

**HIGHER EDUCATION OPPORTUNITY ACT
(HEOA)**

**UNIVERSITY OF WYOMING COLLEGE OF EDUCATION
REPORT 2012**

*University Of Wyoming
College Of Education
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1) *Goals – information about whether goals have been met, activities implemented to achieve goals, and steps taken to improve performance in meeting goals*

i. The university must set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage area designated by the Department or by the state education agency

2) *Assurances – description of activities the institution has implemented to meet assurances*

i. The university must provide assurances to the Department of Education regarding training related to identified needs of local education agencies or states and the needs of schools, training of special education teachers, training in providing instruction to diverse populations, and training to effectively teach in urban and rural schools as applicable.

For #1 and #2 (above) - The state education agency has not designated: specific performance goals, teacher shortage areas, or identified local education agency needs for the Wyoming Teacher Education Program (WTEP). That said, we are involved in the following continuous improvement efforts internally that address teacher shortage areas, teacher effectiveness, and teaching in urban and rural schools:

- *Concurrent Majors* – The College of Education has collaborated with the College of Arts and Sciences to create secondary education programs that lead to concurrent majors in content areas as well as degrees in content-specific secondary education (e.g., Secondary Math Education majors have concurrent majors in Mathematics).
- *Field Experiences* – Students in the WTEP are actively engaged in practicum and internship experiences in public schools throughout the program. Sophomore level students participate in a wide range of field experiences to explore a variety of schooling contexts (including urban, rural, charter school...). Junior level students complete a five week practicum experience in their content/licensure area. These preservice teachers are actively teaching K-12 students and working with their mentor teachers. At this level, students can choose to complete their practicum at an urban, Denver Public School. During the senior year, preservice teachers spend time during the fall semester in their student teaching placement classrooms, then all teacher candidates complete a 16 week residency/student teaching requirement during spring semester. Again, students/teacher candidates can request urban or rural placements.
- *Teacher Performance Assessment* - The College is part of a 26 state consortium of colleges and universities using the Teacher Performance

- Assessment (TPA), a summative assessment for student teachers at (or near) the end of their program. This assessment is designed to measure a set of core teaching skills that support student learning (planning, teaching, assessment & reflection). Trained evaluators then score these assessments providing an external validation of our program quality.
- *Partner School Districts* – The College has formal partnership agreements with Laramie, Albany, Natrona, Sheridan, Campbell, Sweetwater, and Fremont counties to concentrate student teacher placements and work collaboratively with district teachers.
 - *New Admissions Standards* – College faculty and administrators have developed a new set of criteria students must meet (beginning fall 2013) to declare majors in education. The higher admission requirements are an additional measure to ensure that WTEP candidates are prepared to complete post-secondary academic work and are able to support K-12 students' learning at high levels in a wide variety of teaching contexts (urban, rural, small schools, large schools, etc.).

3) Pass rates and scaled scores for the most recent year for which information is available on assessments used by the state for teacher certification or licensure that have been taken by students who are enrolled in the teacher preparation program and students who have completed the program during the prior 2 years.

For #3, the Wyoming Professional Teaching Standards Board requires teacher candidates in Elementary Education and Secondary Social Studies Education to complete and pass (according to predetermined cut scores) PRAXIS II examinations. We are pleased to report that our students'/teacher candidates' scores on these assessments continue to improve. The pass rate for all Elementary Education program completers in 2010-2011 (the most recent data available) was 95%. The pass rate for all Social Studies Education program completers in 2010-2011 was 93%.

4) Program information – admission criteria, enrollment disaggregated by race, ethnicity, and gender; average number of hours of supervised clinical experience, number of full-time equivalent faculty and students in the supervised clinical experience, total number of students who have been certified or licensed as teachers, disaggregated by subject and are of certification or licensure

For #4:

Our current admissions criteria include: Application to the program; submission of transcripts; successful completion of background checks; a minimum number of courses/credit hours completed; minimum GPA (both general (2.75) and content specific (2.5); and holding a Wyoming Substitute Teaching Permit (for last 2

years of program). As noted above, our admissions criteria will change (and become more stringent) beginning Fall 2013.

Enrollment disaggregated by race, ethnicity, and gender: For enrolled students in 2010-2011 –

Hispanic/Latino – 55
 American Indian or Alaska Native – 7
 Asian – 15
 Black or African American – 7
 Native Hawaiian or Other Pacific Islander – 1
 White – 1150
 Two or more races- 11
 Males - 435
 Females – 889
Total enrolled - 1,324

Average number of hours of supervised clinical experience – (730, including student teaching)

Number of full-time equivalent faculty and students in the supervised clinical experience – Full time equivalent faculty 32 (includes full time equivalent adjunct faculty)

Total number of students (2010-2011) who have been certified or licensed as teachers, disaggregated by subject and area of certification or licensure. (In our case, we do not know whether or not they actually licensed. These numbers reflect those that qualified for licensure/Institutional Recommendation for licensure).

Subject Area	Number Prepared
Teacher Education - Special Education	5
Teacher Education - Elementary Education	148
Teacher Education - Agriculture	5
Teacher Education - Art	4
Teacher Education - English/Language Arts	9

Teacher Education - Foreign Language	2
Teacher Education - Mathematics	12
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	14
Teacher Education - Social Studies	26
Teacher Education - Technical Education	1
Teacher Education - Biology	5
Teacher Education - Chemistry	1
Teacher Education - German	1
Teacher Education - Spanish	1
Teacher Education - Geography	5
Teacher Education - Earth Science	1

5) Statement of approval or accreditation of program (if required by the state)

For #5: Our programs are accredited through the National Council for Accreditation of Teacher Education (NCATE). Our last NCATE review was in 2008, and all of our teacher education programs are accredited through 2016.

6) Whether the state has designated the program as low-performing

For #6: Our program has not been designated as low performing.

7) Description of activities that prepare teachers to teach effectively students with disabilities and students who have limited English proficiency.

For #7:

All Wyoming Teacher Education Program candidates are required to take EDEX 2484, Introduction to Special Education. This course prepares candidates to understand and effectively work with students with disabilities. Additionally, curricula related to working with disabled students is integrated throughout all WTEP courses.

Required WTEP courses EDST 2480, EDST 3000, and senior year methods courses all integrate curricula designed to help teacher candidates understand and effectively support English Language Learners (ELLs). In EDST 3000, students are introduced to the SDAIE Model (Specifically Designed Academic Instruction in English) and acquire a repertoire of strategies for supporting ELLs. Further, the College of Education offers a state recognized English as a Second Language (ESL) endorsement option that can be started as an undergraduate. Finally, we are continuing discussion of a proposal to submit (in AY 2012-2013) an undergraduate minor in ESL for approval in Academic Affairs.