WHAT WILL IT TAKE TO PRODUCE THE NATION’S HIGHEST QUALITY EDUCATORS?

UNIVERSITY OF WYOMING
TRUSTEES EDUCATION INITIATIVE

Guide to Transforming Educator Preparation
“The teacher shortage is real, large and worse than we thought.”

Economic Policy Institute, April 16, 2019

<table>
<thead>
<tr>
<th>National</th>
<th>Wyoming</th>
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<tbody>
<tr>
<td>49,000,000</td>
<td>93,029 (2018-2019)</td>
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<td>K-12 STUDENTS WHOSE FUTURE DEPENDS ON SKILLFUL TEACHING</td>
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<td>110,000</td>
<td>68 (17 of 48 districts, Sept. 2019)</td>
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<tr>
<td>TEACHING POSITIONS UNFILLED</td>
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<tr>
<td>ENROLLMENT IN TEACHER PREPARATION PROGRAMS</td>
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SOURCES: Teachingworks.org, Wyoming Department of Education, Economic Policy Institute, UW College of Education
WHAT WILL IT TAKE?

TEACHERS are the #1 in-school influence on student achievement.

TEACHERS matter more to student success than any other school-related factor.

TEACHERS’ competencies, compassion, and effectiveness are not limited to a single situation but are retained even when they change schools.

TEACHER quality begins with excellent teacher preparation and leads to longer careers and more skillful teachers over time.

TEACHER quality is the North Star of the Trustees Education Initiative.

When schools can’t find qualified teachers, they hire less-qualified teachers, who are more likely to quit the profession, or positions go unfilled. This hurts students, teachers, and our public education system. Communities are harmed (“Does it have good schools?”), as well as the profession as a whole.

In 2014, the University of Wyoming Trustees Education Initiative (TEI) recognized the urgency and asked, “What will it take?”

This became the catalyst for the UW College of Education to look broadly at the needs of Wyoming and UW’s potential to fundamentally transform educator preparation in the state. In 2015, the Daniels Fund became a partner in the push for change.
HERE’S WHERE WE START

The Trustees Education Initiative starts with teachers because teachers have the most immediate influence on K-12 students.

TEI starts with a student journey that takes future educators from career exploration through entry into the profession.

Augmented reality starts students interacting with avatars right from the beginning.

Ethics training gives future and practicing educators an essential context for actions and decisions.

Early childhood education gets elevated.

Partnerships maximize impact.

Results get measured.

Access expands opportunity.

TEI and the College of Education benefit from the experience and perspectives of more people and organizations through relationships and partnerships that enable us to tackle the needs of education in Wyoming together.

The full breadth of TEI is being implemented in the Elementary Education Program starting fall, 2019.

Other College of Education programs will follow, adapting and innovating and measuring results as they go.

UW College of Education Programs

• Elementary Education
• Special Education/Elementary Education
• Secondary Education
• Early Childhood Education
• Counselor Education
• Educational Leadership
UW-E4® STUDENT JOURNEY

**EXPLORATION**

**E1**
Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession

**EXPERIENTIAL LEARNING**

**E2**
Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom

**EMBEDDED PRACTICE**

**E3**
Design and deliver a strong extended and flexible residency program for students to gain hands-on clinical experience to prepare them for the profession

**ENTRY INTO PROFESSION**

**E4**
Create a collaborative community of teachers, supported by an exceptional induction model that drives satisfaction and retention in the profession
**E1 THE STUDENT JOURNEY STARTS WITH EXPLORATION**

E1 (Exploration) applies new energy to seeking out and engaging with high-quality future educators. These highly-motivated students may come from early exposure in high school, from community colleges, other fields, or other majors.

By providing opportunities for exploration, such as future educator clubs in high schools and community colleges, E1 seeks to increase awareness, provide early experience, and reinforce students’ commitment, ensuring the best teachers aren’t lost before they make it into the program.

**E2 EXPERIENTIAL LEARNING GOES FURTHER**

E2 (Experiential Learning) creates deliberate, sequential, site-based learning experiences that align with coursework and help teacher candidates gain critical competencies.

This practice-based approach may begin with observing experienced teachers in a classroom or teaching lessons in a simulated classroom using augmented reality technology. It’s practice with a purpose and includes high-quality feedback.

Professional Learning Communities (PLCs) will be integrated into elementary education coursework and online modules, preparing UW pre-service teachers to contribute and lead PLCs in Wyoming school districts.

Broad exposure to early childhood and grades K through 12 and a range of subjects and specialties helps students find their spark. Distance delivery allows them to make the leap without leaving their communities.
E1 EXPLORATION
E2 EXPERIENTIAL LEARNING
E3 EMBEDDED PRACTICE
E4 ENTRY INTO THE PROFESSION

E3 EMBEDDED PRACTICE PREPARES PRE-SERVICE TEACHERS

For student teachers, E3 (Embedded Practice) includes working with experienced co-teachers. Student teachers are supported with UW-trained teaching mentors and UW faculty providing feedback using GoReact interactive video.

Student teaching is available throughout the state and includes fall, spring, or year-long residencies, as well as internships and international opportunities.

E3 is contributing to teacher quality by expanding relationships with College of Education programs and developing broad partnerships, professional learning communities, and systems of support for teacher candidates and practicing educators.

E4 ENTRY INTO THE PROFESSION IS SUPPORTED

For new teachers entering the profession, the early years can be daunting. At the same time, Wyoming communities need their stellar teachers to remain in the profession and grow with experience.

Through E4 (Entry into the Profession), new teachers are supported with exceptional induction mentors and ongoing professional learning. UW and Wyoming school districts work together to ensure early success that leads to long teaching careers.
MEET THE AVATARS

They check their phones and nod off. They stutter, falter, and comment on the color of your shirt.

They are the middle school avatars of Mursion, a large-screen interactive environment where UW pre-service teachers get a jump on teaching and classroom management skills right from year one of their training.

Mursion lets teacher candidates teach specialized content, such as math and reading, and work with children with special needs. The degree of challenge is aligned with coursework and UW-E4® objectives. Feedback contributes to skill-building, confidence, and competency.

UW’s educator preparation program is among the nation’s first to use Mursion to reinforce and complement direct field experience.

We are pioneering Mursion for career and technical teacher training, ethics development, new student recruitment, and early childhood education.

Mursion lets pre-service educators start practicing long before they’re ready to take the lead in real-school environments.
The University of Wyoming Trustees Education Initiative is built on the premise of partnership—that when we bring together creative thinkers from multiple perspectives we can produce comprehensive and sustainable change that contributes to the good of the whole system.

To thrive, children need quality teachers well before they reach kindergarten.

It’s an amazing story. In 2019, the Wyoming Early Childhood Outreach Network (WYECON)—established through TEI—partnered with Wyoming Kids First—a program of the Ellbogen Foundation based in Casper, Wyoming.
At the same time, the Wyoming Department of Family Services, WY Quality Counts, and Align (a nonprofit) began to consider a new framework for delivering early childhood professional development through a system of regional trainers.

Program leaders shared a vision of improving learning outcomes for Wyoming’s youngest children by elevating the quality of the early childhood programs they attend.

The Wyoming Department of Workforce Services, and programs that provide professional training were attracted. Within six months, the Wyoming Early Childhood Learning Collaborative was created, leveraging expertise and funding that to elevate early childhood education across the state.

Through the collaborative, WYECON is establishing relationships at field sites to support the expected launch of a University of Wyoming early childhood education bachelor’s degree program. UW-E4® will provide the student journey model, and the program will be the first in the College of Education to be available by distance delivery as well as on campus.
PARTNERSHIPS

WYOMING EARLY CHILDHOOD EDUCATION NETWORK
WYOMING COACHING LABORATORY
WYOMING SCHOOL-UNIVERSITY PARTNERSHIP
The Wyoming Coaching Laboratory champions great teaching with a development program for Wyoming educators and UW pre-service teachers.

For two summers in Laramie, Wyoming Coaching Laboratory (WYCOLA) has assembled a laboratory classroom where a master teacher teaches a class of 25 sixth-graders. Wyoming teachers and instructional coaches, as well as UW pre-service teachers, watch the live video in another room.

They review student work and discuss high-leverage teaching practices. Students from UW’s teacher education program join WYCOLA with a dedicated curriculum and College of Education instructor.

The development model also includes training for teachers who mentor UW student teachers and UW graduates entering the profession—E3 and E4 in the UW-E4® framework.

Notably, WYCOLA was created and is led by faculty members from UW and Albany County School District #1.
# Partnerships

**Wyoming Early Childhood Education Network**  
**Wyoming Coaching Laboratory**  
**Wyoming School-University Partnership**

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<tr>
<th></th>
<th>Fiscal Year</th>
<th>2018</th>
<th>2020</th>
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<tr>
<td>Partnership members</td>
<td></td>
<td>31</td>
<td>42</td>
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<tr>
<th></th>
<th>Academic Year</th>
<th>2018/19</th>
<th>2019/20</th>
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<tr>
<td>Partner school districts with UW student teachers</td>
<td></td>
<td>9</td>
<td>24</td>
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The Wyoming School-University Partnership was established in 1986 as a statewide collaborative group of school districts, community colleges, the University of Wyoming, and state education organizations working to simultaneously improve teacher education and renew public schooling.

The UW Trustees Education Initiative is an integral part of multifaceted efforts to transform educator preparation and increase cooperation across all levels of education.

Each school district member of the Partnership serves as a placement option for student teachers from the University of Wyoming’s Elementary and Secondary Education teacher education programs.

The Partnership provides a forum for problem-solving and creates opportunities for innovation. At its heart, the goals of the Partnership are to improve education and our communities.

Partnership members include

- 29 School Districts
- 7 Community Colleges
- UW College of Education
- UW College of Arts and Science
- 4 statewide education organizations and state agencies
Wyoming is big in miles and small in population.

In education, new technologies, partnerships, and a doubling down of determination are closing the distance and bringing us together.

TEI is contributing by expanding access to College of Education programs and developing systems of support for aspiring educators, educator candidates, and practicing professionals.

We are connecting communities, districts, community colleges, and people

- More schools that want student teachers are getting them.
- More student teachers are placed in the schools they want.
• UW faculty members supervise student teachers using distance technologies.

• Local teachers receive online training to mentor and evaluate UW students.

• School districts and UW provide new teachers with mentoring and professional support.

• UW works with school districts and community colleges to form future educator clubs.

• Through UW-piloted communities of practice, 50 early childhood educators use social media and video conferencing to overcome rural isolation and access professional learning.

• A new bachelor’s degree program in early childhood education is expected to be the first in the college available via distance delivery.

• The UW College of Education is accelerating efforts to make ALL programs and courses available via distance delivery.
ETHICS

We equip students with teaching methods, content knowledge, and new technology.

Why would we not give them a solid foundation of professional ethics?

Through TEI, the College of Education is introducing UW students to the complex and competing tensions inherent in the educator’s role.

ProEthica® interactive modules and scenarios enable students to practice applying the range of tenets in the Model Code of Ethics for Educators established by education professionals in 2018.

With the UW-E4® model, we also introduce professional ethics to future educators in high schools and community colleges and share the Model Code with teachers and educational leaders throughout the state. This expands the common basis of ethical understanding across systems.

We believe this is good for educators and the students who are counting on them.

The Five Principles of the Model Code of Ethics for Educators

- Responsibility to the profession
- Responsibility for professional competence
- Responsibility to students
- Responsibility to the school community
- Responsible and ethical use of technology
METRICS

Are our new teachers effective?

To say we produce high quality teachers, the University of Wyoming College of Education must know how our new teachers compare to others. Also, we need keen insight into our program to see where we’re strong and where we should improve.

Of more than 2,100 educator preparation programs in the country, fewer than 20 are collecting an identical set of data that specifically links features of their programs to teacher effectiveness and teacher retention.

As a member of the Deans for Impact Common Indicators System Network, UW joins a national network of programs that prepare more than 4,400 new teachers each year.

By collecting and analyzing the same sets of evidence on teacher-candidate development (the common indicators), we can benefit from—and contribute to—larger efforts to improve PK-12 educator preparation across the nation.

GOT GRIT?

Grit is the rugged edge where passion meets persistence.

Students entering the UW teacher preparation program take a survey that helps them and the program learn about their attitudes, dispositions, and beliefs. It’s part of the Common Indicators System, and it includes a Grit Scale.
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<tr>
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<th>BOLD CHANGE</th>
<th>TRADITIONAL PROGRAMMING</th>
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<tbody>
<tr>
<td>1</td>
<td>Student Recruitment</td>
<td>Passive, unintentional</td>
</tr>
<tr>
<td>2</td>
<td>Teacher Training</td>
<td>Theory-based, Grade-based</td>
</tr>
<tr>
<td>3</td>
<td>Field Experience</td>
<td>Limited</td>
</tr>
<tr>
<td>4</td>
<td>Student Teaching</td>
<td>Eight weeks in the spring–student takes on full teaching responsibility</td>
</tr>
<tr>
<td>5</td>
<td>Student Teacher Evaluations</td>
<td>Inconsistent evaluators</td>
</tr>
<tr>
<td>6</td>
<td>Early-Career Teachers</td>
<td>Little or no interaction with program after graduation</td>
</tr>
<tr>
<td>7</td>
<td>Ethics Training</td>
<td>Minimal or nonexistent</td>
</tr>
<tr>
<td>8</td>
<td>Opportunities for Practicing Educators</td>
<td>Limited</td>
</tr>
<tr>
<td>9</td>
<td>Early Childhood Education</td>
<td>No statewide engagement; inconsistent educational attainment and professional development</td>
</tr>
<tr>
<td>10</td>
<td>Partners</td>
<td>Stakeholders have little input</td>
</tr>
<tr>
<td>11</td>
<td>Access</td>
<td>Courses available on campus only or through lower-quality online degree providers</td>
</tr>
<tr>
<td>12</td>
<td>Program Metrics</td>
<td>No comprehensive metrics</td>
</tr>
<tr>
<td>13</td>
<td>Program Innovation</td>
<td>Notoriously resistant to change</td>
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13 WAYS TEI IS FUNDAMENTALLY CHANGING TEACHER PREPARATION IN WYOMING

TRUSTEES EDUCATION INTIATIVE

E1 | Active and intentional strategies to attract the highest quality high school students, transfer students, and those changing majors or professions

E2 | Practice-based (experiential) | Competency-based (mastery)

E2 | Field experiences start early in program, include shadowing, guided observations, tutoring, internships, residencies, and international experiences, all aligned with course content

E3 | Flexible spring/fall | Expanded in-state/international | Teacher/mentors receive training | Student teacher and in-service teacher co-teach

E3 | Common Indicators | One evaluation tool shown by studies to be valid and reliable | Used consistently to evaluate and report competencies | Evaluators receive training

E4 | Wyoming School-University Partnership and Wyoming Coaching Laboratory | Mentoring and support continue in coordination with school districts

Model Code of Ethics for Educators and ProEthica® program integrated into courses

Wyoming Coaching Laboratory for educators, and UW students | Online training for mentor teachers, induction mentors who work with College of Education students and new graduates

Wyoming Early Childhood Outreach Network provides support, connection, and ongoing professional development for early childhood educators

Collaborations with districts, community colleges and others contribute to program improvements

Goal: for every College of Education on-campus course and program to be accessible through distance delivery or blended face-to-face and distance. | Graduates earn a degree to be proud of | Employers, communities and students benefit from educators trained in nationally ranked programs

Student and graduate (new educator) competencies and program effectiveness are measured | Program metrics (results) guide change | Through Deans for Impact, the College of Education collaborates with other universities to use data to improve teacher preparation nationally

Embraces change. | Cultivates a culture of invigoration and innovation. | All stakeholders contribute. | No one says it’s easy | But disruption, refinement and change are what it takes for preeminence to become the norm
PROFILE: CHRIS BESSONETTE

M.A. curriculum and instruction, University of Wyoming ’11

PASSION
Supporting English Language Learners as a second-grade teacher at Munger Mountain Elementary School, Teton County School District.

FIRST TWO YEARS
“Rather than focusing on growth, I felt like a failure, and my confidence suffered. My first school didn’t have instructional coaches or a university connection. I wonder how much of my struggle might have been alleviated if I had had that support.”

YEARS IN EDUCATION: 21
Now teaches in a dual-language immersion classroom with a partner Spanish language teacher.

REWARDS
Kindergarten students learning letter sounds in September and becoming readers in May. Helping second graders believe in themselves and not give up when learning gets hard.

RECOGNITION
2018-2019 Milken Educator Award, the “Oscars of Teaching” for the nation’s highest quality educators. Includes an unrestricted cash prize of $25,000 and a surprise ceremony at their school. According to the Milken Family Foundation, the 40 educators selected are “innovators in the classroom who are guiding America’s next generation of leaders.”

Photo: Milken Foundation
A TRANSFORMATIONAL MODEL

At UW, we’re preparing exceptional teachers, counselors, principals, superintendents, and early childhood and other leaders to lead, inspire, and raise expectations so coming generations can flourish.

We’re garnering broad support and participation across Wyoming’s educational system to implement the UW-E4® framework and its comprehensive innovations.

The College of Education’s outstanding faculty are preparing training for teachers and adapting entire UW courses for distance and blended distance and face-to-face delivery.

Expanded access is attracting highly motivated new and experienced educators who are committed to growing their skills and contributing to their communities.

The UW Trustees Education Initiative and College of Education are committed to measuring results and responding with continuous improvement.

It’s a bold, new model that serves rural needs and addresses workforce challenges. In implementing TEI, the UW College of Education is finding it to be scalable, sustainable, and transferable.

The first class of UW teacher education students to be prepared using the new model will graduate in 2023. We expect they will find their UW education to be transformational.
“Do you want your kids to go to the best schools and be taught by the best teachers in the country? Then this is something you need to look at and support, because that’s what it’s going to do.”

-DAVE BOSTROM CHAIR, TEI GOVERNING BOARD

Watch the video at www.uwyo.edu/tei