



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-11 Wyoming Coaching Laboratory

Assurance of Relevant Review

- Trustees Education Initiative Coordinating Council
- Trustees Education Initiative National Reviewers
- 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:

\$248,100.00 2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$519,967.00 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund Grant - 100%

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:

It is recommended that the two pilot years for this innovation be funded with resources from the Daniels Fund grant to the Trustees Education Initiative. It will be imperative to seek additional funding support to sustain the program after the pilot years.

Summary and Comments

The development of the Wyoming Coaching Laboratory will elevate the pre-eminence of the UW College of Education by elevating the ongoing professional development of Wyoming educators.

Further, this model has significant potential to be implemented as the critical professional induction and mentoring phase of the approved TEI UW E-4 model.



Research Work Group Proposed Innovation Form

Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

Initiative Research Work Group Name

Educator Professional Growth

Submitted by Kate Muir Welsh and the WY-COLA Team (Amy Spiker- UWYO School of Teacher Education, Kate Kniss and Ariane Eicke-Albany County School District #1,

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Submission Date 9-15-17

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Proposed Innovation (Title/Brief Description)



Wyoming Coaching Laboratory (WY-COLA). The WY-COLA is an innovative and new year-long intensive professional development experience that would begin in the summer of 2018 for pre-service teachers, in-service teacher leaders, aspiring instructional coaches, and instructional coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching.

Detailed description of how this practice would be *innovative*:

WY-COLA's INNOVATION In this section we discuss the proposed, but not yet enacted, WY-COLA three-part triangle of innovation (1) enriching pre-service teacher education, (2) developing school-university partnerships, and (3) elevating the craft of practicing professionals.

Enriching Pre-Service Teacher Education: The integration of pre-service teachers into the WY-COLA experience will afford them a space to establish, observe, and develop their teaching practice through interaction with growth-oriented teachers. The opportunity to observe a skilled but developing teacher will confront and undermine the prevailing philosophy that teaching is an inherent trait by making visible that even for the most skilled practitioners, the work of improving practice is ongoing and intellectually challenging. They will also be afforded focused coursework and additional practicum hours through direct work with planning and instruction for elementary age students. WY-COLA will use innovative practices to enrich and expand the current WTEP field experiences. (For detailed descriptions please see Table XXX) The opportunities for pre-service teachers will extend to supporting mentor teachers. Pre-service and mentor teachers will not only be invited to participate in the WYCOLA summer training, but mentor teachers will have the opportunity in year 2 to become Affiliate Coaches¹ who will provide ongoing support and training to mentor teachers, pre-service teachers, and early career teachers in their local school district.

Developing School-University Partnerships: The WY-COLA will present a forum for University faculty, practicing teachers, and pre-service teachers to collectively study, name, and develop teaching practice. The project will expand the definition of partnerships beyond relationships between players (teachers, parent, students, faculty) directly involved in the project, to a more expansive definition of partnerships in which a rich network between individuals and organizations is continually expanding and evolving. To ensure that the project involves stakeholders from across the state, The WY-COLA experience will be offered in varying locations throughout the state, on a rotational basis, with the first session being offered in Laramie, WY in

¹ Affiliate Coaches are school district employees whose positions are supplemented through WYCOLA in-order to allow the coaches release time to provide ongoing and embedded support to early career, preservice, and mentor teachers. These Coaches will be identified through nomination by their local district and an application and selection process conducted by the University of Wyoming College of Education, School of Teacher Education. (For more information regarding the Affiliate Coach, please see Appendix A.)

2018, then moving to other locations in future years. Solicitation of potential in-service and pre-service participants will be widespread, and will include communications that extend to all school districts in Wyoming and potentially beyond.

Elevating the Craft of Practicing Professionals: WY- COLA is an innovative program that seeks to simultaneously establish a professional development model for established and emerging instructional coaches and determine the core competencies of instructional coaching. This initiative will do this through a public classroom that will allow coaches to parallel core practices of classroom teaching with those of coaching, while also creating a space in which coaches can practice and hone their craft in real time.

Proposed Innovation Narrative:

[Please note we moved this narrative section to the front of the proposal for ease of reading.]

We propose to create the Wyoming Coaching Laboratory (WY-COLA) program. The WY-COLA is an intensive professional development experience for pre-service candidates, teacher leaders, aspiring coaches, and coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching. Year 1 of the program (2017-18) will be in Laramie and Year 2 will be in Laramie and Powell/Riverton. [The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other education professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.]

WY-COLA's aims are to improve teaching at all levels through improved instructional coaching in Wyoming schools, to strengthen the partnership between UW and Wyoming schools, and to develop a model program for continued partnership and professional growth. These goals are in keeping with the current needs and goals of the University of Wyoming and the College of Education. This proposal details a plan to serve numerous entities in our state and to build strong and lasting partnerships. The University of Wyoming's mission statement outlines a commitment to outreach and service that extends our human talent to serve the people in our state. The Wyoming Coaching Laboratory (WY-COLA) will provide an effective means for providing outreach and service to Wyoming's schools and teachers. WY-COLA will provide an innovative model for providing outreach and professional development in Wyoming schools through work with effective teaching and coaching.

The UW College of Education currently seeks to pursue new levels of outreach and excellence as it works toward establishing a preeminent program. This pursuit will be supported well by WY-COLA. Reaching out to Wyoming and its schools remains a focus for the College of Education and professional development for in-service teachers is a major need. The WY-COLA project outlined presents an effective way to meet this need and to provide mutual benefits for all involved. This work will involve UW faculty actively examining effective teaching and coaching and this will surely carry over into university classrooms and further professional development interactions with Wyoming's in-service teachers.

The College of Education faces the challenge of revitalizing our perception statewide and re-engaging Wyoming schools through professional development. WY-COLA addresses the challenges we face by providing a positive partnership between UW and a local school district that will reach out to the entire state while continuing to provide quality experiences for pre-service teachers.

WY-COLA will make the practice of coaching and teaching visible and open to study and research. The Elementary Mathematics Laboratory (EML) in the Teaching Works program at the University of Michigan

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(<http://www.teachingworks.org/training/LaboratoryClasses>) provides an example of how this work is being undertaken for the benefit of classroom teachers and researchers. By providing a laboratory classroom in which participants observe teaching and participate in formal professional development grounded in the EML classroom, a venue is created for unpacking and exploring the complex work of teaching. The development of WY-COLA would focus on maintaining the core tenants of the EML: making teaching public, providing opportunities for educators to name practice, and to explore core aspects of the work of teaching (D. Ball, personal communication, 2015).

WY-COLA will be a year-long experience. The year will start with a two-week summer institute. (See below for a schedule of a WY-COLA two-week summer institute typical day.). During the academic year, we propose (and budgeted for) visiting institute participants in their regions at Community Colleges throughout the state. At these academic year meetings, we will reflect on the year’s learnings and plan for the following year’s events.

WY-COLA Two Week Summer Institute Typical Day
 [Year 1: 2017-18 June 18-29, 2018 Laramie / Year 2: 2018-19 Powell or Riverton]

Time	UW Pre-service Teacher Candidates	Elementary Students (3 rd -5 th Grade) Summer School	Coaches and Teachers WY-COLA Institute
Morning	Lesson Pre-Brief Lesson Observation Lesson De-brief	Mathematics Lesson	Lesson Pre-Brief Lesson Observation Lesson De-brief
	Lunch	Lunch	Lunch
Afternoon	Tutoring sessions with 3 rd -5 th grade students.	Tutoring session and enrichment activity e.g. Art Museum, Geology Museum, Athletics, etc.	Formal Professional Development based on morning observation

The goal of the Wyoming Coaching Laboratory (WY-COLA) is to improve two aspects of teacher learning: (1) developing coaching practice for the benefit of in-service teaching, and (2) providing coursework for the benefit of pre-service teaching. Coaching has the power to improve instructional practice and teacher quality (Knight & Cornett, 2009). Teacher quality is a strong determinant of differences in student learning and has been shown to be more important than any other factor, but access to skillful teachers is largely a matter of chance; students of color or students from low socioeconomic backgrounds are twice as likely to be assigned ineffective teachers. This has profound implications, especially considering that the effects of teacher quality on students appear to be additive and cumulative (Darling-Hammond, 2000). WY-COLA’s goals afford the following opportunities and illuminate a series of questions for ongoing research.

OPPORTUNITY 1- Enhance Pre-service candidates vision of teaching: Focusing on pre-service teacher candidate growth, WY-COLA will provide an intensive course on working in small groups with elementary age students who have struggled in mathematics. The pre-service teacher candidate will gain experiences in diagnosing elementary student need and then planning educational experiences to target identified areas of

need. In addition, pre-service teachers will be afforded the opportunity to engage with and observe in-service practicing teachers as they grapple with defining the core practices of teaching. Please see table below outlining the differences in field experiences between the Wyoming Teacher Education Program majors and WY-COLA preservice teachers. [Research Question: What is the impact of WY-COLA participation on preservice teachers' perspectives on teaching?]

Table 1 Wyoming Teacher Education Program with WY-COLA enhancement

Current Program	Wy-COLA Pre-service Teacher Participants
<p>Field Experiences/Residency</p> <p>EDST 3000- 30 hours classroom practicum experience with one mentor teacher- Observation and teaching one or two lessons</p>	<p>Wy-COLA participation will allow for additional contact hours with students in a mentored tutoring setting. Participants will work daily with students and will plan collaboratively with peers- allows for additional experiences beyond 30 hours.</p>
<p>Math seminar courses (EDEL 1410/2410)</p> <p>1 hour courses designed to supplement content math courses- practical application of theory</p>	<p>Wy-COLA participants will enroll in a course to replace one or more seminar courses. This course will be designed to present content instruction and best practices in teaching and will have practical application in the tutoring setting.</p> <p>Wy-COLA participants will be able to see these teaching practices in action and to discuss the act of teaching with teachers who have a wide range of experiences.</p>
<p>EDEL 4309, 4409, 4509 Methods semester for Elementary Education- approximately 15 days in classroom observing and working with small groups of students prior to residency semester</p> <p>Methods courses for Secondary Education- Content courses with one full day in residency classroom prior to residency semester</p>	<p>Wy-COLA participants will have additional hours working with students and collaboratively planning with peers prior to methods and residency. They will interact with practicing teachers and deeply reflect upon high leverage learning practices that will apply to their methods and residency experiences.</p>

OPPORTUNITY 2- Promote equity by improving teaching: Studying the core practices of teaching and establishing a venue that allows teachers, coaches and researchers to unpack and explore their complex practice will be a step towards making equitable access to quality instruction a reality for *all* Wyoming students. Sustained and ongoing observation and study of quality teaching will provide a forum to name and define practices that promote student learning. [Research Question: What teaching practices emerge or are reinforced through observation of the summer school lessons?]

OPPORTUNITY 3 – Improve instructional coaching: Defining the core practices of improving teacher instructional skills in order to ensure that all instructional facilitators and instructional coaches have the training necessary to make a positive impact on teacher and student learning. There are multiple lists of the “core practices” for coaching. Many scholars define a set of dispositions or skills necessary for coaching (Aguilar, 2013; Killion, Harrison, Byran, & Clifton, 2012; Kise, 2006; Knight, 2007; West & Cameron, 2013). These are, however, all reflections of the particular models of coaching that the authors promote and do little to establish consensus around the critical work of coaching that should be practiced by teachers of teachers. The need to come to an agreement about the core set of coaching practices necessary to improve teacher practice is much like the argument made by Ball and Forzani around the need to calibrate practice for teachers (2009). [Research question: What are the impacts of participating in WY-COLA on participants’ ability to define core practices of coaching?]

OPPORTUNITY 4 –Strengthen the partnership: WY-COLA implements a collaborative effort between the University of Wyoming and all of Wyoming’s school districts in an effort to improve the education of teachers who teach teachers. The National Association for Professional Development Schools calls for strong partnerships that establish symbiotic relationships in which university faculty and practicing classroom teachers “operate in boundary-spanning ways” (Parkinson & Muir Welsh, 2009) to develop school-based teacher educators while also preparing teacher candidates to be quality teachers (National Association for Professional Development Schools, 2015). [Research question: What are WY-COLA’s impacts on participants’ perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

OPPORTUNITY 5 – Support and development of preservice/early career teachers and mentor teachers: Drawing from the established literature on job-embedded professional development, WY-COLA proposes the Affiliate Coach role. These Affiliate Coaches will benefit school districts and strengthen the development of UW partnerships. Particular emphasis will be placed on supporting early career and pre-service teachers through the inclusion of mentor teachers and Affiliate Coaches in WY-COLA. The Affiliate Coach will have the opportunity to provide job-embedded and sustained professional development (Loucks-Horsley, et. al, 2003) to mentor teachers and early career teachers, which would not be possible without a coach who is accessible daily and familiar with the school and local education environment. Supporting preservice and early career teachers is challenging work that involves learning skills other than those that most classroom teachers possess (Moir & Gless, 2001). It is critical, therefore, that we create a system for supporting the development of these skills for the mentors or preservice/early career teachers. Affiliate coaches will provide training and support of mentors empowering them to maximize their effectiveness. [Research question: What are the Affiliate Coaches’ impacts on perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

Alignment to Key Performance Indicator(s)²

(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

² List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

- 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.

NEW KEY PERFORMANCE INDICATORS We suggest that WY-COLA’s innovative nature illuminates the opportunity to expand the existing list of Trustees’ Education Initiative indicators to include:

- Expanding practicum and field experiences for School of Teacher Education preservice teachers**
- National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standards 1 Content and Pedagogical Knowledge Component 1.1 Candidate Knowledge, Skills, and Dispositions and 2 Clinical Partnerships and Practice Components 2.1 Partnerships for Clinical Preparation and 2.3 Clinical Experiences
- Advanced learning opportunities for graduate and post-graduate learners** (possibly UW Curriculum & Instruction graduate students and/or Wyoming in-service teachers)

Documentation of Need

- Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:
 1. Formal discussions between WY-COLA staff with Instructional Facilitators at various sites around the state of Wyoming reveal inconsistent expectations of Instructional Facilitators and a need to clearly identify the definition and roles of productive instructional coaching.
 2. There is currently no systematic instructional coaching or teacher leadership training offered in the state of Wyoming, with the exception of various workshops provided by Gear Up. There is also no certificate or degree program offered at the University of Wyoming or any Wyoming community college for instructional coaching.
 3. CAEP Standard 1.1 calls for “[pre-service] candidates to demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.”
 4. CAEP Standard 2.1 calls for university and clinical partnerships where “partners co-construct mutually beneficial P-12 school and community arrangements...for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. [The partnerships]... ensure that theory and practice are linked; [and] maintain coherence across clinical and academic components of preparation; ...” (For complete standard statements, visit <http://caepnet.org/standards>)

Summary of documentation of need:

The needs documented above present motivation for the WY-COLA project in the following ways: Conversations with Instructional Facilitators (IFs) around Wyoming made it clear that IF roles vary according to grade level and school and district contexts. There did not appear to be a central job

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description as the descriptions offered were mainly a detailing of tasks and roles IFs maintained in classrooms and schools. Often coaching roles described tended to blend with administrative roles. Along with coaching teachers in classrooms, they held responsibilities for data collection and analysis to inform instruction, assisting administrators with reporting, organizing team meetings to plan instruction based upon data, and building strong relationships between faculty and administration.

Instructional Facilitators discussed concern with their lack of time in classrooms engaging in coaching roles, though the definition of coaching was difficult for them to clearly articulate. They shared descriptions of aspects of their roles carried out on a daily basis but did not articulate a central definition. It was evident that all IFs at the sites we visited did not share a fully understood definition of coaching. Several IFs expressed the desire for more time to discuss, plan, and collaborate with other IFs, support in content area teaching and integration, and a better understanding of coaching roles.

Some needs for our focus are evident. There is a need for a centralized definition instructional coaching and the respective roles. WY-COLA's work can create this central definition in a partnership with Wyoming teachers, schools, and university personnel by recognizing coaching as a significant role of instructional facilitators and identifying and examining the core competencies thereof. In addition, a need for clear communication of central agreed upon goals for a project is imperative to our work going forward. With clear definitions, goals, and communication we believe we can create a true collaborative partnership that will mutually benefit pre-service teachers, in-service teachers, and administrators at all levels. Most importantly, we believe this will benefit K-12 students in our state.

The WY-COLA project will offer much-needed training specifically for Instructional Facilitators around the work of coaching, unpacking the core competencies of a productive instructional coach. IFs will learn the components of the practices and hone their skills using real-time instruction in a laboratory environment. Potentially, WY-COLA could be a continuing professional development instructional coaching certificate program.

By taking part in the WY-COLA project, preservice teachers will have opportunities to discuss content and learn high leverage instructional practices with other preservice and experienced teachers. The observation of real-time instruction followed by discussion of best practice and planning of enrichment and tutoring experiences for the elementary students will provide an immediate link between theory and practice. The additional practicum hours afforded to preservice teachers are an opportunity to make the ties between their academic and clinical learning coherent.

Evidence Supporting Proposed Innovation: Literature Review

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

Literature Citations:

1. Aguilar, E. (2013). Art of coaching: Effective strategies for school transformation. Retrieved from <http://www.ebllib.com>

2. Darling-Hammond, L. (2000) Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives* 8(1). Retrieved from <http://epaa.asu.edu/epaa/v8n1/>
3. Fletcher, S. J. (2012). *Coaching: An overview*. SAGE Handbook of Mentoring and Coaching in Education (pp. 24-40). London: SAGE Publications Ltd.
4. Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching matters*. Oxford, OH: Learning Forward.
5. Kise, J.A. (2006). *Differentiated coaching: A framework for helping teachers change*. Thousand Oaks, CA: Corwin Press.
6. Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: National Staff Development Council.
7. Loucks-Horsley, S., Love, N., Siles, K. E., Mundry, S., & Hewson, P. W. (Eds) (2003). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press, Inc.
8. Moir, E., & Gless, J. (2001). Quality Induction: An Investment in Teachers. *Teacher Education Quarterly*, 28 (1), 109-114.
9. Parkinson, D., & Muir Welsh, K. (2009, Spring). Is authentic, cross-cultural collaboration possible between universities and public schools within a Professional Development School model? *School University Partnerships*, 3(1), 14-27.
10. West, L., & Cameron, A. (2013). *Agents of change: How content coaching transforms teaching and learning*. Portsmouth, NH: Heinemann.
11. Preservice Teacher field experiences: (Conderman et al., 2013a; Dorel et al. ,2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

Summary of Literature Review:

The greatest predictor of student success, is teacher quality (Darling-Hammond, 2002). For this reason, it is imperative that we do all that we can to continually work to continually improve the skills of the teachers in every classroom. Coaching is one of the most effective ways to improve teacher quality, yet the field of instructional coaching is under-researched (Fletcher, 2012). When teachers receive professional development support from instructional coaches, the implementation rate of newly learned instructional practices increases from 10% to 90% compared to traditional forms of professional development (Knight, 2007). As Wyoming reallocates money once reserved for instructional facilitators, it will be imperative that we learn to maximize teacher learning. Maximizing the effectiveness of coaching provides this opportunity.

The study of public teaching opens opportunities to study coaching as well as multiple research foci beyond the realm of coaching. It requires us to focus on the enactment of teaching to study instruction and to think carefully about the practices critical to improving student learning (www.teachingworks.org) in order to determine the core practices of coaching. It promotes partnerships at many levels including at the school level between coachee and coach, at the district

level between professional development providers and coaches, and finally between school districts and higher education institutions through collaborative work with coaches and university researchers.

In order to capitalize on the opportunities presented by the study of instructional coaching, the following research questions emerge:

In what ways does naming the core practices of instructional coaching impact the work of coaches?

- o What are the core practices of instructional coaching?
- o How can coaches learn about the core practices of instructional coaching?

Our literature review focuses on what is known about instructional coaching and its importance in teacher quality and student learning, what is not known about instructional coaching (shaping the research questions above), and the need for and importance of determining the core practices of coaching.

In addition to instructional coaching literature, we highlight that there is strong support in the literature for the idea that more field experiences are better for pre-service teacher candidates (Conderman et al., 2013a; Dorel et al., 2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.) Since this proposal details an innovative program with work pre-service teachers and in-service educators' categories do not really apply. We reviewed the following programs

1. WestEd Professional Development Program: <https://www.wested.org/program/teacher-professional-development-program/>
2. National Math and Science Foundation Professional Development: <http://www.nms.org/Our-Approach/Laying-the-Foundation.aspx>
3. Ohio Resident Educator Program - <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>
4. Leading Educators: <http://www.leadingeducators.org/aboutus/>
5. Elementary Mathematics Laboratory, a program of the University of Michigan's Teaching Works Program: <http://www.teachingworks.org/support-resources/laboratory-classes>
6. TEI Research Work Group Educator Professional Growth review of existing US coaching programs

Summary of Evaluation of Other Programs:

While there are effective programs for teacher professional growth in other states and at other institutions, very few focus on both in-service and pre-service teachers. In addition, few focus on the complexity of teaching and instructional coaching. WY-COLA helps to fill this gap.

Contextual Constraint Analysis

- ☒ **Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

There are multiple, but not insurmountable contextual constraints associated with this project. First, in order to best serve the multiple stakeholder groups involved in this project (practicing teachers, pre-service teachers, and elementary students, it will be important to secure long-term funding early in the project. This will allow us to maximize efficiency by purchasing core resources such as classroom manipulatives, resource texts, and the like only once. It will also allow us to establish a program that can be equitably accessible to communities across Wyoming. Without funding for multiple years we will be unable to rotate the professional development site, thus serving fewer of Wyoming’s school aged students.

The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.

Finally, changes in requirements and allocations of federal funding over time, will make it difficult to rely on funding sources that have been historically allocated for professional development programs to support practicing teachers such as Title I and Title II.

Risk Assessment

- ☒ **Please list all identified potential risks to College of Education Candidates:**
None
- ☒ **Please list all identified potential risks to the UW College of Education:**
None
- ☒ **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**
None
- ☒ **Please list all identified potential risks to the UW Trustees Education Initiative:**
There is a risk that the public perception of the program will be that it is Laramie-centric. However, the program will be rotating to sites beyond Laramie after year 1. In addition, follow-up sessions will be offered at Community College sites throughout the state.
- ☒ **Please list all identified potential risks to other stakeholders:**
None

Funding Request to Support Pilot Innovation Implementation

\$248,100 **2017-2018 Total Request**

Subtotal Amount: \$75,232 **Purpose:** WY-COLA staff support

Subtotal Amount: \$128,970 **Purpose:** Professional Development Teacher support

Subtotal Amount: \$44,200 **Purpose:** Program Equipment, Materials, & Supplies

\$519,967 **2018-2019 Total Request**

Subtotal Amount: \$179,190 **Purpose:** WY-COLA staff support

Subtotal Amount: \$296,720 **Purpose:** Professional Development Teacher support

Subtotal Amount: \$44,058 **Purpose:** Student support and program supplies

Budget Narrative to Support Funding Request:

\$768,369 is the total request for 2 years to develop WY-COLA an innovative professional development program. Year 1 will be in Laramie in Albany County School District#1 (ACSD1) and Year 2 will be in Laramie (ACSD1) and either in Powell, WY or Riverton, WY. In this narrative, we will describe the three major budget categories listed above and their associated costs.

Category 1: WY-COLA staff support (Y1 request \$75,232/ Y2 request \$179,190) includes summer salary and benefits for WY-COLA staff, stipends for Community College faculty, graduate assistantship for program support, office associate support, 100 hours of an hourly helper, and staff travel to academic year meetings at community colleges to work with community college faculty and local WY-COLA professional development participants.

Category 2: Professional Development Teacher support (Y1 request \$128,970 20-25 teachers/ Y2 request \$196,720 40 teachers-20 @ each professional development site- Laramie and Powell or Riverton plus \$100,000 for 10 Affiliate Coaches) includes stipends for participating teachers (\$2,500), travel costs to Laramie and Powell or Riverton, meal costs for breakfasts and snacks for participating teachers and elementary age students, and technology (cube camera) for participating teachers to record their teaching. It will also provide those participating teachers \$1,000 stipend to take additional professional development courses.

Category 3: Student support and program supplies (Y1 request \$44,200/ Y2 request \$44,058) This category includes expenses for documenting the professional development (video recordings and video storage of the sessions for future educational and research use), technology for WY-COLA staff when visiting teachers in their classrooms, educational supplies for the WY-COLA teaching room, tuition and fees for pre-service teachers for the WY-COLA course³, and graduate student tuition and fees.

³ Due to the innovative nature of the pre-service work we are asking to fund the tuition and fees for the pre-service participants in order to ensure that there are no barriers to their participation.

Appendix A: Affiliate Coach Description⁴

Affiliate Coaches will build bridges between UW and their home school districts by directly supporting early career teachers (1st-3rd year of teaching) and mentors. This work will indirectly benefit UW pre-service teachers through increased mentor capacity. These Coaches will be identified through nomination by their local district and an application and selection process conducted by the University of Wyoming College of Education, School of Teacher Education. School districts will be compensated \$10,000 to allow for release time.

The Affiliate Coaches include responsibilities such as:

- Enable and support collaborative relationships between mentors and preservice/early career teachers.
- Design and facilitate professional development for mentor teachers in order to empower them to work successfully with pre-service teachers.
- Engage early career and mentor teachers in coaching cycles.
- Support mentors in engaging preservice teachers in coaching cycles.
- Aid in the transition from pre-service work to early career teaching.
- Strengthen the UW and community partnerships by increasing the people who share a vision of effective preservice/early career teachers support.
- Build and maintain systems of communication between pre-service/early career teachers and mentors, school district administrators, WY-COLA staff, and UW's School of Teacher Education.
- Participate in on-going professional learning.

⁴ Affiliate Coaches are neither replacements for existing UW facilitators nor School District based instructional coaches.