

Communication and Trust: Rebuilding the Relationships that Foster Collaboration

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Wyoming
Population 563,626

Casper

population 55,000

Natrona County

population 69,000



Wyoming College System



University of Wyoming

13,000 Students

Laramie, Wyoming

Seven Community Colleges

 **Casper College**

CASPER, WYOMING

6,000 students

143 Associates Degrees, 39 Certificate Programs

NATRONA

COUNTY SCHOOLS

11,500 Students

2 Main High Schools

- 3,400 High School students total





BOCES

**Board of Cooperative
Educational Services**

- Partnership between Casper College and Natrona County School District
- Generates approximately \$1.3 million from property taxes
- Funds and manages our ACE Program



World Languages Articulation Project

- **Hathaway Scholarship requires 2 years of Foreign Language**
- **Rural and Urban differences**

The Project

How things started up in our unique environment

BOCES GRANT: WORLD LANGUAGES ARTICULATION

- GOALS (2010-2011)
 - Enhance quality of concurrent enrollment courses
 - Clarify areas in which CE in world languages can be earned
 - Build a positive and trusting relationship between Casper College, NCSD#1, and UW/CC
 - Create a system which consistently validates student activities based on outcomes stated in articulation agreements

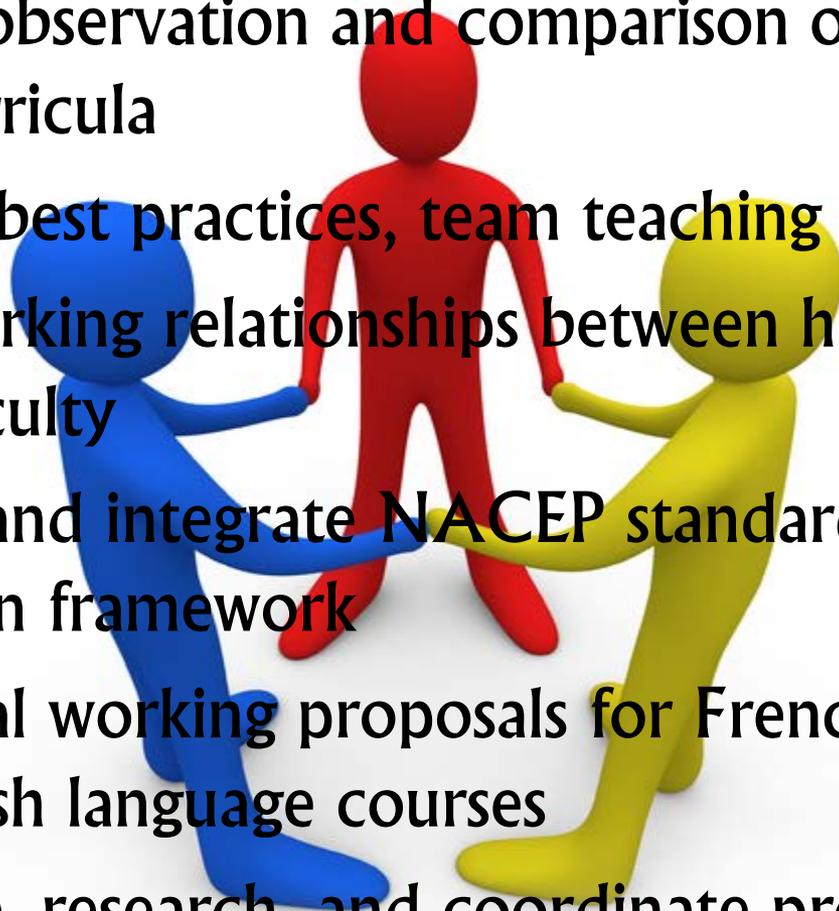


- **GOALS (cont.)**

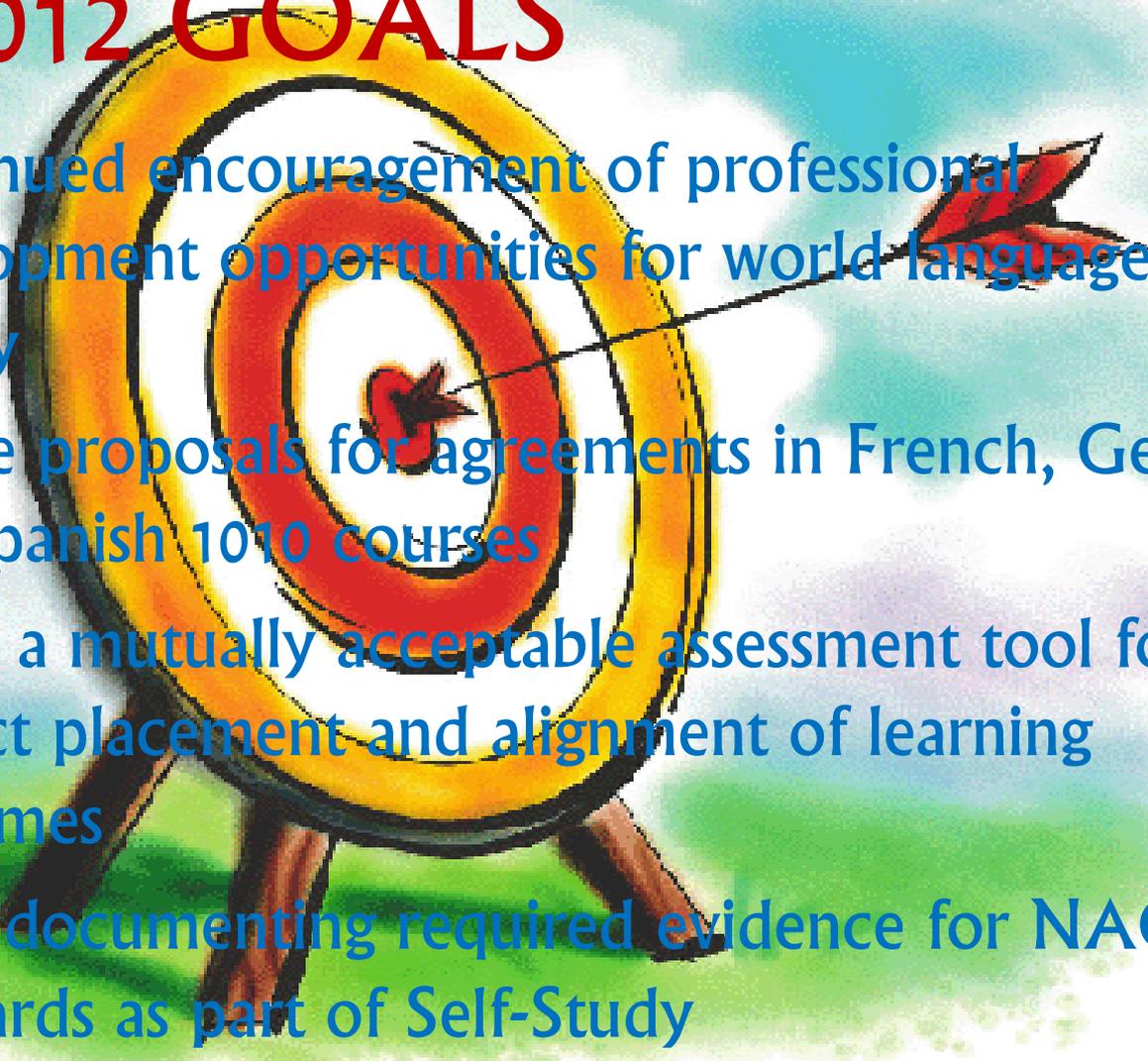
- Provide professional development opportunities for district and college instructors in order to:
 - Meet credentials established in articulation agreements
 - Enable faculty to share best practices and constantly maintain curricular alignment

PRIMARY DUTIES OF LIASONS

- Intensive observation and comparison of CC and NCSD curricula
- Exchange best practices, team teaching in HS classes
- Create working relationships between high school and college faculty
- Research and integrate NACEP standards into articulation framework
- Draft initial working proposals for French, German, and Spanish language courses
- Encourage, research, and coordinate professional development opportunities for faculty



2011-2012 GOALS

- 
- A colorful illustration of a target with concentric rings in yellow, orange, and red, set against a background of a blue sky with clouds and green grass. An arrow with red fletching is shown hitting the center bullseye.
- Continued encouragement of professional development opportunities for world languages faculty
 - Create proposals for agreements in French, German, and Spanish 1010 courses
 - Select a mutually acceptable assessment tool for correct placement and alignment of learning outcomes
 - Begin documenting required evidence for NACEP standards as part of Self-Study

The Process

Re-getting to know each other, talking curriculum, and beginning to agree?

A Communication re-boot



- Meeting with administrators
- Frequent class observations during re-assignment hours
- Discussion of challenges
- Listening and validating
- Getting to know students
- Conferences

Curriculum Comparisons

High School

- Course numbering system: French/German/Spanish I, II, III. One level per yr.
- Lax attendance policy, many activities
- Current assessments: grades, AP, IB
- Books: High school level, longer texts w/more exercises per topic. (One book per year/level)

Community College

- French/German/Spanish 1010, 1020, 2030. One level per semester.
- Stricter attendance policy, non-attending students drop
- Current placement options: CLEP, AP, IB, Instructor rec.
- Books: University level texts which cover material more quickly and w/fewer activities. (One book covers 2-3 semesters/levels)

OUTCOMES

Unas preguntas — des questions — einige Fragen

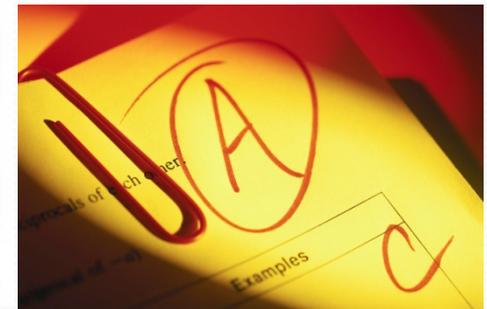
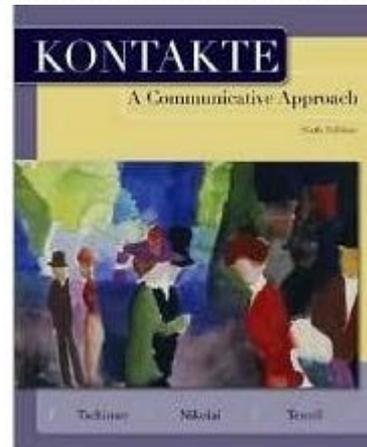
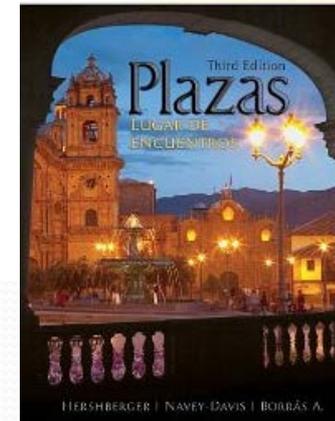
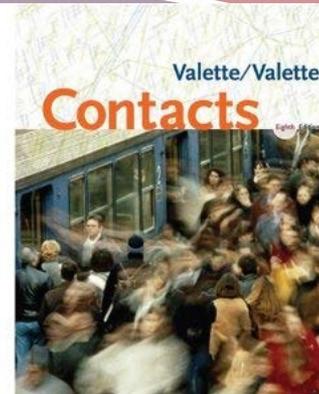
Do we strive for common outcomes?

Are grades reflective of outcome achievement?

Is the timeline similar for achieving those outcomes ?

How do we know if students are learning what is being covered?

Do all students meet outcomes at the same time?



Student Learning Expectations French 1010, Natrona County

B.O.C.E.S. Articulation version

Draft created by Carol Kirkwood (7-20-10) and edited by Benedicte Sohier (7-21-10). Updated by Carol Kirk and Audrey

Audrey Kleinsasser (8-31-10) and by Charles Ewing (11-8-10).

Performance Outcomes	Grammar Structure	Embedded Culture	Essential Vocabulary
1. Greet and say farewell	1. Subject pronouns	1. Identify francophone countries & their locations	1. Greeting/departing/making introductions
2. Describe self and others	2. Adjective placement and agreement/understanding gender	2. Identify key cities in francophone countries	2. Adjectives
3. Ask and answer questing pertaining to self and others	3. Question formation structures	3. Understand the significance of everyday customs unique to France	3. Interrogative expressions and pronouns
4. Talk about everyday items (i.e., food, weather, body parts, daily routine, colors , sports and activities)	4. Subject /verb agreement	4. Distinguish formal/informal settings	4. House, car, school, family, clothing, travel, making purchases, sports/activities, etc.
5. Discuss daily routines	5. Negatives	5. Understand differing customs as they pertain to everyday life	5. Numbers(ordinal and cardinal), days of the week, months of the year, expressing dates and telling time
6. Compare people, things and actions	6. Reflexive verbs	6. Appreciate the diversity of significant francophone cultures around the world.	6. Idiomatic expressions using avoir and faire
7. Describe present events	7. Comparison and superlative of adjectives and adverbs	7. Recognize significance of francophone fashion, cuisine, sports, holidays, etc.	7. Occupations
8. Tell time	8. Present tense conjugations of regular er, ir, and re verbs in present tense+ oir: devoir, vouloir, pouvoir	8. Develop an understanding of contemporary social and political issues in France and the francophone world (e.g., Burkas)	8. Expressions for giving and following directions
9. Express needs and feelings	9. Present tense conjugation of irregular verbs		
10. Give and follow directions	10. European timetable		
11. Express likes and dislikes	11. Imperative		
12. Maintain survival level conversation	12. Prepositions of location		
13. Talk about immediate future events	13. Definite/indefinite articles/partitive		
	14. Disjunctive pronouns		
	15. Aller + infinitive		

Unas preguntas — des questions — einige Fragen

- Do we strive for common outcomes?

Yes 

- Are grades reflective of outcome achievement?

Yes 

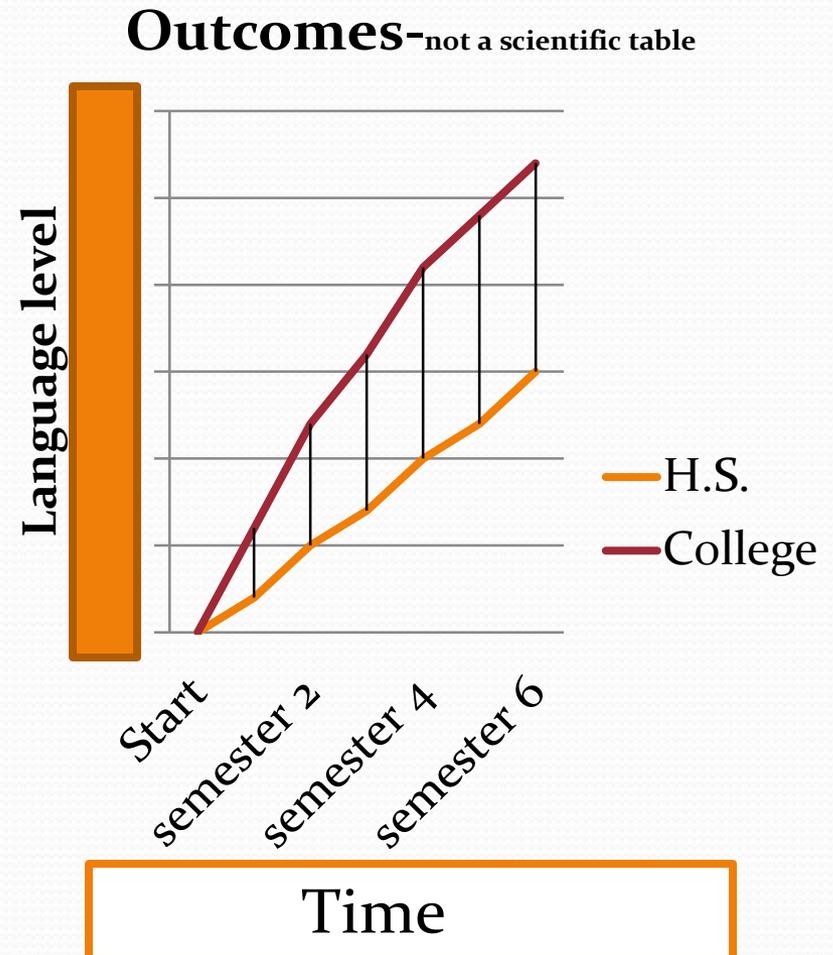
- Is the timeline similar for achieving those outcomes ?

- How do we know if students are learning what is being covered?

- Do all students meet outcomes at the same time?

Is the timeline similar for achieving those outcomes ?

- Different course numbering System
- Difference in attendance policies and extra-curricular activity level of students



Unas preguntas — des questions — einige Fragen

- Do we strive for common outcomes?

Yes 

- Are grades reflective of outcome achievement?

Yes 

- Is the timeline similar for achieving those outcomes ?

No



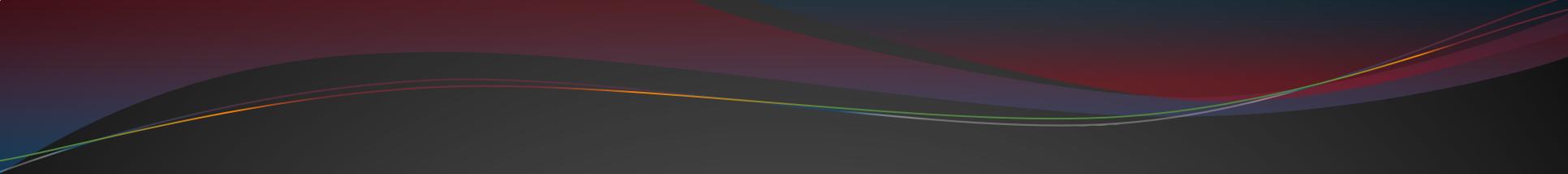
- How do we know if students are learning what is being covered?

- After enough time, all will have learned basics
- Do all students meet outcomes at the same time?
 - After enough time, all will have learned basics

Proposed Agreement:

French

- Credit only available to Juniors and Seniors.
- *Why should high-performing freshmen and sophomores be treated differently if they achieve the same outcomes?*
- After completing French III at a Natrona County H.S., students receive credit for FREN 1010.
- *Will all students be at same level then? Many will be much more advanced!*
- Faculty must have an M.A. in a World Language, plus 18 grad hrs. in the target language.
- *Most German and Spanish teachers did not meet this requirement.*
- French III classes to be visited by college faculty at least once a semester.
- *Is a visit enough to ensure that curricula are similar?*

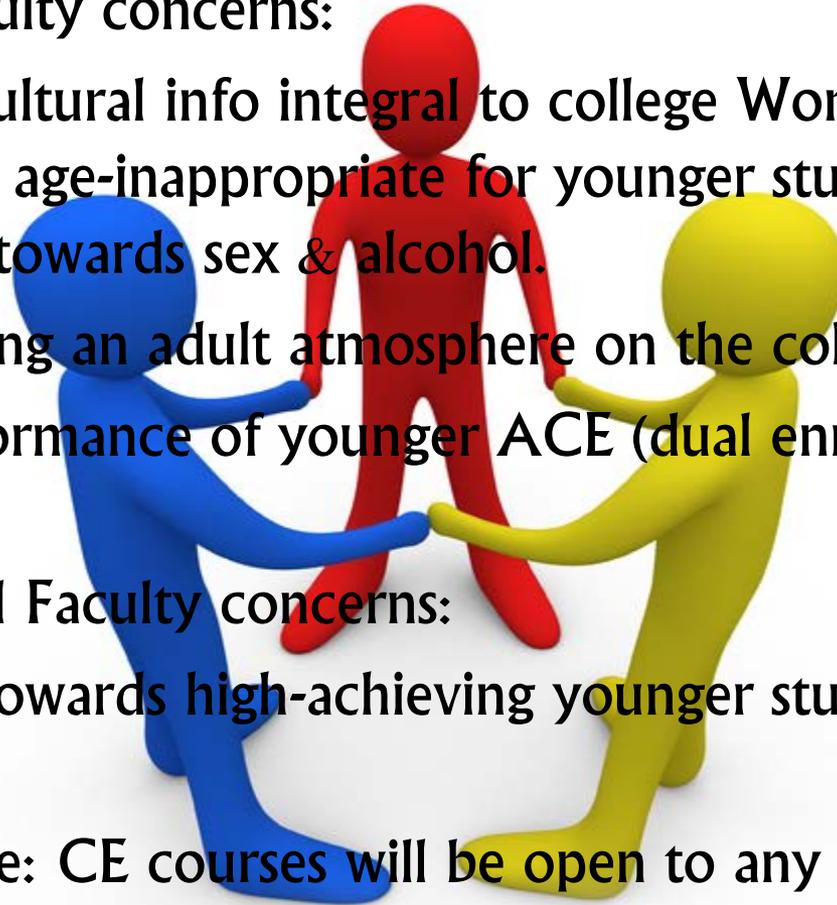


Some Solutions

Finding Common Ground

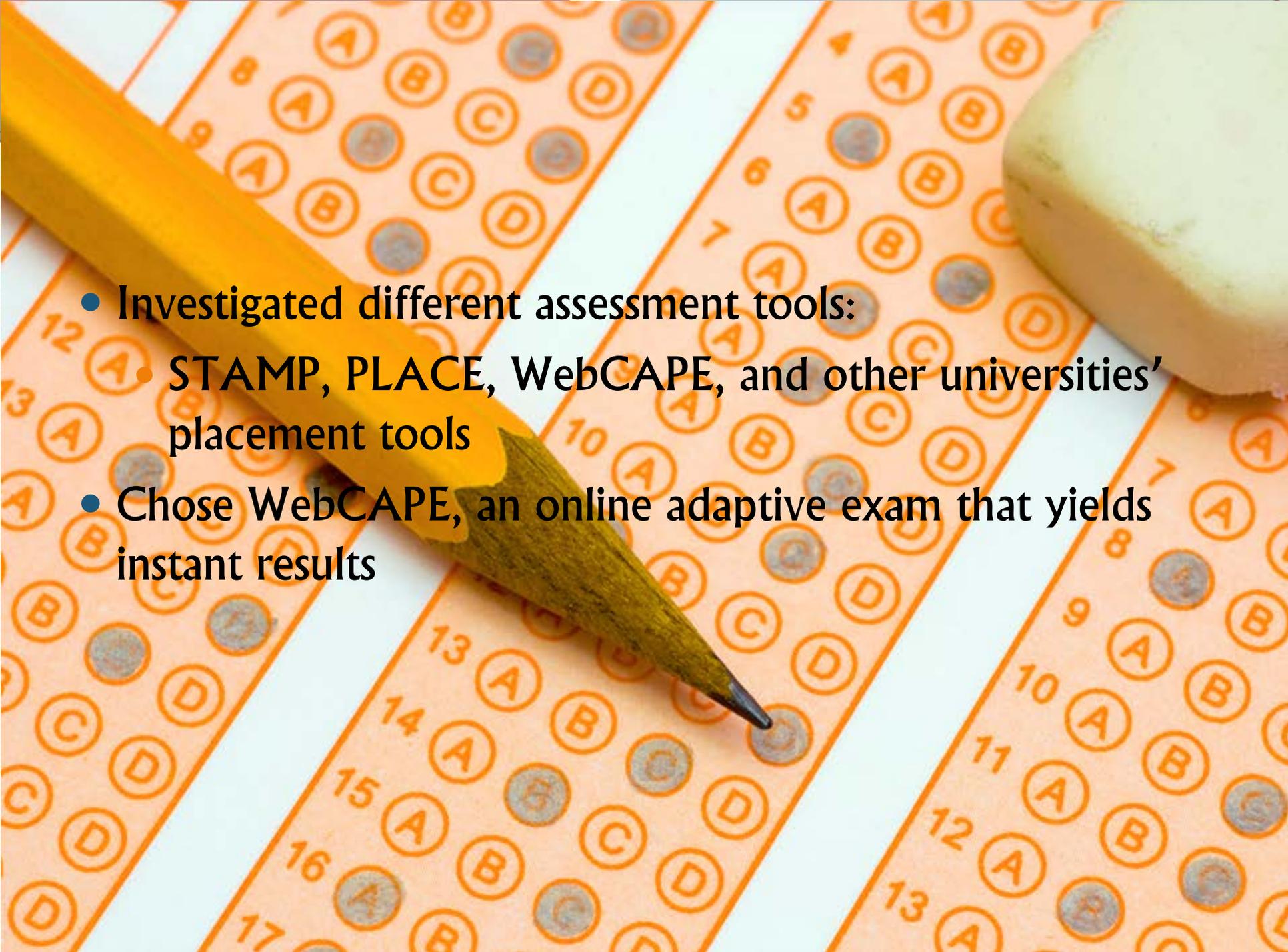
Age and CE vs. Dual Enrollment

- College Faculty concerns:
 - Certain cultural info integral to college World Language courses is age-inappropriate for younger students, e.g. attitudes towards sex & alcohol.
 - Maintaining an adult atmosphere on the college campus.
 - Past performance of younger ACE (dual enrollment) students.
- High School Faculty concerns:
 - Fairness towards high-achieving younger students on H.S. campus.
- Compromise: CE courses will be open to any H.S. student meeting prerequisites; dual enrollment courses at Casper College will retain a min. age requirement of 16.



ASSESSMENT

- Need for 3rd-party assessment
- Prevented resentment, apprehension among instructors
- Allowed for concrete data to reinforce agreements and make changes as necessary
- Guided alignment of college courses with high school equivalent (FREN 1010=French 2)

- 
- A close-up photograph of a yellow pencil and a white eraser resting on a grid of multiple-choice questions. The grid consists of rows of questions, each with four options labeled A, B, C, and D. The pencil is positioned diagonally across the grid, and the eraser is in the upper right corner. The background is a light orange color with a grid pattern of questions.
- Investigated different assessment tools:
 - STAMP, PLACE, WebCAPE, and other universities' placement tools
 - Chose WebCAPE, an online adaptive exam that yields instant results

Initial Results: Semester 1

SCORE

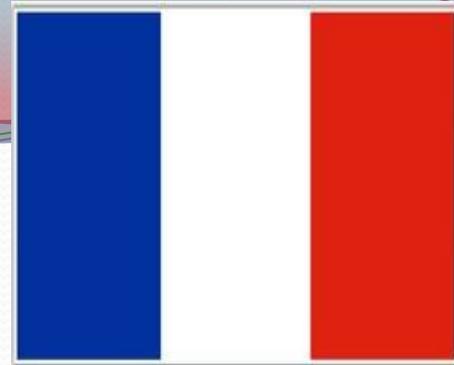
- 200
- 201-400
- 401-600
- 600+

CLASS LEVEL (SEMESTER) LESS THAN

- Sem. 1 (1010)
- Sem. 2 (1020)
- Sem. 3 (2030)
- Sem. 4+ (2040)



FRENCH RESULTS



	MEAN	MEDIAN
CASPER COLLEGE 1020 (FEB. 2011)	201	182
(MAY 2011)	287	288
KELLY WALSH H.S. FRENCH 2 (MAY 2011)	168	175



GERMAN RESULTS



	MEAN	MEDIAN
CASPER COLLEGE 1020 (FEB. 2011)	235	208
(MAY 2011)	300	292
NATRONA CO. H.S. GERMAN 3/4 (MAY 2011)	373	380
NATRONA CO. H.S. GERMAN 2 (MAY 2011)	168	140



SPANISH RESULTS



	MEAN	MEDIAN
CASPER COLLEGE 1020 (FEB. 2011)	239	247.5
(MAY 2011)	284	272
NATRONA CO. H.S. SPANISH 3 (MAY 2011)	271	264
NATRONA CO. H.S. SPANISH 2 (MAY 2011)	167.25	151.25

Professional Development Incentive

- Money available to current school district and college teachers to pursue graduate work in a foreign language
- Recognizes the limited offerings and necessary travel
- Participation: Faculty graduate work in Burkina Faso, Honduras

