



Research Work Group Proposed Innovation Form

Initiative Research Objectives

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

Initiative Group Name

Breakthrough Innovation Team

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Proposed Innovation (Title/Brief Description)

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E⁴) is one of three proposed innovations pathways that, together, would comprise the Wyoming Educator Academy.

UW-E⁴ combines multiple innovations to recruit, support, and mentor a thriving pipeline of innovative educators to teach, foster, and support the holistic growth and development of Wyoming P-12 learners in the skills, knowledge, character, grit, and discipline needed to become a happy, healthy, contributing member of an engaged citizenry. The multi-faceted model lifts up the education profession through early

engagement of promising young people while still in high school, addresses Wyoming's localized supply and demand needs, adopts new approaches to clinical preparation through technology and partnership, and establishes a robust model of induction and mentoring support system for novice educators as they enter the profession.

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

This proposal leverages multiple innovations to create a unique UW-E⁴ Fellows model for educator early engagement and recruitment to the profession, leveraging advanced learning and college credit while in high school. The proposed model embeds engagement with national innnovators (Sanford Inspire) on character education and developing P-12 student persistence and grit. A key component of the proposal is the depth and bread of fieldwork and clinical experiences leveraging the use of virtual reality technologies, partnership with UW theater faculty and students to simulate parent-teacher engagement and educator peer collaboration. Building on the model of medical education, UW-E⁴ Fellows would not be permitted to declare an educational speciality area (Early Childhood, Elementary Education, Secondary Education Content Area) until completing clinical rounds in all areas. Fundamental program redesign would be based on the use of modules and competency-based approaches to assure mastery of knowledge and skills instead of the historic structure of courses. An additional innovation would be a required full-year residency capstone experience in embedded partnerships with Wyoming school districts. Completing the UW-E⁴ Fellows experience would be a formalized four-year induction and mentoring program for following initial preparation that would support the novice educator through the first four years of their professional teaching career in Wyoming.

Alignment to Key Performance Indicator(s)¹

(Check all that apply.)

- Statewide perceptions** of the University of Wyoming College of Education
- Enrollment of Wyoming residents** in University of Wyoming College of Education
- Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- Executed, active clinical partnership agreements** with Wyoming School Districts
- Employment of University of Wyoming graduates** in Wyoming schools
- National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

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



State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Documentation of Need



Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. [The Condition of Future Educators](#): Interest among ACT-tested graduates in becoming educators continues to decline at an alarming rate, with special concerns: in Science/Technology/Engineering/Mathematics (STEM) areas; among males; and among diverse populations.
2. [Tough, P. \(2012\). How Children Succeed](#). New York, NY: Houghton Mifflin Harcourt. The author asserts that the qualities that matter most to individual success are character, e.g. skills in perseverance, curiosity, conscientiousness, optimism, and self-control. Yet, children who are not supported in character development struggle in school and in long-term success.
3. [Understanding and Addressing Teacher Shortages in the United States: The Hamilton Project \(2017\)](#). This policy brief recommends that school districts address teacher shortages through early recruiting efforts and through innovative student teaching placements in anticipation of hiring needs.
4. [TEI Town Hall Meeting Participant Feedback Analysis \(2017\)](#): Participants cited concerns with student teacher preparation through early fieldwork and clinical experiences prior to student teaching.
5. [UW Enrollment Data](#) show that baccalaureate enrollment for primary and secondary majors in education decreased by 33 percent from 2008 to 2015 (1,066 total in 2008, 716 total in 2015).
6. _____
7. _____
8. _____
9. _____

Summary of documentation of need:

Multiple sources document: A) an urgent need to increase the number of promising young people entering the education profession nationally and in Wyoming; B) an urgent need to provide effective induction and mentoring for novice educators; C) Wyoming school leader concerns with the clinical preparation of UW candidates; D) the power of preparing teachers to support character

development in P-12 students through effective strategies, including engagement with parents and families.

Evidence Supporting Proposed Innovation: Literature Review



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

Literature Citations:

1. Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Consortium for Policy Research in Education*.
http://www.cpre.org/sites/default/files/researchreport/2018_prepeffects2014.pdf
2. Ammentorp, L., & Madden, L. (2014). Partnered placements: Creating and supporting successful collaboration among preservice teachers. *Journal of Early Childhood Teacher Education*, 35(2) 135-149. doi:10.1080/1090127.2014.905805
3. Childre, A.L., & VanRie, G.L. (2015). Mentor teacher training: A hybrid model to promote partnering in candidate development. *Rural Special Education Quarterly*, 34(1), 10-16.
4. Westerlund, J.F., Radcliffe, R.A., Smith, D.A., Lemke, M.R., & West, S.S. (2011). Profiles of U.S. science teacher candidates: Safeguards amidst the gathering storm. *International Journal of Environmental and Science Education*, 6(3), 213-226.
5. The Condition of Future Educators (2015). ACT.
<http://www.act.org/content/dam/act/unsecured/documents/Future-Educators-2015.pdf>
6. Practices of Teacher Induction in Finland: Education of Mentors (2012). Conference Session at European Educational Research Association 2012 Conference, "The Need for Educational REsearch to Champion Freedom, Education and Development for All.
7. _____
8. _____

Summary of Literature Review:

The body of literature supports the design and implementation of highly effective strategies to engage and recruit promising young people to explore educational professions. Further, the research supports the embedding of character development strategies, skills and knowledge into educator preparation programs to support holistic child development and success. Finally, multiple studies have shown that strengthening the pedagogical skills of candidates through clinical practice and the provision of a robust induction and mentoring program results in educator persistence in the profession and the success of their P-12 learners.

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.)



Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States

Programs Reviewed:



Traditional educator preparation programs in public and private universities across the United States

Please list names and locations of traditional programs studied:

- Cleveland State University Center for Urban Education (Partnership with Local School District)
- Arizona State University (Sanford Inspire Program) to Prepare Candidates with Skills in Character Development of P-12 Learners
- Corban University, Western Oregon University, Salem-Keizer Public Schools (TeachOregon Grant) (Partnership with Local School District to Strengthen Pipeline of Educators)
- Ohio Resident Educator Program (Induction and Mentoring Program for Novice Educators)



Alternative educator preparation programs

Please list names and locations of alternative programs studied:

- Educators Rising Nebraska; Educators Rising Arizona; Educators Rising New Mexico;
- Relay Graduate School of Education
- Teach for America (TFA) (Ongoing Professional Support for TFA Members)



International educator preparation programs

Please list names and locations of international programs studied:

- Practices of teacher induction in Finland
- _____

Summary of Evaluation of Other Programs:

The evaluation of traditional, alternative, and international educator preparation and induction models show that a multi-faceted approach combining multiple innovative practices is predicted to yield positive effects on the pipeline of educators who remain in the profession and employ practices that result in highly effective holistic outcomes for P-12 learners. Specifically, early engagement and recruitment strategies elevate awareness of

educational careers among promising high school students. Preparing candidates to support character development among P-12 learners elevates P-12 student learning outcomes.

Contextual Constraint Analysis



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

--The broad geographic dispersion of population centers and school districts in Wyoming will present challenges to implementation of the proposed model, however, through innovative uses of technology and partnership, these challenges will not present obstacles to success.

--The Wyoming Professional Teaching Standards Board will need to review the proposed program components to assure that the Fellows' learning outcomes meet the requirements for an approved licensure preparation program in Wyoming.

--The current context of the University of Wyoming's statewide partnerships will provide an initial perception obstacle that UW-E4 will need to address directly with information and action. UW currently does not place student teachers in the vast majority of the state (only 6 of 49 school districts). Districts that have no student teachers are disengaged from UWCOE at this time. Addressing that issue is not an innovation and will not go through TEI; it is a necessary improvement the College of Education plans to address. TEI will have to be aware that innovation must be built on mutual trust.

Risk Assessment



Please list all identified potential risks to College of Education Candidates:

--There is a risk that if a UW-E4 Fellow decided to leave the program for another academic program at UW or another university, s/he might need to take additional coursework to meet the other program's requirements.

--There is risk that if a UW-E4 Fellow decides that s/he wishes to be employed in a school district outside Wyoming, s/he will be required to repay a full year of tuition and a full year of cost-of-living stipends.



Please list all identified potential risks to the UW College of Education:

--Developing and implementing the multi-pronged UW-E⁴ model simultaneous to continuing the historic traditional model will require significant effort from existing UW College of Education faculty and staff.

--Revising the structure and requirements of the College's academic programs will require engagement in the University's processes for "course" revisions, which could cause delays in implementing the proposed model.



Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:

--The residency portion of the model cannot guarantee that it will result in addressing locally specific Wyoming school district needs for specialized areas, e.g., special education, STEM fields, although another proposal, UW-T³, would address those needs.

--The proposed model will require the engagement of the College of Arts and Sciences to sequence the delivery of content courses for Fellows to support the sequence of the Fellowship model.

--There is risk to the early fieldwork experiences for UW-E⁴ Fellows in their home school districts. There will be privacy and confidentiality issues that each district must address in allowing high school students access to the learning environment of other community residents.

--School districts will need to assess the need to require a background check on potential participants in the program.



Please list all identified potential risks to the UW Trustees Education Initiative:

--The greatest risk for TEI is the inherent reliance on UW College of Education faculty and staff to embrace and implement with fidelity and integrity the proposed model. The proposed delivery models are fundamentally different than the current UWCOE system and will require faculty to change their perceptions on programs of study and how they are structured. UWCOE programs currently do not employ learning modules with a competency-based approach; they use a traditional course-based approach. Moving to modules as a meaningful portion of the candidate's experience will require faculty to revise every aspect of their programs. Further, while there has been good progress on UW honoring transfer/articulated credit from dual enrollment courses, there is still much work to do to facilitate transfer of credit for students. We will need faculty to teach Summer Institute I and Summer Institute II. Moving to a year-long residency is a fundamental change in how student teaching is currently done at UW. We will need UW faculty to embrace the concept of regional adjunct faculty to work with Fellows and Teacher Mentors during that residency. It will be viewed by some as a fundamental loss of faculty control.

--There is a risk that no Wyoming school districts will wish to establish Educators Rising local chapters, or to partner with UWCOE on the full-year residency program. These elements of the proposal require meaningful commitment from the district partners and individual teachers within the district.

--An important measure of the effectiveness of any educator preparation model is the P-12 student learning outcomes of teachers prepared within a particular model. Wyoming statute prevents access to disaggregation of student assessment outcomes by teacher. Therefore, the metrics designed to measure the effectiveness of the preparation model will be negatively affected by the lack of access to this data point.



Please list all identified potential risks to other stakeholders:

--There is risk to the University of Wyoming at large regarding the success of this multi-pronged innovative model. As challenges arise through design and implementation (which is a certainty), it will be essential for UWTEI to keep University leaders apprised so that they are aware of concerns that may arise throughout the state.

Funding Request to Support Pilot Innovation Implementation

\$92,500.00 2017-2018 Total Request

Subtotal Amount: <u>\$15,000.00</u>	Purpose: <u>Summer Institute I Director Stipend</u>
Subtotal Amount: <u>\$15,000.00</u>	Purpose: <u>Housing/Dining Summer Inst I Fellows</u>
Subtotal Amount: <u>\$30,000.00</u>	Purpose: <u>Faculty Release for Planning/Design</u>
Subtotal Amount: <u>\$10,000.00</u>	Purpose: <u>Marketing/Recruitment</u>
Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Institute Speaker Stipends, Travel</u>
Subtotal Amount: <u>\$10,000.00</u>	Purpose: <u>Training Educators Rising Sponsors</u>

\$125,000.00 2018-2019 Total Request

Subtotal Amount: <u>\$25,000.00</u>	Purpose: <u>Summer Institute I,II Director Stipend</u>
Subtotal Amount: <u>\$30,000.00</u>	Purpose: <u>Housing/Dining Summer Inst I,II Fellows</u>
Subtotal Amount: <u>\$30,000.00</u>	Purpose: <u>Faculty Release for Planning/Design</u>
Subtotal Amount: <u>\$10,000.00</u>	Purpose: <u>Marketing/Recruitment</u>
Subtotal Amount: <u>\$25,000.00</u>	Purpose: <u>Institute I, II Speaker Stipends, Travel</u>
Subtotal Amount: <u>\$5,000.00</u>	Purpose: <u>PD for Educators Rising Sponsors</u>

\$122,500.00 2019-2020 Total Request

Subtotal Amount: <u>\$25,000.00</u>	Purpose: <u>Summer Institute I, II Director Stipend</u>
Subtotal Amount: <u>\$30,000.00</u>	Purpose: <u>Housing/Dining Summer Inst I, II Fellows</u>
Subtotal Amount: <u>\$20,000.00</u>	Purpose: <u>Faculty Release for Planning/Design</u>
Subtotal Amount: <u>\$7,500.00</u>	Purpose: <u>Marketing/Recruitment</u>
Subtotal Amount: <u>\$25,000.00</u>	Purpose: <u>Institute I,II Speaker Stipends, Travel</u>
Subtotal Amount: <u>\$15,000.00</u>	Purpose: <u>Training for Mentor Teachers</u>

Budget Narrative to Support Funding Request:

--TOTAL BUDGET REQUEST FOR THREE-YEAR PERIOD: \$340,000.00

Budgetary needs are needed to support the following activities (by academic year):

--2017-2018: Director Stipend to Plan and Deliver Summer Institute I in Summer 2018 = \$15,000

--2017-2018: Housing and dining for Summer Institute I Fellows (50) = \$15,000

--2019-2020: Director Stipend to Plan and Deliver Summer Institutes I & II in Summer 2019 = \$25,000.00

--2019-2020: Housing and dining for Summer Institute I and II Fellows (100) = \$30,000.00

--2019-2020: Faculty Release for Planning/Design of Program Components = \$30,000.00

--2019-2020: Marketing/Recruitment for UW-E⁴ Fellows = \$10,000.00

--2019-2020: Institutes I and II Speaker Stipends and Travel Costs = \$25,000.00

--2019-2020: Professional Development for Educators Rising Sponsors = \$15,000.00

Proposed Innovation Narrative:

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E⁴) combines innovations related to early recruitment of future educator professionals, early field experiences for future educators while still in high school, leveraging dual enrollment opportunities to earn college credit while still in high school, developing educator skills related to developing character, grit, and civic engagement among P-12 learners; leveraging technology to strengthen clinical preparation for teaching, classroom management, parent engagement, and peer support; developing innovative partnerships with theater faculty and majors to provide simulated communication and collaboration experiences; deferring Fellow declaration of a special area within education until having experienced guided fieldwork experiences across all grade bands and subject areas; extensive fieldwork in each year of preparation; completion of coursework and fieldwork by the conclusion of the third year of the program; implementation of a full-year residency in the capstone (fourth) year of college enrollment, with supporting cost-of-living stipend for Fellows and stipends for mentors collaborating with Fellows in co-teaching model in Wyoming schools; and a structured induction and mentoring program to support novice educators for their first years in the profession following completion of their initial preparation.

The Wyoming teachers selected to mentor UW educator candidates as well as those who will serve as peer mentors to novice educators who have completed the first three phases of UW-E³ will complete a focused, intensive professional development program to develop coaching and mentoring skills. Additionally, Fellowship mentors and Induction mentors will collaborate closely with UW College of Education faculty members.

A central component to Phase One is the establishment of a Wyoming Educators Rising Chapter. Educators Rising is analogous to Future Farmers of America, in that it engages promising youth in a professional pathway from an early age.

Key innovations in Phase One of UW-E⁴ are: A) targeted early recruitment and engagement of promising Wyoming youth (high school sophomores) into education professions; B) guided fieldwork observations in their home school districts, and C) completion of online modules on Inspired Teaching (Sanford Inspired modules) designed to foster character development among P-12 learners.

Phase Two brings UW-E⁴ Fellows throughout the state together for a Summer Institute with national innovators speaking on the importance of education in society and innovative approaches to strengthening fulfillment of that role.

In Phase Three, UW-E⁴ Fellows continue their guided fieldwork and completion of Inspired Teaching modules while simultaneously enrolling in a minimum of three dual enrollment courses to earn high school credit and articulated college credit at the University of Wyoming. UW-E⁴ Fellows are pre-admitted to the University of Wyoming as education majors, without any designation of specialty area.

Phase Four provides Summer Institute II in which Fellows who have completed Phases One through Three are provided more in-depth preparation on the importance of fostering character development, grit, persistence, and engaged civics among P-12 learners. In Summer Institute II Fellows will engage with virtual

reality technology to complete additional guided clinical experiences. In addition, Fellows will complete additional Inspired Teaching modules.

In their senior year of high school UW-E⁴ Fellows complete Phase Five, which includes completion of a minimum of three additional dual enrollment courses, and continuation of engagement with virtual reality technology for guided clinical experiences. Fellows graduate from high school with a minimum of six courses of articulated credit to the University of Wyoming.

For Phase Six, UW-E⁴ Fellows enroll full-time at the University of Wyoming as education majors with no specialty area (Early Childhood, Elementary Education, Secondary Education Content Area) declared. In this phase, Fellows complete introductory education courses with embedded guided fieldwork across all grade bands and content areas, e.g., Early Childhood, Elementary Education, Secondary Education, Special Education, Arts, Music, and Physical Education. Further, UW-E⁴ Fellows continue to utilize virtual reality to strengthen their clinical experiences. In this phase, Fellows also interact with human simulations through a collaboration with the UW Theater Program in which students and faculty simulate parent-teacher conversations as well as educator peer conversations that they will experience as professionals for ongoing coaching and peer support.

UW-E⁴ Fellows declare a specialty area in Phase Seven, which represents their second year of full-time enrollment at the University of Wyoming. With this declaration, Fellows begin their content courses related to their specialty area while continuing to complete their education courses. In all courses, Fellows complete fieldwork in clinical settings in Wyoming schools.

Phase Eight represents the third year of full-time enrollment for Fellows. In this phase Fellows finalize all content and education (pedagogy) courses/modules complete their fieldwork experiences prior to residency.

With Phase Nine, UW-E⁴ Fellows complete a full academic year residency in a Wyoming school district in a cohort model to provide peer collaboration and support in their residency settings. Each Fellow is paired with a Mentor teacher; the Fellow and Mentor co-teach the P-12 learners, with shared responsibility for planning, assessment, instructional differentiation, and collaboration with other members of the school's team. Fellows receive a tuition scholarship for the academic year as well as a cost-of-living stipend. The Mentor teacher receives a stipend. It is proposed that fundraising with connections to the local community be conducted to support the stipends for Fellows and Mentors in each site.

By accepting the Phase Nine tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school district for four years in Phase Ten of UW-E⁴. The host Wyoming school district has the first option at hiring Fellows placed in its district. If the host district does not offer employment to a Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a UW-E⁴ Fellow opts to accept employment outside Wyoming s/he must re-pay the Phase Nine one-year tuition scholarship and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow's completion of Phase Nine, s/he is released from an obligation to re-pay the Phase Nine tuition scholarship and cost-of-living stipend.

Phase Ten creates a formalized induction and mentoring program for UW-E⁴ Fellows as they enter the teaching profession. The formalized induction and mentoring program pairs a Fellow with an Induction Mentor in the same school for coaching and support. In addition, Fellows receive financial support for professional development activities aligned with the district's strategic priorities. Induction Mentors receive a stipend for each Fellow they support. It is proposed that local fundraising efforts garner private donations to support the costs of the Induction and Mentoring program.

If a visual schematic is helpful to you, please see the UW-E⁴ diagram below. If a visual schematic is not helpful, please ignore the diagram.

University of Wyoming Enterprise for Elevating Educational Excellence - E⁴

Phase One:
UW E⁴ Early Engagement and Recruitment to the Profession
 State and Local Educators Rising Chapters Formed in Wyoming high schools, with participants identified as UW E⁴ Fellows as early as their sophomore year of high school
 Fellows complete introductory modules and guided hands-on teaching experiences in their home districts

Phase Two:
Exploring the Profession
 UW E⁴ Summer Institute I
 Focus on the Role of Education in Society
 Featuring Nationally Renowned Innovators

Phase Three:
Fellows Earning College Credit While in High School
 UW E⁴ Fellows complete ≥ 3 dual enrollment courses as high school juniors with focus on general education requirements
 Fellows continue modules and guided hands-on teaching experiences in their home districts
 UW E⁴ Fellows are pre-admitted to UW as education majors

Phase Four:
Deeper Exploration of the Profession
 UW E⁴ Summer Institute II
 Focus on character development featuring national innovatorson character / grit, civic engagement
 Fellows complete multiple Sanford Inspire* modules: <http://sanfordinspireprogram.org/teacher-prcp/>
 Fellows complete guided clinical experiences through the use of virtual reality technology

Phase Five:
Fellows Earning College Credit While in High School
 Fellows complete ≥ 3 dual enrollment courses as high school seniors with focus on general education requirements
 Fellows experience virtual reality clinical experience technology through distance technologies
 Fellows graduate from high school with college credits which articular to UW

Phase Six: Full-Time Enrollment Early Courses/Modules and Fieldwork
 Fellows enroll full-time at UW as Education Majors WITH NO SPECIALTY AREA DECLARED
 Fellows complete introductory education courses with embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education
 Fellows' guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty.

Phase Seven: Full-Time Enrollment Specialty Declaration, Mid-Level Courses / Modules and Fieldwork
 Fellows declare education specialty area / licensure program
 Fellows begin content courses / modules required for specialty area
 Fellows continue specialty area education courses / modules with embedded fieldwork observations in specialty area

Phase Eight: UW E⁴ Fellows Full-Time Enrollment
 Fellows complete content courses / modules required for specialty area
 Fellows finalize all specialty area education courses / modules with embedded fieldwork observations in specialty area

Phase Nine: UW E⁴ Fellows Full-Time One-Year Residency / Capstone Experience
 Fellows complete a cohort-based embedded year-long residency in a UW Fellowship School District, participating in a co-teaching model with a mentor teacher along with peer support from peer Fellows
 The Fellow receives a tuition scholarship and cost-of-living stipend; the Mentor receives a stipend for supporting the Fellow in the residency
 To receive the tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school for four years following graduation; if the Fellow fails to fulfill this obligation, the tuition and stipend must be repaid.
 The hosting Wyoming school district receives the first option to hire the Fellow following graduation. If the district chooses not to extend an employment offer to the Fellow, other UW Fellowship Districts are given the option to hire the UW E⁴ Fellow.

Phase Ten: UW E⁴ Fellows Mentored as Employed Novice Educators in Wyoming Schools
 Fellows receive formalized mentoring and induction support through a comprehensive, four-year induction program, beginning with two years of instructional mentoring, continuing with professional development opportunities focused on the district's strategic priorities
 Regional cohort engagement of Fellows to support peer support
 District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UWE⁴ faculty and leaders