

2019 Trustees Education Initiative Innovation Design Teams and “North Star” Charges

Educator quality is TEI’s North Star. The work of the University of Wyoming College of Education and TEI prepares high-quality candidates to enter their careers as among the nation’s highest-quality educators. Effective educator preparation contributes to educator quality, career longevity, and mastery of the knowledge, skills and dispositions inherent in a quality educator.

UW-E4® Exploration

Ensure capable and motivated individuals explore and choose education as a profession.

UW-E4® Experiential Learning

Expand candidate access and expertise through meaningful and unique educator preparation experiences.

UW-E4® Embedded Practice

Expand candidate field experiences, connected to course content and competencies.

UW-E4® Entry into the Profession

Provide mentorship and induction for educators entering the profession.

Common Indicators System

Integrate instruments to collect data to inform and evaluate teacher education programs, curricula, and candidates.

Ethical Educator Program

Integrate ethics programming across all stages of the student journey.

Mursion Augmented Reality/Simulation

Infuse avatar-based interactive experiences across the student journey to advance candidate expertise.

Wyoming Coaching Laboratory (WYCOLA)

Make the work of teaching public, to study innovative practices in classroom instruction, mentorship, coaching, and early career support.

Wyoming Early Childhood Outreach Network (WYECON)

Develop approaches to elevate quality practices and model early childhood programs in the state.

UW-E4® E1: Exploration

Design Team

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David Fall, UW Board of Trustees
Steven Locke, UW
Keri Shannon, Campbell County School District #1
Richard Strahorn, Wyoming School Board Association

Description

The North Star of teacher quality begins with attracting the most promising and committed students into the College of Education teacher preparation programs. Therefore, E1, the Exploration Phase of UW-E4®, addresses the imperative of increasing the quality and quantity of students who are attracted to the profession and the programs of the UW College of Education. E1 is focused on recruitment, selection, and admission of individuals who possess the experience, commitment, and qualities that predict program completion and career success.

The E1 design team proposes TEI support for future educators clubs for Wyoming high school students. The initial plan involves recruiting school districts – including those that participated in the initial pilot – and scaling the program to include more students every year. During the 2019-20 academic year, the E1 implementation team will form a statewide advisory committee to development future educator club charters, by-laws, and curriculum.

The E1 design team also proposes a College of Education student recruitment coordinator. The coordinator will promote the COE among high school, community college, and transfer students, as well as major changers, place-bound learners, and career changers. The recruiter will work with the greater UW admissions and recruiting office. The COE recruitment coordinator will develop a five-year recruitment plan based on alumni engagement, graduate student recruitment, and a focus on areas of high need (e.g., dual-language immersion, American Indian teacher recruitment, STEM-C +Robotics, early childhood, and special education).

Budget

The Elementary Education Program E1 fiscal year 2020 budget is \$120,000. These funds will pay for participant stipends, scholarships, dues, training, advertising, materials, books, and cost sharing for the COE recruitment coordinator. For fiscal years 2021 and 2022 the Elementary Education Program E1 budgets are \$108,000 and \$100,000 respectively.

UW-E4® E2: Experiential Learning

Design Team

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Description

E2, Experiential Learning, is contributing to teacher quality by expanding access to College of Education programs and creating more meaningful classroom experiences for teacher candidates and educational professionals.

The North Star objectives of the E2 Experiential Learning phase of the UW-E4® are to develop Professional Learning Communities (PLCs), modules, and standards-based competencies. These E2 activities will deepen learning, broaden access to coursework, and generate more applicable and measureable student learning and performance, beginning in the Elementary and Special Education programs.

From a review of the elementary education degree program, the E2 design team selected EDST 3000 as the first course for online and hybrid (blend of online and face-to-face) development. The E2 design team developed an outline for modules to be created Fall 2019 based on competencies aligned to The Interstate New Teacher Assessment and Support Consortium standards. Online modules for additional courses will be created throughout the three-year program period.

PLCs guide teacher candidates through their preparation program while supporting COE faculty in developing, enhancing, and converting courses. The PLC model will be integrated into the elementary education coursework and modules, preparing COE teacher candidates to contribute to and lead PLCs in Wyoming school districts.

The E2 design team recommends ongoing professional development in the PLC process for Elementary Education Program faculty, hiring an instruction designer to create modules for courses, and hiring a data analyst to report student learning data to PLCs.

Budget

The Elementary Education Program E2 fiscal year 2020 budget is \$60,220. These funds will pay for training, travel, books and supplies, and instructional design. For fiscal years 2021 and 2022, the Elementary Education Program E2 budgets are \$56,195 each year.

UW-E4® E3: Embedded Practice

Design Team

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Tiffany Hunt, UW

Amy Pierson, Johnson County School District #1

Description

The North Star objectives of the E3 Embedded Practice phase of the UW-E4® is to expand field experiences that increase opportunities for students to practice and strengthen competencies and skills. Opportunities include a variety of settings, a range of students, and a focus on the intellectual work of becoming a professional educator.

The E3 design team recommends providing expanded field experiences for all teacher candidates in the College of Education (early childhood, elementary, secondary, and special education). Expectations for time commitment and rigor in field experience assignments will increase. Field experiences will be aligned with the content and competencies learned in the classroom. They will begin in 1000-level coursework and become increasingly relevant and rigorous as teacher candidates progress through their programs.

Faculty members will develop modules to ensure field experiences are meaningful for faculty, teacher candidates, and partnering in-service PK-12 faculty. Online mentor teacher training modules will support Wyoming school districts with the expansion of COE teacher candidate field experiences. Deans for Impact Common Indicators System tools will measure teacher candidates' success in field experiences.

Budget

The Elementary Education Program E3 fiscal year 2020 budget is \$8,250. These funds will pay for stipends for faculty to develop field experience modules and cover the costs of other associated professional services. For fiscal years 2021 and 2022 the Elementary Education Program E3 budgets are \$21,750, and \$19,500 respectively.

UW-E4® E4: Entry into the Profession

Design Team

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Description

For new teachers entering the profession, the early years can be daunting. At the same time, Wyoming communities need their teachers to remain in the profession and grow with experience. The North Star objectives of the E4 Entry into the Profession phase of the UW-E4® are to create a collaborative community of educators supported by an exceptional induction model that drives satisfaction and retention in the profession. School districts that participate in the Wyoming School-University Partnership will find this induction model to be more collaborative and responsive to their feedback.

The E4 design team recommends a database approach to designing an induction model that meets the needs of UW College of Education graduates. The E4 implementation team will create a comprehensive graduate network based on the Teacher Preparation and Advising Office database that allows ready and ongoing feedback from recent graduates and response to that feedback. Baseline satisfaction surveys and needs assessments will be developed and conducted. Surveys will be distributed to recent (within the past three years) graduates of UW's education programs. The surveys will gather information on factors of greatest impact to new educators, in terms of gaps they have identified in their professional development and educator preparation.

The Employer Survey, to be deployed to Wyoming school districts, determines preparation needs of recent graduates, identifies gaps in preparation, informs design of a quality induction program, and improves the preparation programs within the College of Education.

The Entry into the Profession Design Team recommends an induction model that is available to all Wyoming school districts, and adaptable to specific needs of school districts and new educators. Co-investment by Wyoming School-University Partnership school districts and COE will be a critical component of the induction model.

Budget

The Elementary Education Program E4 fiscal year budget is \$64,936. These funds are set aside for training, participants' stipends, survey design work, books and other supplies. For fiscal years 2021 and 2022 the Elementary Education Program E4 budgets are \$95,949 and \$98,815 respectively.

Common Indicators System®

Design Team

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Description

The system being introduced to measure College of Education teacher and program quality is the Common Indicators System (CIS®). CIS® is comprised of four educational data management instruments inform, evaluate, and improve UW-E4® educator preparation programs of the college, curricula, and teacher candidate performance. CIS® is an initiative of Deans For Impact (DFI), of which the University of Wyoming College of Education is a member.

Training and pilots for CIS® instruments will begin in Fall 2019. Full integration of CIS® will occur within the UW-E4® educator preparation programs following pilot completion. In addition to analyzing and using the data locally, the university will share information with DFI as part of a national CIS® data set, allowing comparison of outcomes and progress with other DFI® teacher education programs. The CIS® instruments, in conjunction with existing university and DFI resources, such as Qualtrics, will allow COE faculty to collect and utilize large quantities of pertinent program and teacher candidate data leading to program enhancement and better teacher candidate preparation.

UW College of Education faculty will begin training on CIS® tools in Fall 2019, continuing through October 2021. The College of Education will provide training to PK-12 professionals throughout the state who serve in school districts that are members of the Wyoming School-University Partnership. Pilots for the CIS® tools will commence Spring 2020.

The CIS® design team has recommended the training, implementation, and timeline for each tool. Further, the CIS® design team has recommended that a person be dedicated to the collection, analysis, and integration of the data for continuous program improvement, as data management is crucial to the success of all TEI innovations.

Budget

The Elementary Education Program CIS® fiscal year 2020 budget is \$34,100. Funds will be used for training and certification in CIS® tools and associated travel, stipend costs, and supplies. For fiscal years 2021 and 2022, the Elementary Education Program CIS® budgets are \$39,580 and \$22,568 respectively.

Ethical Educator

Design Team

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Description

A quality teacher is ethical. The UW Ethical Educator program will prepare prospective and current educators to make professional decisions based on the Model Code of Ethics for Educators, a set of principles that support teachers and organizations.

The UW-E4[®] educator preparation programs will provide professional ethics training using ProEthica[®] modules. The Ethical Educator design team recommends embedding ProEthica[®] modules into first-year and upper-level coursework and field experiences. Further, the design team recommends providing ProEthica[®] modules to PK-12 educators, high school students, and community college students interested in a career in education. The modules will be embedded in teacher preparation courses, beginning at the 1000 level. Ethical training will continue with case studies in upper division coursework and field experiences, including utilization of Mursion augmented reality technology. The College of Education will provide a culminating summer ethics institute, deepening participant understanding of ethical education.

In Fall 2019, COE faculty and administration will continue the review of the elementary education curriculum, determining where ProEthica[®] modules best fit into the program.

Budget

The Elementary Education Program Ethical Educator fiscal year 2020 budget is \$24,000. These funds will pay for books, materials, and subscriptions to ProEthica[®] for current faculty, students, and school district participants. The Elementary Education Program Ethical Educator budget remains the same for fiscal years 2021 and 2022.

Mursion

Design Team

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Description

The North Star objective of the Mursion team is to strategically implement augmented reality simulation, providing training opportunities, through avatars, for statewide efforts related to teaching, learning, and interpersonal communication, to better prepare candidates for professional practice. Currently, Mursion is used in EDST 3000 and in other COE courses. The implementation team is identifying other key courses, programs, and educator professional development in which Mursion will be deployed. As the COE faculty review and revise curricula, Mursion will become a more integral part of the teaching and learning process throughout the college.

Opportunities to use Mursion in Wyoming school districts will become available during the 2019-20 academic year. COE faculty members and the implementation team are recruiting Wyoming school districts to pilot Mursion. School district feedback is also being collected in order to customize Mursion scenarios that best fit the needs of Wyoming educators.

Mursion will play a vital role in the work of all TEI innovations. The Mursion team will work with all other innovation implementation teams to determine how best to integrate Mursion throughout the UW-E4[®] student journey and into all College of Education programs.

Budget

The Elementary Education Program Mursion fiscal year 2020 budget is \$109,287. This includes funding of Mursion technology licensure and compensating staff members for creation of content within the Mursion system. In addition, money has been budgeted to pay individuals to develop and analyze surveys and other data collection instruments. Funds have been allocated for travel to recruit district partners and to compensate school district staff members who utilize the Mursion system for professional development. For fiscal years 2021 and 2022, the Elementary Education Program Mursion budget is \$90,037 each year.

Wyoming Coaching Laboratory (WYCOLA)

Design Team

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Dana Robertson, UW

Description

The Wyoming Coaching Laboratory (WYCOLA) was developed to allow classroom teachers, emerging instructional coaches, mentors, facilitators, and other educational leaders to engage in the observation and study of High-Leverage Teaching Practices (HLPs).

By making the work of teaching observable, WYCOLA allows participants to study innovative practices associated with classroom instruction, mentorship, and entry into the profession. WYCOLA will expand and enhance the work of E2 (Experiential Learning) by providing a forum to model, define, and unpack competencies of quality teaching. WYCOLA supports E3 (Embedded Practice) and E4 (Entry into the Profession) through development of mentorship and coaching competencies in a laboratory classroom in which innovative practices are integrated and observed. Early career teachers will participate in WYCOLA as part of their induction to in-service teaching.

The foundation of the WYCOLA year-long educator professional development experience is the facilitated observation and study of master teachers working with at-risk sixth grade students. Over 40 educators recently completed the 2019 summer session of laboratory teaching, mentoring and coaching. Educators from across the state of Wyoming came to UW campus to expand their skill sets and networks as coaches, mentors, and supervisors. The program will continue to be refined and upgraded to better meet the needs of teacher candidates and in-service educators throughout the state.

Budget

The Elementary Education Program WYCOLA fiscal year 2020 budget is \$88,665. Funding for WYCOLA includes stipends for participants as well as travel expenses. Money is also budgeted for advertising, supplies, participant materials, professional services, and compensation. For fiscal years 2021 and 2022, the Elementary Education Program WYCOLA budgets are \$169,387 and \$175,386 respectively.

Wyoming Early Childhood Outreach Network (WYECON)

Design Team

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Tricia Johnson, UW

Stephanie Rino, Foundations Early Care & Education

Description

To thrive, children need quality teachers well before they reach kindergarten. Under TEI, the Wyoming Early Childhood Outreach Network (WYECON) was established to improve the early childhood learning opportunities in Wyoming, to elevate early childhood education practices, and to establish state standards for the profession.

The WYECON team has partnered with Wyoming Kids First, the Division of Family Services (DFS), Wyoming Quality Counts, Align, Wyoming Institute for Disabilities, Wyoming Statewide Training and Resource System, UW Project ECHO, and the Department of Workforce Services (DWS), to build the Wyoming Early Childhood Professional Learning Collaborative. The Collaborative is a joint effort to establish an innovative professional development system with the goal of improving learning outcomes for Wyoming's youngest children by elevating the quality of early childhood programs they attend.

By expanding and formalizing a network of Wyoming's early childhood programs, WYECON provides key support for the UW COE early childhood education bachelor's degree program, expected to be offered online and on campus. In partnership with Wyoming Kids First, WYECON is identifying promising early childhood programs to provide internship placement sites for UW early childhood education teacher candidates. The UW-E4[®] model provides a framework for recruitment, placement, and retention of teacher candidates and professionals.

Additionally, an early childhood leadership cohort, supported by regional trainers and the Collaborative, will have expanded access to professional development. WYECON is also piloting innovative communities of practice, utilizing social media and video conferencing to address challenges of training and community in a rural state. Fifty early childhood educators are currently participating in these projects, including promising early childhood leaders.

Budget

The Elementary Education Program WYECON fiscal year 2020 budget is \$198,710. This includes funding for training and professional development, printing services, advertising, travel, and salaries to administer the program. For fiscal years 2021 and 2022, the Elementary Education Program WYECON budgets are \$188,479 and \$104,948 respectively.