



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
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research 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 Work Group Name

Special Education

Submitted by Tiffany Dobler
Contact Email thunt@uwyo.edu
Contact Phone 307-248-1232
Submission Date 4-

Research Work Group Member Names

Rick Woodford, Superintendent, Bighorn 2
Dawn Scarince, Special Education Director, Fremont 14
Jennifer Krause, Continuous Improvement Supervisor, Wyoming Department of Education
Wendy Gauntner, Parent Information Center Outreach Liason, Wyoming Parent Information Center (PIC)
Michelle Buchanan, Faculty, University of Wyoming,
Tiffany Dobler, Academic Professional Lecturer, University of Wyoming

Proposal for Pilot Implementation (please provide narrative):

The TEI Special Education Research Group is proposing the development and implimentation of an undergraduate University of Wyoming Teacher Residency Program (UWTRP) in special education to support the human and professional capital development needs of Wyoming LEAs in service of Wyoming's K -12 learners. In response to an opportunity presented to the TEI Special Education Research Group, we are anticipating USDOE (United States Department of Education) grant funding for this inittiative. In partnership with Banks Street and the NNER, the University of Wyoming, College of Education has submitted materials for grant approval.

Built on a strong evidence base and addressing a specific need in Wyoming, the UWTRP program will focus on preparing educators in all areas of Special Education for all grade levels, K-12. For the past 16 years, the Wyoming Department of Education has reported to the United States Department of Education (USDOE) that Special Education is a teaching shortage area in Wyoming. From 2017-2018 through 2020-2021, UWTRP will exclusively include residencies in high need schools of partner LEAs including an elementary school, a middle school, and a high school to reflect the full range of human capital needs in the state's LEAs. Assuring that the program will address the unique needs of schools in Wyoming, given the state's expansive land mass and sparse population, the partner LEAs identified for the pilot have proximity to a local community college in order to leverage available distance technologies as well as a population of

community college graduates with a passion for education and a lifelong commitment to the community and the region.

The UWTRP model will represent a redesign of UW's current educator undergraduate residency program. The proposed new model will be comprised of recruitment and selection, pre-residency professional educator coursework and practicum experiences, full academic year residency, mentor professional development and support, resident support, and induction and mentoring for novice educators.

The elements of the program are organized into four specific phases, (process diagram attached), which include:

- **Recruitment and Selection of Candidates and Mentors**

- **Phase One:**

- o Pre-Resident Coursework and Practicum Experiences
- o Resident Mentor Training and Mentor Lead Training
- o Induction Mentor Training

- **Phase Two**

- o Residency for Full Academic Year
- o Mentors Support Residents
- o Mentor Leads Support Resident Mentors and Residents
- o University Supports Resident Mentors, Mentor Leads and Residents

- **Phase Three**

- o Novice Educators Are Employed in LEAs
- o Induction Mentors Support Novice Educators
- o Mentor Leads Support Mentors and Novice Educators
- o University Supports Induction Mentors, Resident Mentors, Mentor Leads, and Novice Educators

Based on these and the USDOE grant selection criteria, UW sought and successfully forged partnerships with three Wyoming LEAs: Laramie County School District No. 1 (LCSD1), Cheyenne; Fremont County School District No. 25 (FCSD25), Riverton; and Sheridan County School District No. 2 (SCSD2), Sheridan. The proposed pilot will include engagement with district leaders to leverage each LEA's human capital management system to identify special education teachers who have demonstrated measurable increases in student academic achievement and exceptional teaching practices. Selected teachers will be provided professional development specific to mentoring resident students. Additionally, a lead mentor educator will be selected for each district. These individuals will also participate in professional development specific to this role.

The Residency and Selection Phase will focus on seeking and identifying potential program candidates and program mentors. In identifying a diverse field of candidates, the process will focus on individuals who demonstrate the foundational talents and dispositions that can be fostered and developed to produce a highly effective educator that can support K-12 students with disabilities in learning, holistic development, and lifelong success. As mentioned above, in identifying mentors, the process will focus on professional educators who have demonstrated effectiveness in part on producing measurable increases in k-12 student academic achievement and who have shown effective teaching practices with students with disabilities.

In Phase One, University of Wyoming College of Education faculty will deliver to pre-residency candidates a targeted coursework sequence with embedded field and clinical experiences to provide pre-residency candidates with robust preparation in advance of their professional educator residency. This stage of professional educator development will include: coursework, assessment of pre-residency candidate knowledge and skills, and extensive practicum experiences in: learning theory; teaching methods/pedagogy specific to students with disabilities; curriculum design; academic content, e.g., mathematics, English language arts, science, social studies; assessment and data literacy to support differentiated instruction; diagnosing and address individual student needs; assistive technology; classroom management; special education law and communication and collaboration with colleagues, parents/families and community members.

Phase One also will include the development and training of Resident Mentors and Mentor Leads. University of Wyoming faculty will focus this process on co-teaching models; instructional facilitation and coaching skills; peer collaboration on formative assessment data analysis, lesson planning and differentiated instruction; and andragogic skills and techniques.

UWTRP Phase Two will be comprised of a full academic year-long student teaching residency supported by specially selected mentor teachers who have completed the targeted professional development provided in Phase One. In Phase Two, Residents will be supported by Resident Mentors and Mentor Leads. University of Wyoming Faculty will support the Residents, Resident

Mentors and Mentor Leads. Residents in each school will form a cohort and in so doing, support each other's learning as well. All residents in the program (from all three sites) will also meet twice a year at the University. Additionally, Induction Mentors will be selected and provided professional development during this phase.

Finally, in Phase Three, graduates who have completed Phase One and Phase Two will be employed as Novice Educators in Wyoming LEAs. During this Phase, the Novice Educators will receive direct induction and mentoring support from Induction Mentors in their district who have completed the development provided in Phase Two. In addition, the Novice Educators will continue to be supported by the Mentor Leads in their district and by University of Wyoming Faculty.

Human Capital Management Financial Support Participant Numbers by Role and Year

Numbers of Participants							
		Y1	Y2	Y3	Y4	Y5	Totals
Mentors	Mentors in training	12	0	10	0	9	31.00
	Mentors	0	12	12	22	22	68.00
	Mentor leads	0	3	3	3	3	12.00
	Induction Mentor Training	0	0	9	9	9	27.00
	Other	0	0	0	0	0	0.00
Subtotal		12	15	34	34	43	138.00
Residents	Pre-residency candidates	12	12	22	22	22	90.00
	Residency candidates	0	12	12	22	22	68.00
	Residency graduates with support	0	0	10	10	18	36.80
	Other	0	0	0	0	0	68.00
	Other	0	0	0	0	0	0.00
Subtotal		12	24	44	54	62	262.80
Long Term Training	Mentors in long-term training (coursework)	0	3	3	3	3	12.00
	Residents in long-term training (coursework)	0	12	12	22	22	68.00
	Other	0	0	0	0	0	0.00
Subtotal		0	15	15	25	25	80.00
TOTAL PARTICIPANTS		24	39	78	88	105	400.80
Stipend Values							
		Y1	Y2	Y3	Y4	Y5	Totals
Mentors	Mentors in training	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 1,500	\$ 4,500
	Mentors	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
	Mentor leads	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 35,000
	Other / Induction Mentor Training	\$ 1,500	\$ 1,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 16,500
	Other / Induction Mentor Stipend	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 7,500
Subtotal		\$ 16,500	\$ 15,000	\$ 19,500	\$ 18,000	\$ 19,500	\$ 88,500
Residents	Pre-residency candidates	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 6,250
	Residency candidates	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 75,000
	Residency graduates in the district	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
	Other / Travel for Statewide Convenings	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 7,500
	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 22,750	\$ 22,750	\$ 22,750	\$ 22,750	\$ 22,750	\$ 113,750
Long Term Training	Mentors in long-term training (coursework)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 7,500
	Residents in long-term training (coursework)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ -	\$ 6,000
	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 1,500	\$ 13,500
Total Dollars							
		Y1	Y2	Y3	Y4	Y5	Totals
Mentors	Mentors in training	\$ 18,000	\$ -	\$ 15,000	\$ -	\$ 13,500	\$ 46,500
	Mentors	\$ -	\$ 60,000	\$ 60,000	\$ 110,000	\$ 110,000	\$ 340,000
	Mentor leads	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Mentors in long-term training (coursework)	\$ -	\$ -	\$ 40,500	\$ 40,500	\$ 40,500	\$ 121,500
	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 18,000	\$ 60,000	\$ 115,500	\$ 150,500	\$ 164,000	\$ 508,000
Residents	Pre-residency candidates	\$ 15,000	\$ 15,000	\$ 27,500	\$ 27,500	\$ 27,500	\$ 112,500
	Residency candidates	\$ -	\$ 180,000	\$ 180,000	\$ 330,000	\$ 330,000	\$ 1,020,000
	Residency graduates in the district	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 90,000	\$ 190,000
	Residents in long-term training (coursework)	\$ -	\$ 18,000	\$ 18,000	\$ 33,000	\$ 33,000	\$ 102,000
	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ 15,000	\$ 213,000	\$ 275,500	\$ 440,500	\$ 480,500	\$ 1,424,500
Long Term Training	Mentors in long-term training (coursework)	\$ -	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 18,000
	Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ -	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 18,000
TOTAL COSTS		\$ 33,000	\$ 277,500	\$ 395,500	\$ 595,500	\$ 649,000	\$ 1,950,500

Proposal's 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.

Funding Request to Support Pilot Implementation (by Academic Year)

\$0.00 2017-2018 Total Request

Subtotal Amount: Purpose:

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:

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

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:

Attached in Budget Narrative Table

Literature Review

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

Literature Citations:

1. Ambrosetti, A. (2014). Are You Ready to Be a Mentor? Preparing Teachers for Mentoring Pre-Service Teachers. *Australian Journal of Teacher Education*, 39(6), 30-42
2. Childre, A. L., & Van Rie, G. L. (2015). Mentor Teacher Training: A Hybrid Model to Promote Partnering in Candidate Development. *Rural Special Education Quarterly*, 34(1), 10-16.
3. Conderman, G., Johnston-Rodriguez, S., Hartman, P., & Kemp, D. (2013b). Preparing Preservice Secondary Special Educators. *Preventing School Failure*, 57(4), 196-205. doi:10.1080/1045988X.2012.679326
4. Dorel, T. G., Kearney, W. S., & Garza, E. (2016). Ready from Day One? The Relationship Between Length of Pre-Service Teacher Field Residency and Teacher Efficacy. *Critical Questions in Education*, 7(1), 38-52.
5. Flores, I. M. (2015). Preservice Teachers as Investigative Science Mentors: Advancing Self-Efficacy through School-Based Professional Development. *Journal of Instructional Pedagogies*, 17.
6. Gareis, C. R., & Grant, L. W. (2014). The Efficacy of Training Cooperating Teachers. *Teaching and Teacher Education*, 39, 77-88. doi:10.1016/j.tate.2013.12.007
7. Hoffman, J. V., Wetzel, M. M., & Peterson, K. (2016). Approximating Literacy Practices in Tutorials: What is Learned and What Matters for Teacher Preparation. *Literacy Research and Instruction*, 55(3), 183-208. doi:10.1080/19388071.2015.1128023
8. McDonald, M.A., Tyson, K., Brayko, K., Bowman, M., Delpont,
9. J., & Shimomura, F. (2011). Innovation and Impact in Teacher Education: Community-Based Organizations as Field Placements for Preservice Teachers. *Teachers College Record*, 113(8), 1668-1700.
- 10.
11. Mueller, M., & Hindin, A. (2011). An Analysis of the Factors That Influence Preservice Elementary Teachers' Developing Dispositions about Teaching All Children. *Issues in Teacher Education*, 20(1), 17-34.
12. Yopp, R. H., Ellis, M. W., Bonsangue, M. V., Duarte, T., & Meza, S. (2014). Piloting a Co-Teaching Model for Mathematics Teacher Preparation: Learning to Teach Together. *Issues in Teacher Education*, 23(1), 91-111.
- 13.

Summary of Literature Review: The proposed program's focus is on methods identified to strengthen educator effectiveness through: early field experiences to synchronously connect theory and practice (Conderman et al, 2013; Dorel et al, 2016; Flores, 2015; Hoffman et al, 2016; McDonald et al 2011); assure that faculty and professional educators are providing focused mentoring for student teaching residents

(Ambrosetti, 2014; Childre & Van Rie, 2015; Mueller & Hindin, 2011; Gareis & Grant (2014); and implement co-teaching models with mentor educators during an academic year-long residency (Yopp, et al, 2014).

Analysis of Current UW Teacher Program and Practice



Collected and analyzed relevant evidence from current educational practice and current educator preparation practice

Evidence Collected and Analyzed

1. UW Special Education Programming Feedback Survey
2. Special Education Director Feedback sought from WASEA Spring Conference 2016
3. Administrator Feedback sought from UW ECHO in Leadership Spring 2016
4. University of Wyoming Trustees Education Town Hall Meetings
5. College of Education Internal Feedback
6. Equity Gap Core Plan and Data
- 7.
- 8.
- 9.
- 10.

Summary of Analysis of Current UW Teacher Program and Practice

Wyoming stakeholders (i.e. district personnel, Wyoming Department of Education, Professional Teaching Standards Board, current and potential UW students) have made it clear that a program option in special education is critically needed at the University of Wyoming. As mentioned above, the Wyoming Department of Education has reported to the United States Department of Education (USDOE) that Special Education is a teaching shortage area in Wyoming. As the sole university in the state, it has become increasingly problematic that our current system provides special education licensure options for only graduate students. One respondent from the UW Special Education Programming Feedback Survey stated: "We need MORE undergraduate options (i.e. 4 year program of study) for Special Education at UW other than a Masters Degree. Our neighboring states offer dual majors with SPED and education degrees with SPED endorsements. We have a shortage, and I'd love to refer individuals interested in SPED to our home state for a degree/endorsement." Another respondent wrote: "I fully support UW providing a teacher certification program for special education. At this time, I hire most staff from Black Hills State University as their graduates have the opportunity to be duly certified." As a result of these comments and others, our task force has focused seriously on the development of an undergraduate special education program. Within this program, we have focused on the student teaching aspect, and again, are proposing the use of a year long residency to best prepare our graduating students.

Evaluation of Regional and Leading Teacher Prep 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

Names and Locations of Traditional Programs studied:

- Akron University
-
-
-
-



Alternative educator preparation programs

Names and Locations of Alternative Programs studied:

-
-
-
-
-



International educator preparation programs

Names and Locations of International Programs studied:

-
-

Data Analysis

Quantitative Data Analyzed

- UW Special Education Programming Feedback Survey
- Undergraduate Student Special Education Programming Feedback Survey
-
-
-

Qualitative Data Analyzed

- University of Wyoming Trustees Education Town Hall Meetings
- Special Education Director Feedback sought from WASEA Spring Conference 2016
- Administrator Feedback sought from UW ECHO in Leadership Spring 2016
- College of Education Internal Feedback
- Undergraduate Student Special Education Programming Feedback Survey
- UW Special Education Programming Feedback Survey
-

Summary of Data Findings

Feedback from stakeholders throughout the state, at the Wyoming Department of Education, PTSB (Professional Teaching Standards Board) and within our local school districts, clearly indicate the need for UW to develop a robust undergraduate special education program. Of those district respondents to the UW Special Education Programming Feedback Survey (Superintendents, Principals, Special Education Directors, HR Directors, Other) 77.05% are in support of a dual program in special education and elementary or secondary education, 82.81% are in support of an endorsement program in special education at the undergraduate level, and 65.63% support the development of a special education major. When asked if the development of the above programs would mitigate the special education teacher shortage in Wyoming, 60.94% reported that the dual major would be successful in supporting these efforts; 75% felt the endorsement would mitigate this issue, and 67.19% felt this shortage would be greatly rectified through the offering of a special education major at the undergraduate level.

A total of 44.26% of respondents on the UW Special Education Programming Feedback Survey think a full-year internship would better prepare special education undergraduates than

would a traditional student teaching experience. Slightly more than 50% of respondents (52.46%) report that schools across the state would be amenable to providing full-year internships for special education undergraduates. Impressively, 91.80% of respondents believe that teaching/internship opportunities should be available in school districts throughout the state. One respondent stated: "Full year internships would be very beneficial to students..." Another wrote: "Students would obviously benefit from a full year student teaching experience. It would also be beneficial to have them student teach in several different settings if they were doing a full year. Such as an elementary placement, secondary, behavior classroom, etc. It would also be helpful if they could at least visit some of the other placements in the spectrum of educational placements so they know what they're like."

Given this feedback from local school personnel and stakeholders, it is clear that a year long residency in an undergraduate special education program would greatly benefit school districts and special education teacher candidates, and a drive toward this practice is largely supported by stakeholders throughout the state.

Contextual Constraints to Implementation Identified

Identified 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
- Other (Please describe.)

Identified Potential Risk to Trustees Education Initiative

- Insufficient Data for College and Program Continuous Improvement Purposes
 - Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for
- Insufficient Commitment to Collaboration from Wyoming P-12 School Districts
- Other (Please describe.)