
2780296736	8/26/2013 14:40	Yes		An improvement		
2779321236	8/25/2013 17:25	Yes		An improvement		
2778880679	8/25/2013 1:44	Yes				
2777387880	8/23/2013 16:51	Yes	Students are prepared. Whether they follow through or not is difficult to assess.	An improvement		
2777367301	8/23/2013 16:38	No		Neither better nor worse		
2776154306	8/22/2013 21:28	Yes				

2013-14 P.E. Survey #1

Respondent ID	Start Date	Do these Physical Education Standards prepare students for lifetime physical activities?		Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Response11	Comment12	Comment13	Other13	Open-Ended Response14
2776113993	8/22/2013 21:02	No	A good majority do but more lifetime activities have been shown to increase participation later in life.			
2775443854	8/22/2013 15:01	Yes		Wonderful		I thought that it was good to break from 3 age spans to 4 age spans.
2772199561	8/20/2013 19:10	Yes				
2767150325	8/16/2013 18:50	Yes	depends on curriculum	Neither better nor worse		
2766921063	8/16/2013 16:24	Yes		An improvement		
2765860630	8/15/2013 22:47	Yes				
2765766678	8/15/2013 21:34	No	skills development is lacking			
2764344977	8/15/2013 1:57	Yes				
2763601813	8/14/2013 17:53	Yes		An improvement		
2763407297	8/14/2013 16:02	Yes				

2013-14 P.E. Survey #2

[illegible]

2013-14 P.E. Survey #2

2013-14 P.E. Survey #2															Have you read the proposed DRAFT Wyoming Physical Education Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to
Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)												
ID #	Survey Date	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3083673821	2/20/2014 21:10	Park 6				H.S.									Yes	Yes
3081669368	2/19/2014 23:04	Johnson									Parent		Comm. M.		Yes	Yes
3080915453	2/19/2014 17:11	Park 6		Elem.											Yes	Yes
3080288132	2/19/2014 13:16	Park 6				H.S.									Yes	Yes
3079833773	2/19/2014 6:21	Park 6			MS/JHS										No	
3079584134	2/19/2014 2:26	Park 6				H.S.									Yes	Yes
3062885189	2/10/2014 19:14	Johnson									Parent		Comm. M.		Yes	Yes

2013-14 P.E. Survey #2

2013-14 P.E. Survey #2																Have you read the proposed DRAFT Wyoming Physical Education Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to
Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)													
ID #	Survey Date	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5	
3060552485	2/9/2014 5:35	Goshen									Parent		Comm. M.	Homeschooling Family	Yes	Yes	
3059785760	2/8/2014 12:22	Niobrara									Parent				Yes	Yes	
3055921638	2/6/2014 15:51	Big Horn 2					CD								Yes	Yes	
3054132929	2/5/2014 19:10	Laramie 1											Comm. M.		Yes	Yes	
3049251565	2/3/2014 17:38	Laramie 1						IF/Coach			Parent		Comm. M.		Yes	Yes	
3035046032	1/25/2014 22:52	Platte 1											Comm. M.		Yes	Yes	

2013-14 P.E. Survey #2

2013-14 P.E. Survey #2															Have you read the proposed DRAFT Wyoming Physical Education Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to
Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)												
ID #	Survey Date	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3034112115	1/24/2014 23:09	Platte 1												Platte County School Board	Yes	Yes
3033480043	1/24/2014 17:35	Lincoln 1												Administrative Assistant	Yes	Yes
3020353509	1/16/2014 20:45	Lincoln 2		Elem.									Comm. M.		No	
3020351325	1/16/2014 20:41	Lincoln 2		Elem.											No	
3018183760	1/15/2014 20:54	Natrona						IF/Coach							Yes	Yes
3008407134	1/9/2014 19:28	Other	Natrona					IF/Coach							Yes	Yes

2013-14 P.E. Survey #2

2013-14 P.E. Survey #2															Have you read the proposed DRAFT Wyoming Physical Education Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to
Respondent ID	Start Date	Participant's District		Participant's Position (choose all that apply)												
ID #	Survey Date	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3007225273	1/9/2014 3:37	Lincoln 2									Parent		Comm. M.		Yes	Yes
2999869486	1/3/2014 16:53	Fremont 1		Elem.	MS/JHS		CD								Yes	Yes
2994524379	12/28/2013 4:30	Laramie 1												St. T. / Sub	Yes	Yes
2991779628	12/24/2013 17:28	Natrona									Parent				Yes	Yes
2991756388	12/24/2013 17:04	Uinta 4									Parent				Yes	Yes

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[illegible]

2013-14 P.E. Survey #2

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions across grade levels?		Do the Physical Education Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response6	Comment	Response7	Comment8
3111385569	3/7/2014 18:40	Yes		Yes	
3103893028	3/4/2014 14:36				
3102192987	3/3/2014 18:17	Yes		Yes	
3092220480	2/25/2014 21:55	Yes		Yes	
3091477522	2/25/2014 17:01	Yes		Yes	
3088805042	2/24/2014 15:35	Yes		Yes	
3088004327	2/24/2014 3:29	Yes		Yes	
3087967230	2/24/2014 2:43	Yes		Yes	
3087637267	2/23/2014 20:20			Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions across grade levels?		Do the Physical Education Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response6	Comment	Response7	Comment8
3083673821	2/20/2014 21:10	Yes		Yes	
3081669368	2/19/2014 23:04	Yes		Yes	
3080915453	2/19/2014 17:11	No	The majority of the document I have no problem with, however, in PE 2.3.4 personal and social behavior I have questions. I see no need, or how it fits, to have statements about expressing emotion through movement, or the need to express personal feelings about progress made etc. Are these "examples" items that must be addressed, or simply stated as a way the standard could be addressed? Also, in 2.3.2 the example states: Interact positively w/ others in partner/small group activities w/out regard to individual differences. I don't see the need to for the addition of the words "w/out regard to individual differences". It is redundant and leading. If a student is already interacting positively in the group he/she is meeting the standard. This section in particular seems to come out of nowhere compared to all the other grade levels on personal and social behavior.	No	See related comment from question #7.
3080288132	2/19/2014 13:16				
3079833773	2/19/2014 6:21				
3079584134	2/19/2014 2:26	Yes		Yes	
3062885189	2/10/2014 19:14	Yes		Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions across grade levels?		Do the Physical Education Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response6	Comment	Response7	Comment8
3060552485	2/9/2014 5:35				
3059785760	2/8/2014 12:22				
3055921638	2/6/2014 15:51	No	The format of the grade to grade comparison is nice. However, there are some confusing terms in this set of standards that make the learning progressions vague (i.e., tactical concepts). In addiiton, the redundancy in standard 1 complicates the expectations for the learning progressions.	No	No...the differences in the benchmarks are subtle and hard to really understand the actual learning progression.
3054132929	2/5/2014 19:10	Yes		Yes	
3049251565	2/3/2014 17:38	No		Yes	
3035046032	1/25/2014 22:52	No		No	

2013-14 P.E. Survey #2

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions across grade levels?		Do the Physical Education Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response6	Comment	Response7	Comment8
3034112115	1/24/2014 23:09	Yes	If students are expected to write during pe, when will they exercise.	Yes	They are trying to teach things that only the parent should teach
3033480043	1/24/2014 17:35	Yes		Yes	
3020353509	1/16/2014 20:45				
3020351325	1/16/2014 20:41				
3018183760	1/15/2014 20:54	Yes		Yes	
3008407134	1/9/2014 19:28	Yes		Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions across grade levels?		Do the Physical Education Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response6	Comment	Response7	Comment8
3007225273	1/9/2014 3:37	Yes		Yes	
2999869486	1/3/2014 16:53	Yes		Yes	
2994524379	12/28/2013 4:30	Yes		Yes	
2991779628	12/24/2013 17:28	Yes		Yes	
2991756388	12/24/2013 17:04	Yes		Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	Do the Physical Education Standards provide clear learning progressions across grade levels?		Do the Physical Education Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response6	Comment	Response7	Comment8
2978341107	12/16/2013 5:28				
2962947600	12/7/2013 18:08	No		No	
2961900986	12/6/2013 20:58				
2961032507	12/6/2013 14:27				
2934818011	11/21/2013 19:34	Yes		Yes	
2932586280	11/20/2013 20:48				

2013-14 P.E. Survey #2

Respondent ID	Start Date	What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?		Do these Physical Education Standards prepare students for lifetime physical activities?	
ID #	Survey Date	Response9	Comment10	Response11	Comment12	Response13	Comment14
3111385569	3/7/2014 18:40	Favorable		Yes		Yes	
3103893028	3/4/2014 14:36						
3102192987	3/3/2014 18:17	Favorable		Yes		Yes	
3092220480	2/25/2014 21:55	Favorable		Yes		Yes	
3091477522	2/25/2014 17:01	Impartial		Yes		Yes	
3088805042	2/24/2014 15:35	Favorable		Yes		Yes	
3088004327	2/24/2014 3:29	Favorable		Yes		Yes	
3087967230	2/24/2014 2:43	Impartial		Yes	for most students	Yes	
3087637267	2/23/2014 20:20	Favorable		Yes		Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?		Do these Physical Education Standards prepare students for lifetime physical activities?	
ID #	Survey Date	Response9	Comment10	Response11	Comment12	Response13	Comment14
3083673821	2/20/2014 21:10	Impartial		Yes		Yes	
3081669368	2/19/2014 23:04	Favorable		Yes		Yes	
3080915453	2/19/2014 17:11	Dislike	See related comment from question #7 and I don't understand the change from four performance levels to three.	Yes		Yes	
3080288132	2/19/2014 13:16						
3079833773	2/19/2014 6:21						
3079584134	2/19/2014 2:26	Favorable		Yes		Yes	
3062885189	2/10/2014 19:14	Favorable		Yes		Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?		Do these Physical Education Standards prepare students for lifetime physical activities?	
ID #	Survey Date	Response9	Comment10	Response11	Comment12	Response13	Comment14
3060552485	2/9/2014 5:35						
3059785760	2/8/2014 12:22						
3055921638	2/6/2014 15:51	Impartial	The choice of "Impartial" doesn't really describe my feedback properly. There are parts I'm ok with and parts I would like to see changed.	No	The language of the standard is not accessible for students. But maybe the intent is accessible. The 2008 Standards were much clearer on what the expectations for students are.	Yes	Yes...but no more so than the 2008 Standards.
3054132929	2/5/2014 19:10	Impartial		Yes		Yes	
3049251565	2/3/2014 17:38	Impartial		Yes		No	
3035046032	1/25/2014 22:52	Dislike		No		No	

2013-14 P.E. Survey #2

Respondent ID	Start Date	What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?		Do these Physical Education Standards prepare students for lifetime physical activities?	
ID #	Survey Date	Response9	Comment10	Response11	Comment12	Response13	Comment14
3034112115	1/24/2014 23:09	Dislike	The parent should be in charge of the child's social and sexual learning.	No		No	They provide them with a bias
3033480043	1/24/2014 17:35	Favorable		Yes		Yes	
3020353509	1/16/2014 20:45						
3020351325	1/16/2014 20:41						
3018183760	1/15/2014 20:54	Favorable		Yes		Yes	
3008407134	1/9/2014 19:28	Favorable		Yes		Yes	

2013-14 P.E. Survey #2

Respondent ID	Start Date	What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?		Do these Physical Education Standards prepare students for lifetime physical activities?	
ID #	Survey Date	Response9	Comment10	Response11	Comment12	Response13	Comment14
3007225273	1/9/2014 3:37	Dislike	PE is suppose to be physical! What if we allowed our students to be more active, maybe the obesity percentage would go down!	Yes		No	
2999869486	1/3/2014 16:53	Favorable		Yes		Yes	
2994524379	12/28/2013 4:30	Favorable		Yes		Yes	
2991779628	12/24/2013 17:28	Dislike		No		No	
2991756388	12/24/2013 17:04	Impartial		No		No	

2013-14 P.E. Survey #2

Respondent ID	Start Date	What is your feedback on the overall structure of the Physical Education Standards with regard to instruction?		Are the expectations of the Physical Education Standards appropriately challenging, yet accessible for students?		Do these Physical Education Standards prepare students for lifetime physical activities?	
ID #	Survey Date	Response9	Comment10	Response11	Comment12	Response13	Comment14
2978341107	12/16/2013 5:28						
2962947600	12/7/2013 18:08	Dislike		No		No	Life will get in the way as it will be busy meeting all the new federal guidelines implemented just for the work place as well
2961900986	12/6/2013 20:58						
2961032507	12/6/2013 14:27						
2934818011	11/21/2013 19:34	Impartial		Yes		Yes	
2932586280	11/20/2013 20:48						

2013-14 P.E. Survey #2

Respondent ID	Start Date	Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Comment15	Other15	Open-Ended Response16
3111385569	3/7/2014 18:40			
3103893028	3/4/2014 14:36			
3102192987	3/3/2014 18:17			You can teach many alternative concepts in Physical Education, but nothing will take the place of physical acitivity and having fun!
3092220480	2/25/2014 21:55	An improvement		Our district and myself are not comfortable sending Bus. M.I results to middle school students or their parents, and although body composition is the nationally accepted measure of body composition, our district will not be using it.
3091477522	2/25/2014 17:01	Neither better nor worse		
3088805042	2/24/2014 15:35	Wonderful		Thank you very much for doing this.
3088004327	2/24/2014 3:29			The Standards look good!
3087967230	2/24/2014 2:43	An improvement		Content Standard 8.2.1 Set realistic goals assessment tools. Are we assessing goals set by the students? Are there tools we need to assess their realistic goals?
3087637267	2/23/2014 20:20	An improvement		

2013-14 P.E. Survey #2

Respondent ID	Start Date	Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Comment15	Other15	Open-Ended Response16
3083673821	2/20/2014 21:10	An improvement		
3081669368	2/19/2014 23:04	An improvement		
3080915453	2/19/2014 17:11	Neither better nor worse		I dont understand why the physical education document should have any tie in with common core. They are two separate entities. Especially with all the baggage surrounding common core, I think what is created for PE should only focus on PE. My earlier comments on 2.3.2 and 2.3.4 are a concerning area for me. The wording very much feels like a counseling issue and not physical education. The wording in this section is leading much like the wording in the National Health Education Standards. It feels like a push for social issues rather than a standard in physical education.
3080288132	2/19/2014 13:16			
3079833773	2/19/2014 6:21			
3079584134	2/19/2014 2:26	An improvement		How does the State anticipate holding PE teachers accountable under Accountability Standards Act?
3062885189	2/10/2014 19:14			

2013-14 P.E. Survey #2

Respondent ID	Start Date	Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Comment15	Other15	Open-Ended Response16
3060552485	2/9/2014 5:35			
3059785760	2/8/2014 12:22			
3055921638	2/6/2014 15:51		The survey itself is difficult to answer with such a limited number of options for the questions. I do like the grade to grade comparison of the standards. Overall, I much prefer the 2008 standards. This set of draft standards is confusing to me. How will it be well understood by other stakeholder groups (i.e., parents, students). There seems to be a lot of redundancy in Standard 1. I really don't think the introductory phrase of "The physically literate student" is necessary. And just what is a physically literate student?	The inclusion of the CCSS for English Language Arts is confusing. It just isn't clear how those are to be embedded. Are they suggestions or requirements?
3054132929	2/5/2014 19:10	Neither better nor worse		
3049251565	2/3/2014 17:38			
3035046032	1/25/2014 22:52	Not preferred		MY LOCAL SCHOOL DISTRICT HAD NO INPUT INTO THIS

2013-14 P.E. Survey #2

Respondent ID	Start Date	Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Comment15	Other15	Open-Ended Response16
3034112115	1/24/2014 23:09	Not preferred	We prefer local control over our children's education.	The school system is not the child's parent.
3033480043	1/24/2014 17:35	An improvement		
3020353509	1/16/2014 20:45			
3020351325	1/16/2014 20:41			
3018183760	1/15/2014 20:54	An improvement		
3008407134	1/9/2014 19:28			

2013-14 P.E. Survey #2

Respondent ID	Start Date	Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Comment15	Other15	Open-Ended Response16
3007225273	1/9/2014 3:37			I am opposed to Wyoming adopted any of the CCS. I am frustrated with how hard we are pushing our children at such a young age. Have you taken the time to go into school and visit with these children. Have you taken the time to truly visit with K - 12 teachers throughout the entire State. We are causing children to feel like failures at the age of 5 because of CC and what it is expecting of our children. I believe children are more stressed, desire to dropout because of the push that CC is causing. Maybe it is time to gain a relationship with a few 5, 8, 10, 14, 17 year olds and see if the academic push is really what is needed or if some time to build relationships is more important. I feel that each of you need to step back and think about your own school experience. What teacher had an effect on you and why did he/she have that impression on you? I am going to guess, because he/she had time to care and build a relationship with you. You didn't feel stressed, pressured or like a failure because what was being taught was appropriate for your age. Take some time to reflect!
2999869486	1/3/2014 16:53			
2994524379	12/28/2013 4:30	An improvement		
2991779628	12/24/2013 17:28			
2991756388	12/24/2013 17:04			Kids need to spend time outside and be more physical overall. More time outside less in the classroom

2013-14 P.E. Survey #2

Respondent ID	Start Date	Overall, how would you rate the newly revised Physical Education standards?		Please use this space for any additional comments and/or questions for the Physical Education Standards Committee's consideration.
ID #	Survey Date	Comment15	Other15	Open-Ended Response16
2978341107	12/16/2013 5:28			
2962947600	12/7/2013 18:08	Not preferred	Not preferred at all	To many hidden agendas in this program, no consideration for much of anything but meeting the federal guidelines in order to receive funds
2961900986	12/6/2013 20:58			
2961032507	12/6/2013 14:27			
2934818011	11/21/2013 19:34			
2932586280	11/20/2013 20:48			

2013-14 S.S. Questionnaire Responses **(Input from Districts)**

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
11/20/2013 9:07:35 AM	Weston County SD #1	Secondary Social Studies Teacher	It's just a matter of going through all of our curriculum roadmaps and re-aligning them with the new Standards. We have already created a very good system of curriculum roadmaps that were tied to the previous standards.	As a District, we need to make sure that our common assessments already in place reflect the new Standards, which may take some aligning. Other than that, I think our District is ready to implement the new Standards.	There will not be any large instructional shifts within my curriculum due to the new Standards. The new Standards are more concrete than the old ones, thus they are a more useful tool when incorporated with our roadmaps.
11/20/2013 9:20:57 AM	Weston County SD #1	Secondary Social Studies Teacher	We have created working roadmaps for each course in our curricular area. Therefore, the only impact that the new Standards will have is that we will need to go back to our existing roadmaps and align them to the new Standards.	We need to make certain that our existing assessments align to the new Standards. In order to do that, we need the professional development time to get those in place.	The new Standards are not going to require any large instructional shift, as I see it. They are more definitive than the previous standards, which will make them more effective as we make the alignment tweaks necessary in our curriculum.
11/20/2013 9:34:05 AM	Weston County #1	Other Content Teacher	Curriculum mapping and design should not change too much other than we will need to make sure our current road maps and assessments are aligned to the new standards once they are adopted.	We will need to meet as a team and make sure our assessment address any new changes in the standards.	I don't see an instructional shift in instruction. It is more of a matter of making sure any new standards are all on our roadmaps so complete coverage is made in our instruction.
11/21/2013 8:55:58 AM	WCSD#1	Principal	We need to create a "crosswalk between old and new. Restructure content on roadmaps and concept maps as necessary.	time. although the committee did a nice job with rubrics and being more explicit in the standard benchmarks' language.	in my opinion, the CC LA standards for expository reading and writing should have been emphasized and cross referenced in this revision. Like it or not, that is the measure for AYP and other accountability measures.

2013-14 S.S. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
11/26/2013 8:03:02 AM	Park County School District #1	Curriculum Director / Coordinator	We are in the process of developing new units and designing our curriculum to meet the new Wyoming standards so it will not make a difference at this time because that is what we are working on.	Good breakdowns of the standards and professional development connected to the intended depth of knowledge and we can always use assessment development training.	The way we teach to reach the intended depth of the standards.

2013-14 S.S. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
12/2/2013 11:46:08 AM	Park County School District #1	Secondary Social Studies Teacher	I see the Standards being used as a vehicle to teach Common Core in Social Studies. We are all teachers of reading and writing, the only difference is the content we teach. The rigor of the Common Core expectations far outweighs the rigor of the new State Standards. In order to ensure college and career readiness; we must incorporate both in our curriculum design and mapping.	<p>The district needs professional development on Close reading and argument writing. These are the skills we need to be focusing on to ensure college and career ready students. If they have these skills, they will be able to access and support with evidence any content in any curriculum.</p> <p>Of course instructional materials are very helpful; however, being that each student has an Ipad at their disposal, researching the internet for the materials is effective.</p> <p>We do need assessment alignment; however, in my opinion, the assessment should be a writing prompt which asks students to craft an argument on an issue within the Standard and support it with textual evidence, reasoning, and explanation. Multiple choice questions do not tell us anything; a student could guess and get the right answer. Fill in the blank is using nothing but memory skills. Common Core calls us to get our kids thinking critically.</p>	The biggest shift I see is the need for instruction based on Common Core using the Standards as a vehicle to academic success. I also see the need for explicit instruction of Close reading in all content areas to ensure college and career ready students.

2013-14 S.S. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
12/2/2013 12:13:28	CCSD1	Elementary Teacher	By providing a focus toward which to work by giving guidelines for student knowledge and skills.	Instructional materials and assessment for scope and sequence of social studies standards. Due to lack of instructional time, these materials need to be standard focused and easily taught at the elementary level.	The addition of Standard 6 for technology. Also the addition of application of understanding on the rubric.
12/2/2013 2:17:47 PM	PCSD #1	Instructional Facilitator / Coach	We feel that very little change in curriculum design or curriculum mapping would occur.	Prior to any implementation a viable curriculum is needed. We feel there is a major disconnect between what the Standard is asking and what the Rubric is expecting. We see a problem with Advanced being the only area requiring independent student performance. How can a student be proficient without performing the work independently? Additionally, how would you measure superiority and consistency on knowledge based questions?	An instructional shift does not seem to be evident. These appear very similar to the old standards but presented in a new format.

2013-14 S.S. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
12/4/2013 9:42:47 PM	Converse #1	Elementary Teacher	<p>The new standards would impact our curriculum map in several ways. We currently have K-4 benchmarks in social studies. We had to break apart our standards in order to give each grade learning objectives to teach that meet the needs of the standards. The new standards have K-2 and 3-5 benchmarks. We would still have to break apart the standards, but not across as many grades. Once the standards are unpacked for each grade, a new map would have to be created. Some of the standards are similar, but there are more standards that would have to be addressed, especially in the lower grades (K-2).</p>	<p>Curriculum materials would have to be purchased. Currently there is not a textbook for social studies for K-3. There are textbooks for grades 4 and 5. The materials that are used in K-3 are pulled from different resources (internet, supplemental resources, etc.). In order to implement the new standards, units would have to be bought/created/found. This would take added time away from the classroom. Teachers would need time to create/find/read new materials. Professional development may also be needed if new materials were purchased and also to help understand the new standards. The district would also have to create a Scope and Sequence (Curriculum Map) with learning objectives for each a grade level. Assessment would have to be put in place to assess if the standards/objectives are being taught with fidelity.</p>	<p>The largest instructional shift would be more concepts that need to be covered. Also, across the benchmarks, there is a bigger depth of knowledge. For the first couple years, having all students understand the concepts is going to be difficult without the background knowledge they should have gained in previous years.</p>
12/6/2013 7:40:38	307-876-2576	Secondary Social Studies Teacher	<p>Other than the addition of the 6th standard will not change for us. We did notice that the 12th grade standards are of more rigor and is very good. We have been using this process and are glad to see it as part of the standards now.</p>	<p>Professional development for common curriculum alignment.</p>	<p>Holding students to higher standards and global focus.</p>

2013-14 S.S. Questionnaire Responses
(Input from Districts)

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12/6/2013 10:08:24 AM	CCSD	Elementary Teacher	I think that the new Standards would give districts a formal standardized guideline for teaching social studies.	At the elementary level I believe that our district has the instructional materials needed to implement the Standards. Professional development is provided through our social studies facilitator and I think it can meet the curricular needs to implement the new standards. I am not as sure about the technologies needed to implement the standards. Teachers need up-to-date technology available in their classroom to be able to implement the new standards. Available up-to-date computers, iPads, and so on need to be available in every classroom (in appropriate numbers) in order to make teaching with technology possible. Having just a few computers in each classroom or a shared lab (that has to be run down before each lesson) is cumbersome and limits the use of technology.	To be honest the largest instructional shift is the formal expectation that social studies is to be taught in every classroom. Our state and district has put social studies on the back burner (at the elementary level at least) in order to meet the demands of common core and our state testing. I believe the old adage of if it is not tested it is not being taught applies here. Unfortunately, the state and our district has been slow to realize that the non-fiction curriculum required for common core could be perfectly applied to the subject of social studies. Yet the required minutes taught in basal readers and guided reading leave little time for social studies. The fault does not lie with the classroom teacher, expectations come from the state and our district.
12/6/2013 1:39:14 PM	Unita	Other Content Teacher	We don't want these standards!	They don't.We need to be able to TEACH!	No control with these standards

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12/9/2013 2:10:39 PM	Fremont County School District #38	Elementary Teacher	Since the grade levels have changed it will impact planning and mapping by ensuring that students have been addressing standards by 2nd grade instead of waiting until 4th grade. It will also adjust when students will be addressing the topics and so mapping will have to reflect the new timelines/grade levels	Curriculum materials will be needed at each grade level to reflect the new standards and meet the curriculum mapping needs. Professional development will also be needed since there is not currently any curriculum in place in our district. Assessments to align with the standards will need to be purchased as well.	Content Standard 6 will be a large shift due to the fact that it is a new content standard. The standards also focus on higher level thinking than the old standards which will help ensure students are reaching higher levels of blooms taxonomy
12/11/2013 9:21:56 AM	WCSD#1	Other Content Teacher	As we are in a purchasing year for social studies curriculum materials, it's helpful to have the new Standards to guide us. We already have completed our roadmaps, but it's easy to adjust them, as needed.	Our district is technologically strong (1-1 for students), so suggestions in that area would be most helpful.	I don't see a huge shift, but I do see a solid progression through the four levels that ties them together more seamlessly than the previous Standards.

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12/11/2013 9:26:08 AM	Fremont County School District #25	Principal	I am currently serving as district facilitator for the Social Studies Standards, so I have reviewed them very thoroughly and clearly understand the implications for our district. I love that the standards are broad expectations and not just content to be delivered. Teachers have been meeting all year to unpack and analyze the standards. These will help give us a solid direction. Countless hours have been spent on them by educators across our state and they are very good.	The district has everything in place to implement these standards. Teacher time and dedication to learning them is the most important step to have them implemented correctly in our district. We will be rewriting our assessments to align with these standards. As materials, technology and other purchases are done, we will look to these standards for guidance over time.	The largest instructional shift is prioritizing the literacy standards in grades 6-12 and in focusing on skills we want our students to know and be able to do, and not just on content covered. I love the shift being toward what students know, just not on what we are teaching and not always expecting students to do the work to be able to learn.
12/11/2013 14:42:53	Park 1 307-764-6186	Secondary Social Studies Teacher	Curriculum will be vertically realigned.	I would like to have more knowledge regarding the district and state plan for implementation of CCSS in the Social Studies curriculum. We would like more instructional materials and curriculum guides.	Implementation of CCSS without compromising content
12/11/2013 14:42:53	Park County School District 1	Secondary Social Studies Teacher	Curriculum will have to be vertically realigned to match developmental learning abilities of students.	More knowledge regarding District and States plan for implementation of CCSS into Social Study standards. We would like CCSS materials and curriculum guides to aid us in this process.	Implementation of the CCSS without compromising content.

2013-14 S.S. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
12/11/2013 2:43:00 PM	Park County #1	Secondary Social Studies Teacher	Assessments and curriculum will need to be realigned to match the developmental learning abilities of students.	Knowledge regarding the district and state's plan for implementation of the Common Core into social studies standards. We would like instructional materials such as curriculum guides to help us with this process.	Implementation of the Common Core without compromising content.
12/11/2013 2:56:18 PM	Park County School District #1	Secondary Social Studies Teacher	I don't believe that the new Standards would require a lot of change in our curriculum design and mapping. Maybe a few tweaks here and there, but no major changes.	I think that our District already provides us with the tools necessary to implement the Standards.	It seems to me that there is more direction in these standards to specifically address writing from multiple sources.
12/11/2013 3:04:03 PM	Sheridan School District 2	Elementary Teacher	We are getting ready to map the social studies curriculum the next coming school year. It will be a document that will become second nature for our team.	We will need instructional materials as the needs present themselves in the development of our new district curriculum.	The standards are more in depth than the previous standards. The bar is being raised in education.

2013-14 S.S. Questionnaire Responses
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Timestamp	Participant's School District & #	Participant's Current Position in District	1) How would the new Standards impact curriculum design and/or curriculum mapping in your District?	2) What does the District need to implement the new Standards (instructional materials, technologies, professional development, assessment alignment)?	3) What do you see as the largest instructional shift called for in the Standards?
12/12/2013 4:07:58 PM	hot springs 1	Curriculum Director / Coordinator	District K-12 curriculum will be revisited to align with the new state standards. Any gaps from the standards will be addressed with revisions or additions to the curriculum; any excess or unnecessary portions of the curriculum will be reconsidered for importance and a decision made that it remain or be removed from the curriculum.	Professional development and access to aligned resources including aligned assessments and effective teaching strategies. With the emphasis on reading and math in the elementary grades, the importance of teaching social studies as a core content area needs to be re-established and supported for teachers.	The addition of the technology standard and global connection with other students and schools. Greater emphasis on culture and cultural diversity.
2/5/2014 8:02:28	platte#1	Secondary Social Studies Teacher	rewrite syllabus, curriculum, takes time	time and professional feedback on alignment and assessments from other social studies teachers, global data for current events	technology, clear & precise standards allows for students centered targets
2/27/2014 18:21:59	Lincoln Co. #2	Elementary Teacher	Our plates are already full with core standards, essential learnings that must be taught and mastered. This would add to the existing demands.	Probably all of the above, except the professional development,	Time to teach the new standards is probably the biggest factor and shift. But, the students and teachers are already on overload implementing the CCSS for the core subjects.

2013-14 S.S. Questionnaire Responses
(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
11/20/2013 9:07:35 AM	Weston County SD #1	Secondary Social Studies Teacher	At this time, there aren't any foreseen items needed to implement the new Standards in my classroom with the exception of making sure that my assessments are aligned and reflect the standards. I think that by doing this, our Student Learning Objectives can be modified to fit the new Standards, as well.	I do not think that they change unit design at all. As stated above, I think that they are a little more concrete, which will give teachers better ideas for meaningful lessons, however, I do not think that this will cause a change in the unit design.	I think as long as there is open dialogue between the State Department and our state's Districts, we can begin implementing these Standards quite efficiently. I believe that clearly stated goals/instructions from the State Department will help Districts give their teachers a better idea of how to make sure that our new Standards get implemented.
11/20/2013 9:20:57 AM	Weston County SD #1	Secondary Social Studies Teacher	The only thing that I can see that I need at this point is time to fine tune the roadmaps so that they reflect the new Standards.	I do not think that they will change the unit design with any significance. Perhaps they will tighten up the units, which will help to provide a more useful guide for lesson planning in the future.	Having a clear guideline for implementation will be very helpful. Also, it is very important that an open line of communication between the State and the Districts is a must.
11/20/2013 9:34:05 AM	Weston County #1	Other Content Teacher	The only thing I believe we need is to make sure our assessment alignment is in place.	The new standards may change the lesson design as they are more specific. This will allow the teacher to make sure to address the standards within the lesson. The units should not change that much in my opinion.	By receiving clearly stated goals from the WDE, implementation should be an easy transition from the current standards that are currently in place.
11/21/2013 8:55:58 AM	WCSD#1	Principal	time to align curriculum and do deep planning with the new standards in mind.	I do not feel like this is a major transition.	act as a clearing house for best practice? Exemplorary Road Maps, Concept Maps etc.

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11/26/2013 8:03:02 AM	Park County School District #1	Curriculum Director / Coordinator	Probably the one thing they need more than any is time. Other than that our staff will need continued professional development in assessment development and instructional strategies.	The new standards will rearrange many of the topics the staff use but it will also change topics used in the past. The biggest change will be in the way the standards are delivered and the resources our staff will use. I see technology and the internet being a huge part of the instruction.	I think I have explained above but helping staff learn new ways of instruction with the students being the center and not the instructor. Helping with the understanding of depth of knowledge and assessment development would be beneficial to all.

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12/2/2013 11:46:08 AM	Park County School District #1	Secondary Social Studies Teacher	See answer to number 2	Common Core is what should be driving the change in unit design and lesson plans. Teaching the skills is much more rigorous than teaching the State Social Studies standards. Again, the state standards need to be used as the vehicle to teach the skills found in the Common Core standards.	The State Department needs to have teachers who truly understand Common Core, how to teach it, and how to use the new State Standards as the vehicle to reach the rigorous expectations of Common Core. These teachers need to be invited to share their expertise with our state.

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12/2/2013 12:13:28	CCSD1	Elementary Teacher	Student Learning Objective are a good place to start, with instructional materials that address these goals specifically. For elementary - clear instruction (concise, understandable, repetitious) that teach social studies skills so that students learn necessary information to mastery.	Basic lessons would need to be implemented.	For Elementary - teachers need one easy source for grade level skills, standards, lessons, and learning objectives that can be addressed in a short amount of time. One-stop-shopping, so to speak - a curriculum that incorporates all grade-level standards in one book or resource.
12/2/2013 2:17:47 PM	PCSD #1	Instructional Facilitator / Coach	All of the above.	We do not foresee a big change in these two areas.	By possibly looking at developing a new rubric that better aligns to the standards.

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12/4/2013 9:42:47 PM	Converse #1	Elementary Teacher	<p>Curriculum materials would have to be purchased. Currently there is not a textbook for social studies for K-3. There are textbooks for 4 and 5. The materials that are used in K-3 are pulled from different resources. In order to implement the new standards, units would have to be bought/created/found. This would take added time away from the classroom.</p> <p>Teachers would need time to create/find/read new materials. Professional development may also be needed if new materials were purchased. Teachers would also need a Scope and Sequence (Curriculum Map) for their grade level listing what standards need to be taught and how deep they need to teach them. Assessment would have to be created to assess the standards. (This is similar to the district question because the needs of the classroom would be similar the the needs in the district in the elementary grades).</p>	Units and lessons would have to be either created (If a curriculum was not purchased) or existing units would have to be altered to meet the needs of the standards. New standards that are similar to the old standards would not have to be changed.	Districts and teachers would benefit from professional development to help explain the standards and also to help show teachers where resources can be found to meet the needs of the standards. The biggest hurdle will be finding resources if a curriculum was not purchased. The state department could also Map out the standards more for each grade level rather than for a several grades. This will help grades know exactly which standards/objectives they are responsible for and to understand the level of complexity for each grade.
12/6/2013 7:40:38	307-876-2576	Secondary Social Studies Teacher	A social studies clearing house website with lesson plans, tests, quizzes, reading material, and videos.	Continuing to implement digital text.	Refer to question 4.

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Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/6/2013 10:08:24 AM	CCSD	Elementary Teacher	Per my answer to question number 3, a teacher needs time to teach social studies. Social studies needs to be considered as important as language arts, science, and math. Both the state and my district has to make social studies a real priority.	I teach social studies as a block with my language arts program. Students can read, comprehend, and write in social studies meeting all the demands of common core in language arts.	The State Department must communicate that social studies is a priority!
12/6/2013 1:39:14 PM	Unita	Other Content Teacher	Stop taking my rights way	You would give us everything we need. Anyone can teach that way	Get out of it

2013-14 S.S. Questionnaire Responses
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Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/9/2013 2:10:39 PM	Fremont County School District #38	Elementary Teacher	Curriculum, Instructional Materials, Professional Development, Assessments, Learning Objects, Understanding of the new Standards	The new standards would ensure that Social Studies is taught earlier on which would mean that teachers would need to start focusing on Social studies and teaching the standards. Their lesson plans would need to take into consideration the new standards and the new grade levels.	Providing curriculum ideas, Ensuring districts have money for curriculum, providing trainings to implement that new standards
12/11/2013 9:21:56 AM	WCSD#1	Other Content Teacher	Probably professional development, not so much in a "one-shot" workshop format but more of an ongoing format throughout the first year or two. This could be done via e-mail, so that all teachers in the state get the same training. (See also suggestion in #6.)	This is difficult for me to assess, as I am not involved with unit design or lesson plans for social studies in my district.	Going into the transition to the new standards, it would be helpful to have some sort of electronic bulletin board established so that individual teachers across the state could post questions and/or suggestions for implementation ideas and challenges.

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12/11/2013 9:26:08 AM	Fremont County School District #25	Principal	The classroom level has the technology and resources needed to implement the standards. Through our Professional Learning Community work we will need to continue to work on learning targets/objectives and also on assessments that align to the state standards, but this is work we continuously do, and it is good work.	The Standards will change unit design by having these great expectations/goals that we will incorporate into our curriculum and into actual day-to-day delivery of the units and lessons.	The State Department could offer regional meetings on the literacy standards, expectations in content areas, and contract with the University or district personnel who know the standards well.
12/11/2013 14:42:53	Park 1 307-764-6186	Secondary Social Studies Teacher	Curriculum guides	We are redesigning our units to meet standards	We need to know if the National Social Standards are going to implemented and why we are not using them at this point.
12/11/2013 14:42:53	Park County School District 1	Secondary Social Studies Teacher	Curriculum	We are redesigning our units to meet the CCSS. The standards won't change but the CCSS will.	They need to understand the direction as to where we are headed. Is common core staying, will National standards be implemented. In 10 years what do you want our Social Students to to learn.

2013-14 S.S. Questionnaire Responses
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Timestamp	Participant's School District & #	Participant's Current Position in District	4) What does a teacher need in order to implement the new Standards on a classroom level (instructional materials, technologies, professional development, assessment alignment, new Student Learning Objectives)?	5) How would the new Standards change unit design? Lesson plans?	6) How might the State Department support Districts and teachers through the Standards implementation process?
12/11/2013 2:43:00 PM	Park County #1	Secondary Social Studies Teacher	Curriculum guides	The new standards won't change the design of unit. Common Core will.	We need direction as to where we are headed. Is Common Core staying? Will national standards ever be implemented? In ten years, what do we want our social studies students to be able to accomplish?
12/11/2013 2:56:18 PM	Park County School District #1	Secondary Social Studies Teacher	I don't believe that I need anything right now that my district does not already provide for me.	We have already implemented the Common Core standards in our district, so I don't see a lot of changes being necessary.	Not sure.
12/11/2013 3:04:03 PM	Sheridan School District 2	Elementary Teacher	I believe our district will align as well as meet the needs that the standards present.	The lesson plans will be more in depth because the standards require us to delve deeper in the curriculum.	The State can support us more by providing and researching materials that will best suit our new requirements.

2013-14 S.S. Questionnaire Responses
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12/12/2013 4:07:58 PM	hot springs 1	Curriculum Director / Coordinator	Technology access and bandwidth as well as professional development to support teachers in effective implementation of available and credible global learning programs. Effective implementation of purposeful social studies instruction in the elementary grades.	Adoption and implementation of aligned resources; integration of cultural diversity; prioritizing the standards and pacing guides. Increasing district expectations for delivery of a comprehensive elementary social studies program in limited time.	Professional development with effective teaching strategies for social studies K-12; increasing social studies learning opportunities K-6; evaluation and implementation of credible global learning opportunities; assessment literacy (types, purposes, suitability, use of results) and effective formative assessment practices. Access to aligned resources including common standards assessments. Clarity of standards expectations in teacher and student friendly language.
2/5/2014 8:02:28	platte#1	Secondary Social Studies Teacher	curriculum course maps are realistic and methodology reflect how student(s) learned best	standard #6 need to integrated with other SS standards, district guidelines for assessments, alignment and feedback on curriculum items that working	follow up with workshops and professional conferences and have district curriculum directors provide continuous data on standards flexibility and applications
2/27/2014 18:21:59	Lincoln Co. #2	Elementary Teacher	We would have to do the learning objective and assessments, along with the prep and implementation.	They would add to the curriculum and make a need for more unit design and lesson plans.	Social Studies is a very important component for a well rounded education, but if the essential learning ideas could be kept to a minimum until core standards are more firmly in place that would be a big help.

2013-14 S.S. Questionnaire Responses
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Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom's formative assessment practices?	8) How will the new Standards impact the District's assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
11/20/2013 9:07:35 AM	Weston County SD #1	Secondary Social Studies Teacher	I do not believe that it really changes the classroom's formative assessment practices, but rather makes formative assessments more meaningful and easy to incorporate and understand.	I believe that we have a good assessment system in place, and that our new Standards will not impact this system much. We just need to make sure that assessments are reflecting the new Standards.	We need to have open dialogue with Districts and educators to help us implement a meaningful and useful state assessment. This will allow us to ensure that our students are performing at a proficient level and promote student success.
11/20/2013 9:20:57 AM	Weston County SD #1	Secondary Social Studies Teacher	I do not believe that the Standards will change the formative assessment practices in my classroom. They will provide a clearer framework within which to implement our assessments, but will not change the practices.	Our assessment system is one that is authentic and will transition very smoothly to the new Standards.	The State needs to maintain open communication with the Districts, and make sure that they utilize educators across the state and across curricular areas to create statewide assessments that are valid and authentic in order to promote student success.
11/20/2013 9:34:05 AM	Weston County #1	Other Content Teacher	The new standards will change the formative assessments as far and insuring specific standards are addressed.	This district has a plan in place and will be changed in accordance to reflect any new standards once they are in place.	The state needs to find and maintain a state assessment that the districts can use as an ongoing measurement to validate student success over time.
11/21/2013 8:55:58 AM	WCSD#1	Principal	I do not believe this is significant.	ditto	

2013-14 S.S. Questionnaire Responses (Input from Districts)					
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11/26/2013 8:03:02 AM	Park County School District #1	Curriculum Director / Coordinator	Sure they would. With new instructional strategies and new or different expectations come new ways of checking in the classroom on how the students are learning and if they are getting it or not. I would hope we get better with formative assessments. I don't think we use them very well especially in the upper grades.	The system will remain the same but the items in the assessment system will have to change.	Through professional development and helping staff understand the expectations of the standards would be a great help.

2013-14 S.S. Questionnaire Responses

(Input from Districts)

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12/2/2013 11:46:08 AM	Park County School District #1	Secondary Social Studies Teacher	The new Standards would not change the formative assessment practices in a Common Core classroom. Again, the new Standards need to be used as a vehicle to teach the skills needed to be successful in the Common Core.	In my opinion, the new Standards should not impact the District's assessment system, the Common Core should.	We all need to be on the same page as to what Common Core means and how to effectively instuct these skills to ensure college and career ready students here in Wyoming. By doing this, the State Department will be opening doors for our kids, because they will have the skills to access any information that they may come in contact with throughout their lives.

2013-14 S.S. Questionnaire Responses

(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/2/2013 12:13:28	CCSD1	Elementary Teacher	Elementary - more student participation in learning.	Should increase scores on PAWS and MAP.	Through Curriculum Directors to teachers.
12/2/2013 2:17:47 PM	PCSD #1	Instructional Facilitator / Coach	Some of the formative assessments may change due to the way the standards have been rewritten. The practices themselves should not change a great deal.	We are a little confused, as we do not see a huge difference between the new standards and what had before.	You will need to identify the shifts for us as they are not self evident.

2013-14 S.S. Questionnaire Responses (Input from Districts)					
Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom's formative assessment practices?	8) How will the new Standards impact the District's assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/4/2013 9:42:47 PM	Converse #1	Elementary Teacher	Formative assessments would have to be created once the units were put together or purchased. Formative assessments for units that will not change may not have to be created.	The new standards would require teachers to dedicate time each day to teach social studies in order to cover what needs to be covered. This will depend on the scope and sequence that would need to be created in order for grade levels to understand what they need to focus on. Creating a little more time for social studies would take away time in other areas, such as reading and math. If social studies could be incorporated into the reading block, this would help to integrate the subjects. This would require teachers to design units that incorporate reading and social studies. Finding the resources for this might be challenging and it would take an extensive amount of time.	The State Department would need to communicate all news to curriculum directors in order to keep teachers informed. A list of resources would also be helpful. The State Department would also need to create a scope and sequence in order for teachers to have a better direction as to what needs to be covered for each grade level.
12/6/2013 7:40:38	307-876-2576	Secondary Social Studies Teacher	More technological rigor.	No impact.	Refer to question 4.

2013-14 S.S. Questionnaire Responses

(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/6/2013 10:08:24 AM	CCSD	Elementary Teacher	To be honest I am not sure about this. I already use some formative assessments in my social studies/language arts block.	I do believe that social studies has to be formally assessed, otherwise there are classrooms in our State that will not implement the new Standards. It would be interesting to ask elementary teachers how much time they are allotted to teach social studies.	Communication and formal expectations need to come from the State through our district office, to the facilitators, and to the classroom teacher.
12/6/2013 1:39:14 PM	Unita	Other Content Teacher	yes	make it harder on everyone	Don't sign us up for stuff you don't know enough about

2013-14 S.S. Questionnaire Responses

(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/9/2013 2:10:39 PM	Fremont County School District #38	Elementary Teacher	Yes! Teachers would need to be ensuring they were addressing the standards and therefore need formative assessments to monitor students learning.	We currently have no assessment system in place for Social Studies so we would need to create one that focuses on the new standards at the appropriate grade levels.	Through their email and website. Also through mail as a lot of emails sent to our administrators does not make it to teachers.
12/11/2013 9:21:56 AM	WCSD#1	Other Content Teacher	Probably yes, along with implementing the principles of the common core.	I believe our assessment system is flexible enough to accommodate the new Standards without much change.	Periodic communication from WDE would be helpful, perhaps an e-newsletter two or three times during the school year (not monthly).

2013-14 S.S. Questionnaire Responses (Input from Districts)					
Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom's formative assessment practices?	8) How will the new Standards impact the District's assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/11/2013 9:26:08 AM	Fremont County School District #25	Principal	These Standards would change the formative assessment practices by aligning to these standards. The formative assessments would be a good check for teachers to understand whether or not a student is mastering these standards.	The District assessment system will align to these Standards and will need to be tweaked/rewritten as applicable to these standards.	The State Department needs to look at a larger consortium such as the Smarter Balanced group in order to have technical assistance in the assessment shifts and to promote student success. The CCSS are a great direction for our state, and I would hate to see us miss out on the national ship that is sailing in a great direction. The CCSS is just great teaching, and it is a great direction for our state. Regional face-to-face meetings are the best way to communicate these shifts and promote student success.
12/11/2013 14:42:53	Park 1 307-764-6186	Secondary Social Studies Teacher	We are constantly striving to meet the demands of the ever changing educational arena.	The assessments in place meet the standards.	Provide content specific professional development.
12/11/2013 14:42:53	Park County School District 1	Secondary Social Studies Teacher	No	The standards will not effect assessments.	Provide professional development in the content area.

2013-14 S.S. Questionnaire Responses

(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/11/2013 2:43:00 PM	Park County #1	Secondary Social Studies Teacher	I do not see a need for large change in formative assessments.	The standards will not affect assessments.	Provide content specific professional development to show us how you would like this to be done.
12/11/2013 2:56:18 PM	Park County School District #1	Secondary Social Studies Teacher	No	I don't believe we will see a large change in our assesement system. The Standards have not changed so much that it will greatly impact what we are already doing.	...
12/11/2013 3:04:03 PM	Sheridan School District 2	Elementary Teacher	When our District assessments are designed and completed it will probably change our formative practices. The curriculum will help us make the needed adjustments.	The District will design the assessments to meet the new standards.	The state can be as consistent as possible. Meaning to not make assessment shifts regarding content or requirements after the school year has begun. It is difficult to adjust once the year and learning path has begun. Changes should be made effective the following school year as much as possible.

2013-14 S.S. Questionnaire Responses

(Input from Districts)

Timestamp	Participant's School District & #	Participant's Current Position in District	7) Would these new Standards change the classroom’s formative assessment practices?	8) How will the new Standards impact the District’s assessment system?	9) How might the State Department best communicate assessment shifts and promote student success?
12/12/2013 4:07:58 PM	hot springs 1	Curriculum Director / Coordinator	Only with professional development to support assessment literacy and effective formative assessment practices.	The district is currently implementing K-12 social studies curriculum. With the new standards alignment will be revisited and result in revisions to the district curriculum. Assessments will be realigned to the standards.	Professional development to support purposeful K-12 social studies instruction and assessment practices.
2/5/2014 8:02:28	platte#1	Secondary Social Studies Teacher	yes but 21st century demands student accountability and change does bring the best out of curriculum	unknown at this time	documentation in a newsletter with district and teachers feedback
2/27/2014 18:21:59	Lincoln Co. #2	Elementary Teacher	Yes.	Add to the number of assessments having to be administered.	Keeping standards simple, basic, manageable, and essential.

2013-14 S.S. Survey #1

Respondent ID	Start Date	Participant's District		Participant's Role (choose all that apply)											
ID #	Survey Date	District	Other	Elementary Teacher	MS/JHS Teacher	H.S. Teacher	Curriculum Director	Instructional Facilitator / Coach	Principal	District Superintendent	Parent	Business Member	Community Member	Other2	
3111389367	03/07/2014	Campbell						IF/Coach							
3103210126	03/04/2014	Lincoln 2		Elem.											
3102003726	03/03/2014	Park 6				H.S.									
3100131634	03/02/2014	Park 6				H.S.									
3095744284	02/27/2014	Park 6				H.S.									
3088061352	02/24/2014	Park 6				H.S.									
3087996980	02/24/2014	Park 6			MS/JHS										
3081655492	02/19/2014	Johnson									Parent		Comm. M.		
3081072182	02/19/2014	Park 6				H.S.									
3080932643	02/19/2014	Platte 1			MS/JHS	H.S.									
3080480865	02/19/2014	Park 6			MS/JHS										
3079703108	02/19/2014	Park 6										BM	Comm. M.		
3079255155	02/18/2014	Park 6			MS/JHS										
3060060793	02/08/2014	Natrona		Elem.		H.S.								retired	
3054506613	02/05/2014	Laramie 1			MS/JHS	H.S.		IF/Coach			Parent	BM	Comm. M.	ritus & Human	
3053470892	02/05/2014	Platte 1			MS/JHS										
3051979898	02/04/2014	Natrona				H.S.									
3051906912	02/04/2014	Natrona				H.S.									
3049913751	02/03/2014	Laramie 1												collge studer	
3048278476	02/03/2014	Goshen				H.S.					Parent				
3037349870	01/27/2014	Park 6									Parent				
3035052052	01/25/2014	Platte 1											Comm. M.		
3034098251	01/24/2014	Platte 1											School board me		

2013-14 S.S. Survey #1

[illegible]

2013-14 S.S. Survey #1

[illegible]

2013-14 S.S. Survey

Respondent ID	Start Date	Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to teach	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response14	Response15	Response16	Comment	Response17	Comment18
3111389367	03/07/2014	Yes	Yes	Yes		Yes	
3103210126	03/04/2014	No					
3102003726	03/03/2014	Yes	Yes	Yes	most do	Yes	most do
3100131634	03/02/2014	Yes	Yes	Yes		No	
3095744284	02/27/2014	No					
3088061352	02/24/2014	Yes	Yes	Yes		Yes	
3087996980	02/24/2014	Yes	Yes	No	I don't think it is very clear.	No	
3081655492	02/19/2014	Yes	Yes	Yes		Yes	
3081072182	02/19/2014	Yes	Yes	Yes		Yes	
3080932643	02/19/2014	Yes	Yes	Yes		Yes	
3080480865	02/19/2014	Yes	Yes	Yes		Yes	
3079703108	02/19/2014	Yes	Yes	Yes		Yes	
3079255155	02/18/2014	Yes	Yes	Yes		Yes	
3060060793	02/08/2014	Yes	Yes				
3054506613	02/05/2014	Yes	Yes	Yes		Yes	
3053470892	02/05/2014	Yes	Yes	Yes		Yes	
3051979898	02/04/2014	Yes	Yes				
3051906912	02/04/2014	No					
3049913751	02/03/2014	Yes	Yes	Yes		Yes	
3048278476	02/03/2014	Yes	Yes	No		No	
3037349870	01/27/2014	Yes	Yes	Yes		Yes	
3035052052	01/25/2014	Yes	Yes	No		No	
3034098251	01/24/2014	Yes	Yes	Yes	They spend nearly all the time on political theory rather than the constitution and the voice of our founding fathers	No	

2013-14 S.S. Survey

Respondent ID	Start Date	Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to teach the standards.	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response14	Response15	Response16	Comment	Response17	Comment18
3033601506	01/24/2014	Yes	Yes	Yes	They provide them. That does not mean I agree with them.	No	Standard 4.4 seems too easy for 12th grade students and should be shifted back. An 8th grade student should be able to show the 12.4.4 skill as it asks students to Describe rather than do analysis. This is inconsistent with the performance level descriptors.
3031401120	01/23/2014	Yes	Yes	Yes		Yes	
3030757397	01/23/2014	Yes	Yes	No	Would prefer to see it broken down each year rather than 2,5,8,etc	Yes	
3029566480	01/22/2014	Yes	Yes				
3026223864	01/21/2014	Yes	Yes	Yes		No	
3021545525	01/17/2014	Yes	Yes	No		No	
3018182015	01/15/2014	Yes	Yes	Yes		Yes	
3008680361	01/09/2014	Yes	Yes	Yes		No	
3008668087	01/09/2014	Yes	Yes	Yes		Yes	
3008668048	01/09/2014	Yes	Yes				
3008667743	01/09/2014	Yes	Yes	Yes			I'm not sure-----the draft is too long
3008651198	01/09/2014	Yes	Yes	Yes	I would like to see it broken down by grade level.	Yes	
3007220818	01/09/2014	Yes	Yes	Yes		Yes	

2013-14 S.S. Survey

Respondent ID	Start Date	Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response14	Response15	Response16	Comment	Response17	Comment18
3006808421	01/08/2014	Yes	Yes	Yes		Yes	
3000308770	01/03/2014	Yes	Yes				
2996716769	12/31/2013	Yes	Yes	Yes		Yes	
2991778613	12/24/2013	Yes	Yes	No		No	
2991725693	12/24/2013	Yes	Yes	Yes		Yes	
2971178173	12/11/2013	Yes	Yes	Yes		Yes	
2971169732	12/11/2013	Yes	Yes				
2970990390	12/11/2013	Yes	Yes	Yes		Yes	
2970563648	12/11/2013	Yes	Yes	Yes		Yes	
2962104793	12/06/2013	Yes	Yes			No	
2961947937	12/06/2013	Yes	Yes	No		No	
2961861022	12/06/2013	Yes	lo, I do not understand.				
2957880006	12/05/2013	Yes	Yes	Yes	The manner in which the Soc St standards are written in grade bands makes sense and provides for flexibility within the given grade levels.	Yes	
2954753311	12/03/2013	Yes	Yes	Yes		Yes	
2951320345	12/02/2013	No					
2935741918	11/22/2013	No					

2013-14 S.S. Survey

Respondent ID	Start Date	Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?	
ID #	Survey Date	Response14	Response15	Response16	Comment	Response17	Comment18
2933988790	11/21/2013	Yes	Yes	Yes		Yes	
2933988443	11/21/2013	No					
2925824830	11/18/2013	No					
2883139949	10/26/2013			No	The information would be better if it were written in the same format as the science standards. Each grade-level would clearly know the expectations.	No	Add more explicit information for every grade level.

2013-14 S.S. Survey

Respondent ID	Start Date	Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
ID #	Survey Date	Response19	Comment20
3111389367	03/07/2014	Favorable	
3103210126	03/04/2014		
3102003726	03/03/2014	Favorable	
3100131634	03/02/2014	Favorable	
3095744284	02/27/2014		
3088061352	02/24/2014	Favorable	
3087996980	02/24/2014	Unfavorable	The standards are rather narrow verses a more global perspective.
3081655492	02/19/2014	Favorable	
3081072182	02/19/2014	Unfavorable	Having worked on standards for 20 years, I understand that standards are NOT content; however, while these social studies standards are an improvement, they are still so vague that they allow for a wide gap in consistency from school to school and a lack of rigor, and consistency and rigor are the entire point of standards. The science standards are much tighter. Perhaps the difference is attributable to the fact that science is on the state test, while social studies is not.
3080932643	02/19/2014	Favorable	
3080480865	02/19/2014	Favorable	
3079703108	02/19/2014	Unfavorable	
3079255155	02/18/2014	Favorable	I see more rigor in the new standards.
3060060793	02/08/2014		
3054506613	02/05/2014	Favorable	
3053470892	02/05/2014	Favorable	
3051979898	02/04/2014		
3051906912	02/04/2014		
3049913751	02/03/2014	Favorable	
3048278476	02/03/2014	Favorable	
3037349870	01/27/2014	Favorable	
3035052052	01/25/2014	Unfavorable	
3034098251	01/24/2014	Unfavorable	We must not rewrite our history and we are not China or Iran. Our children need a clear mindset. They need only the actual facts and the belief system they choose should be up to them and their parents.,

2013-14 S.S. Survey

Respondent ID	Start Date	Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
ID #	Survey Date	Response19	Comment20
3033601506	01/24/2014	Unfavorable	Only because there is no middle answer. There are flaws in inconsistencies between several benchmarks and performance level descriptors.
3031401120	01/23/2014	Favorable	
3030757397	01/23/2014	Favorable	
3029566480	01/22/2014		
3026223864	01/21/2014	Favorable	
3021545525	01/17/2014	Unfavorable	
3018182015	01/15/2014	Favorable	
3008680361	01/09/2014	Favorable	
3008668087	01/09/2014	Unfavorable	Way too big, needs to be narrowed down so that it is manageable to teach. We only have 1/2 hour per day.
3008668048	01/09/2014		
3008667743	01/09/2014	Favorable	
3008651198	01/09/2014	Unfavorable	Too much information for time that we have to allocate.
3007220818	01/09/2014	Unfavorable	They are opinion based. I personally do want desire for my children to read and study the King and the King. I prefer my children to learn what is already being taught. American/Wyoming curriculum. Learning about our state and our country is the most important thing they can be taught in SS.

2013-14 S.S. Survey

Respondent ID	Start Date	Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
ID #	Survey Date	Response19	Comment20
3006808421	01/08/2014	Favorable	
3000308770	01/03/2014		
2996716769	12/31/2013	Unfavorable	These provide 12th grade standards so Social Studies classes taught at the 9th grade level will be expected to show achievement of these standards from that content but the students will be unprepared cognitively to do so at that stage in their intellectual development.
2991778613	12/24/2013	Unfavorable	
2991725693	12/24/2013	Favorable	
2971178173	12/11/2013	Favorable	They seem to follow a progression and are clear.
2971169732	12/11/2013		
2970990390	12/11/2013	Favorable	
2970563648	12/11/2013	Unfavorable	I mark these as unfavorable due to a couple of concerns. Some of the benchmarks are so fine grained that it would take a course in the content (economics) to address the benchmarks. While I like the new proficiency descriptors, they are much broader than the benchmarks and it is very possible to meet the descriptor while never addressing the benchmarks within the standard.
2962104793	12/06/2013	Unfavorable	
2961947937	12/06/2013	Unfavorable	
2961861022	12/06/2013		
2957880006	12/05/2013	Favorable	Given the grade bands that the standards are written in, teachers should be able to determine a progression of learning targets that will assure mastery by the time of the stated benchmark.
2954753311	12/03/2013	Favorable	
2951320345	12/02/2013		
2935741918	11/22/2013		

2013-14 S.S. Survey

Respondent ID	Start Date	Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
ID #	Survey Date	Response19	Comment20
2933988790	11/21/2013	Favorable	
2933988443	11/21/2013		
2925824830	11/18/2013		
2883139949	10/26/2013	Unfavorable	It should look like the science standards OR science should look like social studies. It is frustrating to try to understand both when one format would be a more effective way to clearly communicate.

2013-14 S.S. Survey

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
ID #	Survey Date	Response21	Comment22	Open-Ended Response23
3111389367	03/07/2014	Yes		
3103210126	03/04/2014			
3102003726	03/03/2014	Yes		
3100131634	03/02/2014	Yes		There are some 12 grade standards that would be difficult to reach if there was not a specific economic course available to students. Also there are some standards that are not accurately connected to the Grade level descriptors.
3095744284	02/27/2014			
3088061352	02/24/2014	Yes		
3087996980	02/24/2014	No	Not necessarily accessible	
3081655492	02/19/2014	Yes		
3081072182	02/19/2014	No		
3080932643	02/19/2014	Yes		
3080480865	02/19/2014	Yes		
3079703108	02/19/2014	No	Am not aware of accessibility at this time	There seems to be an ideological agenda to these standards that may not be agreed upon by all.
3079255155	02/18/2014	Yes		
3060060793	02/08/2014			
3054506613	02/05/2014	Yes		These are the maturation of the early Skinner work on developmental learning. An excellent description of how an education destination of a well developed scholar will unfold. Good on the Board.
3053470892	02/05/2014	Yes		after a year in place need feedback suvey on suggestions and comments
3051979898	02/04/2014			
3051906912	02/04/2014			
3049913751	02/03/2014	Yes		
3048278476	02/03/2014	Yes		
3037349870	01/27/2014	Yes		
3035052052	01/25/2014	No		
3034098251	01/24/2014	No	They are challanging, but inappropriate	The curriculum should not reflect anyone's unsubstantiated opinion of social reform, but a past unbiased appraisal of our society.

2013-14 S.S. Survey

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
ID #	Survey Date	Response21	Comment22	Open-Ended Response23
3033601506	01/24/2014	No	Again no middle ground to answer. Once the benchmarks and performance level descriptors are realigned in a few areas, then I believe they will be.	Generally OK, but Standard 6 seems very redundant when compared to the Common Core. Also the wording on Standard 6 seems to have been set as to not violate the copyright of the CCSS and thus have become strange, needlessly vague, and redundant.
3031401120	01/23/2014	Yes		Nice addition with Standard 6...great tie in to the CC
3030757397	01/23/2014	No	Not sure how to answer without teaching it yet.	As a fourth grade teacher, what will I use to judge? Second grade? Fifth grade? Is my Wyoming Crossroads book still an acceptable resource or will I need newer material? What training, if any will be involved? Good to see alignment, but as a fourth grade teacher I will need more guidance.
3029566480	01/22/2014			
3026223864	01/21/2014	Yes		
3021545525	01/17/2014	No		
3018182015	01/15/2014	Yes		
3008680361	01/09/2014	Yes		
3008668087	01/09/2014	No	again, too extensive	
3008668048	01/09/2014			
3008667743	01/09/2014	Yes		Right now it would be a real challenge to include these each day. We're barely finding time to teach what we're required to now!
3008651198	01/09/2014	Yes		
3007220818	01/09/2014	No	They are too high!	I am opposed to Wyoming adopted any of the CCS. I am frustrated with how hard we are pushing our children at such a young age. Have you taken the time to go into school and visit with these children. Have you taken the time to truly visit with K - 12 teachers throughout the entire State. We are causing children to feel like failures at the age of 5 because of CC and what it is expecting of our children. I believe children are more stressed, desire to dropout because of the push that CC is causing. Maybe it is time to gain a relationship with a few 5, 8, 10, 14, 17 year olds and see if the academic push is really what is needed or if some time to build relationships is more important. I feel that each of you need to step back and think about your own school experience. What teacher had an effect on you and why did he/she have that impression on you? I am going to guess, because he/she had time to care and build a relationship with you. You didn't feel stressed, pressured or like a failure because what was being taught was appropriate for your age. Take some time to reflect!

2013-14 S.S. Survey

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
ID #	Survey Date	Response21	Comment22	Open-Ended Response23
3006808421	01/08/2014	Yes		
3000308770	01/03/2014			
2996716769	12/31/2013	No	As I read the standards, I'm not sure that I exactly know what they mean and what is expected. How will students understand them?	It's great to provide challenging standards but they need to be realistic. These really aren't. How will they be assessed? If it is up to each district, I can guarantee that the assessments will not accurately measure these standards. If they did, most students will be as a basic level at graduation. Sad, but true. Will there be an exit exam that students need to pass in order to graduate?
2991778613	12/24/2013	No		
2991725693	12/24/2013	No	Does not meet all learning styles. Not all developmentally appropriate	There were a lot of socialist concepts. This is a Constitutional republic.
2971178173	12/11/2013	Yes		
2971169732	12/11/2013			
2970990390	12/11/2013	Yes		I like that there are levels of proficiency for each standard.
2970563648	12/11/2013	Yes		The standards overall are okay but there are a few troubling aspects. I feel that in order to adequately address standard 3 there would need to be a required course in economics which does not exist in all district currently. The standard is seems to be more of a subject specific standard than a curriculum standard. I am also concerned about standard 12.2.3 as it would seem to require a course in Wyoming history in grades 9-12 to address this one benchmark. Again, this seems to be forcing a course on districts.
2962104793	12/06/2013	No		
2961947937	12/06/2013	No		I do not believe that children should all be stuffed into the same shaped hole. There is no teaching being done with Common Core, it is just a guiding to get the results for a favorable review. No thinking encouraged by student based on family lifestyle and history should not be rewritten to meet anyone's agenda
2961861022	12/06/2013			
2957880006	12/05/2013	Yes		The standards appear to be detailed and provide an opportunity for flexibility.
2954753311	12/03/2013	Yes		
2951320345	12/02/2013			
2935741918	11/22/2013			

2013-14 S.S. Survey

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
ID #	Survey Date	Response21	Comment22	Open-Ended Response23
2933988790	11/21/2013	Yes		
2933988443	11/21/2013			
2925824830	11/18/2013			
2883139949	10/26/2013	No	There is too much content to cover.	Wyoming's veteran population does not understand why the wars and patriotism are no longer taught. Children need to understand that freedom isn't free. I do not believe the standards are written is such a way that teachers will make connections between the standards and the essential historical events of our country's history. There is a lot of content to cover especially when funding is based on math and English Language Arts. On a full week of school with no schedule interruptions, I only spend about 1.5 hours per week on social studies. The content in these standards will be difficult to cover.

2013-14 S.S. Survey #2

															Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to reach that expectation.
Respondent ID	Start Date	Participant's District		Participant's Role (choose all that apply)												
Column1	Column3	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3111389367	3/7/2014 18:42	Campbell						IF/Coach							Yes	Yes
3103210126	3/4/2014 3:53	Lincoln 2		Elem.											No	
3102003726	3/3/2014 16:56	Park 6				H.S.									Yes	Yes
3100131634	3/2/2014 2:19	Park 6				H.S.									Yes	Yes
3095744284	2/27/2014 14:33	Park 6				H.S.									No	
3088061352	2/24/2014 4:47	Park 6				H.S.									Yes	Yes
3087996980	2/24/2014 3:19	Park 6			MS/JHS										Yes	Yes
3081655492	2/19/2014 22:56	Johnson									Parent		Comm. M.		Yes	Yes

2013-14 S.S. Survey #2

2013-14 S.S. Survey #2															Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to reach that expectation.
Respondent ID	Start Date	Participant's District		Participant's Role (choose all that apply)												
Column1	Column3	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3081072182	2/19/2014 18:34	Park 6				H.S.									Yes	Yes
3080932643	2/19/2014 17:31	Platte 1			MS/JHS	H.S.									Yes	Yes
3080480865	2/19/2014 14:47	Park 6			MS/JHS										Yes	Yes
3079703108	2/19/2014 4:03	Park 6										Bus. M.	Comm. M.		Yes	Yes
3079255155	2/18/2014 22:53	Park 6			MS/JHS										Yes	Yes
3060060793	2/8/2014 17:41	Natrona		Elem.		H.S.								retired	Yes	Yes

2013-14 S.S. Survey #2

2013-14 S.S. Survey #2															Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to reach that expectation.
Respondent ID	Start Date	Participant's District		Participant's Role (choose all that apply)												
Column1	Column3	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3054506613	2/5/2014 21:55	Laramie 1			MS/JHS	H.S.		IF/Coach			Parent	Bus. M.	Comm. M.	Professor, Dean Emeritus & Human Resources Director	Yes	Yes
3053470892	2/5/2014 14:40	Platte 1			MS/JHS										Yes	Yes
3051979898	2/4/2014 19:54	Natrona				H.S.									Yes	Yes
3051906912	2/4/2014 19:27	Natrona				H.S.									No	
3049913751	2/3/2014 22:06	Laramie 1												collge student	Yes	Yes
3048278476	2/3/2014 5:57	Goshen				H.S.					Parent				Yes	Yes
3037349870	1/27/2014 19:45	Park 6									Parent				Yes	Yes
3035052052	1/25/2014 23:01	Platte 1											Comm. M.		Yes	Yes
3034098251	1/24/2014 22:58	Platte 1												School board member	Yes	Yes

2013-14 S.S. Survey #2

2013-14 S.S. Survey #2															Have you read the DRAFT Wyoming Social Studies Standards document in its entirety?	I understand that standards are not curriculum. Standards are what students are expected to know and be able to do. Curriculum is the program or plan to reach that expectation.
Respondent ID	Start Date	Participant's District		Participant's Role (choose all that apply)												
Column1	Column3	Response	Other	Elem.	MS/JHS	H.S.	CD	IF/Coach	Principal	Supt.	Parent	Bus. M.	Comm. M.	Other3	Response4	Response5
3033601506	1/24/2014 18:32	Albany				H.S.									Yes	Yes
3031401120	1/23/2014 17:37	Natrona			MS/JHS										Yes	Yes
3030757397	1/23/2014 12:15	Natrona		Elem.											Yes	Yes
3029566480	1/22/2014 19:23	Park 6											Comm. M.		Yes	Yes
3026223864	1/21/2014 2:38	Natrona		Elem.											Yes	Yes
3021545525	1/17/2014 14:33	Sweetwater 1				H.S.									Yes	Yes
3018182015	1/15/2014 20:54	Natrona						IF/Coach							Yes	Yes

2013-14 S.S. Survey #2

[illegible]

2013-14 S.S. Survey #2

[illegible]

2013-14 S.S. Survey #2

[illegible]

2013-14 S.S. Survey #2

[illegible]

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
3111389367	3/7/2014 18:42	Yes		Yes		Favorable	
3103210126	3/4/2014 3:53						
3102003726	3/3/2014 16:56	Yes	most do	Yes	most do	Favorable	
3100131634	3/2/2014 2:19	Yes		No		Favorable	
3095744284	2/27/2014 14:33						
3088061352	2/24/2014 4:47	Yes		Yes		Favorable	
3087996980	2/24/2014 3:19	No	I don't think it is very clear.	No		Unfavorable	The standards are rather narrow verses a more global perspective.
3081655492	2/19/2014 22:56	Yes		Yes		Favorable	

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
3081072182	2/19/2014 18:34	Yes		Yes		Unfavorable	Having worked on standards for 20 years, I understand that standards are NOT content; however, while these social studies standards are an improvement, they are still so vague that they allow for a wide gap in consistency from school to school and a lack of rigor, and consistency and rigor are the entire point of standards. The science standards are much tighter. Perhaps the difference is attributable to the fact that science is on the state test, while social studies is not.
3080932643	2/19/2014 17:31	Yes		Yes		Favorable	
3080480865	2/19/2014 14:47	Yes		Yes		Favorable	
3079703108	2/19/2014 4:03	Yes		Yes		Unfavorable	
3079255155	2/18/2014 22:53	Yes		Yes		Favorable	I see more rigor in the new standards.
3060060793	2/8/2014 17:41						

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
3054506613	2/5/2014 21:55	Yes		Yes		Favorable	
3053470892	2/5/2014 14:40	Yes		Yes		Favorable	
3051979898	2/4/2014 19:54						
3051906912	2/4/2014 19:27						
3049913751	2/3/2014 22:06	Yes		Yes		Favorable	
3048278476	2/3/2014 5:57	No		No		Favorable	
3037349870	1/27/2014 19:45	Yes		Yes		Favorable	
3035052052	1/25/2014 23:01	No		No		Unfavorable	
3034098251	1/24/2014 22:58	Yes	They spend nearly all the time on political theory rather than the constitution and the voice of our founding fathers	No		Unfavorable	We must not rewrite our history and we are not China or Iran. Our children need a clear mindset. They need only the actual facts and the belief system they choose should be up to them and their parents.,

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
3033601506	1/24/2014 18:32	Yes	They provide them. That does not mean I agree with them.	No	Standard 4.4 seems too easy for 12th grade students and should be shifted back. An 8th grade student should be able to show the 12.4.4 skill as it asks students to Describe rather than do analysis. This is inconsistent with the performance level descriptors.	Unfavorable	Only because there is no middle answer. There are flaws in inconsistencies between several benchmarks and performance level descriptors.
3031401120	1/23/2014 17:37	Yes		Yes		Favorable	
3030757397	1/23/2014 12:15	No	Would prefer to see it broken down each year rather than 2,5,8,etc	Yes		Favorable	
3029566480	1/22/2014 19:23						
3026223864	1/21/2014 2:38	Yes		No		Favorable	
3021545525	1/17/2014 14:33	No		No		Unfavorable	
3018182015	1/15/2014 20:54	Yes		Yes		Favorable	

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
3008680361	1/9/2014 21:48	Yes		No		Favorable	
3008668087	1/9/2014 21:42	Yes		Yes		Unfavorable	Way too big, needs to be narrowed down so that it is manageable to teach. We only have 1/2 hour per day.
3008668048	1/9/2014 21:42						
3008667743	1/9/2014 21:41	Yes			I'm not sure-----the draft is too long	Favorable	
3008651198	1/9/2014 21:33	Yes	I would like to see it broken down by grade level.	Yes		Unfavorable	Too much information for time that we have to allocate.
3007220818	1/9/2014 3:32	Yes		Yes		Unfavorable	They are opinion based. I personally do want desire for my children to read and study the King and the King. I prefer my children to learn what is already being taught. American/Wyoming curriculum. Learning about our state and our country is the most important thing they can be taught in SS.
3006808421	1/8/2014 22:00	Yes		Yes		Favorable	

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
3000308770	1/3/2014 22:33						
2996716769	12/31/2013 3:11	Yes		Yes		Unfavorable	These provide 12th grade standards so Social Studies classes taught at the 9th grade level will be expected to show achievement of these standards from that content but the students will be unprepared cognitively to do so at that stage in their intellectual development.
2991778613	12/24/2013 17:27	No		No		Unfavorable	
2991725693	12/24/2013 16:33	Yes		Yes		Favorable	
2971178173	12/11/2013 22:58	Yes		Yes		Favorable	They seem to follow a progression and are clear.
2971169732	12/11/2013 22:53						
2970990390	12/11/2013 21:18	Yes		Yes		Favorable	

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
2970563648	12/11/2013 18:28	Yes		Yes		Unfavorable	I mark these as unfavorable due to a couple of concerns. Some of the benchmarks are so fine grained that it would take a course in the content (economics) to address the benchmarks. While I like the new proficiency descriptors, they are much broader than the benchmarks and it is very possible to meet the descriptor while never addressing the benchmarks within the standard.
2962104793	12/6/2013 22:48			No		Unfavorable	
2961947937	12/6/2013 21:21	No		No		Unfavorable	
2961861022	12/6/2013 20:40						
2957880006	12/5/2013 3:12	Yes	The manner in which the Soc St standards are written in grade bands makes sense and provides for flexibility within the given grade levels.	Yes		Favorable	Given the grade bands that the standards are written in, teachers should be able to determine a progression of learning targets that will assure mastery by the time of the stated benchmark.
2954753311	12/3/2013 21:18	Yes		Yes		Favorable	

2013-14 S.S. Survey #2

Respondent ID	Start Date	Do the Social Studies Standards provide clear learning progressions across grade levels?		Do the Social Studies Standards provide clear learning progressions throughout each standard?		Overall, how would you rate the newly revised Social Studies standards? Please explain your answer.	
Column1	Column3	Response6	Comment	Response7	Comment8	Response9	Comment10
2951320345	12/2/2013 15:38						
2935741918	11/22/2013 3:55						
2933988790	11/21/2013 14:24	Yes		Yes		Favorable	
2933988443	11/21/2013 14:24						
2925824830	11/18/2013 2:48						
2883139949	10/26/2013 13:36	No	The information would be better if it were written in the same format as the science standards. Each grade-level would clearly know the expectations.	No	Add more explicit information for every grade level.	Unfavorable	It should look like the science standards OR science should look like social studies. It is frustrating to try to understand both when one format would be a more effective way to clearly communicate.

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
3111389367	3/7/2014 18:42	Yes		
3103210126	3/4/2014 3:53			
3102003726	3/3/2014 16:56	Yes		
3100131634	3/2/2014 2:19	Yes		There are some 12 grade standards that would be difficult to reach if there was not a specific economic course available to students. Also there are some standards that are not accurately connected to the Grade level descriptors.
3095744284	2/27/2014 14:33			
3088061352	2/24/2014 4:47	Yes		
3087996980	2/24/2014 3:19	No	Not necessarily accessible	
3081655492	2/19/2014 22:56	Yes		

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
3081072182	2/19/2014 18:34	No		
3080932643	2/19/2014 17:31	Yes		
3080480865	2/19/2014 14:47	Yes		
3079703108	2/19/2014 4:03	No	Am not aware of accessibility at this time	There seems to be an ideological agenda to these standards that may not be agreed upon by all.
3079255155	2/18/2014 22:53	Yes		
3060060793	2/8/2014 17:41			

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
3054506613	2/5/2014 21:55	Yes		These are the maturation of the early Skinner work on developmental learning. An excellent description of how an education destination of a well developed scholar will unfold. Good on the Board.
3053470892	2/5/2014 14:40	Yes		after a year in place need feedback suvey on suggestions and comments
3051979898	2/4/2014 19:54			
3051906912	2/4/2014 19:27			
3049913751	2/3/2014 22:06	Yes		
3048278476	2/3/2014 5:57	Yes		
3037349870	1/27/2014 19:45	Yes		
3035052052	1/25/2014 23:01	No		
3034098251	1/24/2014 22:58	No	They are challanging, but inappropriate	The curriculum should not reflect anyone's unsubstantiated opinion of social reform, but a past unbiased appraisal of our society.

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
3033601506	1/24/2014 18:32	No	Again no middle ground to answer. Once the benchmarks and performance level descriptors are realigned in a few areas, then I believe they will be.	Generally OK, but Standard 6 seems very redundant when compared to the Common Core. Also the wording on Standard 6 seems to have been set as to not violate the copyright of the CCSS and thus have become strange, needlessly vague, and redundant.
3031401120	1/23/2014 17:37	Yes		Nice addition with Standard 6...great tie in to the CC
3030757397	1/23/2014 12:15	No	Not sure how to answer without teaching it yet.	As a fourth grade teacher, what will I use to judge? Second grade? Fifth grade? Is my Wyoming Crossroads book still an acceptable resource or will I need newer material? What training, if any will be involved? Good to see alignment, but as a fourth grade teacher I will need more guidance.
3029566480	1/22/2014 19:23			
3026223864	1/21/2014 2:38	Yes		
3021545525	1/17/2014 14:33	No		
3018182015	1/15/2014 20:54	Yes		

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
3008680361	1/9/2014 21:48	Yes		
3008668087	1/9/2014 21:42	No	again, too extensive	
3008668048	1/9/2014 21:42			
3008667743	1/9/2014 21:41	Yes		Right now it would be a real challenge to include these each day. We're barely finding time to teach what we're required to now!
3008651198	1/9/2014 21:33	Yes		
3007220818	1/9/2014 3:32	No	They are too high!	I am opposed to Wyoming adopted any of the CCS. I am frustrated with how hard we are pushing our children at such a young age. Have you taken the time to go into school and visit with these children. Have you taken the time to truly visit with K - 12 teachers throughout the entire State. We are causing children to feel like failures at the age of 5 because of CC and what it is expecting of our children. I believe children are more stressed, desire to dropout because of the push that CC is causing. Maybe it is time to gain a relationship with a few 5, 8, 10, 14, 17 year olds and see if the academic push is really what is needed or if some time to build relationships is more important. I feel that each of you need to step back and think about your own school experience. What teacher had an effect on you and why did he/she have that impression on you? I am going to guess, because he/she had time to care and build a relationship with you. You didn't feel stressed, pressured or like a failure because what was being taught was appropriate for your age. Take some time to reflect!
3006808421	1/8/2014 22:00	Yes		

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
3000308770	1/3/2014 22:33			
2996716769	12/31/2013 3:11	No	As I read the standards, I'm not sure that I exactly know what they mean and what is expected. How will students understand them?	It's great to provide challenging standards but they need to be realistic. These really aren't. How will they be assessed? If it is up to each district, I can guarantee that the assessments will not accurately measure these standards. If they did, most students will be as a basic level at graduation. Sad, but true. Will there be an exit exam that students need to pass in order to graduate?
2991778613	12/24/2013 17:27	No		
2991725693	12/24/2013 16:33	No	Does not meet all learning styles. Not all developmentally appropriate	There were a lot of socialist concepts. This is a Constitutional republic.
2971178173	12/11/2013 22:58	Yes		
2971169732	12/11/2013 22:53			
2970990390	12/11/2013 21:18	Yes		I like that there are levels of proficiency for each standard.

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
2970563648	12/11/2013 18:28	Yes		The standards overall are okay but there are a few troubling aspects. I feel that in order to adequately address standard 3 there would need to be a required course in economics which does not exist in all district currently. The standard is seems to be more of a subject specific standard than a curriculum standard. I am also concerned about standard 12.2.3 as it would seem to require a course in Wyoming history in grades 9-12 to address this one benchmark. Again, this seems to be forcing a course on districts.
2962104793	12/6/2013 22:48	No		
2961947937	12/6/2013 21:21	No		I do not believe that children should all be stuffed into the same shaped hole. There is no teaching being done with Common Core, it is just a guiding to get the results for a favorable review. No thinking encouraged by student based on family lifestyle and history should not be rewritten to meet anyone's agenda
2961861022	12/6/2013 20:40			
2957880006	12/5/2013 3:12	Yes		The standards appear to be detailed and provide an opportunity for flexibility.
2954753311	12/3/2013 21:18	Yes		

2013-14 S.S. Survey #2

Respondent ID	Start Date	Are the expectations of the Social Studies Standards appropriately challenging, yet accessible for students?		Please use this space for any additional comments and/or questions for the Social Studies Standards Committee's consideration.
Column1	Column3	Response1 1	Comment12	Open-Ended Response13
2951320345	12/2/2013 15:38			
2935741918	11/22/2013 3:55			
2933988790	11/21/2013 14:24	Yes		
2933988443	11/21/2013 14:24			
2925824830	11/18/2013 2:48			
2883139949	10/26/2013 13:36	No	There is too much content to cover.	Wyoming's veteran population does not understand why the wars and patriotism are no longer taught. Children need to understand that freedom isn't free. I do not believe the standards are written is such a way that teachers will make connections between the standards and the essential historical events of our country's history. There is a lot of content to cover especially when funding is based on math and English Language Arts. On a full week of school with no schedule interruptions, I only spend about 1.5 hours per week on social studies. The content in these standards will be difficult to cover.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 24, 2014

ISSUE:

Chapter 10 Rules – Revised Standards for Science, Social Studies, Physical Education, and Career/Vocational Education

BACKGROUND:

Per W.S. 21-9-101, the State Board of Education is responsible for setting educational standards in the nine content areas. The content and performance standards are reviewed every five years. Chapter 10 reflects the revisions to the aforementioned content areas.

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to adopt the revised standards for Science, Social Studies, Physical Education, and Career/Vocational Education.

SUPPORTING INFORMATION ATTACHED:

Ch. 10 Rules Packet Includes:

- Governor's Memo
- Statement of Reasons
- Notice of Intent
- Proposed Ch. 10 Rules – Strike & Underline version
- Proposed Ch. 10 Rules – Clean version

PDF copies of the Responses to School District Questionnaires and Public Surveys have been sent for each of the aforementioned content areas.

PDF versions of the following were previously sent, reviewed, and presented for each of the aforementioned content areas:

- Revised Content and Performance Standards
- Crosswalks between the Revised Content and Performance Standards and the current

PDF versions of the Implementation Plan, Communication Plan, and Professional Development Plan were previously sent, reviewed, and presented.

PREPARED BY:

Laurie Hernandez, Supervisor of Standards, WDE

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS:



WYOMING

State Board of Education

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RON MICHELI
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PETE GOSAR
Treasurer, Laramie

SUE BELISH
Ranchester

KATHY COON
Lusk

RICHARD CRANDALL
WDE Director

HUGH HAGEMAN
Fort Laramie

CINDY HILL
State Superintendent

KEN RATHBUN
Sundance

GERALD REICHARDT
Wheatland

KATHRYN SESSIONS
Cheyenne

WALT WILCOX
Casper

BELENDIA WILLSON
Thermopolis

CHELSIE BAILEY
Executive Assistant

To: Honorable Matt Mead, Governor

From: Ron Micheli, Chair
Wyoming State Board of Education

Subject: Amended Rules for Chapter 10

Priority: HIGH – Deadline for response is **April 8, 2014**

Summary: The State Board of Education is proposing to amend rules for Chapter 10. The revised rules include the following changes:

- 2013 Wyoming Content and Performance Standards for Social Studies;
- 2013 Wyoming Content and Performance Standards for Science;
- 2013 Wyoming Content and Performance Standards for Physical Education; and,
- 2013 Wyoming Content and Performance Standards for Career & Vocational Education

Specific information on the changes can be found in the Statement of Reasons.

Agency Contact Name: Laurie Hernandez

Agency Contact Phone: 307-777-3469

Agency Contact Email: laurie.hernandez@wyo.gov

Governor's Response Options (to be completed by Governor's Office):

_____ Agency may proceed.

_____ Delay Public Comment and Set Up Meeting with

_____ Signature: Governor's Counsel

If no response has been received by the 10th working day, the Agency will proceed with these rules.

CHAPTER 10

WYOMING CONTENT AND PERFORMANCE STANDARDS

STATEMENT OF REASONS

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the following review committees: Science, Social Studies, Physical Education, and Career & Vocational Education, the Wyoming State Board of Education approved the adoption of the 2013 Revised Wyoming Content and Performance Standards for the above named content areas.

The Board is promulgating revised rules for the Science, Social Studies, Physical Education, and Career & Vocational Education standards. These standards define the knowledge and skills students should know and be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department's statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.



Notice of Intent to Adopt Rules

1. General Information

a. Agency/Board Name: <i>See attached list for references</i>		
b. Agency/Board Address	c. Agency/Board City	d. Agency/Board Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address		
h. Date of Public Notice:		i. Comment Period Ends:
j. Program(s) <i>See attached list for references</i>		

2. Rule Type and Information

a. Choose all that apply: <input type="checkbox"/> New Rules* <input type="checkbox"/> Amended Rules <input type="checkbox"/> Repealed Rules	
* "New" rules means the first set of regular rules to be promulgated by the Agency after the Legislature adopted a new statutory provision or significantly amended an existing statute.	
If "New," provide the Enrolled Act number and year enacted:	
b. Provide the Chapter Number, and Short Title of Each Chapter being Created/Amended/Repealed (if more than 5 chapters are being created/amended/repealed, please use the Additional Rule Information form and attach it to this certification)	
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
Chapter Number:	Short Title:
c. <input type="checkbox"/> The Statement of Reasons is attached to this certification.	
d. <input type="checkbox"/> N/A <input type="checkbox"/> In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Section 5 of the Rules on Rules).	
e. A copy of the proposed rules* may be obtained:	
<input type="checkbox"/> By contacting the Agency at the physical and/or email address listed in Section 1 above. <input type="checkbox"/> At the following URL: _____	

* If Item "d" above is not checked, the proposed rules shall be in strike and underscore format.

3. Public Comments and Hearing Information

a. A public hearing on the proposed rules has been scheduled. ☐ Yes ☐ No

If "Yes:"	Date:	Time:	City:	Location:

b. What is the manner in which interested person may present their views on the rulemaking action?

☐ By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members.

Requests for a public hearing may be submitted:

☐ To the Agency at the physical and/or email address listed in Section 1 above.

☐ At the following URL: _____

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption.

Requests for an agency response must be made prior to, or within thirty (30) days, after adoption of the rule, addressed to the Agency and Contact Person listed in Section 1 above.

4. Federal Law Requirements

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements. ☐ Yes ☐ No

If "Yes:"	Applicable Federal Law or Regulation Citation:
	Indicate one (1): <input type="checkbox"/> The proposed rules meet, but do not exceed, minimum federal requirements. <input type="checkbox"/> The proposed rules exceed minimum federal requirements.
	Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to: <input type="checkbox"/> To the Agency at the physical and/or email address listed in Section 1 above. <input type="checkbox"/> At the following URL: _____

5. State Statutory Requirements

a. Indicate one (1):

☐ The proposed rule change *MEETS* minimum substantive statutory requirements.

☐ The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please provide a statement explaining the reason the rules exceeds the requirements:

6. Authorization

a. I certify that the foregoing information is correct.

Printed Name of Authorized Individual	
Title of Authorized Individual	
Date of Authorization	

Distribution List:

- Attorney General and LSO: Hard copy of Notice of Intent; Statement of Reasons; Clean copy of the rules; and Strike-through and underline version of rules (if applicable).
- Secretary of State: Electronic version of Notice of Intent sent to rules@state.wy.us

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. **Authority.**

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. **Applicability.**

(a) These rules and regulations pertain to the 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).

Section 3. **Promulgation, Amendment, or Repeal of Rules.**

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. **Definitions.**

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards ~~at grades 4, 8, and 11 for science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education, and benchmark standards at grades kindergarten through grade 8 and grade 11 for language arts and mathematics~~, and the performance standards level descriptors as established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)] **The grade levels for benchmark standards for each content area are listed below:**

- Math – grades K, 1, 2, 3, 4, 5, 6, 7, 8, HS
- ELA – grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12
- Health – grades 2, 4, 6, 8, 12

- Fine & Performing Arts – grades 4, 8, 11
- Foreign Language – no grade levels; benchmarked among 6 performance levels
- Career & Vocational Ed. – grades 5, 8, 11
- Social Studies – grades 2, 5, 8, 12
- Physical Education – grades 2, 5, 8, 12
- Science – K, 1, 2, 3, 4, 5, 8, HS

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

Section 6. Wyoming State Board of Education Policies and Regulations.

(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

Section 7. Uniform Student Content and Performance Standards.

(a) Uniform student content and performance standards, including standards for graduation, are hereby incorporated by reference pursuant to W.S. 16-3-103(h) and include the following:

(i) Wyoming Language Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, ~~and~~ **amended on March 24, 2014;**

(A) Wyoming Science Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, ~~and~~ and amended on March 24, 2014;

(A) Wyoming Social Studies Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2016-2017 school year.

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, ~~and~~ and amended on March 24, 2014;

(A) Wyoming Physical Education Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2016-2017 school year.

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008, ~~and~~ and amended on March 24, 2014;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2016-2017 school year.

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated ~~November 19, 2008,~~ ~~and~~ September 23, 2011, ~~and~~ May 8, 2013, ~~and~~ March 24, 2014 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

Wyoming Department of Education

Chapter 10

Wyoming Content and Performance Standards

Section 1. Authority.

(a) These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended - 2002)[W.S. 21-2-304 (a) (i) (ii) (iii) and (iv)].

Section 2. Applicability.

(a) These rules and regulations pertain to the 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).

Section 3. Promulgation, Amendment, or Repeal of Rules.

(a) These rules and any amendments thereof shall become effective as provided by the Wyoming Administrative Procedures Act. (W.S. 16-3-101 through 16-3-115).

Section 4. Definitions.

(a) Common Core of Knowledge. Areas of knowledge each student is expected to acquire at levels established by the state board of education. [W.S. 21-9-101 (b)(i)]

(b) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the state board of education. [W.S. 21-9-101 (b)(iii)]. These skills may be integrated into the uniform student content and performance standards for the Common Core of Knowledge.

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards, and the performance standards level descriptors as established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)] The grade levels for benchmark standards for each content area are listed below:

- Math – grades K, 1, 2, 3, 4, 5, 6, 7, 8, HS
- ELA – grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12
- Health – grades 2, 4, 6, 8, 12
- Fine & Performing Arts – grades 4, 8, 11
- Foreign Language – no grade levels; benchmarked among 6 performance levels
- Career & Vocational Ed. – grades 5, 8, 11

- Social Studies – grades 2, 5, 8, 12
- Physical Education – grades 2, 5, 8, 12
- Science – K, 1, 2, 3, 4, 5, 8, HS

Section 5. Wyoming Statutes.

(a) All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

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(a) All public school districts, and the schools and personnel within those districts, must comply with applicable state board policies and regulations. (W.S. 21-2-304)

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(A) Wyoming Language Arts Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(ii) Wyoming Mathematics Content and Performance Standards as approved by the Wyoming State Board of Education on June 8, 1998, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Mathematics Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(iii) Wyoming Science Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, amended on November 19, 2008, and amended on March 24, 2014;

(A) Wyoming Science Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003, amended on November 19, 2008, and amended on March 24, 2014;

(A) Wyoming Social Studies Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2016-2017 school year.

(v) Wyoming Health Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on September 23, 2011;

(A) Wyoming Health Content and Performance Standards amended on September 23, 2011 shall be fully implemented on or before the first day of the 2015-2016 school year.

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on March 24, 2014;

(A) Wyoming Physical Education Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2016-2017 school year.

(vii) Wyoming Foreign Language Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013;

(A) Wyoming Foreign Language Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on March 24, 2014;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on March 24, 2014 shall be fully implemented on or before the first day of the 2016-2017 school year.

(ix) Wyoming Fine and Performing Arts Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on May 8, 2013.

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(b) The above-referenced content and performance standards are available at the Wyoming Department of Education website at edu.wyoming.gov, or are available at cost from the Wyoming Department of Education, 2300 Capitol Avenue, Hathaway Building, 2nd Floor, Cheyenne, Wyoming, 82002.

(c) The above-referenced content and performance standards dated September 23, 2011, May 8, 2013, and March 24, 2014 are the most current editions.

(d) The above-referenced content and performance standards do not include any amendments to or editions of the standards since the effective date of this rule.

**ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION**

DATE: March 24, 2014

ISSUE: Replacement for Advisory Committee

BACKGROUND:

SUGGESTED MOTION(s)/RECOMMENDATION(s):

I move to approve the recommended candidate, Christina Mills, for the appointment to the Advisory Committee as the replacement for Jack Patrick

SUPPORTING INFORMATION ATTACHED:

PREPARED BY: *Chelsie Oaks*
Chelsie Oaks, Executive Assistant

APPROVED BY: _____

ACTION TAKEN BY STATE BOARD: _____ **DATE:** _____

COMMENTS: