**Wyoming Department of Education**
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**MEMORANDUM NO. 2010-181**

**TO:** School District Superintendents
School Principals
Curriculum Coordinators
Professional Development Coordinators

**FROM:** Bob Bryant, WDE GEAR UP Coordinator
Educational Quality and Accountability Division

**DATE:** October 15, 2010

**SUBJECT:** Wyoming School-University Partnership – *In Praise of Education Conference*, Casper, Wyoming November 4-5, 2010

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**TIME SENSITIVE**

**Wyoming *In Praise of Education Conference*, November 4-5, 2010; Casper, WY**

The Wyoming School-University Partnership is sponsoring the Wyoming *In Praise of Education Conference* this coming November 4-5, 2010, in Casper at the Best Western Ramkota Hotel and Conference Center. The Partnership encourages you to let the educators in your districts and schools know about the conference and provide support for their attendance. The Partnership is inviting administrators and teachers to attend in its invitation below. Registration ends October 29, 2010, so there is limited time to act. Please share this information with your district professional development coordinator.

**Wyoming School University Partnership Invites You!**

Join us for the second statewide *In Praise of Education Conference* on November 4-5, 2010, in Casper! The conference is for all administrators and educators of all disciplines and levels interested in reinvigorating education in Wyoming. Topics include incorporating student voice and choice into the classroom, texting and student voice, using democratic principles to foster political and social democratic principals in teachers and students, and much more.

The conference is free for Partnership-member school district employees. To determine whether your district is a Partnership member, please go to http://uwacadweb.uwyo.edu/wsup/info.asp?p=26891. Register by October 29, 2010, at www.uwyo.edu/wsup.

Please see the attached Wyoming School University Partnership September Newsletter, "*The Partnership*" for more information.

Please contact Bob Bryant with questions at (307)721-1946 or rbryan@educ.state.wy.us.

RB: lh
Attachment

See pages 2 and 3 for the Wyoming In Praise of Education Conference, this fall in Casper.


# The Partnership

A Newsletter of the Wyoming School-University Partnership

The Partnership
Established 1986

September 2010


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Wyoming School-University Partnership

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*Edited and Designed by Brenna Wanous, Wyoming School-University Partnership*

## Teaching the Essentials of a Good Society in an Era of Standards

**by Donnan Stoicovy, Park Forest Elementary School; State College, Pennsylvania**

"The essentials of a good society are a wise and healthy people and a supportive culture. All else is derivative. The renewal of this culture requires a democratic people." - John I. Goodlad

Greetings from Central Pennsylvania! I am very honored to be your keynote speaker at the Wyoming In Praise of Education Conference this November. As an introduction, I would like to share some ideas and guiding principles of mine that will hopefully whet your appetite for the theme of the conference and, incidentally, are the drivers of Park Forest Elementary School where I work.

For the past 21 years I have been the lead learner at Park Forest, a K-5 school of about 500 hundred students, 45 teachers, 40 support staff and 10 Penn State University Professional Development School Interns. I have taught at the elementary and middle school levels, been a principal at the elementary and middle school levels and am currently a Ph.D. student at Penn State University. I love my school and the people (teachers, staff, parents, community members, university folks, and children) that I have the privilege to work with in State College. Our school's mission statement is "A caring community of learners connecting the classroom to the world outside." This multiple-meaning mission statement allows us to be deeply engaged in democracy, community, service learning, environmental education and inquiry. Each of these is intertwined within our school's fabric and embedded into our school's culture.

As educators and leaders on the district, building, or classroom level, each of us is encouraged by our inner sense of responsibility to the students, parents, families, and community which we serve. We all believe that each of our students is a learner capable of our highest expectations, therefore, we work hard to bring out the gifts and talents in each. We want them to know that regardless of their age, they are capable of using their voices and making a positive difference in their classroom, school, community, and the world. Their social development is at the core of our mission, as the civic engagement of our students is essential to the health of our democracy. It is very important that we never lose sight of these principles regardless of the academic and political pressure of the current accountability system. I don't know about you, but making sure that our students are great human beings, who work hard to make a difference, is at the core of my purpose!

We also seek to lead our various constituencies, in both formal and informal ways, to develop an expansive community-building perspective. We work hard to engage community members to help us define the essentials of their vision of an ideal school and of what makes good citizens. Our joint vision provides the framework that empowers us to strive to make our school a living democracy.

***Continued on page 7***

See pages 2 and 3 for the Wyoming In Praise of Education Conference, this fall in Casper.

# Wyoming In Praise of Education Conference, Nov. 4-5, Casper

## 2nd Statewide Conference celebrating Education in Wyoming

*Participants of the first Wyoming In Praise of Education conference, held January 28-29, 2010 in Casper, engage in small-group discussion and break-out sessions centered on democracy in education.*

In Praise of Education is an atypical theme for a conference. Not only does the title uncharacteristically start with a preposition, but praising education has not been a common practice in recent years. Testing education, yes; worrying about education, certainly. This is precisely why the Wyoming School-University Partnership chose to follow the lead of the National Network for Educational Renewal and host a second conference (the first was in January 2010) focusing not only on the issues of education, but more importantly, on the value of it.

It is a difficult time to be a teacher on many levels – personal, professional, societal, economic. However, the need for quality education and the passion in which it is delivered is also at its peak. After the first Wyoming In Praise of Education conference in January 2010, evaluations showed that celebrating teachers' great work and encouraging educators to continue on the rewarding, albeit sometimes rocky, road of their profession is an important use of precious time and energy.

> *"...Celebrating teachers' great work and encouraging educators to continue on the rewarding, albeit sometimes rocky, road of their profession is an important use of precious time and energy."*

For this reason, the Wyoming School-University Partnership is hosting the second statewide In Praise of Education conference November 4-5, 2010 at the Best Western Ramkota Hotel and Conference Center in Casper, Wyoming. All educators, administrators, organizational and institutional representatives, and other interested parties are invited to participate. The following page includes the conference goals and agenda. Professional Teaching Standards Board credit will be available for participating.

Keynote speaker Donnan Stoicovy of Park Forest Elementary School in State College, Pennsylvania will share her insight on the role of schooling in children's personal, academic, and democratic development. She will speak to ways of maintaining educators' passion for teaching and coping with the push-pull of standards and testing. She will provide examples of how we as educators are lead learners ourselves.

Donnan will be hosting a principals' dinner on Wednesday, November 3 during which she will conduct a hands-on, participatory workshop, from one principal to another, on ways to integrate active learning and democracy into the curriculum. The dinner-workshop costs $75 and requires pre-registration.

Please join us at the Wyoming In Praise of Education conference this November. Visit www.uwyo.edu/wsup for more info and to register.

## Wyoming In Praise of Education Conference Agenda

**Wednesday, November 3**

**6:00pm-9:00:** Working dinner – Donnan Stoicovy and Wyoming principals: *Making democracy work at a school building level.*

*Pre-registration and payment required.*

**Thursday, November 4**

**7:30am-10:00:** Partnership Governing Board Meeting*

**10:00-12:00:** Conference Welcome and Keynote by Donnan Stoicovy, *Question Authority/Question Reality*

**12:00-1:30:** Working lunch

**1:45-2:45:** Breakout I

a. Walk Your Talk: Bring Democracy Alive for Your Students

b. Classroom Inquiry: Three Innovations in Teaching, Reading, and Writing

c. Voice and Choice in the Classroom-a Key to Dropout Prevention

d. Project Citizen: Using Democratic Practices to Foster Political and Social Democratic Principles in Teachers and Students, Grades 6-16

**3:00-4:00:** Breakout Session II

a. Walk Your Talk: Bring Democracy Alive for Your Students

b. Student Centered Health Education

c. Constitutional Literacy in the Elementary

d. Star Lane Snapshot

**4:00-5:30:** Networking and no-host reception

**5:30-7:30:** Dinner and panel discussion

**7:30-9:00:** Networking

**Friday, November 5**

**8:00am-8:30:** Breakfast

**8:30-8:45:** Announcements

**8:45-9:45:** Focused Table Conversations – Democracy, Schooling, and the Public Good

**10:00 -11:00:** Breakout session III

a. Texting and Student Voice

b. Classroom Inquiry: Three Innovations in Teaching, Reading, and Writing

c. Project Citizen: Using Democratic Practices to Foster Political and Social Democratic Principles in Teachers and Students, Grades 6-16

**11:15-12:15:** Breakout session IV

a. Texting and Student Voice

b. Statewide Systems of Support: A Case for Mentoring and Renewal

c. Constitutional Literacy in the Elementary

d. Star Lane Snapshot

**12:30-2:30:** Lunch, panel discussion, wrap up, evaluation

**2:30:** Adjourn

### *Partnership Governing Board Meeting

**Date**: November 4, 2010 **Time**: 7:30am-9:30am

**Location**: Best Western Ramkota Hotel and Conference Center, 951 N. Poplar Ave, Casper

**RSVP by**: October 29, 2010 to bwanous@uwyo.edu or 307-766-3274

## Conference Registration

**Deadline**: October 29, 2010

**Register at**: www.uwyo.edu/wsup *Registration is required.*

**Fees**: ***Partnership Members**** *(see page 4 or www.uwyo.edu/wsup to determine if your district or organization is a member)*

Conference only - free
Dinner only - $75
Conference and dinner - $75

***Partnership Non-Members***

Conference only - $70
Dinner only - $75
Conference and dinner - $125 (discount package)

**This conference is free for Partnership member districts, institutions and agencies as a membership benefit.*

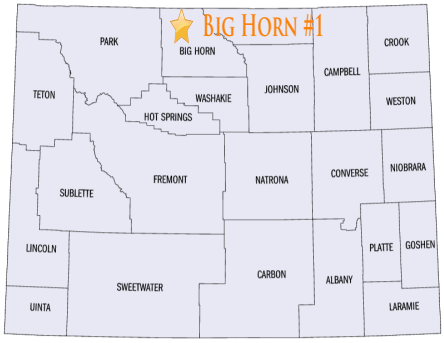
## Diana Clapp, Fremont #6, Named 2011 Wyoming Superintendent of the Year

Diana Clapp, Superintendent of Fremont County School District #6 in Pavillion for the past seven years, was named the Wyoming Association of School Administrator's 2011 Superintendent of the Year.

Diana's leadership is clear in her district, including a new preschool and plans for a new elementary, and extends beyond Fremont County. Diana serves on the Wyoming P-16 Education Council consensus building committee to examine dual and concurrent enrollment issues, and chairs the Wyoming School Facilities Commission. She has been a member of the Wyoming School-University Partnership's governing board since January 2010.

Visit www.wasa-wy.org to learn more.

# Big Horn County School District #1 Joins the Partnership




Big Horn County School District #1 (Cowley, Burlington) is the newest member of the Wyoming School-University Partnership effective August 2010. The district is responsible for the education of over 600 students in six north-central Wyoming schools. While the district is smaller than many in the state, its needs for postsecondary collaboration, successful student transitions, and working with online technology trends are equally as great.

Big Horn #1's superintendent Shon Hocker identified the Partnership's timely professional development opportunities for the district's teachers and administrators, and opportunities to "discuss and actively participate in shaping the culture of education for students and teachers" as reasons for joining. Examples of these opportunities are the four high school to higher education transitions meetings held in spring 2010, the Partnership's statewide In Praise of Education conference, online book-study groups, and mini-grants distributed to support teachers' work on focused projects.

Prior to joining, Shon said he discussed the benefits of membership with Platte County School District #2's superintendent, Dave Barker, as well as Superintendent Diana Clapp of Fremont County School District #6. "I was concerned that a smaller district like Big Horn #1 might not see the benefits [of membership] as specifically as a larger district," said Shon. "Fortunately, Dave and Diana put my concerns to rest."

The Wyoming School-University Partnership is a collaborative effort to renew education in Wyoming and improve teacher education.

Through annual membership fees, members of the Partnership support the various meetings and programs held around the state to meet these goals.

**2010-2011 members include:**

- Albany #1
- Big Horn #1
- Campbell #1
- Carbon #2
- Converse #1
- Fremont #1, #6, #14, and #25
- Goshen #1
- Hot Springs #1
- Laramie #1
- Natrona #1
- Niobrara #1
- Park #1
- Platte #2
- Sublette #1
- Sweetwater #1 and #2
- Unita#1
- Washakie #1
- Wyoming's seven community colleges
- Wyoming Department of Education
- Wyoming Education Association
- UW College of Arts and Sciences
- UW College of Education

# Outgrowth of April's World Languages Transition Meeting:
## Languages Work Group Plans for October 22 Statewide Meeting

Over the summer a small work group met for a series of conference calls to develop recommendations for common learning expectations for French, German, and Spanish 1010 and a statewide placement process.

*World Languages Institute participants collaborate to increase student success.*

Members of the work group include Leslie Boaz, Wheatland High School; Diane Chamberlain and Carol Kirkwood, Laramie High School; Mary Ellen Ibarra-Robinson, Northwest Community College; Brandee Mau, Gillette High School; Kevin Larsen and Duane Rhoades, University of Wyoming, and Scott Underbrink, Natrona High School, Casper. Audrey Kleinsasser is the group's convener.

The group will be sharing its recommendations at the annual Wyoming Foreign Language Teachers' Association conference, October 21-23, in Casper. Go to www.wflta.org for more information about the conference and the statewide language teachers' group.

The work group is an outgrowth of the April 18-19 statewide World Languages Institute hosted by the Wyoming School-University Partnership and supported with funds from the Qwest Foundation. At that meeting, those in attendance agreed that one way to move forward as a state would be to share common expectations for the three major languages' 1010 courses and agree, in principle, to placement procedures for admittance to college and university level work. The 1010 course seemed to be an important starting point as faculty at the high school, community college, and university levels teach the course, with dual and concurrent enrollment options available to most Wyoming high school students.

Also this summer, the group examined a variety of placement tests and processes. They went to public and private university websites to examine procedures, and looked at tests such as WebCAPE and PLACE/STAMP. In its work, the work group has been mindful about state and national standards for language learning and the need to encompass multiple goals.

In addition to the conference calls, the group used Wiggio, a social media software enabling group work to archive and share documents, schedule meetings, and send messages and reminders. To learn more about Wiggio, contact Brenna Wanous at bwanous@uwyo.edu or go to the Wiggio website at www.wiggio.com.

# Online technology forum provides new tools, ideas for teachers

**by Kat Hughes, UW Outreach School**

The University of Wyoming's second e-Volution Technology Forum: *Innovations in Learning Environments*, will explore ways teachers of all kinds of learners are using technology in the classroom. The forum will be held on the UW campus in Laramie September 30-October 1. Participation is also available online during or after the event. Registration is free and available at www.uwyo.edu/techforum.

The forum will feature several sessions with hands-on technology presentations, ranging from how to use computer games to engage students during class to how to set up and deliver your own podcasts. Two guest speakers, Janet Bruwelheide and Jeff Borden, will focus on copyright and plagiarism, and why technology is important for learning.

A hands-on, post-forum workshop centered on how, when, and why to use Elluminate is offered Friday, Oct. 1 from 1:30 to 3:30 p.m. Elluminate is a computer software tool to facilitate distance learning, screen sharing, and communication.

*Photo courtesy of Kaijsa Calkins, UW Libraries*

True to its theme, the e-Volution forum will use technology to make distance participation possible and easy. Anyone can watch any of the sessions by visiting www.uwyo.edu/techforum and clicking on the desired session. By watching the presentation live, distance participants can type in questions for the presenter to address. All sessions will be recorded and available after the forum is finished. Last year's forum drew over 100 onsite participants and an additional 25 to 35 participants per session remotely.

Christi Boggs, instructional designer for the UW Outreach School and co-chair of the event, noted that the forum is a great opportunity for teachers to see what technology is available and how it can be applied in education.

"We want participants to learn what tools their peers are using, and see that they can use them as well," Boggs said. "There is really exciting technology that can help teachers reach students in different ways, and most of it is relatively easy to use. You can get a lot of great ideas in a really short amount of time."

The forum schedule, speaker information, and free registration is available at www.uwyo.edu/techforum. Space onsite is limited, so register by September 23.

# UW Science Posse Lassoes Young Scientists

**by Science Posse Team**

In classrooms across the state, and in labs on the campus of the University of Wyoming, PhD students in red shirts challenge students to model amusement park rides using M&Ms and slinkys, use differential medical diagnostics to determine the cause of a town's bizarre symptoms, raise questions using dry ice, and classify skulls as belonging to predators, carnivores or omnivores.

Who are these red-shirted PhD candidates? They are members of the University of Wyoming Science Posse, a group of graduate students in science, technology, engineering and mathematics (STEM fields) who have a passion for science and education that they bring to middle and high school students and teachers around the state.

The goals of the Posse are to create excitement and interest in science and math, to encourage students to take more science and math classes, and to inspire students to pursue careers in STEM fields. Being a Posse member also hones the Fellows' skills at communicating technical topics in an interesting and accessible manner.

The Science Posse is supported by a grant from the National Science Foundation, the School of Energy Resources and the University of Wyoming. Since its inception in 2006, the Science Posse has traveled to 19 of Wyoming's 23 counties to work with teachers and students in 51 schools.

Although the state of Wyoming is expansive, the Science Posse offers unrivaled support for Wyoming educators, scientific inspiration for Wyoming students and a unique experience for STEM doctoral students. Like a posse in the old West, the Science Posse figuratively bands together to help its neighbors across the state, bringing fresh expertise into classrooms, engaging students in ways their teachers cannot—and leaving Posse members', teachers', and students' lives enriched.

More information is available at www.scienceposse.org

*Photos courtesy of UW Science Posse*

# H.S. Faculty Visit UW Classes; UW Faculty Visit H.S. Classes

Join Mark Lyford and Audrey Kleinsasser at the School Improvement Conference Monday, September 27, to learn more about a site swap program open to all Wyoming School-University Partnership school districts. The Spring 2010 site swap pilot targeted science, but will expand to other Hathaway Success Curriculum content areas, based on interest.

The purpose of the swap is for secondary and post-secondary faculty to visit each other's sites to better understand students' learning and social cultures and, in turn, help students be more successful in their current and future studies.

The first visit was hosted at UW in February. A number of Carbon County School District #2's administrators and science teachers from Encampment, Hanna, and Saratoga spent a Thursday evening participating in a biology laboratory section and talking with the lab director and the graduate teaching assistants over a boxed dinner.

The following day, the group met over breakfast with faculty from biology, English, and chemistry to discuss issues related to student transitions from high school to college. The Carbon #2 group also attended a large biology lecture class to experience the large-lecture setting students often find themselves in as first-year college students.

Later in the semester, UW faculty returned the visit, experiencing high school classes in Hanna and Saratoga. The UW and Carbon #2 group concluded the site swap by sharing their experiences over lunch.

*UW chemistry and zoology faculty and graduate assistants discuss student achievement and challenges with Carbon #2 faculty and administration during the site swap pilot.*

Although faculty from both levels exchanged and examined teaching materials, books, and course outlines, the real value of the swap is candid and informal discussions about issues that bridge secondary and postsecondary levels.

To learn more about the opportunity or to schedule a swap, contact Audrey Kleinsasser at 307-766-6358 or dakota@uwyo.edu.

# NNER Summer Symposium 2010: Participant Reflections

In July 2010, three Wyoming educators attended the National Network for Educational Renewal's Summer Symposium in Seattle, WA, with the Partnership's support. Below are their reflections on symposium activities.

*Wyoming participants Francisco Rios (left) and Paige Fenton-Hughes (second from right) during the democracy walk in Seattle.*

***Kevin Roxas, University of Wyoming:*** One of the important linkages made at the workshop for me was the link between democracy and social justice and how these concepts are intertwined. [We] studied the history of the NNER and its core mission, the conditions necessary for advancing the work of the organization, and strategies for the simultaneous renewal of partnerships back at our home sites.

***Paige Fenton-Hughes, Wyoming Department of Education***: One of the things that I found to be the most thought-provoking was the idea of how K-12 schools, colleges, and the university here, are preparing our students to be contributors in a democratic society. A role of the Partnership might be to facilitate a discussion among educators at all levels about how to best guide our students down this path of responsible citizenship while still meeting all the demands the accountability movement brings to our schools.

*(Visit www.wyomingpartnership.blogspot.com to read Paige's blog entries during and reflecting upon the NNER Summer Symposium.)*

***Francisco Rios, University of Wyoming:*** Much of what I gained was a greater appreciation both for the diversity of people's experiences but also the ways they conceive of "democracy" and how they connect these conceptions to schooling. [The dialogue] was an excellent example of democracy in action: employing critical thought, engaging in respectful dialogue, valuing diverse points of view, and promoting broad social interests.

*One of the interactive signs which NNER participants were encouraged to engage in.*
*Photos courtesy of Paige Fenton-Hughes.*

# P-16 Council wants your feedback on dual/concurrent enrollment

**by Kelley Pelissier, Wyoming P-16 Council**

The Wyoming P-16 Education Council is holding a series of meetings in the state and offering a survey to gather input from stakeholders on proposed guidelines for dual and concurrent enrollment courses. Anyone with an interest in this topic is invited to participate in this process by taking a survey designed around initial statements of policies and guidelines developed to ensure that all Wyoming high school students have equitable and affordable access to quality dual and concurrent courses. To take the survey, visit the Council website at www.wp-16.org, and click on the "Current Work" tab.

*Stakeholders meet to discuss dual and concurrent enrollment issues and goals at one of the Wyoming P-16 Education Council's summer consensus building meetings.*
*Photo courtesy of Wyoming P-16 Education Council.*

The initial policies and guidelines originated from two June meetings, attended by 36 stakeholders including representatives of the community colleges, school districts, Wyoming Community College Commission, UW, Wyoming Department of Education, students and parents, BOCES/BOCHES, and the business sector.

Since then, the Council, working with consultants Rae Lynn Job and Sue Riske, has continued gathering input as to how the initial proposals would work in implementing dual and concurrent enrollment programs.

Meetings have been held in Riverton and Rock Springs, and another is set in Sheridan on September 22, at Sheridan College Main Street. See the Council's website for more information, www.wp-16.org.

This work is being done in response to 2010 legislation that required the Wyoming Community College Commission to develop minimum education standards for agreements between school districts and the community colleges/university for post secondary enrollment options. The legislation called for the Commission to develop these standards through a broad-based consensus process.

The 36 member consensus group that met in June will reconvene October 5 and 6 in Casper to discuss the input gathered from the public meetings, survey, and other efforts before making final recommendations on policies and standards.

**Concurrent enrollment courses** are college courses taught by high school faculty who have been approved as community college adjunct faculty and who are teaching the same course as part of their duties as a district employee.

**Dual enrollment credit** is given to qualified high school students who complete college-level courses for which the community college hires and pays the instructor and in which the public school district agrees to allow high school graduation credit.

## Teaching the essentials

***continued from page 1***

While continuing to endeavor towards these high ideals, reality occasionally reaches up and grabs us by the throat, reminding us that it is out there. In my school's case, Park Forest was recently placed in "warning" because we only met 16 out of 17 targets as identified by Pennsylvania under ESEA, having missed the one other target (IEP Reading) by .255 points.

After many restless nights through the Pennsylvania Department of Education's appeal process, I remain steadfast in my resolve that my values and beliefs are central to my modus operandi and are essential for personal and professional balance. If I am not balanced, then my teachers will feel it and consequently may not be balanced in their classrooms, ultimately rattling our students. It is important for me, as the lead learner, chief worrier, and biggest advocate, to understand when and how to shield my school.

I am constantly reminded that our profession is a "calling" or as my superintendent reminds us, that we are engaged in mission work on a daily basis. Teaching has a well-developed sense of purpose that leads us toward democratic social improvement that cuts across political, national, class, gender, racial, ethnic, and religious boundaries. It is my goal to keep my sights on that democratic target rather than the other Pennsylvania/ESEA conceived targets that are put in front of me. I hope to share with you some of the resilience and tenacity of my staff and the positive energy with which we are forging ahead. We resolve not to let this get us down.

*"Teaching has a well-developed sense of purpose that leads us toward democratic social improvement that cuts across boundaries."*

It will be a great experience for me to meet you and to learn more about the successes that you are celebrating in Wyoming! Some of our shared reading will help focus us on the task at hand - to develop a democratic people within a standards-based climate. In closing, I find myself compelled to return to the opening quote from John Goodlad, "We are seeking to develop a wise and healthy people."

# Education Optics

## A National Vision for Teacher Education

## A Conversation with the Candidates: Grounding the Work of Schooling in Big Ideas

**by Audrey Kleinsasser, Director of the Wyoming School-University Partnership**

Over the last five years, the Wyoming School-University Partnership's Governing Board has spent anywhere from 30-90 minutes at each regular meeting in a grounding activity. The grounding is a dedicated time, usually prompted by a short advance reading, aimed to bring board members back to big ideas about the public and private purposes of schooling in a democracy.

This summer, board members discussed an excerpt from *Hugging the Middle: How Teachers Teach in an Era of Testing and Accountability*, a book by Stanford Professor Larry Cuban. In it, Cuban distinguishes good teaching from effective teaching, particularly in the way teachers hug the middle when faced with externally driven policy decisions such as those of No Child Left Behind.

The distinction between the words good and effective prompted a Governing Board discussion that ended with the following observation from one of the school district superintendents. He reported that parents tell him they want their kids to like school and for school to be fair. It's a challenge, he said, to get parents to "step up to the plate for kids to do better on tests," since what parents want for their children is different from what the federal government wants from schools. Above all, the superintendent concluded, "Schools have to be worth liking. I don't blame kids for not wanting to participate."

Schools worth liking and work worth participating in. These are big ideas far more complicated than they sound. Both ideas ground teaching and learning in policy initiatives that determine the length of the school day and year (Wyoming's mandatory 175 days ranks as one of the shortest school calendars in the nation) and a curriculum leading to college and career readiness. At the same time, anything we expect from school-aged children and youth relates to the professional development school personnel will always need and deserve.

Get involved and use your voice. Cindy Hill and Mike Massie, the candidates for state superintendent of public instruction, have emphasized that they want to listen and learn. Talk with the students you see daily; find out what they think. Host a conversation about schooling with extended family, neighbors, and colleagues. Attend candidate forums for all of the statewide offices, but especially those featuring Ms. Hill and Senator Massie. If you can't attend, go to their websites and email them directly.

In a slim volume called *The Open Space of Democracy*, author and naturalist Terry Tempest Williams writes that democracy is distinguished by citizens' framing and solving problems through conversation. Such conversations educate, inform, and persuade. Be in conversations that ground the work of public education.

**September 2010**

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |

**October 2010**

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|
| 27 | 28 | 29 | 30 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**November 2010**

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |

## Calendar of Events

*More information and registration is available at www.uwyo.edu/wsup*

**Sept. 24-25:** Second University of Wyoming Literacy Education Conference; Laramie.

**Sept. 30 - Oct. 1:** e-Volution Technology Forum: *Innovations in Learning Environments;* Laramie and online.

**Oct. 7-9:** National Network for Educational Renewal Fall Conference; Normal, IL

**Oct. 21-23:** Wyoming Foreign Language Teachers Association Conference; Casper.

**Nov. 3:** In Praise of Education Principal's Dinner with Donnan; Casper.

**Nov. 4:** Wyoming School-University Partnership Governing Board meeting; Casper.

**Nov 4-5:** Wyoming In Praise of Education Conference; Casper.

**Jan. 20:** Wyoming School-University Partnership Governing Board meeting; Casper.

www.uwyo.edu/wsup