Early Childhood Education Research Work Group

May 15, 2017 • 10 a.m. to Noon • University of Wyoming, Laramie Campus
Marian H. Rochelle Gateway Center, Guthrie Conference Room 318
AND
Zoom (Online) Meeting Access: https://zoom.us/j/572134651 • Or by phone 855 880 1246 or 877 369 0926
Meeting ID: 572 134 651

1. **Welcome and Introductions**
2. **Overview of Trustees Education Initiative: Recorded PowerPoint Presentation**
    a. Strategic Plan
        i. College of Education SWOT Analysis and Related Goals
    b. Governance Structure
    c. Grant Support for Work Group Members
3. **So, what does a Research Work Group do?**
    a. Roles
    b. Our work
        i. Gather and Collect information
        ii. Review and analyze
        iii. Make recommendations supported by evidence
    c. Meeting Schedule and Mode
4. **Research Facilitation and Support – Marzano Research**
    a. Literature Review
    b. Program descriptions
    c. Support for collecting data
5. **Logistics**
    a. Meetings
    b. Reimbursements
    c. Where do I go for help?
6. **Open Discussion**
7. **Tasks for Completion Prior to Next Meeting**
8. **Scheduling Next Meeting**
9. **Adjourn**

Expense Reimbursement Form

Participant _____

TEI Group _____

(Governing Board, National Advisory Board, Coordinating Council, Research Work Group, Expert Consultant)

Travel

Beginning Destination _____

Date and Time _____

Ending Destination _____

Date and Time _____

Mileage Reimbursement: Miles Traveled _____

License Plate State and Number _____

Airfare $ _____ *(Please attach receipts)*

Taxi $ _____ *(Please attach receipts)*

Parking $ _____ *(Please attach receipts)*

Meals and Lodging

Meals Expense $ _____ *(Please attach receipts)*

Lodging Expense $ _____ *(Please attach receipts)*

Other Expenses

P-12 Substitute Expense $ _____ Date _____

P-12 Teacher Stipend $ _____ Date _____

UW Faculty Release Adjunct Backfill $ _____ Semester/Term _____

UW Faculty Release Grad Asst. Backfill $ _____ Semester/Term _____

UW Faculty Research/PD $ _____ Semester/Term _____

Payment Information

Payee (Individual or Organization) _____

Mailing Address _____

City, State, Zip _____

SSN# or FEIN# _____

Signature _____ **Date** _____

Revised January 30, 2017

TRUSTEES EDUCATION INITIATIVE
UNIVERSITY OF WYOMING
TEI

Strategic Plan 2016-2020

Version III • May 2017

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Vision

The vision of the University of Wyoming Trustees Education Initiative (TEI) is to elevate the College of Education to the status of a preeminent college in Professional Educator Preparation.

Mission

Through extensive evaluation and adaptation of national Best Practices, TEI will recommend and the College of Education will implement practices through which the College will prepare and graduate, preeminent K-12 Professional Educators. These highly-skilled K-12 teachers, counselors, and administrators will spread throughout Wyoming's K-12 system, ultimately resulting in high school graduates who are among the most skilled and best educated in the nation. These highly-skilled Professional Educators will enrich the education of each and every individual K-12 Wyoming child. Across the state of Wyoming, these high school graduates will drive Wyoming's cultural and economic engine into the future.

Executive Summary

In response to feedback from the Wyoming Legislature and the Wyoming Education Community, the University of Wyoming Board of Trustees created the Trustees Education Initiative (TEI) to support the College of Education in achieving preeminence by producing the best professional educators.

TEI work groups comprised of Wyoming students, parents, educators, school leaders, state officials, and university faculty members will research, adapt, and propose best practices to the **Initiative Governing Board**. A cadre of national experts also will provide advice and counsel to the **Initiative Governing Board**. The **Governing Board** will recommend preeminent best practices to the College of Education for implementation.

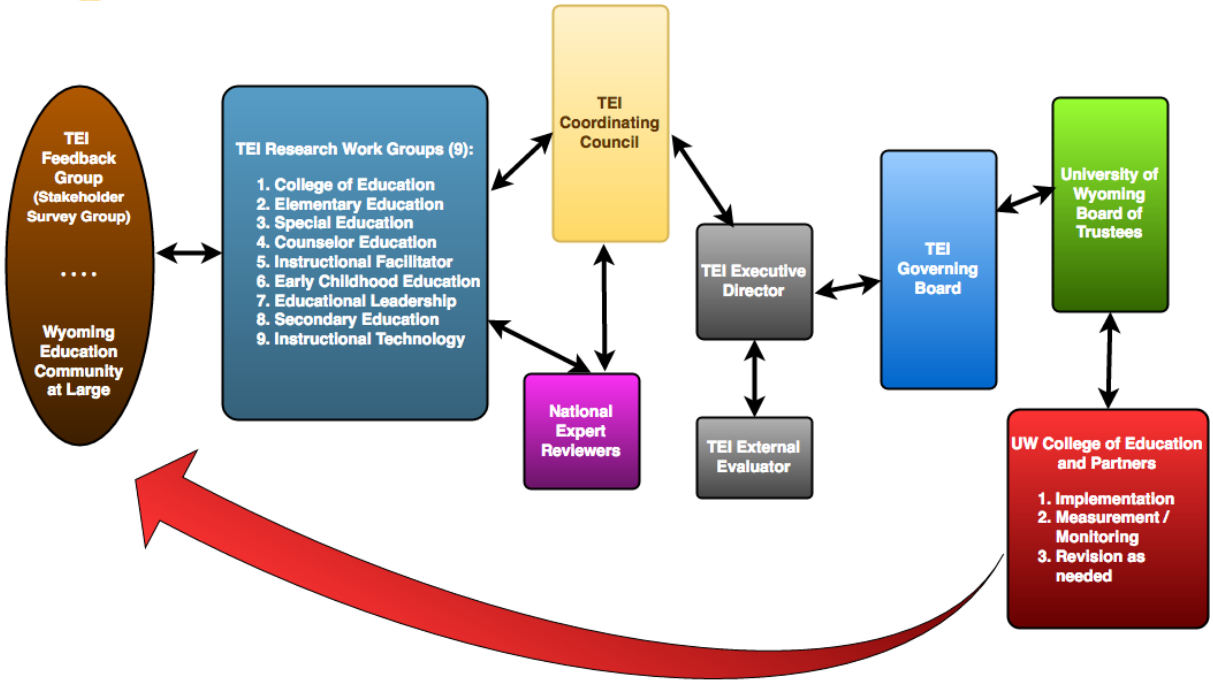
The *Trustees Education Initiative Strategic Plan* is a living document which will evolve as the work progresses. Within the *Strategic Plan*, the **TEI College Goals and Program Goals along with their respective Objectives, Strategies, and Tactics serve as building blocks to support the TEI Vision and Mission.**

The Strategic Plan includes the following:

- Section One – Initiative College Goals
- Section Two – Initiative Program Goals
- Section Three – Initiative Budget
- Section Four – Initiative Milestones and Timeline
- Section Five – Research Plan
- Section Six – College of Education SWOT Analysis

TEI is supported by a five-year, five million dollar grant from the Daniels Fund, a private charitable foundation.

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Coordinating Council

Advisory to the Initiative Governing Board, the Coordinating Council is charged with:

1. Monitoring and refining the 2016-2020 Strategic Plan;
2. Evaluating and analyzing evidence-based practices recommended by the Initiative Research Work Groups; and
3. Submitting recommendations to the Initiative Governing Board for practices to be included in the implementation phase of the Initiative. These recommendations will align with highly effective, evidence-based educator preparation models and practices.

Section One

Initiative
College-Wide Goals

Version III • May 2017

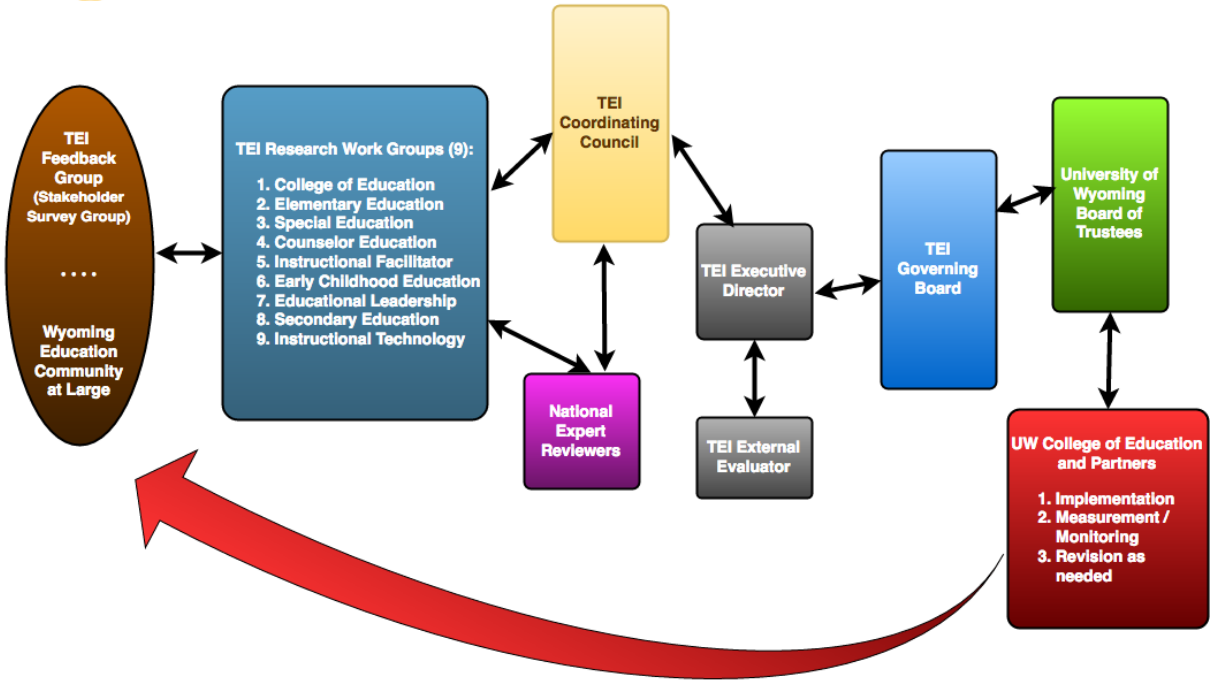
The Trustees Education Initiative Governing Board has appointed a College of Education Research Work Group comprised of educators and education stakeholders tasked with reviewing and analyzing relevant current literature and evidence on the best practices for preparing professional educators, summarizing the findings, drawing conclusions, and making recommendations for action.

The College Research Work Group will begin its work in Winter 2017.

The Initiative College Goals and their respective supporting Objectives, Strategies, and Tactics serve as building blocks to support the TEI Vision and Mission.

NOTE: The Initiative College Goals in the Initial Version of the Strategic Plan are based on a 2015-2016 Analysis of College of Education Strengths, Weaknesses, Opportunities, and Threats (SWOT). The full analysis is included in Section Six of this document.

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

College of Education

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative College-Wide Goal I

The University of Wyoming will be the preferred educator preparation provider for Wyoming residents who aspire to a career in education.

Performance Indicators

1. Statewide perceptions of the University of Wyoming College of Education
2. Enrollment of Wyoming residents in University of Wyoming College of Education

Objective A

Improve Wyoming residents' perceptions of the University of Wyoming College of Education

Strategies and Tactics

Strategy I-A-1: Research current Wyoming residents' perceptions of the University of Wyoming College of Education

- **Tactic I-A-1-a:** Engage the Wyoming Education Community at Large through a series of Town Hall Meetings
- **Tactic I-A-1-b:** Engage a Wyoming Education Community Stakeholder Group through a series of surveys
- **Tactic I-A-1-c:** Partner with the Wyoming Department of Education and/or Professional Teaching Standards Board to survey all Wyoming educators

Strategy I-A-2: Identify and address barriers that prevent Wyoming residents who aspire to a career in education from enrolling in the University of Wyoming College of Education

- **Tactic I-A-2-a:** *Aligned tactics will be identified once specific barriers are identified.*
- **Tactic I-A-2-b:** *Aligned tactics will be identified once specific barriers are identified.*
- **Tactic I-A-3-c:** *Aligned tactics will be identified once specific barriers are identified.*

Objective B

Increase the number of Wyoming residents (in-state students) enrolled as education majors at University of Wyoming by three percent each academic year from 2017-2018 through 2020-2021.

Strategies and Tactics

Strategy II-B-1: Develop and implement a College of Education Enrollment Management Plan aligned with statewide needs identified in the Wyoming Teacher Supply and Demand Report.

- **Tactic I-B-1-a:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-b:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-c:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-d:** *Tactics aligned with Wyoming needs will be identified.*

Initiative College-Wide Goal II

The University of Wyoming College of Education programs will be accessible via regional delivery or online course delivery throughout all geographic regions of Wyoming.

Performance Indicator

1. The number of regional sites of College of Education program delivery
2. The number of College of Education programs available via online learning technologies

Objective A

Increase and enhance access to University of Wyoming College of Education programs

Strategies and Tactics

Strategy II-A-1: Regionalize the delivery of College of Education programs throughout Wyoming through partnerships with community colleges

- **Tactic II-A-1-a:** Develop and formalize delivery agreements with Wyoming community colleges
- **Tactic II-A-1-b:** Identify and engage faculty to deliver courses at regional sites throughout Wyoming

Strategy II-A-2: Enhance and expand the delivery of College of Education programs through distance technologies

- **Tactic II-A-2-a:** Design syllabi and curricula for online delivery of courses
- **Tactic II-A-2-b:** Identify faculty members with expertise in online delivery
- **Tactic II-A-2-c:** Provide ongoing professional development for faculty members in effective online course delivery methods and practices

Initiative College-Wide Goal III

The University of Wyoming College of Education, in partnership with school districts, will provide current, relevant field and clinical experiences (including student teaching) that prepare completers to support K-12 student success in the 21st century classroom.

Performance Indicators

1. Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
2. Executed, active clinical partnership agreements with Wyoming School Districts
3. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 2: Clinical Partnerships and Practice, Component 2.1: Partnerships for Clinical Preparation.

Objective A

Evaluate and continuously improve the field and clinical experiences of candidates enrolled in the College of Education

Strategies and Tactics

Strategy III-A-1: Develop and implement engagement models with school district partners to inform the development and implementation of continuous improvement plans for candidate field and clinical experiences

- **Tactic III-A-1-a:** Measure Alumni perceptions of how well their field and clinical experiences prepared them to support K-12 student success
- **Tactic III-A-1-b:** Measure K-12 mentor/cooperating teacher perceptions of the effectiveness of University of Wyoming candidate field and clinical experiences
- **Tactic III-A-1-c:** Evaluate field and clinical experience models in highly effective educator preparation programs
- **Tactic III-A-1-d:** Identify and implement practices that strengthen candidate field and clinical experiences

Objective B

Expand the number of formalized partnerships with Wyoming School Districts

Strategies and Tactics

Strategy III-B-1: Develop and execute memoranda of understanding for fieldwork and clinical placements for University of Wyoming education candidates with Wyoming school districts:

- **Tactic III-B-1-a:** Complete and fulfill 12 memoranda of understanding in 2017-2018
- **Tactic III-B-1-b:** Complete and fulfill 16 memoranda of understanding in 2018-2019
- **Tactic III-B-1-c:** Complete and fulfill 20 memoranda of understanding in 2019-2020
- **Tactic III-B-1-d:** Complete and fulfill 24 memoranda of understanding in 2020-2021

Initiative College-Wide Goal IV

The hiring practices of Wyoming school districts will demonstrate a preference for University of Wyoming College of Education completers over completers of other programs.

Performance Indicator

1. Wyoming educator employment data by preparation program of origin
2. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

Objective A

Increase the percentage of University of Wyoming completers hired by Wyoming school districts

- **Annual Objective IV-1**: In 2017-2018 University of Wyoming completers represent at least 49 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-2**: In 2018-2019 University of Wyoming completers represent at least 50 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-3**: In 2019-2020 University of Wyoming completers represent at least 51 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-4**: In 2020-2020 University of Wyoming completers represent at least 52 percent of all new hires by Wyoming school districts.

Strategies and Tactics

Strategy IV-A-1: Research the perspectives of Wyoming school and district leaders to identify factors in their hiring practices

- **Tactic IV-A-1-a:** Engage Wyoming school and district leaders as participants in TEI Program Research Groups
- **Tactic IV-A-1-b:** Engage the Wyoming school and district leaders through a series of Town Hall Meetings
- **Tactic IV-A-1-c:** Engage a Wyoming school and district leaders through a series of surveys

Strategy IV-A-2: Identify and implement modifications to policies and practices that address factors identified as barriers to Wyoming school districts hiring University of Wyoming College of Education completers

- **Tactic IV-A-2-a:** *Specific tactic to be determined.*
- **Tactic IV-A-2-b:** *Specific tactic to be determined.*
- **Tactic IV-A-2-c:** *Specific tactic to be determined.*

Initiative College-Wide Goal V

The College of Education organizational structure and infrastructure will support candidate experiences and innovative practices emblematic of a nationally pre-eminent educator preparation provider.

Performance Indicator

State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Objective A

Organize the College of Education in unit structures that foster collaboration, innovation, and efficiency

Strategies and Tactics

Strategy V-A-1: Engage faculty and staff in research and discussions regarding optimal organizational structures

- **Tactic V-A-1-a:** Host faculty and staff listening sessions
- **Tactic V-A-1-b:** Seek faculty and staff proposals for the College's organizational structure

Strategy V-A-2: Define and implement the optimal College structure

- **Tactic V-A-2-a:** Seek feedback on proposal with College faculty and staff
- **Tactic V-A-2-b:** Seek feedback from College Advisory Board
- **Tactic V-A-2-c:** Gain approval of University Provost and President to implement optimal structure

Objective B

Define, design, fund, and construct the optimal facilities for the College of Education

Strategies and Tactics

Strategy V-B-1: Engage faculty and staff in research and discussions regarding optimal facilities

- **Tactic V-B-1-a:** Host faculty and staff listening sessions
- **Tactic V-B-1-b:** Seek faculty and staff proposals for the College's optimal facilities

Strategy V-B-2: Define the optimal facilities and gain feedback and necessary approvals for next steps

- **Tactic V-B-2-a:** Seek feedback on proposal with College faculty and staff
- **Tactic V-B-2-b:** Seek feedback from College Advisory Board
- **Tactic V-B-2-c:** Gain approval of University Provost and President

Strategy V-B-3: Gain funding support for optimal College of Education facilities

- **Tactic V-B-3-a:** Collaborate with University leadership to identify Wyoming capital funds to support design and construction
- **Tactic V-B-3-b:** Collaborate with UW Foundation to identify donors to facilities

Section Two

Initiative Program Goals

Version III • May 2017

The Trustees Education Initiative Governing Board has appointed eight program-specific Research Work Groups comprised of educators and education stakeholders. The Program Research Work Groups will focus on the following educator preparation programs within the College of Education:

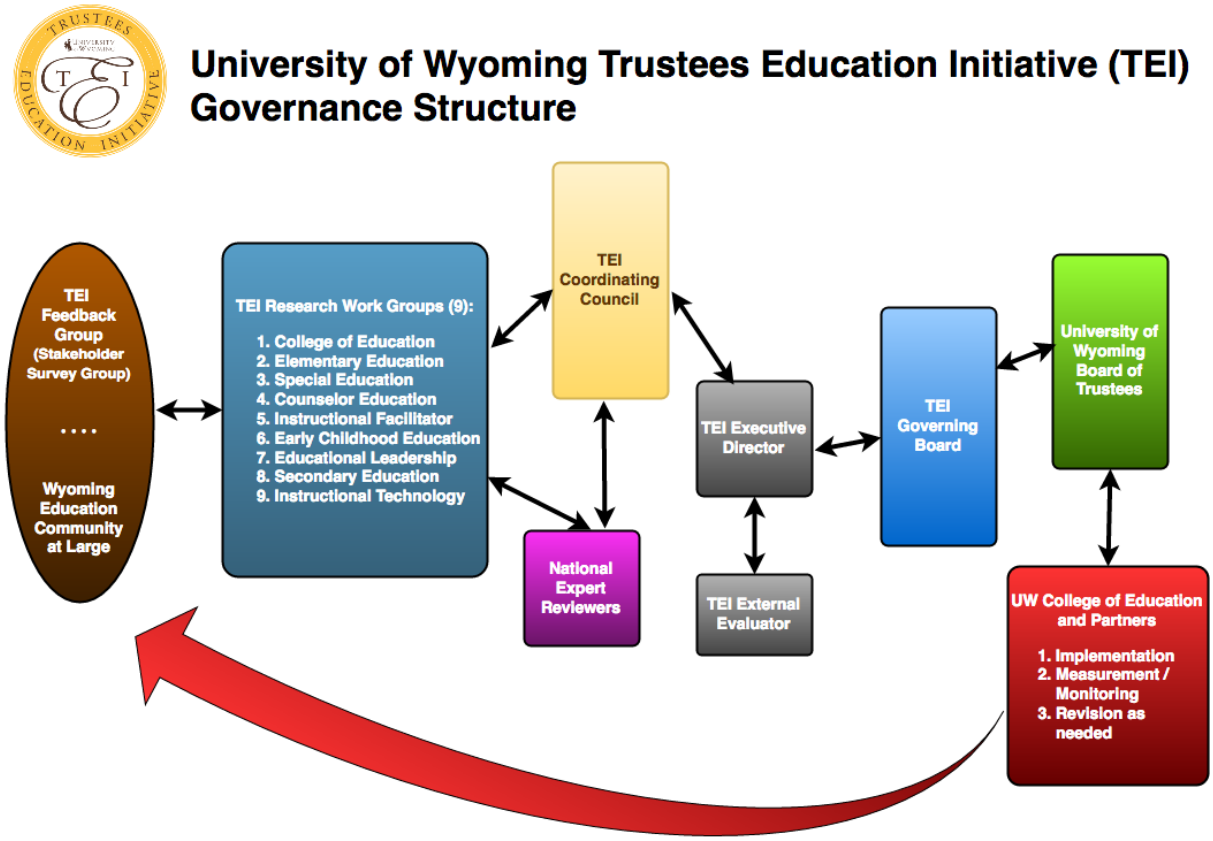
1. ***Elementary Education***
2. ***Special Education***
3. ***Early Childhood Education***
4. ***Counselor Education***
5. ***Educational Leadership***
6. ***Secondary Education***
7. ***Instructional Technology***
8. ***Instructional Facilitator***

Each Research Work Group is tasked with reviewing and analyzing relevant current literature and evidence on the best practices for preparing professional educators, summarizing the findings, drawing conclusions, and making recommendations for action.

The Program Research Work Groups will proceed in the following sequence and timeline:

Sequence I Work Groups Begin Winter 2017	Sequence II Work Groups Begin Summer 2017	Sequence III Work Groups Begin Fall 2017
College of Education	Early Childhood Education	Education Leadership
Elementary Education	Instructional Facilitator	Instructional Technology
Special Education	Counselor Education	Secondary Education

The Initiative Program Goals and their respective supporting Objectives, Strategies, and Tactics will serve as building blocks to support the TEI Vision and Mission.



Trustees Education Initiative Research Work Group:

Elementary Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Elementary Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EL-I-A-1: TBD

- **Tactic EL-I-A-1-a:** TBD
- **Tactic EL-I-A-1-b:** TBD
- **Tactic EL- I-A-1-c:** TBD

Strategy EL-I-A-2: TBD

- **Tactic EL- I-A-2-a:** TBD
- **Tactic EL-I-A-2-b:** TBD
- **Tactic EL-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy EL-I-B-1: TBD

- **Tactic EL-I-B-1-a:** TBD
- **Tactic EL-I-B-1-b:** TBD.
- **Tactic EL-I-B-1-c:** TBD
- **Tactic EL-I-B-1-d:** TBD

Initiative Elementary Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EL-II-A-1: TBD

- **Tactic EL-II-A-1-a:** TBD
- **Tactic EL-II-A-1-b:** TBD
- **Tactic EL-II-A-1-c:** TBD

Strategy EL-II-A-2: TBD

- **Tactic EL-II-A-2-a:** TBD
- **Tactic EL-II-A-2-b:** TBD
- **Tactic EL-II-A-3-c:** TBD

Objective B

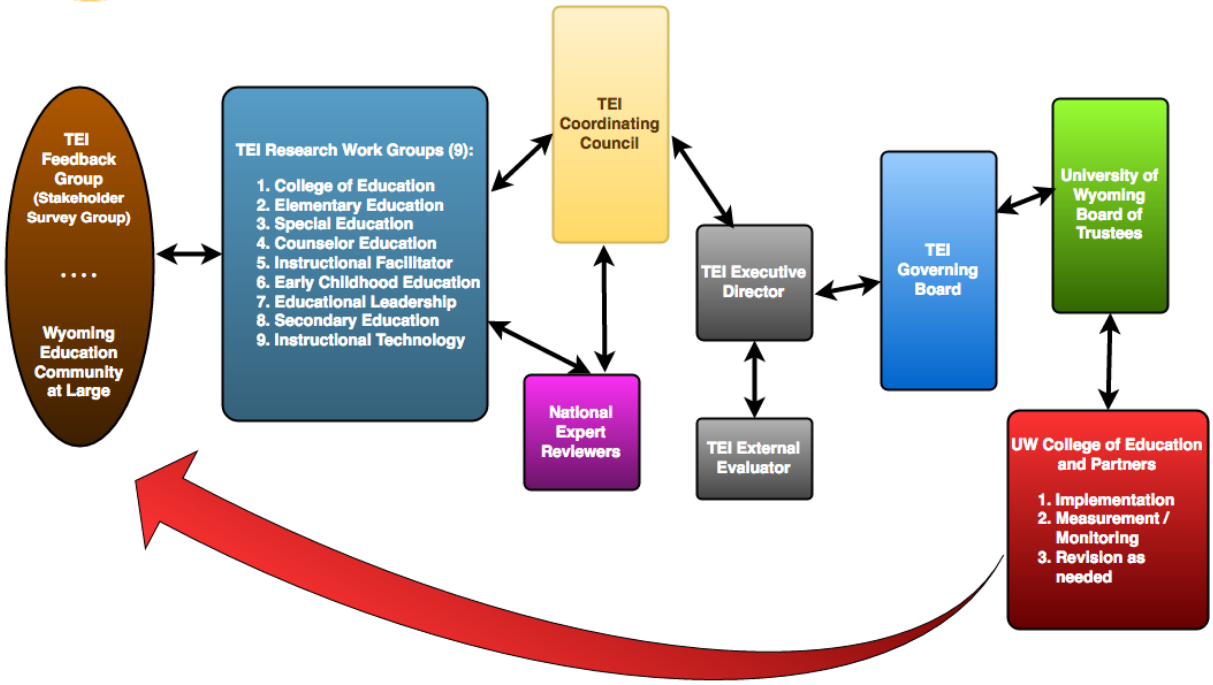
TBD

Strategies and Tactics

Strategy EL-II-B-1: TBD

- **Tactic EL-II-B-1-a:** TBD
- **Tactic EL-II-B-1-b:** TBD
- **Tactic EL-II-B-1-c:** TBD
- **Tactic EL-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Special Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Special Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SPED-I-A-1: TBD

- **Tactic SPED-I-A-1-a:** TBD
- **Tactic SPED-I-A-1-b:** TBD
- **Tactic SPED- I-A-1-c:** TBD

Strategy SPED-I-A-2: TBD

- **Tactic SPED- I-A-2-a:** TBD
- **Tactic SPED-I-A-2-b:** TBD
- **Tactic SPED-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy SPED-I-B-1: TBD

- **Tactic SPED-I-B-1-a:** TBD
- **Tactic SPED-I-B-1-b:** TBD.
- **Tactic SPED-I-B-1-c:** TBD
- **Tactic SPED-I-B-1-d:** TBD

Initiative Special Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SPED-II-A-1: TBD

- **Tactic SPED-II-A-1-a:** TBD
- **Tactic SPED-II-A-1-b:** TBD
- **Tactic SPED-II-A-1-c:** TBD

Strategy SPED-II-A-2: TBD

- **Tactic SPED-II-A-2-a:** TBD
- **Tactic SPED-II-A-2-b:** TBD
- **Tactic SPED-II-A-3-c:** TBD

Objective B

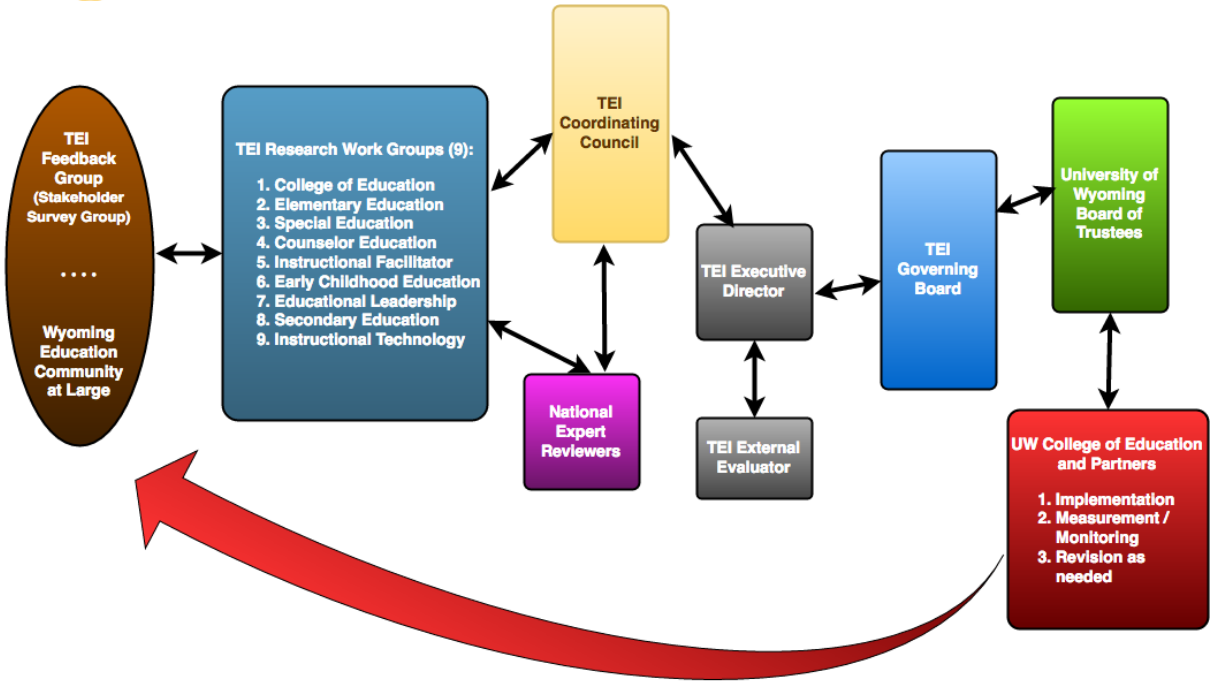
TBD

Strategies and Tactics

Strategy SPED-II-B-1: TBD

- **Tactic SPED-II-B-1-a:** TBD
- **Tactic SPED-II-B-1-b:** TBD
- **Tactic SPED-II-B-1-c:** TBD
- **Tactic SPED-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Early Childhood Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Early Childhood Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EC-I-A-1: TBD

- **Tactic EC-I-A-1-a:** TBD
- **Tactic EC-I-A-1-b:** TBD
- **Tactic EC- I-A-1-c:** TBD

Strategy EC-I-A-2: TBD

- **Tactic EC- I-A-2-a:** TBD
- **Tactic EC-I-A-2-b:** TBD
- **Tactic EC-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy EC-I-B-1: TBD

- **Tactic EC-I-B-1-a:** TBD
- **Tactic EC-I-B-1-b:** TBD.
- **Tactic EC-I-B-1-c:** TBD
- **Tactic EC-I-B-1-d:** TBD

Initiative Early Childhood Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EC-II-A-1: TBD

- **Tactic EC-II-A-1-a:** TBD
- **Tactic EC-II-A-1-b:** TBD
- **Tactic EC-II-A-1-c:** TBD

Strategy EC-II-A-2: TBD

- **Tactic EC-II-A-2-a:** TBD
- **Tactic EC-II-A-2-b:** TBD
- **Tactic EC-II-A-3-c:** TBD

Objective B

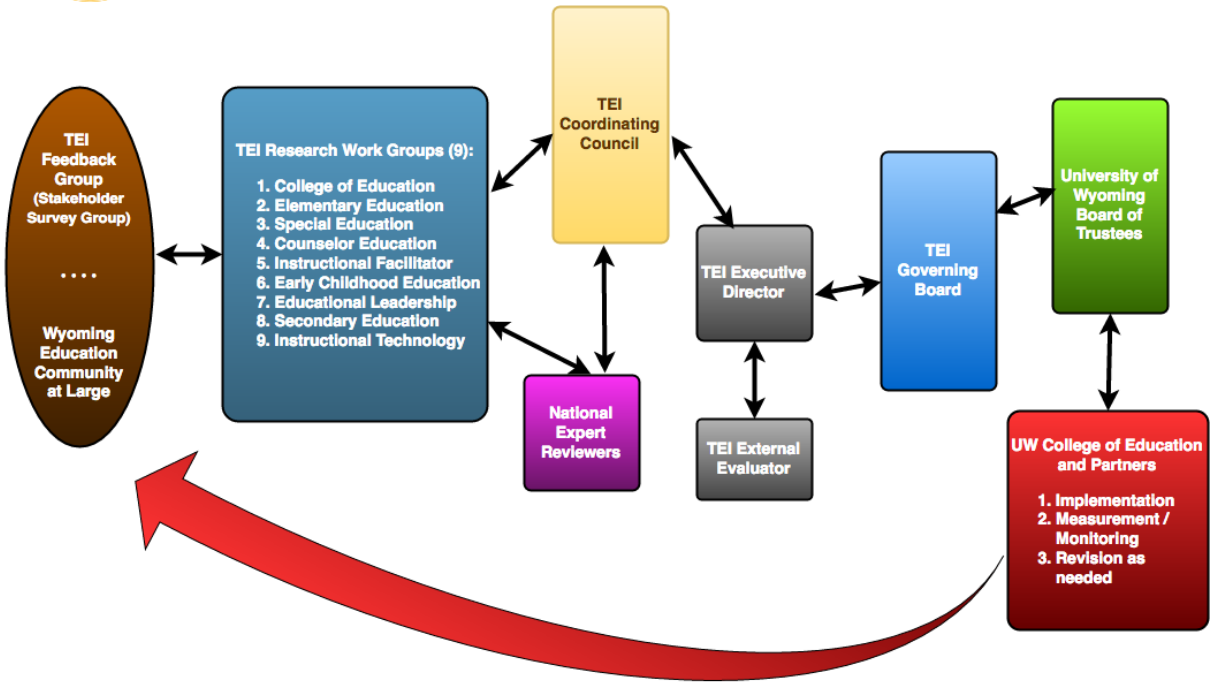
TBD

Strategies and Tactics

Strategy EC-II-B-1: TBD

- **Tactic EC-II-B-1-a:** TBD
- **Tactic EC-II-B-1-b:** TBD
- **Tactic EC-II-B-1-c:** TBD
- **Tactic EC-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Counselor Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Counselor Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy COUNS-I-A-1: TBD

- **Tactic COUNS-I-A-1-a:** TBD
- **Tactic COUNS-I-A-1-b:** TBD
- **Tactic COUNSL- I-A-1-c:** TBD

Strategy COUNS-I-A-2: TBD

- **Tactic COUNS- I-A-2-a:** TBD
- **Tactic COUNS-I-A-2-b:** TBD
- **Tactic COUNS-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy COUNS-I-B-1: TBD

- **Tactic COUNS-I-B-1-a:** TBD
- **Tactic COUNS-I-B-1-b:** TBD.
- **Tactic COUNS-I-B-1-c:** TBD
- **Tactic COUNS-I-B-1-d:** TBD

Initiative Counselor Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy COUNS-II-A-1: TBD

- **Tactic COUNSL-II-A-1-a:** TBD
- **Tactic COUNS-II-A-1-b:** TBD
- **Tactic COUNS-II-A-1-c:** TBD

Strategy COUNS-II-A-2: TBD

- **Tactic COUNS-II-A-2-a:** TBD
- **Tactic COUNS-II-A-2-b:** TBD
- **Tactic COUNS-II-A-3-c:** TBD

Objective B

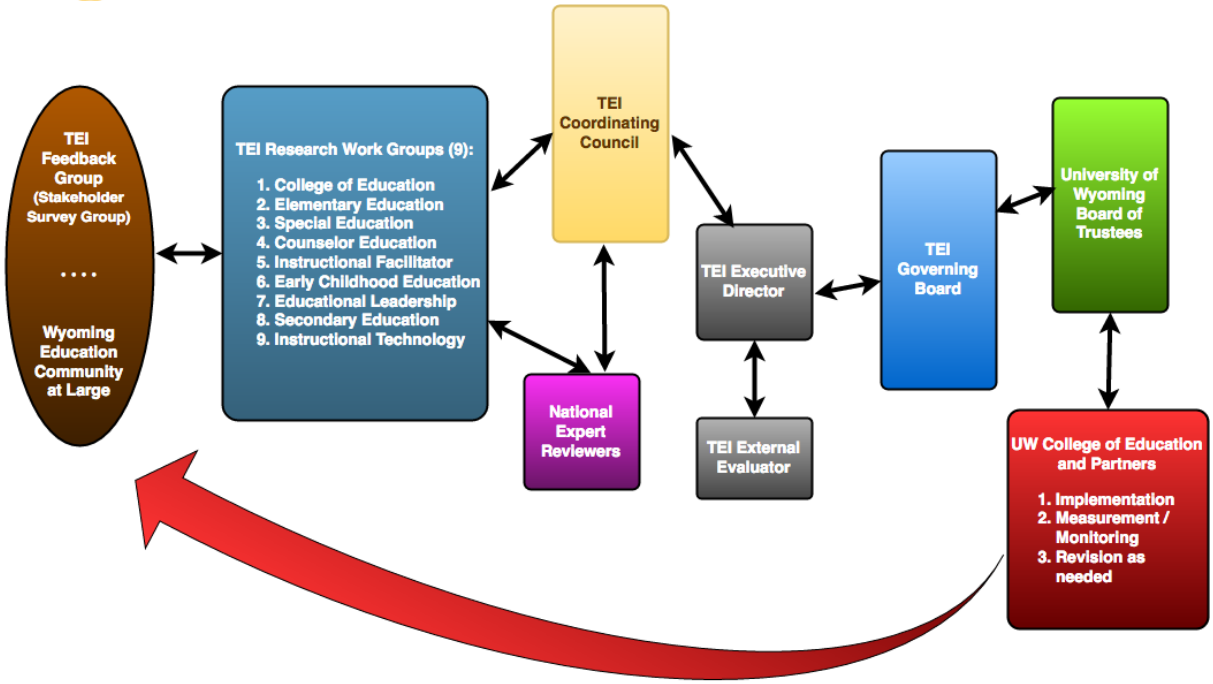
TBD

Strategies and Tactics

Strategy COUNS-II-B-1: TBD

- **Tactic COUNS-II-B-1-a:** TBD
- **Tactic COUNS-II-B-1-b:** TBD
- **Tactic COUNS-II-B-1-c:** TBD
- **Tactic COUNS-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Educational Leadership Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Education Leadership Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy LDR-I-A-1: TBD

- **Tactic LDR-I-A-1-a:** TBD
- **Tactic LDR-I-A-1-b:** TBD
- **Tactic LDR- I-A-1-c:** TBD

Strategy LDR-I-A-2: TBD

- **Tactic LDR- I-A-2-a:** TBD
- **Tactic LDRL-I-A-2-b:** TBD
- **Tactic LDR-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy LDR-I-B-1: TBD

- **Tactic LDR-I-B-1-a:** TBD
- **Tactic LDR-I-B-1-b:** TBD.
- **Tactic LDR-I-B-1-c:** TBD
- **Tactic LDR-I-B-1-d:** TBD

Initiative Education Leadership Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy LDR-II-A-1: TBD

- **Tactic LDR-II-A-1-a:** TBD
- **Tactic LDR-II-A-1-b:** TBD
- **Tactic LDR-II-A-1-c:** TBD

Strategy LDR-II-A-2: TBD

- **Tactic LDR-II-A-2-a:** TBD
- **Tactic LDR-II-A-2-b:** TBD
- **Tactic LDR-II-A-3-c:** TBD

Objective B

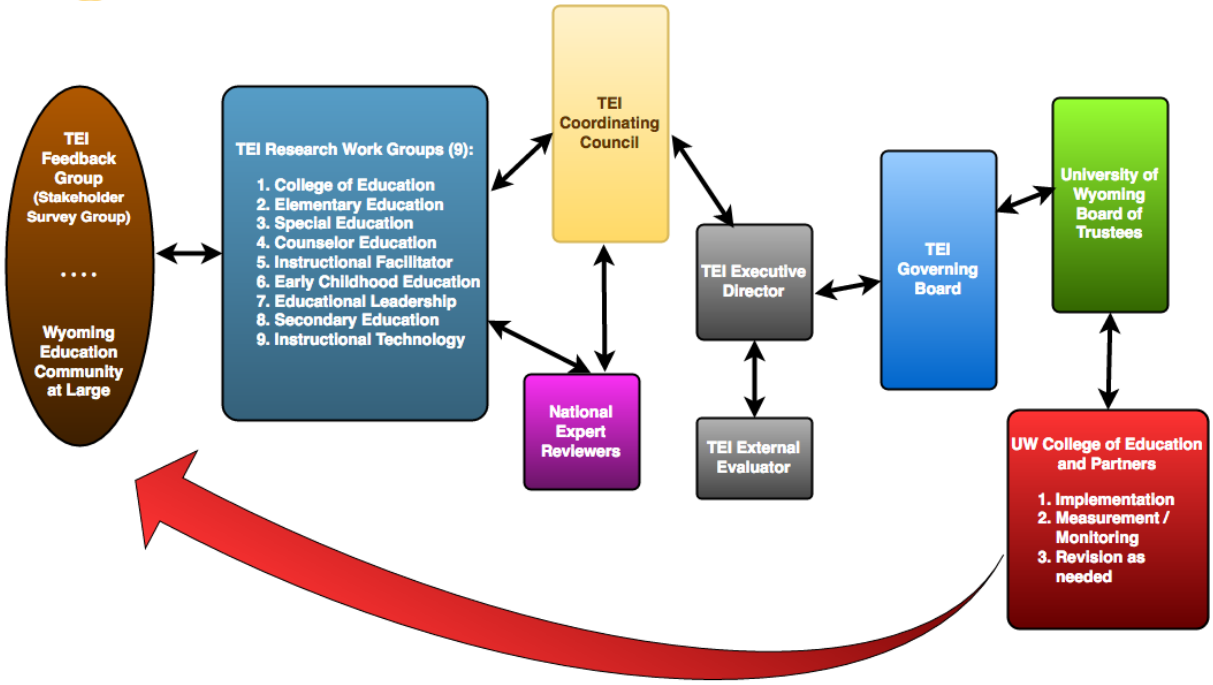
TBD

Strategies and Tactics

Strategy LDR-II-B-1: TBD

- **Tactic LDR-II-B-1-a:** TBD
- **Tactic LDR-II-B-1-b:** TBD
- **Tactic LDR-II-B-1-c:** TBD
- **Tactic LDR-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Secondary Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Secondary Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SEC-I-A-1: TBD

- **Tactic SEC-I-A-1-a:** TBD
- **Tactic SEC-I-A-1-b:** TBD
- **Tactic SEC- I-A-1-c:** TBD

Strategy SEC-I-A-2: TBD

- **Tactic SEC- I-A-2-a:** TBD
- **Tactic SEC-I-A-2-b:** TBD
- **Tactic SEC-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy SEC-I-B-1: TBD

- **Tactic SEC-I-B-1-a:** TBD
- **Tactic SEC-I-B-1-b:** TBD.
- **Tactic SEC-I-B-1-c:** TBD
- **Tactic SEC-I-B-1-d:** TBD

Initiative Secondary Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SEC-II-A-1: TBD

- **Tactic SEC-II-A-1-a:** TBD
- **Tactic SECL-II-A-1-b:** TBD
- **Tactic SEC-II-A-1-c:** TBD

Strategy SEC-II-A-2: TBD

- **Tactic SEC-II-A-2-a:** TBD
- **Tactic SECL-II-A-2-b:** TBD
- **Tactic SEC-II-A-3-c:** TBD

Objective B

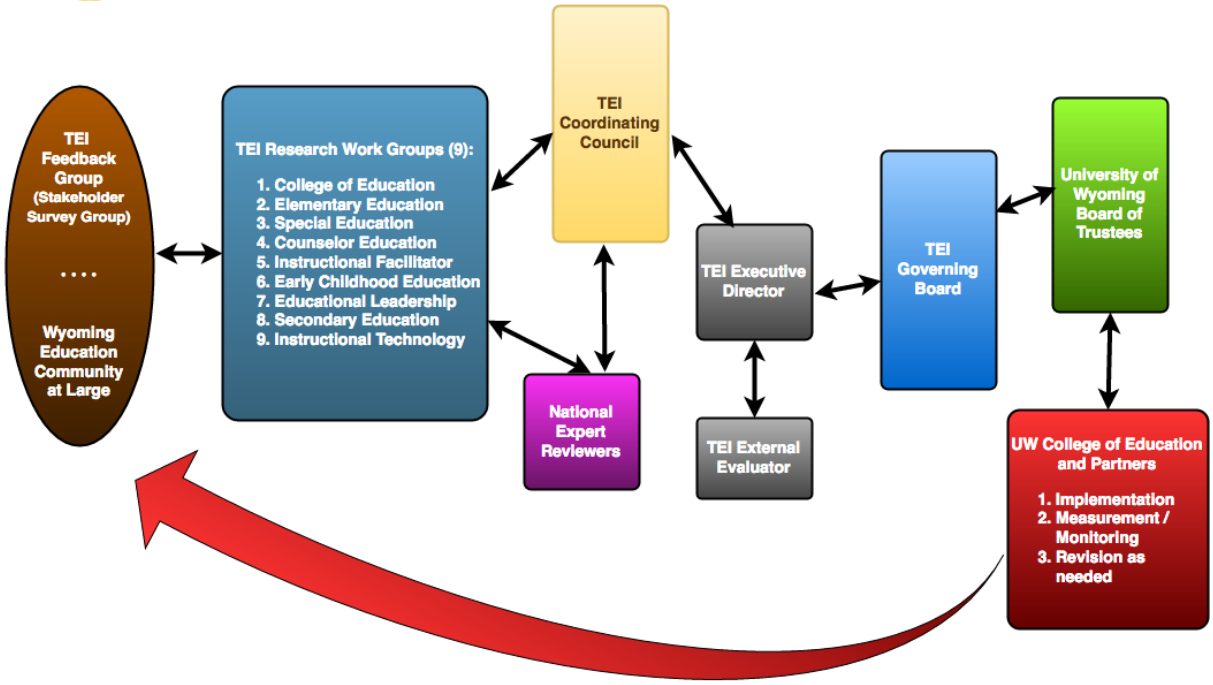
TBD

Strategies and Tactics

Strategy SEC-II-B-1: TBD

- **Tactic SEC-II-B-1-a:** TBD
- **Tactic SEC-II-B-1-b:** TBD
- **Tactic SEC-II-B-1-c:** TBD
- **Tactic SEC-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Instructional Technology Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Instructional Technology Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy TECH-I-A-1: TBD

- **Tactic TECH-I-A-1-a:** TBD
- **Tactic TECH-I-A-1-b:** TBD
- **Tactic TECH- I-A-1-c:** TBD

Strategy TECH-I-A-2: TBD

- **Tactic TECH- I-A-2-a:** TBD
- **Tactic TECH-I-A-2-b:** TBD
- **Tactic TECH-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy TECH-I-B-1: TBD

- **Tactic TECH-I-B-1-a:** TBD
- **Tactic TECH-I-B-1-b:** TBD.
- **Tactic TECH-I-B-1-c:** TBD
- **Tactic TECH-I-B-1-d:** TBD

Initiative Instructional Technology Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy TECH-II-A-1: TBD

- **Tactic TECH-II-A-1-a:** TBD
- **Tactic TECH-II-A-1-b:** TBD
- **Tactic TECH-II-A-1-c:** TBD

Strategy TECH-II-A-2: TBD

- **Tactic TECHL-II-A-2-a:** TBD
- **Tactic TECH-II-A-2-b:** TBD
- **Tactic TECH-II-A-3-c:** TBD

Objective B

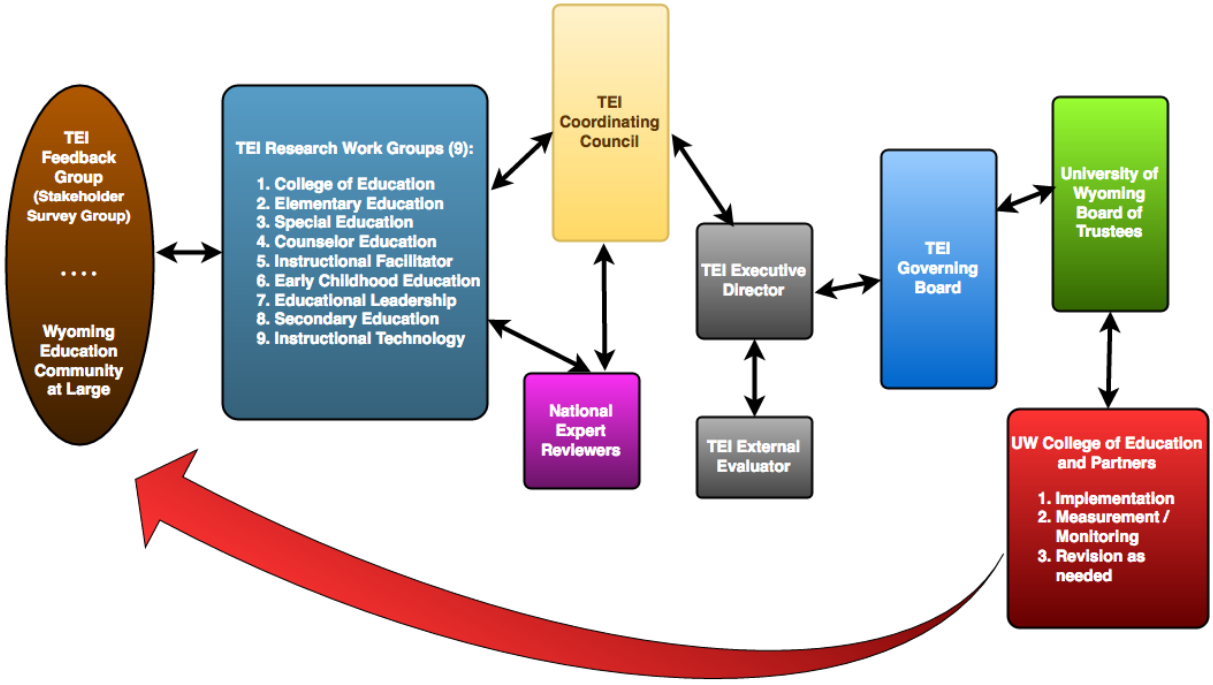
TBD

Strategies and Tactics

Strategy TECH-II-B-1: TBD

- **Tactic TECH-II-B-1-a:** TBD
- **Tactic TECH-II-B-1-b:** TBD
- **Tactic TECH-II-B-1-c:** TBD
- **Tactic TECH-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Research Work Group:

Instructional Facilitator (Program of Innovation)

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Initiative Instructional Facilitator Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy INST-I-A-1: TBD

- **Tactic INST-I-A-1-a:** TBD
- **Tactic INST-I-A-1-b:** TBD
- **Tactic INSTL- I-A-1-c:** TBD

Strategy INST-I-A-2: TBD

- **Tactic INST- I-A-2-a:** TBD
- **Tactic INST-I-A-2-b:** TBD
- **Tactic INST-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy INST-I-B-1: TBD

- **Tactic INST-I-B-1-a:** TBD
- **Tactic INST-I-B-1-b:** TBD.
- **Tactic INST-I-B-1-c:** TBD
- **Tactic INST-I-B-1-d:** TBD

Initiative Instructional Facilitation Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBDp

Strategies and Tactics

Strategy INST-II-A-1: TBD

- **Tactic INST-II-A-1-a:** TBD
- **Tactic INST-II-A-1-b:** TBD
- **Tactic INST-II-A-1-c:** TBD

Strategy INST-II-A-2: TBD

- **Tactic INST-II-A-2-a:** TBD
- **Tactic INST-II-A-2-b:** TBD
- **Tactic INST-II-A-3-c:** TBD

Objective B

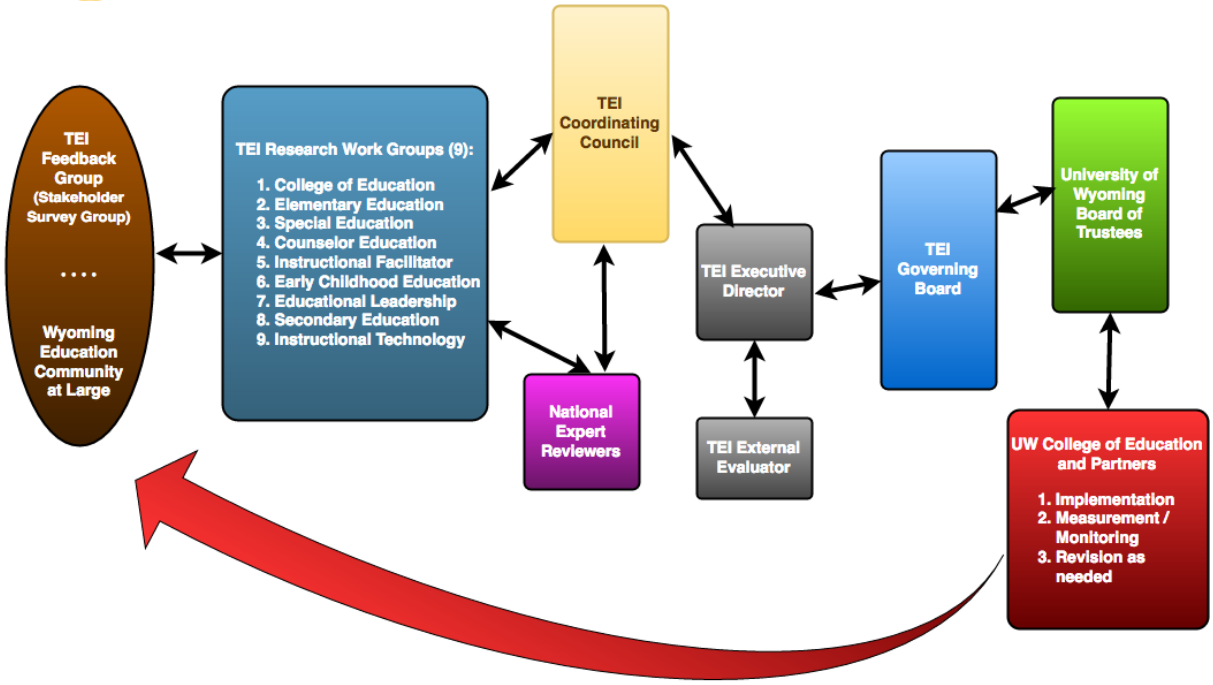
TBD

Strategies and Tactics

Strategy INST-II-B-1: TBD

- **Tactic INST-II-B-1-a:** TBD
- **Tactic INST-II-B-1-b:** TBD
- **Tactic INST-II-B-1-c:** TBD
- **Tactic INST-II-B-1-d:** TBD

University of Wyoming Trustees Education Initiative (TEI) Governance Structure



Trustees Education Initiative Stakeholder Feedback Group

Advisory to the Initiative Governing Board, the Stakeholder Research Group is charged with:

1. Providing stakeholder input in response to models and practices proposed by the Research Work Groups based on Governing Board-approved Key Performance Indicators indicative of professional educator preparation programs producing the best graduates.

Section Three

Initiative Annual Expenditure Budgets: 2016 - 2020

Version III • May 2017

Initiative Annual Expenditure Budgets 2016-2020[1]

Year	Planned Expenditures: Daniels Fund Grant	Planned Expenditures: Other Sources
2016	$278,354.70	$ 0.00
2017	$ 1,053,200.00	$ 0.00
2018	$ 1,400,645.30	$ 91,444.00
2019	$ 1,206,000.00	$ 354,105.00
2020	$ 1,061,800.00	$ 474,804.00
2016-2020	$5,000,000.00	$920,353.00

2016

Activity	Actual Expenditures: Daniels Fund Grant	Actual Expenditures: Other Sources
Boards and Committees	$45,009.38	$0.00
Personnel: Full-Time and Part-Time	$113,411.11	$0.00
Identify and Evaluate Best Practices	$58,093.84	$0.00
Initial Planning for Expanding Financial Support	$0.00	$0.00
Public Communications	$9.00	$0.00
Administration	$61,831.37	$0.00
	$278,354.70	$0.00

[1] *Budgets for 2018 through 2020 will be amended as other sources of funding are garnered.*

2017

Year	Activity	Projected Expenditures: Daniels Fund Grant	Projected Expenditures: Other Sources
	Governing Board	$30,000.00	$ 0.00
	Cadre of National Experts	$50,000.00	$ 0.00
	Coordinating Council	$55,000.00	$ 0.00
	Research Work Groups	$60,000.00	$ 0.00
	Salaries and Benefits	$300,000.00	$ 0.00
	Computers and Software	$1,000.00	$ 0.00
	Conferences and Program Visits	$200,000.00	$ 0.00
	Teacher/Faculty Release or Backfill	$51,000.00	$ 0.00
	Design and Pilot of Best Practices	$150,000.00	$ 0.00
	Research Support	$125,000.00	$ 0.00
	Gaining Expanded Financial Support	$20,000.00	$ 0.00
	Financial Management Fee	$4,300.00	$ 0.00
	Office Furnishings and Supplies	$2,900.00	$ 0.00
	Printing and Collateral Materials	$3,000.00	$ 0.00
	Communication	$1,000.00	$ 0.00
		$1,053,200.00	**$0.00**

2018[2]

Year	Activity	Projected Expenditures: Daniels Fund Grant	Projected Expenditures: Other Sources
	Governing Board	$35,000.00	$ 0.00
	Cadre of National Experts	$55,000.00	$ 0.00
	Coordinating Council	$60,000.00	$ 0.00
	Research Work Groups	$70,000.00	$ 0.00
	Salaries and Benefits	$425,000.00	$ 0.00
	Computers and Software	$1,299.70	$ 0.00
	Conferences and Program Visits	$280,000.00	$ 22,620.00
	Teacher/Faculty Release or Backfill	$75,000.00	$ 46,750.00
	Design and Pilot of Best Practices	$250,000.00	$ 18,000.00
	Research Support	$125,000.00	$ 0.00
	Gaining Expanded Financial Support	$15,000.00	$ 0.00
	Financial Management Fee	$4,300.00	$ 0.00
	Office Furnishings and Supplies	$2,000.00	$ 0.00
	Printing and Collateral Materials	$2,000.00	$ 0.00
	Communication	$1,000.00	$ 0.00
	Indirect Costs	$ 0.00	$ 4,074.00
	2018 TOTAL	**$1,400,599.70**	**$91,444.00**

[2] *Budgets for 2018 through 2020 will be amended as other sources of funding are garnered.*

2019[3]

Year	Activity	Projected Expenditures: Daniels Fund Grant	Projected Expenditures: Other Sources
2019			
	Governing Board	$35,000.00	$ 0.00
	Cadre of National Experts	$55,000.00	$ 0.00
	Coordinating Council	$60,000.00	$ 0.00
	Research Work Groups	$75,000.00	$ 0.00
	Salaries and Benefits	$330,000.00	$ 0.00
	Computers and Software	$1,500.00	$ 0.00
	Conferences and Program Visits	$100,000.00	$22,620.00
	Teacher/Faculty Release or Backfill	$75,000.00	$49,077.00
	Implementation of Best Practices	$325,000.00	$277,500.00
	Research Support	$125,000.00	$ 0.00
	Gaining Expanded Financial Support	$15,000.00	$ 0.00
	Financial Management Fee	$4,300.00	$ 0.00
	Office Furnishings and Supplies	$2,000.00	$ 0.00
	Printing and Collateral Materials	$3,000.00	$ 0.00
	Communication	$1,000.00	$ 0.00
	Indirect Costs	$ 0.00	$ 4,908.00
	2019 TOTAL	**$1,206,800.00**	**$354,105.00**

[3] *Budgets for 2018 through 2020 will be amended as other sources of funding are garnered.*

2020[4]

Year	Activity	Projected Expenditures: Daniels Fund Grant	Projected Expenditures: Other Sources
2020			
	Governing Board	$35,000.00	$ 0.00
	Cadre of National Experts	$35,000.00	$ 0.00
	Coordinating Council	$50,000.00	$ 0.00
	Program Study Groups	$75,000.00	$ 0.00
	Salaries and Benefits	$310,000.00	$ 0.00
	Computers and Software	$3,000.00	$ 0.00
	Conferences and Program Visits	$15,000.00	$ 22,620.00
	Teacher/Faculty Release or Backfill	$90,000.00	$ 51,531.00
	Implementation of Best Practices	$300,000.00	$ 395,500.00
	Research Support	$125,000.00	$ 0.00
	Gaining Expanded Financial Support	$15,000.00	$ 0.00
	Financial Management Fee	$4,300.00	$ 0.00
	Office Furnishings and Supplies	$1,000.00	$ 0.00
	Printing and Collateral Materials	$3,000.00	$ 0.00
	Communication	$500.00	$ 0.00
	Indirect Costs	$ 0.00	$ 5,153.00
	2020 TOTAL	**$1,061,800.00**	**$474,804.00**
	FIVE YEAR TOTAL	**$5,000,000.00**	**$ 920,353.00**

[4] *Budgets for 2018 through 2020 will be amended as other sources of funding are garnered.*

Section Four

Initiative Timeline, Milestones, and Activities

Version III • May 2017

NOTE:

The Initiative Timeline and its elements will be continuously revised as the Initiative work progresses.

Initiative Research Work Group Sequence Assignments

Sequence I Work Groups Begin Winter 2017	Sequence II Work Groups Begin Summer 2017	Sequence III Work Groups Begin Fall 2017
College of Education	Early Childhood Education	Education Leadership
Elementary Education	Instructional Facilitator	Instructional Technology
Special Education	Counselor Education	Secondary Education

Year	Month	Responsibility	Milestone	Status
2016	March	**Governing Board**	Establishes Board and Executive Committee Structure	Complete
2016	September	**Executive Director**	Establishes office equipment, supplies, information technology	Complete
2016	September	**Governing Board**	Employs Executive Director	Complete
2016	October	**Executive Director**	Creates and publishes website	Complete
2016	November	**Governing Board**	Provides guidance on work groups, processes, goals, and structures.	Complete
2016	December	**Executive Director**	Recommends members for all work groups. Presents draft Strategic Plan to Executive Committee of Governing Board for review and approval. Recommends desired characteristics for a cadre of national experts Members to Executive Committee of Governing Board. Presents draft research protocol for Program Research Groups to Executive Committee of Governing Board.	Complete
2016	December	**Governing Board (Executive Committee)**	Takes action on initial Strategic Plan.	Yes

2017	January	**Executive Director**	Recommends candidate for Project Coordinator. With support of Marzano Research, gather UW College of Education baseline data on Key Performance Indicators. Develops and presents slate of nominees for cadre of national experts based on Executive Committee of Governing Board desired characteristics; Executive Committee of Governing Board reviews and takes action on recommendation.	Complete
2017	February	**Executive Director**	Develops and distributes survey to Education Community Stakeholder Group, seeking feedback for the Research Work Groups. Begins series of eight regional Town Hall Meetings throughout Wyoming.	Complete
2017	February	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Complete
2017	February	**Governing Board (Executive Committee)**	Takes action on members of cadre of national experts.	Complete

2017	February	**Sequence I**	Review current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	In Progress
2017	March	**Executive Director**	Compiles and provides Education Community Stakeholder Group survey response data to Research Work Groups. Completes series of eight regional Town Hall Meetings throughout Wyoming.	Complete
2017	March	**Sequence I**	Visits and evaluates programs using evidence-based models and practices which align to successful outcomes on the Key Performance Indicators in the Strategic Plan.	In Progress
2017	April	**Executive Director**	Reports to Coordinating Council and Research Work Groups the feedback received in the Town Hall Meetings.	Complete
2017	April	**Sequence I**	Presents recommendations to Coordinating Council and a cadre of national experts for pilot implementation of best educator preparation practices.	Pending
2017	May	**Coordinating Council**	Provides feedback to **Sequence I Research Work Groups** regarding recommendations for pilot implementation of best practices.	Pending
2017	May-June	**Cadre of National Experts**	Provides feedback to Coordination Council regarding recommendations for pilot implementation of best practices.	Pending
2017	May	**Sequence I**	Receives feedback from Coordinating Council and a cadre of national experts regarding recommendations for pilot implementation of best practices. Submits revised recommendations to Coordinating Council and a cadre of national experts for pilot implementation of best practices.	Pending
2017	June	**Coordinating Council**	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of **Sequence I Research Work Groups'** best practices.	Pending

2017	June	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2017	June	**Cadre of National Experts**	Submits to Governing Board recommendations for pilot implementation of best practices.	Pending
2017	June	**Sequence II**	Reviews program's current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	Pending
2017	June	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2017	July	**Sequence II**	Visits and evaluates preparation programs using evidence-based models and practices aligned to successful outcomes on the Key Performance Indicators.	Pending
2017	August	**Sequence I**	Begins implementation of approved best practices.	Pending
2017	August	**Sequence II**	Submits recommendations to Coordinating Council and a cadre of national experts for pilot implementation of best practices.	Pending
2017	September	**Coordinating Council**	Provides feedback to **Sequence II Research Work Groups** regarding recommendations for pilot implementation of best practices.	Pending
2017	September	**Sequence II**	Receives feedback from Coordinating Council and a cadre of national experts regarding recommendations for pilot implementation of best practices. Submits revised recommendations to Coordinating Council and a cadre of national experts for pilot implementation of best practices.	Pending

2017	September	**Sequence III**	Reviews program's current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	Pending
2017	October	**Coordinating Council**	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of **Sequence II Research Work Group** best practices.	Pending
2017	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2017	October	**Cadre of National Experts**	Provides feedback to Coordinating Council regarding recommendations for pilot implementation of best practices.	Pending
2017	October	**Sequence III**	Visits and evaluates Education Leadership preparation programs using evidence-based models and practices aligned to successful outcomes on the Key Performance Indicators.	Pending
2017	November	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2017	November	**Coordinating Council**	Seeks **Wyoming Professional Teaching Standards Board** feedback and approvals on implementation of practices approved by Governing Board for Sequence II Programs.	Pending
2017	December	**Sequence III**	Presents recommendations to Coordinating Council and a cadre of national experts for pilot implementation of best educator preparation practices .	Pending
2018	January	**Coordinating Council**	Provides feedback to **Sequence III Research Work Groups** regarding recommendations for pilot implementation of best practices.	Pending
2018	January	**Sequence II**	Begins implementation of approved best practices.	Pending

2018	January	**Sequence III**	Receives feedback from Coordinating Council and a cadre of national experts regarding recommendations for pilot implementation of best practices . Submits revised recommendations to Coordinating Council and a cadre of national experts for pilot implementation of best practices.	Pending
2018	February	**Coordinating Council**	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of **Sequence III Research Work Group** best practices.	Pending
2018	February	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2018	February	**Cadre of National Experts**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending
2018	March	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2018	March	**Coordinating Council**	Seeks **Wyoming Professional Teaching Standards Board** feedback and approvals on implementation of practices approved by Governing Board for Sequence III Programs.	Pending
2018	March	**Sequence I**	Measures effects of implementation of best practices.	Pending
2018	May	**Sequence II**	Measures effects of implementation of best practices.	Pending
2018	June	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2018	June	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2018	June	**Sequence I and Sequence II**	Reports to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	Pending

2018	June	**Sequence III**	Begins implementation of approved best practices.	Pending
2018	July	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2018	October	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2018	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2018	October	**Cadre of National Experts**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending
2018	November	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2019	February	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2019	February	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2019	February	**Cadre of National Experts**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending
2019	February	**Sequence III**	Reports to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	Pending
2019	March	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2019	May	Sequence I, II, and III	Measure effects of implementation of best practices.	N/A
2019	June	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	N/A
2019	June	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson

2019	June	Sequence I, II, and III	Report to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	Pending
2019	July	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2019	October	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2019	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2019	October	**Cadre of National Experts**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending
2019	November	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2020	February	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2020	February	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2020	February	**Cadre of National Experts**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending
2020	March	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2020	May	Sequence I, II, and III	Measure effects of implementation of best practices.	Pending
2020	June	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2020	June	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending

2020	June	Sequence I, II, and III	Report to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	Pending
2020	July	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending
2020	October	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2020	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Pending
2020	October	**Cadre of National Experts**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending
2020	November	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and a cadre of national experts. Submits recommendations to University of Wyoming Board of Trustees for action.	Pending

Section Five

Research Plan

Version III • May 2017

Note:
The proposed Research Plan and its elements will be assessed by an External Evaluator prior to implementation.

Initiative Research Plan:
Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research Plan:
Definitions

- ***Candidate*** – an individual enrolled in a professional educator preparation program
- ***Completer*** – an individual who has successfully complete a professional educator program
- ***Educator Preparation Practices*** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- ***Evidence-Based Practice*** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
    - current educator preparation literature
    - meta-analyses (combined data from multiple studies)
        - historical research
        - experimental research
        - non-experimental research
        - exploratory, descriptive, and explanatory (cause and effect) research
    - outcomes data of P-12 students taught by program completers
    - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
    - candidate perceptions of program effectiveness
    - employer (school district) perceptions of program effectiveness

Initiative Research Plan:

Initiative-Wide Tasks

1) Executive Director develops and conducts survey of Wyoming education stakeholders, seeking perspectives on the University of Wyoming College of Education and its educator preparation programs.

- Compile, analyze, and provide results to Initiative Coordinating Council, College Research Work Group, and Program Research Work Groups.

2) Executive Director coordinates and hosts a series of eight Town Hall Meetings throughout Wyoming, seeking perspectives on the University of Wyoming College of Education and its educator preparation programs.

- Compile, analyze, and provide results to Initiative Coordinating Council, College Research Work Group, and Program Research Work Groups.

Initiative Research Plan:

College and Program Research Work Groups' Tasks

1) Review and analyze relevant current literature on the best practices for preparing professional educators

2) Collect and analyze relevant evidence from current educational practice and current educator preparation practice

3) Summarize findings

4) Draw conclusions and make recommendations for action

Initiative Research Plan:

Required Methods in Support of Research Objectives

- Employ a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States
- Identify the practices that yield the greatest effect size on the Key Performance Indicators identified in the Strategic Plan, including examination of the following program design elements:
    - Candidate Selection
    - Curriculum and Courses
        - Scope
        - Sequence
        - Embedded Integration with Clinical and Field Experiences (including Student Teaching)
        - Aligning to Wyoming Learning Standards
    - Candidate Subject Area/Content Knowledge
        - Program connections to departments and faculty in Mathematics, Science, History, Fine Arts, Modern Languages, and other content areas
    - Candidate Preparation for P-12 Student Assessment and Data Literacy Preparation
    - Preparation in Effective Approaches to the Use of Instructional Technology to Support Instruction and Assessment
    - Candidate Field and Clinical Experiences
    - Mentor Teacher Selectivity
    - Diversity in All Its Forms
        - Race / Ethnicity
        - Language
        - Disability
        - Culture
        - Socioeconomic Status
    - Outreach and Engagement
    - Professional Development of College of Education Faculty and Wyoming Educators
    - Alignment to Accreditation Standards
    - Alignment to Wyoming Teacher Shortage Areas

Initiative Research Plan:

Subjects

- Traditional educator preparation programs in public and private universities across the United States
- Alternative educator preparation programs across the United States
- International educator preparation programs

Initiative Research Plan:
Contextual Constraints

- Potential Risk to Research Subjects
    - Release of proprietary information
    - Loss of faculty or candidate confidentiality
    - Loss of national accreditation or program recognition
    - Loss of state approval or recognition

- Potential Risk to TEI
    - Lack of Access to Student Success Data of P-12 Students Taught by College of Education completers for College Continuous Improvement Efforts
    - Lack of Collaboration of Wyoming K-12 School Districts

Initiative Research Plan:
Dissemination of Results

- Research reports will be provided to Trustees Education Initiative entities as follows:
    - Research Work Groups
    - Coordinating Council
    - Cadre of National Experts
    - Executive Director
    - Governing Board
    - Board of Trustees
    - College of Education
    - Wyoming Superintendent of Public Instruction
    - Wyoming State Board of Education
    - Wyoming Department of Education
    - Wyoming Professional Teaching Standards Board
    - Wyoming Governor
    - Wyoming General Assembly
    - Wyoming School Districts, Teachers, and Education Leaders
    - Wyoming Local School Board Members
    - Wyoming Community Leaders
    - Wyoming Media Representatives
    - National Education Conferences
    - Peer-Reviewed National Education Research Journals
    - National Conference Presentations
    - National Media Representatives

Section Six

2015-2016 Analysis:
College of Education Strengths, Weaknesses, Opportunities, Threats (SWOT)

Version III • May 2017

Strengths

Recruitment and Application Process

- Affordability of graduate programs

Admissions

- Admissions selectivity into graduate programs using standardized test scores, prior GPA, dispositions, diversity criteria
- Reputation of prior undergraduate program of graduate applicants

Program Design and Delivery

- Instructional practices derived from a national empirical evidence base, e.g. case studies in the Educational Administration Doctoral Program
- Instructional practices aligned to Specialized Professional Association (SPA) and Council for Accreditation of Educator Preparation (CAEP) standards
- Curricular currency, relevance, and structure
- Combination of faculty-designed course rubrics and edTPA assessment of candidate skills
- Assessments to demonstrate candidate efficacy in P-12 settings
- Comprehensive exit assessment of candidate knowledge

Candidate Experience

- Some use of practices based on empirical evidence base, e.g. backward design; Words Their Way; balanced literacy; digital literacy for vocabulary, comprehension and writing; dialogic instruction and guided release of responsibility models
- Preparation to teach Wyoming Next Generation Science Standards
- Hybrid delivery of face-to-face and online delivery in graduate programs
- Field and clinical placement experiences
- Research opportunities for graduate students that lead to national and international conference engagement
- Mentoring by experienced community college leaders (Instructional Technology / Instructional Design)
- Supervised clinical and student teaching experiences, including selectivity of supervising teacher
- Faculty advising (including career advising) in some graduate programs

Weaknesses

Recruitment and Application Process

- Graduate application system is complex, resulting in up to 33 percent of applications never being completed.

Admissions

- Use of standardized tests (ACT, SAT) which are not valid predictive measures of educator quality

Program Design and Delivery

- Inconsistency in knowledge base of empirical research between sections and faculty members (including graduate students and adjunct faculty)
- Lack of competency-based skill demonstrations by candidates
- Concern that the pressure to move to online delivery will diminish the effectiveness of candidate learning
- Concern with use of external candidate evaluation through edTPA
- Inconsistent course delivery across faculty members
- Staff are unprepared to support faculty in tracking candidates
- Limited engagement statewide
- Support and establishment of guidelines and expectations for supervising teachers
- No reward system for supervising teachers

Continuous Improvement

- Limited graduate follow-up data, including graduate self-ratings and employer ratings
- Over-reliance on a single measure to evaluate candidate progress

Candidate Experience

- Limited experiences working with diverse student populations
- Limited opportunity for statewide engagement
- Faculty advising (including career advising) in some graduate programs
- Undergraduate candidates being advised by graduate faculty

Opportunities

Recruitment and Application Process

- Recruit candidates using distance technologies

Admissions

- Using longitudinal data analysis, identify and utilize admissions criteria which are effective predictors of educator quality

Program Design and Delivery

- Adopt and implement with fidelity practices with a strong empirical evidence base
- Develop and implement a longitudinal data collection and analysis of program candidates
- Develop and implement system to monitor graduate employment and professional performance, including employer/client ratings of program completers
- Align candidate preparation to the current needs of K-12 settings
- Develop role-specific effective evidence portfolio
- Issue alumni lifetime e-mail addresses as a means for remaining connected to completers
- Ensure that program reflects the best practices in clinical and K-12 settings
- Require competency-based skills demonstrations
- Provide training for clinical supervisors
- Develop and implement technology-based supervision of clinical experiences
- Require a teaching effectiveness evidence portfolio of all candidates
- Improve communication with stakeholders
- Employ sufficient faculty members to adequately delivery quality programs

Continuous Improvement

- Collect, analyze, and report data on supervisor ratings of candidates and P-12 school outcomes
- Collect, analyze, and report data on completers' self-ratings of efficacy
- Collect, analyze, and report data on K-12 student, parent, principal, and superintendent ratings of program completers

Candidate Experience

- Adopt or adapt best practices used at other nationally/internationally recognized programs,
    - employ a cohort model
    - require practicum experiences in master's degree programs
    - increase use of case studies
    - require culminating projects in master's degree programs with an external audience
- Develop a competency-based skills tracking system for candidates
- Increase practicum experiences
- Implement a year-long internship with partial pay
- Leverage technology such as video simulations using avatars and scripts

- Develop and implement a model of professional advising staff
- Provide career services and placement, including use of technology (career fairs) to connect with employers
- Develop and implement online self-advising program

Threats

Recruitment and Application Process

- Competition from out of state and proprietary online programs
- Out-of-state institutions offering in-state tuition to Wyoming residents
- Management of the narrative around the college's program reputation

Admissions

- Budget pressures in a time of fiscal concerns that threaten graduate admissions selectivity
- Costs of additional admissions assessments

Program Design and Delivery

- Insufficient faculty professional development on instructional strategies and use of instructional technology
- Insufficient documentation and use of program milestone procedures related to dispositions required for educational practice
- Financial resources are being diverted to the Outreach School with insufficient return on the investment.
- Absence of data on graduate employment and professional performance
- Misalignment of technology on which candidates are prepared and the technology available in K-12 schools
- Assessment reliability, validity, frequency, length, complexity, cost/benefit ratio, relevance, fidelity of use, and candidate consequences

Candidate Experience

- Inconsistency in 21st century readiness of learning spaces on UW campus
- Insufficient opportunities for candidates to demonstrate teaching skills to faculty
- Limitations in student teaching placements to spring semester
- Limitations in student teaching placements to only certain regions of Wyoming
- Adequate faculty staffing to deliver programs
- Lack of access to online self-advising tools
- Increase computer lab hours to meet candidate needs; could decrease resource focus on carts in the Annex.
- Limited clinical placements
- Inconsistent and untimely delivery of undergraduate advising

Research Work Group Proposal Form

Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
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Initiative Research Definitions

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    - current educator preparation literature
    - meta-analyses (combined data from multiple studies)
        - historical research
        - experimental research
        - non-experimental research
        - exploratory, descriptive, and explanatory (cause and effect) research
    - outcomes data of P-12 students taught by program completers
    - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
    - candidate perceptions of program effectiveness
    - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name

_____

Submitted by _____
Contact Email _____
Contact Phone _____
Submission Date _____

Research Work Group Member Names

_____

_____

_____

_____

_____

_____

Alignment to Key Performance Indicator(s)[1]

(Check all that apply.)

- ☐ **Statewide perceptions** of the University of Wyoming College of Education
- ☐ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☐ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☐ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☐ **Employment of University of Wyoming graduates** in Wyoming schools
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☐ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

[1] *List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.*

Documentation of Need

☐ Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Summary of documentation of need:

_____

Evidence Supporting Proposal: Literature Review

☐ **Reviewed and analyzed relevant current literature on the best practices for preparing professional educators**

Literature Citations:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Summary of Literature Review:

_____

Evidence Supporting Proposal: Evaluation of Leading Programs

(Check all that apply.)

☐ **Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States**

Programs Reviewed:

☐ **Traditional educator preparation programs in public and private universities across the United States**
Please list names and locations of traditional programs studied:

- _____
- _____
- _____
- _____

☐ **Alternative educator preparation programs**
Please list names and locations of alternative programs studied:

- _____
- _____
- _____

☐ **International educator preparation programs**
Please list names and locations of international programs studied:

- _____
- _____

Summary of Evaluation of Other Programs:

_____

Contextual Constraint Analysis

☐ **Please describe specific contextual constraints identified that could have an effect on the proposal, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

_____

_____

_____

_____

Risk Assessment

☐ **Please list all identified potential risks to College of Education Candidates:**

_____
_____
_____
_____

☐ **Please list all identified potential risks to the UW College of Education:**

_____
_____
_____
_____

☐ **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

_____
_____
_____
_____

☐ **Please list all identified potential risks to the UW Trustees Education Initiative:**

_____
_____
_____
_____

☐ **Please list all identified potential risks to other stakeholders:**

_____
_____
_____
_____

Funding Request to Support Pilot Implementation (by Academic Year)

_____ **2017-2018 Total Request**

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

_____ **2018-2019 Total Request**

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

_____ **2019-2020 Total Request**

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

Budget Narrative to Support Funding Request:

_____

Proposal Narrative:

Coordinating Council
Proposal Review Form

Key Performance Indicators[1]

1. Statewide perceptions of the University of Wyoming College of Education
2. Enrollment of Wyoming residents in University of Wyoming College of Education
3. Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
4. Executed, active clinical partnership agreements with Wyoming School Districts
5. Employment of University of Wyoming graduates in Wyoming schools
6. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
7. State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Proposal Number _____

	Addresses 0 TEI Performance Indicators 1	Addresses 1-2 TEI Performance Indicators 2	Addresses 3-4 TEI Performance Indicators 3	Addresses 4+ TEI Performance Indicators 4
Alignment to Key Performance Indicators	_____	_____	_____	_____

Comments: _____

[1] *Performance Indicators currently in place. Performance Indicators could expand based on the outcomes of Research Work Group processes.*

	Provides Little or No Evidence of Need 1	Provides Evidence of Need in Limited Regions of Wyoming 2	Provides Evidence of Need in Multiple Regions of Wyoming 3	Provides Evidence of Need Throughout Wyoming 4
Documentation of Need				

Comments:

	No Evidence Provided 1	Limited Evidence Provided that Practice(s) Predicted to Yield Desired Outcomes 2	Multiple Sources of Evidence Provided that Practice(s) Predicted to Yield Desired Outcomes 3	Extensive Evidence Provided that Practice(s) Predicted to Yield Desired Outcomes 4
Evidence Supporting Proposal: Literature Review				

Comments:

	Reflects No Evaluation of External Programs 1	Reflects Evaluation of One External Program 2	Reflects Evaluation of Two External Programs 3	Reflects Evaluation of Three or More External Programs 4
Evidence Supporting Proposal: Evaluation of Leading Programs				

Comments:

	Does not Address Contextual Constraints 1	Identifies Contextual Constraints, but Does Not Propose Solutions 2	Proposes Solutions to Some Identified Contextual Constraints 3	Proposes Solutions to All Identified Contextual Constraints 4
Contextual Constraint Analysis				

Comments:

	Identifies High Risk to All Stakeholders 1	Identifies Moderate Risk to Some Stakeholders 2	Identifies Minimal Risk to Some Stakeholders 3	Identifies Low or No Risk to Stakeholders 4
Risk Assessment				

Comments:

	Budget Request Insufficient to Address Need 1	Budget Request and Supporting Narrative Addresses Limited Areas of Need 2	Budget Request and Supporting Narrative Addresses Key Areas of Need 3	Budget Request and Supporting Narrative Fully Addresses All Areas of Need 4
Funding Request				

Comments:

Review and Analysis of Proposal Narrative

Summary Comments and Recommendations

_____

Coordinating Council Member Name _____

Date _____

National Reviewer Form

Key Performance Indicators[1]

1. Statewide perceptions of the University of Wyoming College of Education
2. Enrollment of Wyoming residents in University of Wyoming College of Education
3. Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
4. Executed, active clinical partnership agreements with Wyoming School Districts
5. Employment of University of Wyoming graduates in Wyoming schools
6. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
7. State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Proposal Number

	Addresses 0 TEI Performance Indicators 1	Addresses 1-2 TEI Performance Indicators 2	Addresses 3-4 TEI Performance Indicators 3	Addresses 4+ TEI Performance Indicators 4
Alignment to Key Performance Indicators	_____	_____	_____	_____

Comments: _____

[1] *Performance Indicators currently in place. Performance Indicators could expand based on the outcomes of Research Work Group processes.*

	Provides Little or No Evidence of Need 1	Provides Evidence of Need in Limited Regions of Wyoming 2	Provides Evidence of Need in Multiple Regions of Wyoming 3	Provides Evidence of Need Throughout Wyoming 4
Documentation of Need	_____	_____	_____	_____

Comments: _____

	No Evidence Provided 1	Limited Evidence Provided that Practice(s) Predicted to Yield Desired Outcomes 2	Multiple Sources of Evidence Provided that Practice(s) Predicted to Yield Desired Outcomes 3	Extensive Evidence Provided that Practice(s) Predicted to Yield Desired Outcomes 4
Evidence Supporting Proposal: Literature Review	_____	_____	_____	_____

Comments: _____

	Reflects No Evaluation of External Programs 1	Reflects Evaluation of One External Program 2	Reflects Evaluation of Two External Programs 3	Reflects Evaluation of Three or More External Programs 4
Evidence Supporting Proposal: Evaluation of Leading Programs	_____	_____	_____	_____

Comments:

	Does not Address Contextual Constraints 1	Identifies Contextual Constraints, but Does Not Propose Solutions 2	Proposes Solutions to Some Identified Contextual Constraints 3	Proposes Solutions to All Identified Contextual Constraints 4
Contextual Constraint Analysis	_____	_____	_____	_____

Comments: _____

	Identifies High Risk to All Stakeholders 1	Identifies Moderate Risk to Some Stakeholders 2	Identifies Minimal Risk to Some Stakeholders 3	Identifies Low or No Risk to Stakeholders 4
Risk Assessment	_____	_____	_____	_____

Comments: _____

	Budget Request Insufficient to Address Need 1	Budget Request and Supporting Narrative Addresses Limited Areas of Need 2	Budget Request and Supporting Narrative Addresses Key Areas of Need 3	Budget Request and Supporting Narrative Fully Addresses All Areas of Need 4
Funding Request	_____	_____	_____	_____

Comments: _____

Review and Analysis of Proposal Narrative

Summary Comments and Recommendations

_____

National Reviewer Name _____

Date _____

Executive Director Review Form

Proposal Number

_____

Assurance of Relevant Review

- ☐ Trustees Education Initiative Coordinating Council
- ☐ Trustees Education Initiative National Advisory Board
- ☐ Trustees Education Initiative Stakeholder Feedback Group
- ☐ University of Wyoming Academic Affairs
- ☐ University of Wyoming College of Agriculture and Natural Resources
- ☐ University of Wyoming College of Arts and Sciences
- ☐ University of Wyoming College of Engineering
- ☐ University of Wyoming College of Health Sciences
- ☐ University of Wyoming General Counsel
- ☐ Wyoming Professional Teaching Standards Board
- ☐ Wyoming Department of Education
- ☐ Other A _____
- ☐ Other B _____
- ☐ Other C _____

Funding Request

Funding Request by Academic Year:

_____ **2017-2018 Total Request**

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

_____ **2018-2019 Total Request**

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

_____ **2019-2020 Total Request**

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

_____

Summary and Comments

Funded Proposal Outcomes

Research Work Group Name _____
Submitted by _____
Contact Email _____
Contact Phone _____
Submission Date _____
Funded Proposal Name and Number: _____
Reporting Period: _____

Performance Outcomes for Each Indicator Addressed by Funded Proposal

- *Please cite evidence of outcomes for each indicator addressed by funded proposal.*
- *Please indicate N/A for Indicators not addressed in funded proposal.*

INDICATOR: Statewide perceptions of the University of Wyoming College of Education

_____

INDICATOR: Enrollment of Wyoming residents in University of Wyoming College of Education

_____

INDICATOR: Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners

_____

INDICATOR: Executed, active clinical partnership agreements with Wyoming School Districts

_____

INDICATOR: Employment of University of Wyoming graduates in Wyoming schools

_____

INDICATOR: National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

_____

INDICATOR: State-of-the-art College of Education organizational structure, facilities, and technological capabilities

_____

INDICATOR: Other

_____

Contextual Constraints Impacting Implementation

_____

_____

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_____

Risks Impacting Implementation

_____

_____

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_____

_____

_____

Financial Report: Budgeted to Actual

_____ **2017-2018 Total Request**

Category: _____

Requested: _____ **Spent:** _____

Category: _____

Requested: _____ **Spent:** _____

Category: _____

Requested: _____ **Spent:** _____

Category: _____

Requested: _____ **Spent:** _____

Category: _____

Requested: _____ **Spent:** _____

Category: _____

Requested: _____ **Spent:** _____

Fiscal Notes Regarding Budget, Including Explanation of Any Variances:

_____

Narrative Regarding Implementation to Date