

## 2017-06 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

**Innovation Rating:** 1

**Innovation Comments:** This proposal is based on the notion that there is a great need for it, "feedback from TEI Town Hall Meetings identified an urgent need for access to UWCOE programs statewide." These are called anecdotes, and they are wrong. We launched and sunsetted a statewide program for place bound elementary education. We too were told for years about this "urgent need." It never materialized. We ran the program for 5 years. To be sustainable, it needed about 33 students per cohort, but in reality the numbers were around 12, and not all these students completed, so it was even less. We did lots to recruit and deliver. It didn't work. The Dean's office and/or previous elementary education dept heads and college administrators should have the document disseminated when we terminated this program. It documents we tried hard to make it work, spent lots of time and money, and only have a few dozen more graduates to show for it. Additionally, the quality of students entering this pipeline was questionable, not their character, but their academic/intellectual aptitudes. // "Currently the only distance programs provided by the College of Education (sic) are at the graduate level, leaving a significant gap of opportunity for those individuals anxious to pursue professional preparation as educators at the undergraduate level." This proposal excerpt is true, and it's an area where we can and should grow. E.g., if we could launch a distance delivered master's program for teachers that could be accessed anywhere students had internet access, we could triple our enrollments. That is more of a need than a new version of a failed program.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** There isn't a need for this program, and as these potential teachers are place bound, I have even more concern about them being able to get jobs in their specific WY communities.

**Literature Review Rating:** 2

**Literature Review Comments:** The proposal claims: "Multiple research sources document: A) an urgent need to increase the number of individuals entering the education profession nationally and in Wyoming who have a commitment to their communities leading to longevity of service in the education profession in their community's schools." Please share this information with faculty. I have not seen, heard, or read about an urgent need in our state. In fact, it appears many of our recent, high quality graduates are having difficulty getting work in our state. I know of a handful of 2017 grads that accepted positions in CO because they couldn't get interviews in WY. // The lit review does not support the expenditure of major amounts of time and funds on this program, at least not in WY.

**Leading Programs Rating:**

**Leading Programs Comments:** AZ and OH have documented teacher shortages.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The identified constraints are real, but the biggest one is that these folks are not likely to get jobs in the communities in which they are place bound. What happens then?

**Risk Assessment Rating:**

**Risk Assessment Comments:** I've addressed this in other proposal feedback, but the risk that this will be hard to do in tandem with maintaining our current program (which needs updating), is real. It will spread us too thin. Therefore, I suggest we don't do it, and instead innovate within our current programs.

**Funding Rating:**

**Funding Comments:** Same comment as on other proposals, budget is fine, but not sustainable. We've already poured a lot of money in this hole, and it hasn't come back out.

**Narrative Comments:** Narrative is fine, and I have (in reviews of the other two proposals) already expressed my concerns about year long residency, relinquishing control over important parts of our program to individuals I feel less capable/prepared, and I continue to be concerned about the real need for this program and the ability of potential graduates to get jobs.

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**Summary Comments:** As noted in prior responses, we have tried a much simpler (but still logistically very complex) version of this "serve the place bound students" model. It was a failure. I now see even less need for a program of this sort, considering our state's dire financial situation.

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**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:** 3

**Innovation Comments:** I like how this initiative provides teacher education for place bound individuals. I like the full year residency and the cost of living stipend and tuition scholarship. The module approach also sounds good. Better articulation between community colleges and UW College of Education is needed and addressed in this proposal.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** This is much needed in a state with one four year university in a distant corner of the state.

**Literature Review Rating:** 3

**Literature Review Comments:** Would like more specifics.

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Well thought through

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Thorough and clearly stated.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:** 1

**Innovation Comments:** We had a distance education program in Elementary Education. After a few years there was not enough interest. If you are place bound in a rural community, you would need to get a job in that community. If there are no openings in a small rural school, you don't have a job. It doesn't seem right to encourage place bound individual to complete a degree that very well might not lead to employment. This didn't work before, why would it work now? You should cite the failure of the previous program in your proposal.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** If students are taking a large chunk of classes at community colleges and only junior year at UW, it is hard to say if this will improve perceptions of UW College of Education.

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** The need only last 1 2 years in the past. This programs doesn't seem sustainable.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:** Ohio is the only program really considered. The Sanford Aspire Program is about content.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** List constraints, but no concrete solutions provided for them.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This is not an innovative proposal. Not only is this being done across the country, we tried it. There are many online programs and other ways for place bound students to get degrees. There is a likelihood that they won't get jobs in their communities.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Education Elem Ed Faculty

### **Innovation Rating:** 2

**Innovation Comments:** In some respects, this is an innovative proposal. However, in many other respects, this proposal is parallel to a distance education model that the Elem Ed program had in place for 7 years and ultimately pulled the plug on because it was clearly not working. I am quite familiar with the previous program because I was department head for the last 5 years of the program and I can say unequivocally that the program was a failure but not for a lack of investment or effort. The previous distance program positively hemorrhaged money (much of which came from Outreach), never attracted the expected number of students, did not attract high quality candidates, was actively undermined by the community colleges, and produced very few teachers in the end. / There is a lot of popular mythology around the need for a program like this people like to say it is a must for the state and that there are dozens and dozens of potential students out there who would gravitate to such a program. In short, there is absolutely no evidence to support those conclusions. We tried this already and it simply didn't work. Generally, the number of students in the distance program hovered around 10-12 per year and (with some exceptions) they were not very promising. Most of these students had tremendous difficulty staying on track in the program and the great majority of those who started the program never finished despite our making multiple exceptions to allow them to keep moving forward. Past experience clearly indicates that both the perceived need / demand for a distance teacher education program and that the potential return on investment for the program were grossly overstated and wildly off base. I say that knowing that by far the simplest program to run over distance platforms is an elementary program. That is what we tried and it failed. Such a program would be much more challenging when trying to deliver all of the additional content needed for a secondary major. All of that content cannot be delivered at the community colleges (they are generally allowed to only offer coursework at the 1000 and 2000 level), nor would we want these students to get all of the content at the community college level. The references in the proposal to guaranteed transfer of community college coursework are already in place (2 + 2 agreements) and those hinge on students completing the rest of the requirements through UW. There is no expectation in the 2 + 2 agreements that students will be able to complete their degrees via distance delivery, they are expected to come to campus. Frankly, that arrangement is something that faculty (both in education and outside of our college) support and reflects our philosophy of education. Honestly, I have extraordinary difficulty believing that there are many faculty members who would support a distance teacher education option like the one proposed. / In a nutshell, this proposal recommends spending almost \$400,000 on 9 students. That strikes me as an absurd use of this money. In my opinion, we would be much better served by investing in the existing programs that serve several hundred students every year. / As is true for more comments on the other proposals I do not understand the allure of year long residency. Clearly, what gets short changed in such a format are multiple elements of the existing program while banking on the idea that students will get everything else they need by working with an outstanding mentor teacher for a year. In an absolute best case scenario, that may be true but I have supervised hundreds of student teachers in my time at UW and that would not be the case for the overwhelming majority of those residency students. As is true for the other proposals, I question committing so much money to so few students. I also question that perceived need for this program and the assumption that these students will get jobs in Wyoming. A trend that has become quite pronounced in recent years is experienced teachers from neighboring states taking jobs in Wyoming school districts. / Overall, this proposal strikes me as a pricey solution in search of a problem that may not exist in this state.

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** Although the proposal addresses a handful of TEI indicators, I don't think that makes it a worthwhile idea.

### **Documentation of Need Rating:** 2

**Documentation of Need Comments:** I see some general statements regarding teacher shortages and need but there is not much here that sheds light on the situation in Wyoming. For instance, there is no shortage of elementary teachers or biology / life science teachers in this state would these individuals be eligible for this program? I would think not, but that is unclear. Also, since some of the more difficult teaching positions to fill in this state are in isolated rural districts, is the program going to be limited to only place bound students in those types of communities? It doesn't make much sense to commit this kind of money to a place bound student in Cheyenne that school district has no problem filling all of its teaching vacancies.

### **Literature Review Rating:** 2

**Literature Review Comments:** This is fine but I don't see much here that supports the idea that year long residency is a superior model. Also, the community college collaboration cited is already largely in place with the 2+2 agreements, and I have big trouble supporting a larger role for community college faculty (who already have full time positions) in delivering

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more of this proposed program. Finally, I don't see anything in this literature review that supports the idea that there is a significant number of place bound students in Wyoming who are passionate about the teaching profession and who could solve the actual, very specific teacher shortage issues (chemistry, physics, isolated rural districts, etc) in this state.

### **Leading Programs Rating: 4**

**Leading Programs Comments:** There are several programs reviewed here which are relevant to the proposal in varying degrees. To make a counter argument I would suggest that there are hundreds of traditional programs (including ours) that are functioning at a high level. No doubt all of those programs could benefit from some minor adjustments but I seriously doubt that any of those programs would choose to commit this much money to a new program that benefits 9 students.

### **Contextual Constraints Rating: 2**

**Contextual Constraints Comments:** Several constraints listed here. Many of those are valid. I will reiterate an earlier point this seems to be a solution in search of a problem.

### **Risk Assessment Rating: 2**

**Risk Assessment Comments:** I would say that with a program like this a major risk is that the particular target group for students may not materialize. As I stated earlier, we have 7 years of experience managing a program like this and it failed. Without question, part of that failure can be attributed to the type of student who expressed an interest in joining the program most were average to below average. We spent a lot of money on them and, in the end, had very little that we could point to with pride.

### **Funding Rating: 3**

**Funding Comments:** 9 students, \$387,000. Wow! I would think we could do a lot of good with \$387,000 across our programs, and we would be able to reach several hundred students. Cannot understand committing this sort of money to 9 students. Also, is it even remotely conceivable that these 9 students will help solve those hard to fill teaching vacancies in isolated, rural school districts in this state? We have no idea who these prospective students are, where they live, etc. Making the argument that this proposal helps to address those needs is a stretch. / No plan for how to sustain this program in the long term.

### **Narrative Comments:**

### **Summary Comments:**

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**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:** 4

**Innovation Comments:** For many years the UW College of Education and Wyoming community colleges have put forward efforts in articulation of credits earned at a community college to the UW. Despite the effort, strong collaboration and partnerships have been a challenge. A thorough and detailed plan described in the proposal in terms of how the collaboration would actually happen is highly innovative. Engaging Wyoming community college faculty as adjunct faculty members in the UW COE will provide a pathway to many possibilities for students and faculties at both community colleges and at the UW COE. // A plan on how we would track our students after they transfer to track whether or not students' credits transferred, and the extent to which they are successful in the UW COE would be helpful. // A plan on for better alignment and advising between Wyoming community colleges and the UW COE would be helpful. How would we integrate and align the WY community colleges and the UW COE systems into a seamless and navigable system so as to avoid confusion and frustration of students as they attempt to successfully transition between education levels? //

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Wyoming community college and the UW COE systems are still separated and it causes problems for students who want to transfer to a university to earn their four year degree. The proposal provides evidence of need throughout Wyoming.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The necessity for UW faculty to embrace the concept of regional adjunct faculty to work with Fellows and Teacher Mentors during the residency is undeniable. How would we exactly do that? // What about the misconceptions that UW faculty tend to have about their colleagues at the UW community colleges, and the quality of work done by community college students? How would we address issues like this?

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** The proposal reflects a thorough and successful plan. I would appreciate reading more about how WY community colleges and UW COE faculty and its leaders will come together to define statewide articulation agreements that would allow community college students to transfer without losing credits. //

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Ed School of Teacher Education Faculty

**Innovation Rating:** 1

**Innovation Comments:** This resembles the failed computerized program elementary established for place bound students.

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The suggested drop in enrollments could be economy related as our enrollments in 2008 were fairly high due to the economy. Another situation is the increasing number of transfer students who are now appearing and who don't carry four years of UW COE enrollment. Another numerical possibility is the number of post baccalaureate students in our program who will not appear in our undergraduate numbers. These won't also appear in the T<sup>3</sup> proposed program. If it is all about the numbers then better use of the numbers (or a more careful approach) would be useful. Your case is not made as it is currently stated.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:** The Ohio program listed sounds similar to our current CC/UW transfer agreements for A & S. More work needs to be done with CC faculty to ensure they actually understand more than elementary teaching. Flexibility on both sides is critical.

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:** There is no mention of the huge amount of work that will have to be done with CC in Education and Arts and Sciences articulation. Most A & S departments work closely with their counterparts in CC's. The Education CC faculty do not address secondary classroom issues as most are trained to teach elementary education. At articulation meetings, CC faculty do not engage in any discussions about secondary majors. UW/CC was one of the few that worked to get secondary teachers. Support from CC administration is critical to getting CC faculty to consider changing their over inflated credit hour courses so that students can matriculate in a timely manner. I did not see any contextual constraints relating to CC Education faculty. In my field, no CC offers a mathematics class that covers students appropriately beyond fall of the sophomore year for mathematics majors. I've worked with the mathematics faculty at the mathematics articulation meetings to attract transfer students but I found that there are not consistent offerings past Differential Equations due to low enrollments and high enrollments in developmental mathematics coursework that CCs quite appropriately need to dedicate their faculty loads to teaching. These constraints are not addressed.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:** I am concerned that faculty loads will not support the amount of coursework required for the small numbers we have generated in previous attempts to address this issue in this manner. I would love to be wrong.

**Narrative Comments:** Each community college would need to partner in this work and have support from administrations that consisted of more than what has been delivered in the past. We need to get people beyond the notion of keeping hours and to helping students to finish in a timely manner with great content taught with expertise.

**Summary Comments:** This is interesting but not innovative.



## 2017-06 Feedback and National Reviews

**Response Representing:** CoEd No Faculty

**Innovation Rating:** 2

**Innovation Comments:** Getting people to show interest in K 12 education and teaching is important. However, the idea of "place based" teaching certifications is good on paper, but not good in reality. The logistics of consistent messaging, strong research integration, and the like for many places around Wyoming will be difficult. For example, look at what is already happening with UW Laramie and UW Casper students, and this is just a small sample of what will happen with an idea such as this one. It's not innovative. It's naive.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** The idea has merit in that it has the potential to address indicators and help the university's perception.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** What disciplines are needing UW to expand to "place based certification centers?" The university already produces more teachers than can get teaching positions in every subject area K 12. If this is not the case, then I would like to see the data on graduates versus those seeking Wyoming jobs over the last 10 years.

**Literature Review Rating:** 1

**Literature Review Comments:** Again, national data does not reflect Wyoming data. Yes, we need K 12 teachers, but we do not need place based certification centers throughout Wyoming. If a person is not willing to come to Casper or Laramie for coursework, then he/she will not be willing to move to get a teaching job. How many jobs of any particular subject are in any particular location?

**Leading Programs Rating:** 3

**Leading Programs Comments:** Ideas from other universities in more populated areas were used.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** There are many contextual constraints that are not addressed in the proposal. First, how will "place based students" receive the same type of instruction with many centers? Technology will not magically overcome this barrier. Second, what does mentoring mean? Is this more work for the new teacher? Third, a year long residency placement is good, but coursework should be dispersed throughout that time to leverage the K 12 classroom happenings with university classroom teachings. Also, articulation from CC's is fine with some courses. However, centers across the state should have Ph.D./Ed.D. instructors that can bring research integration into education content as well as former teachers to highlight K 12 classroom pedagogical effectiveness. These ideas sound good on paper, but seeing it actually happen will involve negotiations and some conflict resolution which is not mentioned in the proposal.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** By providing place based teaching certifications, UW is at high risk. This whole place based proposal puts UW at risk for negative statewide perceptions. For example, as it is now both the K 12 mentor teacher and university supervisor are "in charge" of the student teacher resident. However, when there is a disagreement between the K 12 mentor teacher and the university supervisor what happens? There should always be someone in charge even if a group is involved in the process. If implemented will the "place based centers" be brought slowly into the existing programs? Is there a trial period? It is important to ask, and I don't see evidence presented, on why we need "place based centers" to create new teachers for Wyoming?

**Funding Rating:** 2

**Funding Comments:** Budget is too high with little impact on teaching in Wyoming.

**Narrative Comments:** Overall, I don't see evidence to support a "pathway designed to engage place bound individuals throughout Wyoming who have a passion for teaching, and a commitment to their communities." This idea sounds great on paper, but why do it? What subject areas show teacher shortages in Wyoming? It is a small, targeted list, yet this is not mentioned. The idea with the most merit is the concept of year long student teaching residency, but it should be laced with educational courses for maximum effect. If this concept comes to fruition, then the idea of new teacher mentoring and support, although good, needs explanation on how it will actually mentor and support (instead of causing the new teacher more work).

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**Summary Comments:** See previous comments, but this is a high risk idea with little impact for Wyoming teachers or students. (I would like to see data that shows how many Wyoming principals hire Wyoming graduates versus graduates of other programs and why.)

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**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** We live in a time that online learning is a part of what we are doing and people are looking for less disruption in getting what they need/want. Many people need some life experience before they embark on a career, and an education career is no different. This program would allow "non traditional" students to pursue education without having to move to Laramie to do so. Also, the idea of competency based instruction is fantastic versus traditional tracking of student progress.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** All but 6 and 7

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The proposed innovation for partnership with Community Colleges and the capstone piece are very strong, but the use of technology to reach across the state could be strengthened in order to have a full scope innovation.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** Very well aligned

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:** Do you have literature or programmatic base for the four year commitment in exchange for stipend and tuition works?

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There are risks associated with defaulting on the "loan" by leaving the state/district/profession before the 4 years are up.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I think this is a very strong proposal but that there are risks to participants that haven't been fully explored, and that the role of technology is underutilized in this piece.

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**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** I think this is something that will improve the quality of education in Wyoming.

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Working with local schools and community colleges is a unique opportunity for educating future teachers. Although this has been done at other institutions, it is relatively new to UW CoE.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** The most relevant indicators addressed in this proposal are 2, 3, and 4.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** This is an area of need in WY

**Literature Review Rating:** 3

**Literature Review Comments:** Literature review cited relevant information

**Leading Programs Rating:** 3

**Leading Programs Comments:** National programs were cited

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Specific attention needs to be given to selection of effective mentors in the various locations and content areas.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Risk was identified

**Funding Rating:** 3

**Funding Comments:** A budget was provided

**Narrative Comments:** The narrative was clear.

**Summary Comments:** The content areas of music, art, and physical education were mentioned. These areas are not directly under the control of CoE. When working with these content areas, it would behoove the CoE to seek recommendations for quality mentors.

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**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



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**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The use of technologies for increased "field" placements and clinical practice will likely be a support for our students to gain more classroom experiences. I also like the stronger partnership with the Community Colleges. It's my understanding that students at the Community Colleges in the traditional track already engage in more practicum hours and time in classrooms than students at UW. Will the use of technologies replace that classroom time or be done in addition to that time?

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposed plan meets the indicators outlined and provides a broadening of impact for UW across the whole state as opposed to just the partnership districts.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** Statement B indicates the need for induction/mentoring, but that doesn't seem to be addressed in the documented literature unless it is addressed in the Hamilton work. It's not clear.

**Literature Review Rating:** 2

**Literature Review Comments:** There is support for mentoring and induction, which I believe is well supported in the literature. The remaining sources only address some of the content areas impacted or part of this work. Is there further support across domains of teaching?

**Leading Programs Rating:** 4

**Leading Programs Comments:** It seems that multiple external programs traditional, alternative, international have been evaluated and recommendations made, however, I would like to know more about the impacts of these programs on teacher preparedness. For example, the work of Tough on perseverance and grit has been supported by some and challenged by others. Also, there have been a lot of questions about the preparedness of teachers moving through alternative programs like these. Is there outcome data for the external programs here?

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** It seems that solutions have been provided for the first two contextual constraints, but the constraint of state perception has been left more vague...the solution is in someone else's hands. How will this program work to alleviate the constraint?

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** I think the biggest risk here is to the COE faculty. It's unclear how this pathway (and the other two) integrate with the existing traditional path. That is, it seems like the faculty are just going to be asked to do more. // This proposal also clearly states that students who are not offered employment will not be responsible for repayment. That is good. //

**Funding Rating:** 3

**Funding Comments:** I think the budget is sound overall, however, only one person will be charged with developing the learning outcomes/objectives of the program? Wouldn't you want a small group to represent a broader array of domain knowledge?

**Narrative Comments:** I think the narrative is well articulated overall. I like the specified entrance criteria, the use of technologies, the increased field experiences, and the use of clinical rounds.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** This is a positive innovation working at the community college level and in the distribution of teacher development throughout the state of Wyoming.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I agree with the proposal.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** Evidence of need is appropriate.

**Leading Programs Rating:** 3

**Leading Programs Comments:** Evidence of leading programs is evident.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** This risk is in the area of community college willingness to participate where are their letters of support?

**Funding Rating:** 1

**Funding Comments:** The proposed budget does not adequately address the needs of mentors, coaches, and those in the field.

**Narrative Comments:** This proposal is a good first draft. The proposal needs to come back with a larger distributed budget for those in the field, a more active monitoring framework, and letters of support and participation from the community college community.

**Summary Comments:** see previous

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Although innovative, the length for training and preparation seems longer than the traditional route.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** Since Wyoming does not have a current teacher shortage, I worry there will not be placements for the graduates.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The article are too broad and not specific for the design of this program.

**Literature Review Rating:** 2

**Literature Review Comments:** I really wonder if school leaders have concerns about the quality of UW teachers.

**Leading Programs Rating:** 3

**Leading Programs Comments:** I agree that mentors could support teachers but feel it is the districts and individual school that should foster professional learning communities instead of intervention by a university. /

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** I perceive this as a high risk due to the fact the pre service teachers might leave the program and be responsible for paying fees.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** There is excellent detail in the outline of the six phases. Although innovative, I worry that this proposal will be hard to implement and not yield the results we are looking for compared to the cost of the program.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Based upon the input I received while helping draft our state's ESSA plan there was significant desire for a pipeline for place bound paras and high school students who were interested in education to be able to gain teaching credentials and experience without leaving their communities.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The program is innovative for Wyoming and backed by evidence based research studied by the committee from a variety of well cited sources including a study from Finland on teacher induction.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposal addresses all but 6 and 7 of the TEI Key Performance Indicators.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** The proposal documents the need for an increase in education majors who want to work in Wyoming school districts upon graduation.

**Literature Review Rating:** 3

**Literature Review Comments:** The proposal's literature review was well documented.

**Leading Programs Rating:** 4

**Leading Programs Comments:** The proposal's evidence gathered through evaluation of leading programs was well documented. What is not provided in the proposal is how the evidence cited was evaluated by proposal author's, making it difficult to assess the validity of the literature cited in the proposal and of the practical application of the leading proposal outcomes to the University of Wyoming Education program. Did the review team conduct state surveys of educators and educator administration in every school district in Wyoming and assess results? Did the review team interview, or conduct site visits to other innovative sites for a hands on study of proposed program objectives? Where is the buy in from current state administrators/faculty/school boards for the proposed program?

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** The proposal successfully identified possible obstacles to the proposed program objectives and included strategies to address them.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The proposal did identify stakeholder risk and proposed strategies to overcome the perception of, or actual risk to stakeholders.

**Funding Rating:** 4

**Funding Comments:** The budget funding request was appropriate for the proposed program objectives.

**Narrative Comments:** As previously stated in the first survey four years of mentoring is unnecessary and unrealistic. It is also inappropriate to require education majors to study K 12 and Special Ed prior to declaring an education major. If that component is implemented, UW will bleed students to South Dakota and surrounding Universities. The Community College and return adult learners component certainly needs to be addressed at UW. The expectation that school districts will raise funds toward this is unrealistic, especially given the districts that currently accept student teachers as stated and cited in the proposal. Where are the surveys with return adult learners and current community college and UW student education majors regarding proposed proposal objectives and implementation strategies? Without talking to constituents, how valid are the proposed program objectives? Top down decisions without constituent feedback often do not have successful outcomes.

**Summary Comments:** The proposal provided well cited literature, an appropriate budget, and well identified possible obstacles to program objectives with strategies proposed to address the obstacles. Please see previous comments regarding proposal objectives and implementation.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Since community colleges are throughout the state and have tried to align with UW (common course numbering), this seems like an extension of previous work

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** Will there be accreditation concerns with the program? / Will graduates from the program be able to teach in other states?

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** there is need in Wyoming for people to be able to complete a degree in or near their home community. There are many reasons why people cannot travel to Laramie to complete their education

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:** Was there any evaluation of places where this type of program did not work?

**Contextual Constraints Rating:** 99

**Contextual Constraints Comments:** What will happen to those who exit the program? how can there be ways to assure that they do not get penalized too much for changing their mind? Will that be a detriment to people enrolling in the program?

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I personally feel it is crucial to offer education to people where they live. Many potential students in this program may be non traditional we cannot expect people to drop their life become educators

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I don't see a KPI that relates to the positive relationship and support thereby the strengthening of the community college system. Does successful performance require commitment/buy in/participation from community colleges?

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There may be a risk that those using the community college system will not be able to move to where the required residency is located particularly true for "non traditional" students who may be married, have family, have job.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Outstanding and innovative. From my experience, the process of credits, class approval and financial aid between a community college and UW is far from easy or clearly understood by all faculty and support staff. Seems like that would need to be a key factor in achieving the success of this initiative.

**Summary Comments:** See previous comments.



## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:** I think that this proposal describes a program that is not currently present in its proposed form in Wyoming. However the description of the proposal says, "Currently the only distance programs provided by the College of Education are at the graduate level, leaving a significant gap of opportunity for those individuals anxious to pursue professional preparation as educators at the undergraduate level." This doesn't acknowledge the teacher education (bachelors degree) programs that are currently available at the University of Wyoming Casper. Although those programs are also campus based, they are offered in a more central location and are available to students from one of the more populous regions of Wyoming. In addition, the Distance Education program calls the Elementary Ed program at UW C a distance program. So my questions are a) why is this program not acknowledged? and b) how will the proposed UW P3 program interface with both the existing programs at UW Laramie and UW Casper?

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:** I would have given this a 4, except that programs based outside of Wyoming don't always experience Wyoming specific issues.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** An additional risk that has not been addressed for the UW College of Education is the chance for lesser numbers of enrollment in existing programs; this would put those programs at risk for program review within the university, with ultimately the chance that programs would be eliminated. This applies most specifically to those programs that have historically struggled with enrollment both at UW and across the nation but are high need, such as Secondary Mathematics Education, Secondary Science Education, Secondary Modern Languages Education, etc. In addition, some consideration of how the UW C Elementary Education will be involved in this proposal is critical, since it is an existing distance education program at the undergraduate level. // In addition, I am greatly concerned about the "significant effort" that is mentioned coming from CoE faculty and staff. In a time of budget cuts, with faculty leaving and not being replaced, our faculty are currently stretched to the limit. Engagement of faculty with TEI Research Work Groups (by itself, not considering faculty engagement in this program should it be approved) further reduces the capacity of faculty to handle course loads and other service requirements in existing programs. Instead of creating NEW programs that would need to be staffed by EXISTING personnel, I would strongly suggest embedding specific aspects of this proposal in EXISTING programs. The same issue will hold true for the engagement of College of Arts and Sciences faculty, who likewise are stretched thin, with limited resources and capacity. The fact that there are no UW faculty members on the "Breakthrough Innovation Team" has ensured that these concerns were not thought of or addressed prior to the submission of this proposal. // Another key issue to address is the existing course for course and program specific articulations (see 2+2 agreements) with community colleges. The existing articulations seem not to have been examined for the sake of this proposal. // In terms of requiring "faculty to revise every aspect of their programs," my question is how many students would this benefit? Is the investment in a small number of distance students worth the complete revamping of our on campus program, which serves approximately 700 students? Instead, I would prefer to see that specific aspects of this proposal be considered for embedding in current programs. Alternatively, this program could represent a separate strand from existing programs, such that existing programs already in the process of being reviewed and evaluated would not be so dramatically impacted for such a small number of students.

**Funding Rating:** 3

## 2017-06 Feedback and National Reviews

**Funding Comments:** I'm concerned that this program seems to support only 9 fellows per year. Is the support for 9 fellows worth the complete upheaval of existing programs?

**Narrative Comments:** These are the aspects of the proposal that I could see being supported and embedded in current programs: // 1. Recruiting and marketing efforts. Since the eligibility requirements for UW P3 are almost identical to those required for undergraduate students in the CoE, there could be a stronger recruitment and marketing emphasis put in place. // 2. Full year academic residency. This could be offered to a small number of students (or fellows) based on set criteria. // 3. Panopto technology. // 4. Induction four year mentoring. // I would also like to see a timeline focused on students in this proposal. Will an individual be able to complete a four year degree in four years with a year long residency? At this point, I don't see it. In addition, if students are to receive a degree (as well as eligibility for licensure), they will need to show that they are meeting at UW requirements. Without again engaging with UW faculty in the development of these programs, that specificity is lacking here.

**Summary Comments:** At this point, my concerns regarding this proposal have to do with the outlay of expense for the relatively small number of students who would benefit. In addition, the lack of input from faculty in developing this proposal has resulted in a dearth of information regarding existing programs and agreements, as well as a lack of specificity in terms of degree requirements. I would say that this proposal should be re examined.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** This may be fairly innovative for the state of Wyoming but not, perhaps, compared to other states.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I will be curious to see how this approach would handle accreditation issues given the transfer of instructional responsibilities to various localities with community colleges.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Having one state university, not centrally located in a state with a large rural population, is an issue that affects need throughout the state.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** The wide geographical dispersion issue can be handled in a variety of ways. Meeting professional standards through a competency based program will be a challenge, but it is one that is long overdue. Expanding student teacher placements will pose certain problems, but, again, none that can't be handled. There are many qualified educators around the state who could provide excellent supervision given distance or site based training.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** It would seem that one of the greatest risks is getting UW faculty to do the hard work involved with moving to a competency based approach. Module development will consume a good bit of time and resources unless effective models exist in other university programs. The attitudinal barriers related to switching from a traditional approach to a competency based approach will be significant but worthwhile. I hope that course for course credit transfer will not stall an attempt to move in this direction. There will be potential problems with students who transfer, without completing all modules, to other universities/colleges, perhaps, but this approach is critical in a state with one university and multiple regional community colleges.

**Funding Rating:** 1

**Funding Comments:** I'm not a money guy, but the proposed budget seems to be too little to accommodate the work that will be required to change the sequencing and nature of courses (competency based) that will be required to do the job with excellence.

**Narrative Comments:**

**Summary Comments:** This proposal makes so much sense in a state that has one university and multiple regional community colleges. It is time to move the education dept. to a competency based approach when public schools themselves are being required to demonstrate proficiency in the achievement of specific standards. Standards based scoring poses challenges, but, again, the payoff is worthwhile and will probably be a much more reliable predictor of success for future teachers than the rather subjective, traditional courses currently in use.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** Funding for marketing in year 3 seems to low to sustain the program enrollment

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** There is a teacher shortage around the country and a shortage here in Wyoming for teachers in specialized fields.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This proposal excites me. I would love to see more professionals entering the profession and I feel this proposal will assist in recruiting and maintain excellent candidates.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 1

**Innovation Comments:** Nothing really new here as seen from the colleges cited, it is new for Wyoming.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** Primarily designed for rural areas in Wyoming, which is most of the state. More outreach and concurrent programming with Community Colleges is needed in all areas.

**Literature Review Rating:** 2

**Literature Review Comments:** College and university sources are primarily states with large urban centers and some rural localities. the community colleges cited were from states with well established post secondary programs. Wyoming has a small population and has limited resources at the community college and university to provide much statistical data for predictability.

**Leading Programs Rating:** 4

**Leading Programs Comments:** See previous statement regarding sources.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Solutions proposed are contingent upon all the players agreement to proceed in the same manner, highly unlikely.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Largest risk is for the possible transfer out of the program or state. Credit transfer agreements between the community colleges and th University must be vigorously adhered to or the whole program will fail. Faculty assignments and pay must be established with the fiscal concerns of all entities is paramount.

**Funding Rating:** 2

**Funding Comments:** Cost of actual implementation of program is not included, who is teaching the courses and who is paying for the teachers? Is the student paying UW fees for the classes or the community college fees? These could have a major impact on buy in.

**Narrative Comments:** Good ideas, long needed to improve transfer of credits from CC's to UW, cost and sustainability remain my top concerns.

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:** The fundamental changes that should occur (e.g. courses articulated for easy transfer and transfer agreements with community colleges) do not necessarily fit with the definition of "innovation."

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** I think a more thorough plan for sustainability of this program would be helpful.

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** There is a need for students to have a clear pathway and focus for getting an educational certificate in Wyoming. Is this pathway going to have a foundation laid out for in/out of state students (transfers)?

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Concern with paying back tuition and stipend if student doesn't find employment in Wyoming.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** The visual of Phase One shows a grade point average for HS diploma or Associate Degree to be less than or equal to a 3.0 which does not represent a minimum grade point of 3.0 as stated in the proposal.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** I think that the University of Wyoming is looking at multiple mechanisms to provide access for any student who wants to be an educator in our state.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The research gathered set the stage to the development of a strong educational experience for prospective students. The foundation set is a strong one. Careful planning will lead to great results.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** This is very clear and concise.

**Literature Review Rating:** 4

**Literature Review Comments:** again, UW is off to a great start. There will be tweaks along the way, but that is expected.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Sometimes it is hard to prognosticate. As data is collected the UW will adjust the rudder, if needed.

**Risk Assessment Rating:** 4

**Risk Assessment Comments:** The greatest risk would be to do nothing. UW should be commended on their efforts, hard work, and creativity.

**Funding Rating:** 4

**Funding Comments:** I am not sure if we can predict at 100% if appropriate funding to support the initiative will be realized. What is provided appears to be very comprehensive.

**Narrative Comments:** I just want to thank UW for their work.

**Summary Comments:** Let's do it! I will help any way I can!

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** I like the concept of allowing motivated persons the opportunity to become education professionals. I also like the "formalized induction and mentoring support system". If a relationship between UW and the community colleges could be established to where all institution credits were transferable in addition to a willingness to participate from the districts/schools, and suitable distance education curriculum would be developed, this might be possible. The use of Panopto Technology is a good idea.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I like the detailed phased in approach.

**Summary Comments:** May limit the prospective "talent pool" if the person(s) have to terminate current employment to participate in the program.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 1

**Innovation Comments:** The only innovation seen is the use of the Sanford Inspire modules. What is the cost associated with them? How will they be funded? Are these modules widely used across the US? Are these modules being used to compensate for the lack of ability by UW professors in the COE? These are questions I can foresee by faculty.

**Performance Indicator Rating:** 1

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 1

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Identifying fellows for the University of Wyoming's education program two years before they begin studying at the university is innovative but the proposal appears to be limited.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** I agree with most of the indicators identified in the proposal. However, I disagree with the "Employment of University of Wyoming graduates in Wyoming schools" indicator because there is not enough structure within this proposal to ensure that UW education graduates continue to stay and work in Wyoming schools.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The documentation of need is broad and most of it does not specifically correlate to the proposal.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:** Similar mentor programs are already in place within some school districts, such as LCSD #1 in Cheyenne. These programs seem to be effective in mentoring new teachers.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Requiring fellows who take jobs outside of Wyoming to repay their stipend and tuition for a year would help encourage them to stay. However, after a year, it would be very easy for them to leave and take all of U.W.'s investment with them.

**Funding Rating:** 3

**Funding Comments:** The budget is very thorough and thoughtful in using funds to establish the correct structure for this proposal.

**Narrative Comments:** The narrative states that the mentors will also be trained in the full UW P3 program. When will these trainings occur? I did not see it clearly identified in the proposal. Requiring a fellow to have a GPA of 3.0 or higher will establish this innovation as rigorous, challenging and somewhat elite. It is unclear as to how the proposal increase grit among preservice teachers in a way that is different than what UECO already provides. Giving stipends to the fellows and their mentors as the program increases would be motivating for students to strive towards becoming a fellow before entering college.

**Summary Comments:** The proposal is very solid and meets many of the requirements needed. However, it seems incredibly similar to what UWCOE already has in place for its students so I am unsure if this innovation is creative enough to really effect change within Wyoming's education. That being said, it would be fairly easy to implement as much of the structures needed is already in place.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** The narrative accurately describes the proposal.

**Summary Comments:** When Fellows fail to complete the Co Teaching Residency and the Four years of service how do you collect the tuition scholarship and cost of living stipends? There are concerns with this proposal, in it's design, to meet the content area requirements.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The mentorship and follow up provided during first four years of teaching is innovative.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Education is spelled wrong on pg 2. On pg 11, fourth full paragraph down, the word delivery needs a y. / I am confused and concerned by the fundraising in connection with local communities. With budget cuts across our state, stipends are being cut for extra assignments, such as mentors. A fundraiser for a specific type of mentor from a specific location may not go over well. I'm also concerned with someone being "released" from paying back tuition and cost of living if they are not hired by a Wyoming school. Might that reward some that shouldn't be rewarded?

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I can appreciate the issue of placing pre service teachers throughout the state meeting the needs of rural areas. However, I have some concerns regarding placing pre service teachers in districts that struggle with systemic issue. For example districts that are have accreditation issues or those that are placed in "Needs Intervention."

**Summary Comments:** Overall the proposal is quite strong. Good incentive for training WY students and keeping them in WY to teach.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The proposal is highly innovative in comparison to educational routes currently available in the state. The guaranteed articulation of credit from partner community colleges in the endeavor will be a large step forward in the availability and consistent quality of professional educator training, development and attainment of a bachelor's degree. Because of the long term commitment to complete the UW P3 program, I'm especially supportive of the dispositional assessment of commitment to and belief that all children can succeed. I would recommend that the dispositional assessment also be a component of the UW E4 program (and all programs through or in partnership with the UW College of Education.)

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** The proposal design inherently acknowledges that locally based provision of this education will improve the pool of qualified and skilled educators throughout the state, P12. I am hopeful that very high needs areas, like Fremont County and the Wind River Reservation, will be prioritized for community college partnerships. Additionally, that the partnerships are sincerely and respectfully developed and designed jointly by the community college and UW to address the most pressing educational needs of the respective communities.

**Literature Review Rating:** 3

**Literature Review Comments:** Student learning outcome is just one possible measure of teacher effectiveness, and statute doesn't allow disaggregation of student scores by teacher. One suggestion is to utilize measurement tools like CLASS (developed by Teach Stone) that instead evaluate/score the quality of interaction between student and teacher in areas of social emotional support, classroom management and instructional support. Tools like CLASS are used in classrooms preschool 12th grade and its basic areas of evaluation could provide a framework for educator training.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** As I said in my comments on UW E4, there are risks for all stakeholders (students, professors, school districts...) because it's such a profound change from the current structure of teacher education in the state and through UW. An additional stakeholder in this proposal is community colleges. Change management and cultivating buy in will be critical for the proposal's success.

**Funding Rating:** 3

**Funding Comments:** What isn't clear in the proposal is how large of a cohort UW P3 is scaled to. This is a thought I had when looking at the budget for scholarships, tuition, books and Fellow cost of living stipends.

**Narrative Comments:** I was interested in understanding and reading more in depth about findings/gleanings from the alternative educator preparation programs cited. What specifically were the characteristics that were promising for Wyoming?

**Summary Comments:** I'm very supportive of this proposal because of its potential to provide quality teacher education and training in local communities in the state, beyond UW. The articulation of credits from community college to UW is so important to meet this objective. The elements I was pleased to see include the dispositional assessment of UW P3 candidates, the ability to complete coursework and practicum in one's local community for part of the program, the scholarships and cost of living stipends in recognition of completing coursework outside of their area at UW, inclusion of character building and parent engagement in the bachelor's level coursework (perhaps also review Angela Duckworth's work/research for more on this).

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**Response Representing:** Nat Expert

### **Innovation Rating:** 2

**Innovation Comments:** This proposal includes a year long residency and an induction program. The faculty propose to use the Sanford Inspire Program, clinical rounds, and competency based modules. I would like to see more information about the development of content knowledge, how they will ensure that the community college students have had rigorous training in the subjects they will teach, and how the faculty will control for the fact that most students select elementary education rather than the high need areas of the state and the country. / /

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** 1. Assuming success of the program, the plan will enhance statewide perceptions of U of Wyoming COE by meeting state needs, partnering with more communities, / 2. Assuming success of the program, the enrollment of Wyoming residents in the COE will increase / 3. The plan provides for continuous improvement protocols but does not indicate criteria for success or how "improvement" is defined. / 4. I don't see a plan for executing active clinical partnership agreements. These agreements are assumed and noted as a challenge for achieving the success of the program / 5. Assuming success of the program, the plan will lead to employment of U of W graduates in U of W schools. There is a plan for penalizing defaults. / 6. The plan does not address accreditation and CAEP would require more than standard 4. However, there is a plan for program impact. I did not see a plan for evaluating the impact nor did I see a plan for obtaining information on the satisfaction of employers. / 7. It appears that the faculty will use the technology capabilities of the SOE to monitor development of candidate teaching skills, but I did not see the method of evaluation of success of the development of these skills (e.g., The Measuring Effective Teaching Project (MET) of Kane et.al., list five instruments in this report: / 1. Framework for Teaching (or FFT, developed by Charlotte Danielson of the Danielson Group), / 2. Classroom Assessment Scoring System (or CLASS, developed by Robert Pianta, Karen La Paro, and Bridget Hamre at the University of Virginia), / 3. Protocol for Language Arts Teaching Observations (or PLATO, developed by Pam Grossman at Stanford University), / 4. Mathematical Quality of Instruction (or MQI, developed by Heather Hill of Harvard University), and / 5. UTeach Teacher Observation Protocol (or UTOP, developed by Michael Marder and Candace Walkington at the University of Texas Austin). / / It is not clear how the faculty of the SOE and the faculty engaged in the proposed work will collaborate with each other or how changes in the climate of the SOE will change as a result of the program. /

### **Documentation of Need Rating:** 3

**Documentation of Need Comments:** The need for teachers in Wyoming is clearly documented and the declining pipeline for students enrolling in education is noted. However, the shortages are in specific areas. It is not clear how the faculty will convince high school students to pursue majors in the high need areas. See Learning Policy Institute Report, 2016: [https://learningpolicyinstitute.org/product/c1o1m1i1n1g1\\_1c1r1i1s1i1s1\\_1t1e1a1c1h1i1n1g1\\_1/1\\_1/1](https://learningpolicyinstitute.org/product/c1o1m1i1n1g1_1c1r1i1s1i1s1_1t1e1a1c1h1i1n1g1_1/1_1/1)  
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### **Literature Review Rating:** 2

**Literature Review Comments:** / The resources offered by community colleges and work to link them with education is well documented. / / The plan states that clinical rounds will be used. See Joseph McDonald on protocols for evaluating those rounds. See Going Online with Protocols: New Tools for Teaching and Learning (Teachers College Press, 2012). With Janet Mannheimer Zydney, Alan Dichter, and Beth McDonald. / / / Other articles that may be of use: / Allen, M., Coble, C., & Crowe, E. (2014). Building an evidence based system for teacher preparation. Washington, DC: Council for the Accreditation of Educator Preparation. / Coffman, A.N., Patterson, R., Raabe, B., & Eubanks, S. (2014). Teacher residencies: Redefining preparation through partnerships. Washington, DC: National Education Association. / Council of Chief State School Officers Task Force on Educator Preparation and Entry into the Profession. (2012). Our responsibility, our promise: Transforming educator preparation and entry into the profession. Washington, DC: Council of Chief State School Officers. / Crowe, E. (2010, July). Measuring what matters: A stronger accountability model for teacher education. Washington, DC: Center for American Progress. Retrieved from: <https://www.americanprogress.org/issues/education/report/2010/07/29/8066/measuring-what-matters/> / Interstate Teacher Assessment and Support Consortium. (2011, April). Model core teaching standards: A resource for state dialogue. Washington, DC: Council of Chief State School Officers. / National Research Council. (2000). How People

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Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Pres. / Teacher Preparation Analytics (2016). A Guide to the Key Effectiveness Indicators (November 22, 2016) /

### Leading Programs Rating: 3

**Leading Programs Comments:** The references to community colleges make sense but it would be good to know what ideas were taken from these sources.

### Contextual Constraints Rating: 2

**Contextual Constraints Comments:** Attrition clearly is a risk and potential constraint, but what do the faculty intend to do to mitigate its effects? // How will the faculty help students meet the content standards are articulated in documents such as the InTASC standards:

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) ? It will be important to identify what learning outcomes are expected and how attainment of these objectives will be assessed. How will the SOE work with College of Arts and Sciences? // Engagement with the District (and earning their trust) appears to be a major challenge and constraint. It is not clear what the faculty (or SOE or University) plan will be to engage the District and develop a deep partnership, as will be required for the success of the program. /

### Risk Assessment Rating: 2

**Risk Assessment Comments:** A number of risks are listed, but no plan for mitigation is presented. I wondered also how they will overcome the risk of poor preparation from community colleges. Also, I think the risk of lack of adequate content knowledge is significant, given that they will be involved in a number of placements, transfer courses in from community colleges, have a year long residency. How will they meet the standards of majors the students pursue? It is also not clear how they will avoid the trend of so many going into elementary or early childhood, when the need is in other fields of certification. // Engaging the College of Arts and Sciences to meet the content (and pedagogical content) knowledge of the candidates will be essential. Is the University administration willing to help with this great challenge to all schools of education? / Other administrative challenges listed will require University engagement in the necessary changes (affiliation agreements, moving from a credit based system of financial accounting, dual enrollments, staffing during the summer, etc. will need University support and buy in. Within the SOE structures for rewarding faculty will need to be examined and aligned with the goals of the proposals like this one. //

### Funding Rating: 4

**Funding Comments:** I would like to see a percentile breakdown of the funding that goes to support students, faculty, district, schools, administrative costs, and a plan for the accountability of each of these groups of recipients of funding. / The stipends and tuition awards to attract and retain teacher candidates appear to be appropriate, but what % of their college expenses will this program cover? What debt will they graduate with? /

**Narrative Comments:** I would like to see in the narrative, more information on how the modules are going to be developed and the quality of modules judged. It would be useful to know how they will coordinate SOE classes in pedagogy and the College of Arts and Sciences content classes. And how these courses fit with the certification requirements of the State. The plan requires that students do not declare a certification area until they have had experiences "with all education specialty areas. How will students manage the time for these out of class experiences and the demands of content majors? This will be especially important for those who want to teach high school level courses, but the elementary programs in the country are full of teachers who do not have enough content knowledge in the areas they teach. // The faculty propose 10 phases but only describe six. The commitment they ask of students is considerable: Four years of college with a full year residency (will they take content classes during this year?) and four years of teaching or repay the one year stipend and tuition scholarship. Will there be a differentiation between those who quit after one year and after three years? /

**Summary Comments:** Community college students and graduates of high schools with high gpa's are an excellent resource pool for aspiring teachers. Identifying those who want to become teachers is an important goal. My significant hesitation about this program is that there are few metrics for judging formative and summative success. I would like to see a plan where there are clear goals (how many students? What level of success on what measures? // I would like to see specific numerical goals could be set for numbers of students at different phases of the program, monitored, and corrective action taken to address any attrition throughout the program. Likewise, I would like to see specific goals for character development (e.g., scores on Duckworth's measure of grit?), accomplishments of grades in content courses, performance on the observational measure (e.g., EdTPA, CLASS, etc.), and other outcome measures. These metrics were

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not requested in the proposal (that I could tell), but how will the program assess successes along the 12 year period of implementation? /



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**Response Representing:** Nat Expert

### **Innovation Rating:** 3

**Innovation Comments:** I like the idea behind this proposal...the idea of growing your own through the use of some type of FTA model makes real sense. This model is being tried and explored in other states, including Ohio, but certainly not to the degree that I see evidenced here....so there is great potential. I am not certain that I agree with the focus on character education as part of the overall structure of the program....it seems to me that this would represent one of the high leverage teaching skills that teachers should be able to evidence once they complete the program but I don't see it as something that would occur as you partner with school districts ( except that you want the cooperating teachers to evidence the skills relative to character development that you will want the candidates to observe during their clinicals) ...the ability to teach character education seems like something you would look for in the dispositions of the young people that you recruit....do the recruited candidates, in Tough's words, have the ability to foster competence, autonomy and relatedness in the students that they will be teaching? In that regard: I don't like the use of a dispositional assessment instrument...I have never seen a good instrument of this type...and would prefer that they use a combination of interviews and documentation of real life experiences of individuals who know how to work with young people in an affirming and empowering way... Delaying declaration of the educational specialty is interesting, but it makes me wonder how they are going to structure the clinical rounds...the best book that I know of on "rounds" is City and Elmore's "Instructional Rounds in Education" ...[https://www.amazon.com/Instructional Rounds Education Approach Improving/dp/1934742163](https://www.amazon.com/Instructional-Rounds-Education-Approach-Improving/dp/1934742163) I don't understand how you can have effective rounds if you allow students to delay declaration of their educational specialty area....makes no sense to me, particularly if you look at the basic principles associated with effective rounds and one of them relates to what the teacher's actually DO to teach content..and that means that they know the content and they know how to teach it...seems like for this to occur, the candidate needs to have declared a specialty area!!

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** I have two concerns relative to these indicators... First, how are you going to develop effective clinical experiences if you allow the candidates to delay declaring their specialty or licensure area? I agree that you can do some clinical and field work with candidates as they gain exposure to the profession and try to decide on their AREA OF SPECIALTY, but the delay that you are recommending would seem to make it difficult if not impossible to implement with fidelity the types of clinicals that are described in the proposal.... I am strongly recommending that you have the students matriculating through this program declare earlier their licensure area. Second, when you structure the agreements with the partner schools, are the schools making a commitment to ensure that their cooperating teachers evidence the high leverage teaching skills that your candidates are learning in their course modules?...AND, are your IHEs going to make those high leverage strategies explicit? I am a BIG believer in IHEs making explicit the high leverage teaching skills that they want candidates to practice and for the candidates to see when they are in clinical and field sites...similar to what they do at the University of Michigan (see Deb Ball's work):[http://www.soe.umich.edu/academics/bachelors/elementary teacher education/high leverage practices/](http://www.soe.umich.edu/academics/bachelors/elementary_teacher_education/high_leverage_practices/)

### **Documentation of Need Rating:** 2

**Documentation of Need Comments:** I don't think enough information is provided regarding the supply and demand needs for teachers in Wyoming...does more detailed information exist about the demand for teachers in the different licensure areas? Has a supply and demand study been conducted so that you know what your in demand licensure areas are? Have the school districts that are going to be the partners indicated what their teacher shortage areas are going to be? I would like to know more about whether this is a regional problem or a statewide issue... They do have one study listed that shows the lower UW enrollment data for undergraduate majors but it is hard to tell if this addresses specific licensure areas....and it does not shed light on teachers migrating into and out of the state...And they have a study that discusses the overall status of teacher shortages in the United States, but that provides a national picture and not a statewide view...I also don't know, for example, how many teachers enter the field in WY through alternate paths...

### **Literature Review Rating:** 3

**Literature Review Comments:** I thought that the research evidence provide was relatively weak... The research on mentoring includes citations by Ingersoll, who is known much more for his work on teacher turnover...and supply and demand....and another reference to the of Childre and VanRie, which is from a regional special education journal...I would have liked to see references to the work of Carol Pelletier at Boston College or Ellen Moir at the New Teacher Center .. I would also like for them to think about using high leverage teaching strategies, which is why I referenced the work of Deb Ball at the University of Michigan. IF they are going to align this program with partner school districts, they really need to be thinking about what high leverage strategies the teacher candidates will use and that the cooperating teachers will

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evidence when they enter partner school district classrooms. In essence, I thought that the literature that they provide to support the proposal was thin...and often did not even represent some of the significant contributors to the literature that I would expect for a forward thinking program...

### Leading Programs Rating: 3

**Leading Programs Comments:** I gave them a bit of the benefit of the doubt on this measure...I think that I can see that they at least looked at a couple of external programs, but I would have liked for them to look at others including some of those listed below... The University of Michigan's program that emphasizes high leverage teaching strategies: [http://www.soe.umich.edu/academics/bachelors/elementary teacher education/high leverage practices/](http://www.soe.umich.edu/academics/bachelors/elementary%20teacher%20education/high%20leverage%20practices/) The NCTQ teacher education program review that ranks the quality of teacher education programs based on defined criteria: <http://www.nctq.org/teacherPrep/2016/home.do> The St Cloud University co teaching model...St Cloud was one of the first universities in the US to use a co teaching model: <https://www.stcloudstate.edu/soe/coteaching/> My point is that there have been several efforts to develop and identify next generation teacher education programs that involve practices such as co teaching...and I would like to see that they have looked at and explored where there are some best practices that they can use as they develop this program... I also know that more and more institutions are using the Doug Lemov teaching strategies or the ideas of John Hattie....the Lemov and Hattie approaches are variations on the UofM model... <http://teachlikeachampion.com/about/contact/> [https://visible learning.org/](https://visiblelearning.org/)

### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** I agree that the geographic challenge can be addressed through the implementation of different types of technology solutions...assuming that the tech solutions are well designed and implemented I agree that the Professional Teaching Standards Board, by reviewing the program components, can assure that the learning outcomes of the Fellows are being achieved....this makes sense... The contextual issue of disengaged districts is a concern...the proposal suggests that dealing with this issue is not an innovation but rather a "necessary improvement" that the College simply needs to address...and what follows that statement is that "innovation must be built on mutual trust"...SO, I ended up confused...is innovation in terms of engaging disengaged districts something that requires innovative thinking...and I believe that it does. or is there simply some type "necessary improvement" that needs to be put in place...I am not sure from what is captured in this proposal what they intend to do...BUT, I believe that this contextual problem of dealing with disengaged districts is critical.

### Risk Assessment Rating: 3

**Risk Assessment Comments:** The risks that are articulated in the proposal seem logical... The risk of having to take additional coursework if an individual leaves the program is logical, as is the issue of repaying the tuition and stipend....that said, collecting those dollars is easier said than done...and in the ideal you want very few, if any, students who have to do this...so I would add to the risk the problem of setting up an appropriate structural mechanism for actually recovering lost dollars should a student decide to leave the state. I see the big risks as... ..an efficient process for making course revisions....On some campuses this can be nightmarish...will UW be able to do this quickly and efficiently? ...the alignment of and engagement with the College of Arts and Sciences can be a problem...I see this as a BIG risk unless the Dean of the College and some of the key A&S faculty are willing to make the new course sequence happen... ..not sure I understand the background check issue...I would simply make it clear that at the point of entry into the program a requisite BCI will occur and then at point of entry into Phase 3 of the program another BCI will occur...just make it clear that at each of these two points a BCI will occur ...I understand the transfer credit issue, but that seems solvable if all the parties want to address the issue...MY bigger concern is implementing the program with fidelity and integrity...and I have concerns here because the literature review and program review process that they outlined seems weak...I would have more confidence with the fidelity issue if I thought that they had really studied the literature and identified the characteristics of best practice programs..

### Funding Rating: 3

**Funding Comments:** I don't think that they have allocated nearly enough dollars for the marketing...this program's success is going to depend on recruiting the right talent and that means that there will be a LOT of messaging that is required...have they talked through a marketing plan with someone with that type of expertise? For example, for Phase 1 they have \$7500 allocated and that is VERY little funding...if you are going to have real experts involved who really KNOW how to market ideas and programs, I cannot conceive that enough dollars have been allocated...I would think that this figure, for a statewide program, needs to be at least in the 25 50K range....are you going to do geofencing and/or use other social media? I checked with at least one marketing firm in my area and they could not conceive that \$7500 would be even close to the right figure For Phase 2 I don't think you need as many marketing dollars, but once again, \$2000 is

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not even in the ballpark...did they have anyone with marketing background assist with the dollar computations? The dollars allocated for the district level mentors also looks too low...I say this because I don't see any PD costs for the mentors and yet their involvement is critical to the success of the program...they are also going to need PD, which is provided for relative to the Community College faculty and the UWCOE faculty. All the other dollar figures appear somewhat logical but generally and overall, a bit low...I am concerned that not nearly enough funding is being requested to deliver this program effectively...

**Narrative Comments:** My main concern with the proposal narrative was the lack of detail on how some of the work would be accomplished, and the questions I had were particularly evident given that I was not especially satisfied with the literature review or program detail...For example, there is a lot of professional development and mentoring to occur but it is quite unclear what the conceptual grounding for that work will be... They need to be clear about what the focus will be for the PD and what skills that the students will be expected to understand and exhibit as teachers. That is why I am suggesting that they ground this program on selected high leverage teaching strategies (similar to what is occurring at U of M), so that it is crystal clear what the instructional focus of the program will be and what teacher candidates will learn and that the cooperating teachers will practice in situ....here are a couple of sites that may be of use:

[http://www.teachingworks.org/images/files/11212\\_IACTE.pdf](http://www.teachingworks.org/images/files/11212_IACTE.pdf) [http://www.teachingworks.org/work\\_of\\_teaching/high\\_leverage\\_practices](http://www.teachingworks.org/work_of_teaching/high_leverage_practices) I am also concerned about the focus on grit and character development...they have bought into the Sanford Inspire modules, which I am not familiar with but I did go to the website to look at the Sanford Inspire material and it looks reasonably good...BUT I wonder if they did look at other resources that can be used to foster noncognitive skill development in students...For example, did they examine the University of Chicago CCSR material on teaching adolescents to be learners?...I have seen this being used in school districts with some real success...  
[https://consortium.uchicago.edu/publications/teaching\\_adolescents\\_become\\_learners\\_role\\_noncognitive\\_factors\\_shaping\\_school](https://consortium.uchicago.edu/publications/teaching_adolescents_become_learners_role_noncognitive_factors_shaping_school) Even if they decide to stay with the Sanford modules, they should look at other resources as they decide how best to teach prospective teachers the essential noncognitive skills that students need to learn. Finally, they have some interesting ideas in this proposal that are simply not developed to the point where I could assess what they planned to do...as one example, they indicate that they are going to create simulated observations for parent engagement and per observation with UW theatre majors and faculty...I have no idea what this actually might entail, but I know that it will involve a lot of work and complexity, and yet I am not certain where this is going to be covered in the budget...I can make some guesses, but they would be guesses...and to do this well will take resources! SO, I would tend to cut things like this UNLESS they really have a clear sense of what to do and how to do it...limit what you do but do what you decide you can do WELL!

**Summary Comments:** I like what they are trying to do with this program: Recruit and prepare the next generation of teachers for Wyoming classrooms...that goal makes great sense... To be successful, though, I think that they will need to:

- 1 Develop a much stronger and strategic marketing campaign...it is unclear how they will structure their marketing and they have very limited dollars allocated for this part of the program...I don't see it as being successful
- 2 Identify the specific high leverage teaching skills that they want the teacher candidates to learn as they matriculate through the program and that they want the cooperating teachers and mentors to be able to model and reinforce within the classrooms that the candidates are using for their clinical and field work...
- 3 Develop selection criteria for candidates that allow UW to assess whether the candidates actually possess some of the critical dispositions that they want their future teachers to manifest....I don't know of any research that supports effectively assessing the dispositions of candidates around selected character traits using paper and pencil approaches...
- 4 Determine whether it is really appropriate to delay declaration of the educational specialty till after clinical rounds...and I was not clear about what model they plan to use to structure their rounds...if they use a model similar to what Elizabeth City and Richard Elmore at Harvard suggest, I don't think delaying declaration makes any sense...please rethink this position...I strongly recommend that some of the rounds be completed AFTER the specialty is declared...if you want more on the City and Elmore instructional rounds model please see:[http://hepg.org/hep\\_home/books/instructional\\_rounds\\_in\\_education](http://hepg.org/hep_home/books/instructional_rounds_in_education) I like a lot of things about what is proposed, especially the residency component...that could be powerful ....and I also like the co teaching emphasis...both of these approaches offer great potential...my only concern is whether they have allocated the resources needed to adequately fund and implement both of these components...

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**Response Representing:** Nat Expert

**Innovation Rating:** 2

**Innovation Comments:** I think this is a common problem across the country. The process looks like a good one, however, the recruitment of these individuals will be the key and also the innovation. I'd like the proposers to think in more detail about how they will get these folks into the program. / There are ideas from other states, but they mostly involve going into each community. I'm unsure of the UW structure, but creating incentives within the community to learn and take classes in their own place (or a short drive) will be very important.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I think the idea aligns with many of these indicators that are listed in the proposal. Again, the partnership with districts and changing how preparation is done are big keys for this proposal.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** Rural is definitely the focus of this proposal. Since there are multiple regions where this will be important, the University may want to think about a phased rollout because it will take effort to go into regions across the state. / The scope of smaller districts is something to consider here. There may need to be a cohort model in certain parts of the state, maybe you don't start each year, but every other year, or something like that.

**Literature Review Rating:** 3

**Literature Review Comments:** Evidence provided is the same as the other proposal, I think it creates a compelling case for the change in teacher preparation. The mandate for individuals who train teachers now is much different than even 10 years ago. We have multiple career individuals in the profession, how do we provide the training in a way they can access it, and still allow them into the classroom as soon as possible. The evidence backs up that desire for change.

**Leading Programs Rating:** 4

**Leading Programs Comments:** The proposal indicates review of several programs. I'd like to understand better what the team learned based on these reviews that is specific to the rural nature of Wyoming's needs.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The requirement to change the way UW accepts credits and how the faculty teaches these students seems to be the biggest need in the constraints identified. I'd be interested in seeing how the current school of education thinks of these challenges. If they are ready to change and teach either virtually or travel to different regions of the state, then maybe that's the solution. / I didn't see recruitment into these programs as a challenge, and I think it is the biggest challenge for these type of programs nationally. How do you get someone to make a long term commitment into this? I think the 4 year commitment is too long for these type of programs, we should be thinking about supporting new teachers out of this program, and if they leave, that means we likely didn't do our job on the support side rather than forcing them to stay with financial incentives.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** The risks listed in this proposal line up with the other proposals. I'd highlight that I think the faculty risk is huge along with the partnering district risk. The biggest risk not listed that is specific to this proposal is the recruitment challenge in rural areas. Similar to the high school student recruitment issue, the idea of getting someone into the program in a rural area is a big one. I'd like to see some focus on innovative recruitment techniques, including some community based efforts.

**Funding Rating:** 2

**Funding Comments:** I think the recruitment budget is low as it's not mentioned here. The community college partnership line may be the resources needed to do that recruitment, but I'd encourage thinking about a specific recruitment effort.

**Narrative Comments:** I think the narrative sets up a good process for career changers into the profession. I'm excited that the University thinks it's obligation is to train and recruit these people into the profession. I find the process to be fairly standard, and a good one. As you can tell from my other comments, the issue of recruitment is not explored in a detailed way, and in my thinking, is the make or break issue for this piece of the program. I would like to see the budget reflect that as well as thinking about how you truly influence people into the profession. Without that, you will have a nice program, with very few candidates.

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**Summary Comments:** I think my previous comments on the narrative sum it up. It's a really good idea, but worry few will be interested without a serious effort to get people into the program.

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**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 2.841

**Innovation Comments:**

**Performance Indicator Rating:** 3.477

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.909

**Documentation of Need Comments:**

**Literature Review Rating:** 2.977

**Literature Review Comments:**

**Leading Programs Rating:** 3.524

**Leading Programs Comments:**

**Contextual Constraints Rating:** 5.182

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.488

**Risk Assessment Comments:**

**Funding Rating:** 3.070

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** FACULTY AVERAGE RATING

**Innovation Rating:** 2.000

**Innovation Comments:**

**Performance Indicator Rating:** 3.143

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.143

**Documentation of Need Comments:**

**Literature Review Rating:** 2.286

**Literature Review Comments:**

**Leading Programs Rating:** 3.000

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.429

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.333

**Risk Assessment Comments:**

**Funding Rating:** 3.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3.059

**Innovation Comments:**

**Performance Indicator Rating:** 3.559

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.088

**Documentation of Need Comments:**

**Literature Review Rating:** 3.152

**Literature Review Comments:**

**Leading Programs Rating:** 3.636

**Leading Programs Comments:**

**Contextual Constraints Rating:** 5.971

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.500

**Risk Assessment Comments:**

**Funding Rating:** 3.088

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **2017-06 Feedback and National Reviews**

**Response Representing:** NATIONAL REVIEW AVERAGE RATING

**Innovation Rating:** 2.333

**Innovation Comments:**

**Performance Indicator Rating:** 3.333

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.667

**Documentation of Need Comments:**

**Literature Review Rating:** 2.667

**Literature Review Comments:**

**Leading Programs Rating:** 3.333

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.667

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.667

**Risk Assessment Comments:**

**Funding Rating:** 3.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**