

University of Wyoming, College of Education
Professional Development Task Force Report and Plan
February 9, 2012

Introduction

In October, 2011, Dean Kay Persichitte charged a task force to examine current and ongoing professional development opportunities provided by the College of Education. Specifically, the charge was to address UP-3 Action Item 96:

***Action Item 96 Professional development plan in Education.** The faculty in the College of Education will establish a professional development plan that will define a responsive yet clearly circumscribed set of expectations for faculty involvement in the professional development of Wyoming's in-service teachers.*

Task force members included Jeasik Cho, Victoria Gillis, Audrey Kleinsasser (chair), Lydiah Nganga, Sylvia Parker, Leslie Rush, Allen Trent, DJ Yocom, and Suzie Young. Maureen Walker provided exceptional staff support. The group met over the fall and into 2012, examined existing documents, and collected information from faculty involved in all variety of professional development for Wyoming's preK-12 teaching force.

The report is organized into three sections. Section I highlights findings from a statewide survey of teachers and administrators to assess professional development needs. Section II provides definitions and examples by category of the range of professional development opportunities provided by College of Education faculty. A more complete list, Fall 2012 – Spring 2015, is included in the appendix. It documents by target audience, types of professional development offered, modes of delivery, and schedule. Section III offers recommendations to meet the current and ongoing needs of the state's teaching force.

Last, the task force includes a short summary about a set of recommendations internal to the college and is provided to the leadership council for consideration. The internal recommendations foreground UP-4 discussions and relate to faculty role, mentoring, and work load.

Section I: A Statewide Assessment of Professional Development Needs

Eduventures Survey: Exploring K-12 Professional Development Needs in Wyoming

The College of Education contracted with Eduventures to conduct a survey in Spring 2011, asking K-12 teachers and administrators across the state about their professional development needs. The survey was designed not only to address the teachers' and administrators' perceived needs but also their preferences for the delivery format of professional development.

The survey was developed by Eduventures in consultation with College of Education administrators and was delivered online to all school districts during April 2011. Email invitations to participate in the survey were sent directly to administrators along with a request to forward the survey to teachers. Teacher email addresses were not publicly available. Overall, 715 teachers and administrators responded to the survey, although not all survey questions were completed by all participants. The number of respondents represents about 11% of Wyoming's 2010-2011 teaching and administrative work force.

The following areas were identified most often by teachers and administrators when asked for professional development preferences:

	Teachers N=490	Administrators N=88	Combined N=578
Integrating technology into the classroom	47%	51%	48%
Effective assessments	45%	57%	47%
Classroom management/developing positive student behavior	42%	61%	45%
Effective teaching	38%	67%	43%
Creating positive school climates	36%	44%	37%
Interpreting assessment and evaluation data	27%	61%	32%

When teachers and administrators were asked about their delivery format preference for professional development, the majority of the respondents reported a preference of face-to-face delivery compared to video, online, audio, or hybrid options. They preferred summer workshops at selected off-campus sites rather than during the school year at the Laramie campus.

In summary, teachers and administrators identified specific areas of professional development needs as well as their preferred delivery format. While there were similarities between teachers' and administrators' top preferences for professional development, administrators indicated greatest interest in professional development on effective teaching. Teachers and administrators agreed on the delivery of professional development, preferring format and convenient timing that provides the best opportunity for their learning.

Section II: Current Professional Development Opportunities Available to preK-12 Educators

The task force identified and defined all professional development options open to preK-12 educators and delivered by UW faculty. Options include face-to-face delivery and multiple distance learning options: online, the UW Outreach Video Network (OVN), the Wyoming Equality Network (WEN) statewide video system, and telephone conference call. Faculty take advantage of hybrid options as well. See the appendix for a list of current and ongoing professional development opportunities organized by category with detail about target audience, types of professional development offered, modes of delivery, and schedule.

Master's and Doctoral Degree Courses and Programs

Faculty teach courses designed for preK-12 educators that lead to the master of arts degree in education and, in some cases, a terminal degree. Master's degrees in education are important forms of professional development for practicing teachers. Master's level education courses allow teachers to develop expertise, explore and connect with current educational research and best practices, and promote self reflection and growth for practitioners focused on supporting preK-12 students' learning.

The courses for the master's degree are offered for graduate credit, appear on a program of study (30-34 graduate hours), and lead to a culminating Plan A thesis or Plan B project. Faculty members across four departments (Educational Studies, Secondary Education, Elementary and Early Childhood Education, and Professional Studies) offer courses that lead to a master of arts degree in education, with a focus in

curriculum and instruction, special education, and educational leadership. The Science and Mathematics Teaching Center offers master's of science in the natural sciences with a focus in teaching science and mathematics.

The college offers a variety of doctoral programs appropriate for in-service educators who have completed master's degree programs in education. These programs include the Ed.D. and the Ph.D.

Several years ago, the College of Education created a way for preK-12 educators to complete the National Board Certification process and the master's degree in education simultaneously. National Board Certification is analogous to board certification in medical education. While voluntary across the professions, board certification represents exceptional expertise, what some would identify as a profession's gold standard.

Wyoming's Professional Teaching Standards Board and Renewal Credit

Professionals such as doctors, lawyers, engineers, and preK-12 teachers and administrators are required to update their professional education in order to maintain licenses and certifications. The Professional Teaching Standards Board (PTSB) is the state licensing agency for initial and ongoing renewal for preK-12 educators in Wyoming. Professional development delivered to Wyoming educators by UW faculty is similar to continuing education units required of other professionals such as attorneys and engineers. The College of Education collaborates closely with the PTSB to provide renewal credits for in-service educators. Several of the professional development categories detailed below include opportunities for PTSB renewal credit. Renewal credit is based on contact hours with 1.0 credit for 15 contact hours. Most renewal opportunities offer .5 to 3.00 credits.

Endorsements

Faculty members teach courses designed for licensed teachers to earn a variety of endorsements. Through their departments and programs, faculty members offer a defined series of courses that lead to the following endorsement areas available to all currently licensed teachers in Wyoming: reading; English as a second language; early childhood; middle level mathematics; teachers of American Indian children; K-12 special education; principal; and school district superintendent.

All teachers and administrators in Wyoming must be licensed in accordance with Wyoming state law. Teachers with valid Wyoming licensure may add endorsement areas to their Wyoming licenses. Endorsements are issued by Wyoming's PTSB and appear on a teacher's license. All Wyoming educators are required to complete professional development/renewal credits in order to renew their teaching and administrative licenses. Endorsement courses count toward these professional development/renewal requirements and provide increased expertise for Wyoming educators in specified areas. See the appendix for the complete list of endorsements.

Some endorsements are delivered via a cohort model so that many teachers in a particular building or district may participate with district support. The cohort model is a successful one that supports a district's needs, is convenient for teachers, and enables UW faculty to work efficiently. Cohort delivery agreements are contracted services to school districts as described below and are negotiated on a case-by-case basis with school districts.

Grant-funded Work

Faculty members provide professional development for in-service teachers funded through external grants. Some federal money for preK-12 teachers' professional development flows to the state through the Wyoming Department of Education. One such example is the Math Science Partnership grant program facilitated by the Science and Mathematics Teaching Center. Through the Center, faculty members in the

Department of Elementary and Early Childhood Education and the Department of Secondary Education, in partnership with faculty members from the College of Arts and Sciences, apply for and receive funding to provide professional development to teachers in Wyoming's high-needs schools. Teachers may register to receive PTSB or UW non-degree 5959 credit and also may qualify for summer stipends.

Conferences, Institutes, and Workshops

Faculty members organize and/or present at conferences, institutes, or workshops, which are attended by practicing teachers, counselors, principals, superintendents, and other school personnel in the state. Such meetings may be initiated by individual faculty members or departments at the university or developed in collaboration with other entities outside of the university. Participants in these two types of professional development may earn UW non-degree 5959 credit or renewal credit from the PTSB. For example, teachers participating in the annual Literacy Conference complete paperwork for UW non-degree 5959 credits based on the sessions they attend. See the appendix for a list of the conference, institute, and workshop opportunities provided for Wyoming teachers, many of which are free of charge.

Contracted Services to School Districts

Faculty members are contracted by school districts or other entities to deliver professional development for teachers or other employees. Contracts such as these are usually carried out separately from faculty work load. Faculty members who do such contract work may also arrange for teachers who participate in the professional development experiences to earn UW non-degree 5959 credit for their participation. For example, two faculty members in the Department of Secondary Education were contracted to assist secondary reading teachers in Cheyenne to develop assessments and curriculum.

Enrichment Studies, Non-degree 5959 Credit

These graduate credit hours are designed to provide an enrichment experience in a variety of topics, usually connected to an in-state conference, institute, or workshop. As a category of professional development offered by College of Education faculty, UW non-degree 5959 credit may present the most confusion. We explain it fully in this section.

The instructor of record, usually a UW faculty member, sets up the credit through the Outreach School. These credit hours may not be included in a program of study for a master's or doctoral degree and cost a minimal amount per credit hour which is currently \$50. Some conferences, such as the UW Literacy Conference, offer credit in the form of UW non-degree 5959 hours rather than through Wyoming's PTSB. The credit appears on a UW transcript. Of all the professional development categories overviewed in this document, UW non-degree 5959 credit is virtually no-cost to the faculty member or department and, in fact, generates funds for UW's Outreach School and the college. UW non-degree 5959 credit would rarely, if ever, be included as part of a faculty member's job description or teaching load.

Role of the Science and Mathematics Teaching Center

A collaborative between the Colleges of Education and Arts and Sciences, the SMTC was established more than 40 years ago to serve the professional development needs of in-service teachers in Wyoming. SMTC supports all of the science, technology, engineering, and mathematics disciplines (STEM) and collaborates with school districts across the state as well as faculty at UW and in the community college system and non-formal science entities. As such, the SMTC provides professional development in all of the identified areas overviewed above: master's degrees, endorsements, grant-funded classes and workshops, conferences, and institutes, contract work, and enrichment studies. Because of changing needs and resources, some of the offerings of the SMTC are responsive and sometimes short-term or one-time. Others are ongoing, with a predictable schedule and enrollment. Examples are listed in the appendix.

Role of the Wyoming School-University Partnership

Founded in 1986, the Partnership is a statewide consortium of 22 school districts, Wyoming's seven community colleges, the Wyoming Department of Education, the Wyoming Education Association, and UW's College of Arts and Sciences and College of Education. All members pay yearly dues except for the College of Education which contributes nine-month salary and benefits for the director and office space. Partnership operations are guided by a constitution and quarterly meetings of a governing board whose members represent district and member entities. The Partnership fosters the Agenda for Education in a Democracy which focuses on simultaneous educational renewal as a change strategy. In that mission, the Partnership is linked to the National Network for Educational Renewal, its parent organization. All professional development opportunities support a commitment to democratic practices. In-service teachers and administrators who participate in the Lost in Transition initiative and annual Partnership conferences may earn PTSB renewal and occasional UW non-degree 5959 credit. In 2011, the Partnership convened or co-sponsored 12 different summits, colloquia, or institutes which earned 71 PTSB renewal credits for more than 100 teachers, all of them at no cost to the participants. The Lost in Transition initiative targets English/language arts, mathematics, life sciences, social studies, and world languages and involves postsecondary faculty alongside secondary faculty.

Summary

As the task force met to define each of the professional development categories and collect documentation about Fall 2012- Spring 2015 activity, all of our conversations came back to a set of recommendations for more effective and equitable delivery, improved communication to constituents, and ongoing dissemination. Those recommendations are listed below.

Section III: Recommendations and Time Lines

The task force makes three broad recommendations with suggested time lines.

1. Endorsement programs are important to the state's teaching force. They must be continued but better managed and promoted. All current and future endorsement programs should be centrally coordinated, identify a delivery timeline or cycle, specify faculty on and offload work, and identify other university resources, including minimum enrollments. (AY 2012; ongoing)
2. The task force recommends that the college put in place a process that regularly updates information provided in the appendix. In-service opportunities offered through the college must remain current and meet the needs of in-service teachers. At the same time, professional development opportunities must stay within the resources of the college, its departments, programs, and faculty. (AY 2011-2012; ongoing)
3. Information about professional development opportunities offered by the college must be current and accessible. The task force strongly recommends more effective information sharing via college, department, and program websites and also face-to-face meetings through normal channels. Segments of the report might be used in fact sheets or brochures, including news releases to the media. Personal contacts are, perhaps, most important of all. At a minimum, the task force recommends that the following constituents and constituencies receive regular updates about the college's commitment to preK-12 professional development. (AY 2011-2012; ongoing)

- State Superintendent of Public Instruction/Wyoming Department of Education
- Wyoming State Board of Education
- Wyoming Professional Teaching Standards Board
- Wyoming School-University Partnership Governing Board
- The Wyoming P-16 Education Council
- Wyoming School District Curriculum and Assessment Coordinators
- Wyoming Education Association President and Executive Director

A Post Script

During all of its meetings, task force members returned to core issues that challenge the College of Education in its commitment to provide preK-12 professional development in a geographically large state like Wyoming with its single four-year university. Articulating keen insights and concerns, the task force discussed the mentoring of junior colleagues, faculty role, work load policies, and the importance of framing one's research, teaching, and service to create a necessary synergy. Our conversations resulted in specific recommendations outside of the charge Dean Persichitte gave us and are, at her recommendation, not included here. She suggested that the task force prepare a separate document for internal discussion with the dean, leadership council, and college faculty, which we have done. Task force members believe those recommendations, considered alongside the report submitted here, will result in an animated set of discussions important to college culture and likely to impact UP-4 planning.

Appendix

The College of Education has created the following plan of current and ongoing professional development opportunities. The wide array of options aligns with the primary professional development needs articulated by Wyoming teachers and administrators in the statewide survey. This chart outlines professional development offerings from fall 2012 through spring 2015.

Professional Development Task Force Programs Chart

Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
<i>Certificates and Endorsements</i>				
English as a Second Language Endorsement	In-service classroom teachers wishing to improve their skills to work more effectively with second language learners in their classrooms; or in-service classroom teachers wishing to move into ESL specific teaching assignments.	3 graduate credits per course; (4 required courses) plus a required 3 graduate credit internship	Video conferencing with online and face-to-face components	EDCI 5350 Introduction to Second Language Acquisition, offered every fall semester, LANG/ENGL 4785 Linguistics, Language teaching, and Social Context, offered every spring semester, EDCI 5430 Theory and Methods of ESL I, offered every summer semester, EDCI 5440 Theory and Methods of ESL II, offered every summer semester, and EDCI 5580 Internship in English as Second Language, offered every semester. Additional Information: www.uwyo.edu/esl/
Adaptive Physical Education K-12 Endorsement <i>(Division of Kinesiology and Health)</i>	Available to individuals who have a BA in physical education teaching or are in the process of completing teacher certification in physical education at UW.	6 graduate credits and 3 undergraduate credits are required	On-site, correspondence, and on-line	KIN 4065, offered every semester via correspondence, KIN 4075 is offered every semester via on-line, and EDEX 2484 is offered every semester on the UW campus and several community colleges. Additional information: http://www.uwyo.edu/kandh/endorsements/adapted%20pe%20endorsement.html

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Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
Special Education K-12 Endorsement	In-service (currently licensed) classroom teachers wishing to move into special education specific teaching assignments; or, in-service classroom teachers wishing to improve their skills to work more effectively with special education students in their classrooms.	11 required courses – including 6 hours of required practicum experience	Video conferencing and online coursework with some face-to-face components	Fall course offerings: EDEX 5071 Mild/Moderate Disabilities, EDEX 5355 Assessment, EDEX 5080 Severe Disabilities, EDEX 5100 Practicum I, and EDEX 5720 Special Education Law. Spring Course Offerings: EDEX 5120 Academic Instruction, EDEX 5200 Practicum II, EDEX 5110 PBIS, and EDEX 5870 Transition. Summer Course Offerings: EDEX 5870 Assistive Technology, EDEX 5870 Transition, and EDEX 5000 Collaboration. Additional Information: http://www.uwyo.edu/profstudies/degree-programs/special-education/k-12%20endorsement%20program/index.html

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Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
<p>Master of Science in Natural Sciences Middle Level Mathematics add-on Endorsement in Middle Level Mathematics for practicing middle-level teachers</p>	<p>In-service classroom teachers wishing to expand their mathematics content knowledge and knowledge of appropriate pedagogy for instruction at the middle-level grades; may be teachers at the elementary or middle level who do not currently have a math content certification/degree or who wish to meet the federal definition of a "highly qualified teacher."</p>	<p>Completion of eight graduate classes (24 core hours) in the SMTC Master of Science in Natural Sciences Middle Level Math program. Required: 15 hours in natural sciences (NASC prefix), and 9 hours from appropriate science and mathematics courses in other departments.</p>	<p>Online during the school year and face-to-face for 3 weeks in June</p>	<p>MATH 5140 Numbers and Operations, offered every other spring semester, NASC 5215 Technology and NASC 5185 Analysis of Data, offered every summer, Social and Historical Issues, offered every other fall semester, NASC 5205 Methods for Teaching Middle Level Math, offered every other spring semester, NASC 5170 Connecting Geometry and NASC 5225 Assessment , offered in alternating summer semesters. Additional Information: http://www.uwyo.edu/smtc/graduate%20programs/middlemath.html</p>
<p>Literacy Certificate/ Endorsement</p>	<p>The program is designed to serve graduate level K-12 teachers in Wyoming who wish to obtain the Wyoming Reading Endorsement (in conjunction with the UW Certificate of Literacy).</p>	<p>3 graduate credits per course; (5 required courses) + a required 3 graduate credit elective (18 total credits)</p>	<p>Video conferencing with online components</p>	<p>EDCI 5720: Literacy Assessment and Practices - offered every fall semester. EDEC 5320: Advanced Oral & Written Language Development - offered every fall semester. EDCI 5750: Research in Reading and Writing Instruction - offered every spring semester. EDCI 5760 [5870]: Social Literacies - offered every spring semester. EDCI 5710 [5070]: Advanced Content Area Reading- offered every summer semester. Additional Information: www.uwyo.edu/elemed/endorsements/certificate-of-literacy.html</p>

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Teachers of American Indian Children Certificate/Endorsement	In-service teachers wishing to acquire the attitudes, knowledge, and competence necessary to effectively teach American Indian children.	5 required courses (3 graduate credits per course)	Video conferencing with online and face-to-face components	EDCI 5450: Issues in Multicultural Education, offered every fall semester, EDCI 5110: Educational Foundations of American Indian Education, offered every spring semester, EDCI 5121: History and Philosophy of American Indian Education, offered every summer semester, EDCI 5130: Cultural Foundations of American Indian Education, offered every summer semester, EDCI 5141: Instructional Methods in American Indian Education, offered every fall semester. Additional Information: www.uwyo.edu/taic/
Early Childhood Birth to Five Endorsement (Post Baccalaureate Program)	In-service early childhood teachers currently working with infants, toddlers and preschoolers and Elementary teachers interested in gaining the knowledge and skills to teach infants, toddlers and preschool age children.	6 required courses (3 or 4 undergraduate/graduate credits per course) + a required 3-6 credit internship	On campus, on line, audio, community colleges	EDEC 1020: Introduction to Early Childhood Education, offered on campus at UW and community colleges every semester, offered on line through community colleges OR EDEC 5210: Current Issues in Early Childhood, offered once per year on line, FCSC 2121: Child Development, offered on campus and on line every semester, EDEC 4975: Engaging Families in Early Childhood, offered on line, EDEC 3000: Observing Young Children, offered on campus and online fall/spring, EDEC 3220: School Programs for Young Children, offered on campus fall/spring, online spring, and EDEC 4320: Oral and Written Language Acquisition, offered on campus fall/spring, online fall/spring/summer. Additional Information: www.uwyo.edu/elemed/early-childhood-programs/early-childhood-endorsements.html
Early Childhood Birth to Eight Endorsement (Post Baccalaureate Program)	In-service teachers wishing to work with children in the birth to eight age range who already hold an elementary education teaching certificate.	Undergraduate and graduate credit	Intensive weekends on campus and in Casper, video conferencing and online	EDEC 1020: Introduction to Early Childhood Education, offered on campus at UW and community colleges every semester, offered on line through community colleges OR EDEC 5210: Current Issues in Early Childhood, offered once per year on line, FCSC 2121: Child Development; offered on campus and on line every semester, EDEC 4975: Engaging Families in Early Childhood, offered on line, EDEC 3000: Observing Young Children, offered on campus and online fall/spring, EDEC 3220: School Programs for Young Children, offered on campus fall/spring, online spring, EDEC 4320: Oral and Written Language Acquisition, offered on campus fall/spring, online fall/spring/summer. Additional Information: www.uwyo.edu/elemed/early-childhood-programs/early-childhood-endorsements.html

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Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
School District Superintendent Certificate	Educators wishing to acquire a school district superintendent certificate to become eligible to apply for superintendent positions.	Graduate, 26 credit hours of required courses. Graduates meet Educational Leadership Constituents Council (ELCC) standards for the superintendency	Intensive weekends on campus and in Casper, video conferencing and online	EDAD 5850: Direction Setter, available online in even years in the summer, EDAD 5720: Change Agent, available online in the spring, EDAD 5800: Resource Manager, available via videoconferencing in odd years in the spring, EDAD 5750: Board & Community, available on campus in even years in the fall, EDAD 5650: Communication, available in Casper in the fall, EDAD 5700: Instruction, available in Casper in even years in the spring, EDAD 5600: Manager and Developer of Human Resources, available in Casper in odd years in the summer, EDAD 5870: School Law, available via videoconferencing in the fall, and EDAD 5580: Internship, can be taken at any time.
School Principal Certificate	In-service teachers wishing to acquire a WY principal endorsement to become eligible to apply for principal positions.	Graduate, 21 credit hours including an internship	Offered through Outreach credit programs and UW/CC	EDAD 5010: Leadership for Curriculum Development, offered over 3 intensive weekends in Casper and Rocksprings with an online component at least once a year, EDAD 5020: Leadership for School Organization, offered over 3 intensive weekends in Casper and Rocksprings with an online component at least once a year, EDAD 5030: Leadership for Communication and Personnel Development, offered over 3 intensive weekends in Casper and Rocksprings with an online component at least once a year, EDAD 5040: Leadership for Instruction, offered over 3 intensive weekends in Casper and Rocksprings with an online component at least once a year, EDAD 5580: Supervised Internship, offered every semester, EDRE 5530 Introduction to Research, offered online and on campus every semester.

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Early Childhood Special Education Endorsement	Graduates of education, family and consumer sciences, developmental psychology, communication disorders, nursing or social work programs are eligible for this program which prepares graduated to work with pre-K students with disabilities/delays and their families.	Graduate, 20 credit hours plus a 3-6 hour practicum required	On campus	EDEC 5220: Children with Disabilities: Birth to Five, EDEC 4320: Oral and Written Language Acquisition, FCSC 4124: Families of Young Children with Special Needs, EDEC 5230: Curriculum for Young Children with Special Needs, EDEC 5240: Assessment of Young Children with Special Needs, EDEC 5250: Legal Issues in Early Childhood Special Education, and EDCI 5580: Supervised Internship in Early Childhood Special Education. For additional information and course rotation, go to: http://www.uwyo.edu/eled/early-childhood-programs/early-childhood-special-education.html

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<i>Grants, Institutes and Workshops</i>				
Wyoming Department of Education Math and Science Partnership grants through the Science Math Teaching Center: Flooding the Field with Problem-based Learning	K-12 educators, partner district: Converse CSD #1.	NASC 5959 and Science Ed grad credit	Onsite summer workshops, school year follow up	School Year 2011-2012, Summer 2012
Wyoming Department of Education Math and Science Partnership grants through the Science Math Teaching Center: Ready to Learn (RTL) Math	Pre-K-12 educators, partner district: Hot Springs CSD #1.	Summer Workshops, NASC 5959, and Math Ed grad credit	Onsite summer and school year workshops and onsite follow up	School Year 2011-2012, Summer 2012
Wyoming Department of Education Math and Science Partnership grants through the Science and Math Teaching Center: Place Learning and Civic Engagement (PLACE)	K-6 educators, partner districts: Carbon CSD #2, Natrona CSD #1 and Laramie CSD #1.	Summer Workshops, Non degree 5959 credits, or recertification hours through the PTSB	Summer workshops at the Teton Science School and in school districts; school year follow up and support on site	Summer 2011, School Year 2011-2012

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Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
Shepard Symposium on Social Justice	Pre-K educators, university faculty, community college faculty, community members.	Non-degree 5959 credits, or recertification hours through the PTSB	Interactive face-to-face sessions that focus on themes related to social justice	Annual event
UW Fall Literacy Conference	Pre-K educators, administrators, and community members interested in literacy.	Non-degree 5959 credits, or recertification hours through the PTSB	Face-to-face interactive series of workshops offered over 1.5 days	Annual event
Lost in Transitions Initiative	Wyoming faculty at all levels and interested community organizations.	Non-degree 5959 credits, or recertification hours through the PTSB	Interactive face-to-face institutes, conference, and meetings focused on current issues in target disciplines	Face-to-face full day colloquium; annual event
Teaching Writing in Wyoming Colloquium	Secondary and post-secondary faculty interested in improving their students' writing	Non-degree 5959 credits, or recertification hours through the PTSB	Face-to-face full day colloquium	Annual event
Life Sciences Summit and regional conferences	K-12, community college, and university faculty.	Non-degree 5959 credits, or recertification hours through the PTSB	Summits and regional conferences held at various sites across the state offering experiences that focus on different topics and goals each year	Annual event

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Mathematics Transitions Conference	K-12, community college, and university faculty.	Non-degree 5959 credits, or recertification hours through the PTSB	Conferences held at various sites across Wyoming and offer interactive experiences that focus on different topics and goals each year	Annual event
Social Sciences Transitions Meeting	K-12, community college, and university faculty.	Non-degree 5959 credits, or recertification hours through the PTSB	Conferences held at various sites across Wyoming and offer interactive experiences that focus on different topics and goals each year	Annual event beginning in 2011
World Languages Institute	K-12, community college, and university faculty.	Non-degree 5959 credits, or recertification hours through the PTSB	Conferences held at various sites across Wyoming and offer interactive experiences that focus on different topics and goals each year	Annual event

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National Science Foundation Grants to the Science and Math Teaching Center: Pathways to Environmental Literacy (official title: Culturally Relevant Ecology, Learning Progressions and Environmental Literacy)	Grade 6-12 science educators, partner districts: Platte CSD #1 Carbon CSD #2 Converse CSD #1 Natrona CSD #1 Albany CSD #1.	Summer Workshops, NASC 5959	Summer workshops offered in conjunction with Colorado State University at the Poudre Learning Center near Greeley. Follow up support delivered onsite.	Summer 2012, School Year 2011-2012, and School Year 2012-2013.
National Science Foundation Grant: GET (Genome-Enabled Testing of Cell Biology) Cell Biology Initiative	middle school and high school teachers	NASC 5700	Summer Workshops (1 week in 2012, 1 week in 2013), on-line, on-site mentoring, and intensive weekend work	Week of July 30-August 3 2012, other dates over 2012-2013 TBD. Additional information: http://www.uwyo.edu/smtc/get-cell-biology-initiative/index.html

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<p>National Science Foundation Grants to the Science and Math Teaching Center: MATH TLC: Mathematics Teacher Leadership Center (Math TLC)</p>	<p>Secondary mathematics educators partner districts: Laramie CSD 1 Carbon CSD 1 Park County CSD 6 Platte County CSDs 1 and 2 Sublette CSD 1 Educators from partner districts get priority but current educators from throughout the state may apply.</p>	<p>Graduate credit, Master of Science Degree in Teaching – secondary math education</p>	<p>Mixed mode: online during the school year; partially face-to-face and via OVN during the summer. Participants have the option of attending classes and getting their degree from either UW or the University of Northern Colorado. Courses, instructors and students are shared by both.</p>	<p>Grant provides support through 2013. Program and courses will continue beyond funding as part of regular offerings. See http://www.mathtllc.org/Masters/ for course rotation (in process of being reorganized),</p>
<p>Grants Involving Education But Not Centered in the College Of Education: GK-12 grant: Dissemination of Nanotechnologies for Energy Production and Environmental Protection in Rural Areas of Wyoming</p>	<p>Science, Technology, Engineering and Mathematics (STEM) educators, science graduate students .</p>	<p>None at present; teachers can take classes for free</p>	<p>Places a graduate student in a STEM discipline in the classroom with a K-12 teacher to collaboratively plan and teach the content</p>	<p>Working in partnership with other universities to bring people of color to U of W. Currently have 10 Fellows. Both teachers and Fellows journal; building up database of what’s working in the classrooms. See website for additional information: http://www.uwyo.edu/nanotech/.</p>

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Ellbogen Excellence in Early Childhood Funds: Wyoming Summer Institute for Play Therapy and Early Childhood Leadership	Pre-K educators	None at present	Conference	Conference in Laramie, July 14-16, 2011
Ellbogen Excellence in Early Childhood Funds: Strengthening Wyoming Early Childhood Campus Communities Conference	Pre-K educators	None at present	Conference	Conference in Laramie, May 18-20, 2011
Ellbogen Excellence in Early Childhood Funds: Designing Natural Outdoor Play and Learning Communities: Earthplay Conference	Pre-K educators	None at present	Conference	Conference in Laramie, June 10-11, 2011
Ellbogen Excellence in Early Childhood Funds: Wyoming Campus Early Education Coalition Conference	Pre-K educators	None at present	Conference	Conference in Laramie, June 6-8, 2012

Professional Development Task Force Programs Chart

Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
Ellbogen Excellence in Early Childhood Funds: Consultation with Dr. Mary Beth Bruder	Child Development Services regional developmental center staff, state Division of Developmental Disabilities staff and UW early childhood special education faculty.	None at present	Training sessions and telephone conferences	Training summer of 2011, monthly phone conferences, and training June 11-13, 2012 to adapt and sustain Division of Early Childhood/Council for Exceptional Children Recommended Practices. The goal is to improve practice in the state and achieve alignment between practice in programs, content in our early childhood special education courses, and state monitoring policies.
EdPARC Education Public Access Resource Center	K-12 Educators	None at present	Offer workshops on request	Develop and provide teaching/learning activities using remote sensing GPS and GIS as learning tools. Multi-state consortium.

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Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
Master's Degrees				
Master of Arts in Education * Adult and Postsecondary Education	Persons with an appropriate bachelor's degree and a record reflecting a desire and ability to serve as a first line supervisor managing adult and postsecondary education programs.	Graduate	Courses are offered through hybrid (teleconferencing and online), online, and traditional face-to-face formats	Courses are offered on a two-year schedule. http://www.uwyo.edu/profstudies/degree-programs/adult-and-postsecondary-education/masters%20program/index.html
Master of Arts in Education *Curriculum and Instruction	Classroom teachers, already certified, who have at least one year of teaching experience.	Graduate	All courses are offered through Outreach; course delivery modes include compressed video, online, and intensive weekend	Courses are offered on a three-year rotation. More information is available here: http://www.uwyo.edu/ci/course-schedule/index.html
Master of Arts in Education * Educational Leadership	K-12 teachers who aspire to be school administrators.	Graduate	Courses are offered in various blended delivery formats, including intensive face-to-face weekends (Casper and Rock Springs) supplemented by online activities; OVN; and online	Core courses are offered in rotation over a 3-semester period, including summer. http://www.uwyo.edu/profstudies/degree-programs/educational-leadership/masters-program/index.html

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Master of Arts in Education *Special Education	K-12 certified Wyoming teachers who wish to add knowledge and skills directed toward teaching K-12 students with disabilities.	Graduate	Course offerings are mixed, including Outreach courses (online, compressed video, intensive weekends) and face-to-face classes	Courses are offered each academic year, including fall, spring, and summer. http://www.uwyo.edu/profstudies/degree-programs/special-education/masters%20program/index.html
Master of Science in Instructional Technology	The master's degree prepares individuals for positions in elementary, secondary, and higher education, school media and technology centers, administrative offices, public, corporate, military, and government centers, design and development teams, and consulting firms.	Graduate	Online	Most required courses are offered once a year; some core courses are offered for three semesters in a row, then a semester is skipped; most elective are offered every other year. http://www.uwyo.edu/profstudies/degree-programs/instructional-technology/ms-program/index.html

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Master of Science in Natural Science *Middle Level Science	Elementary, middle, and general science teachers who want to deepen their understanding of science concepts and environments that support teaching and learning science. Addresses the need for Highly Qualified teacher status in science education.	Graduate	In the past offered only in summers; beginning a pilot process to include not only summers but also academic year courses via distance and hybrid instruction	Three year rotation. http://www.uwyo.edu/smtc/graduate%20programs/middlescience.html
Master of Science in Natural Science *Middle Level Math	Elementary, middle, and general mathematics teachers – particularly teachers contracted to teach mathematics at the middle-level who do not currently have a mathematics content certification/degree.	Graduate	Half of the courses are offered in the fall and spring semesters via distance learning using eCompanion and Elluminate. The other half are offered on the UW campus during three weeks in June.	Two year rotation. http://www.uwyo.edu/smtc/graduate%20programs/middlemath.html

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Master of Science in Natural Science *Natural Science Education	Individuals pursuing careers as environmental and natural science educators in non-public school settings.	Graduate	One year of study at the Teton Science School Residency program; another year of study on the UW campus	2-year program, more info available here: http://www.uwyo.edu/smtc/graduate%20programs/naturalscienced.html
Master of Science in Natural Science *Master of Science Teaching	Secondary science and mathematics teachers.	Graduate	Courses determined by chair of committee. Online and on-campus courses available, courses from community colleges may be accepted if approved.	2-3 years to completion. http://www.uwyo.edu/smtc/graduate%20programs/masterofscienceteaching.html
Master of Science in Natural Science *Math TLC	Secondary mathematics teachers	Graduate	Online during spring and fall; face-to-face in the summer	2-3 years to completion. http://www.mathtlc.org/Masters/

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Program	Target Audience	Type(s) of Credit Offered	Current Delivery Mode(s)	Schedule & Additional Information
Ph.D. Degrees				
Ph.D. in Curriculum & Instruction *Curriculum Studies	Educational professionals whose advanced study might someday lead them to research-oriented careers, primarily working in university settings.	Graduate	Variety of formats, including distance education	3-4 years to completion. http://www.uwyo.edu/ci/graduate-programs/index.html
Ph.D. in Curriculum & Instruction *Literacy Education	Prepares students for careers in scholarly inquiry at universities or research centers.	Graduate	Variety of formats, but mostly on-campus	3-4 years to completion. http://www.uwyo.edu/ci/literacy-ed/literacy-education-phd.html
Ph.D. in Curriculum & Instruction *Mathematics Education	Mathematics teacher educators; precollege and collegiate teachers of mathematics.	Graduate	Courses and seminars are offered face-to-face, with some participants connecting through Elluminate. These are students are expected to travel 3-4 times during a term to be present on campus for a session.	Required and optional courses are offered on a two-year cycle. http://www.uwyo.edu/ci/math-ed/index.html

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Ph.D. in Curriculum & Instruction *Science Education	Prepares students for productive careers in scholarly inquiry at research and outreach centers and universities	Graduate	Courses are taught on campus, online, and through OVN	Program timeline is three years; courses offered every other year. http://www.uwyo.edu/ci/science-ed/index.html
Ph.D. in Education *Adult and Post Secondary Education	Applicants with an appropriate master's degree and a record reflecting a desire and ability to complete a research intensive doctoral program leading to employment at a research university.	Graduate	Courses are delivered through a) hybrid (teleconferencing and online), b) online, and c) traditional face-to-face formats	Courses are offered on a four-year schedule. http://www.uwyo.edu/profstudies/degree-programs/adult-and-postsecondary-education/phd%20program/index.html
Ph.D. in Education *Educational Leadership	Educators who aspire to be district administrators.	Graduate	Courses are offered in various blended delivery formats by intensive face-to-face weekends (Casper and on-campus in Laramie, supplemented by online activities); OVN, and online	Courses are offered on a two-year rotation, including summer. http://www.uwyo.edu/profstudies/degree-programs/educational-leadership/phd-program/index.html

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Ph.D. in Education *Instructional Technology	Students interested in teaching and research careers in academia. These careers may include faculty or research positions in institutions of higher education, research scientists in government or non-profit think tanks and research councils.	Graduate	Courses are offered through online, face-to-face, and hybrid (audio conferencing)	Most required courses are offered once a year; some core courses are offered for three semesters in a row, then a semester is skipped; most elective are offered every other year. http://www.uwyo.edu/profstudies/degree-programs/instructional-technology/phd-program/index.html
Ph.D. in Counselor Education and Supervision	Individuals with the goal of obtaining a faculty position in counselor education, as well as individuals who are looking at careers in higher education.	Graduate	Program is offered on campus, face-to-face only, except that occasionally research courses are offered online or through OVN	Courses are offered on a two-year rotation. http://www.uwyo.edu/profstudies/degree-programs/counselor-education/phd-program/index.html

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Ed.D. in Education *Curriculum and Instruction	Designed for classroom teachers who hold a master's degree, who wish to pursue a doctoral program of studies, and who are willing to participate in appropriate activities in preparation for professional service and leadership in education.	Graduate	Courses delivered through the Outreach school, by video conference, audio conference, intensive weekends, web-based instruction, or a combination of these formats	4 years to complete all work after completion of the preliminary exams. http://www.uwyo.edu/ci/
Ed.D. in Education * Adult and Postsecondary Education	Persons in the target audience are applicants with an appropriate master's degree and a record reflecting a desire and ability to lead teams to accomplish strategic objectives in an adult or postsecondary organization.	Graduate	Courses are delivered through a) hybrid (teleconferencing and online), b) online, and c) traditional face-to-face formats	Courses are offered on a four-year schedule. http://www.uwyo.edu/profstudies/degree-programs/counselor-education/phd-program/index.html