



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 Partnership for Pathways to the Profession (UW-P³) is one of three proposed innovations pathways that, together, would comprise the Wyoming Educator Academy. UW-P³ combines multiple innovations to provide access to professional educator preparation programs to Wyoming residents who hold a high school diploma or an associate degree who also have a passion for teaching and a strong

commitment to their communities. UW-P³ is designed to build a pipeline of education professions who are currently placebound.

Feedback from TEI Town Hall Meetings identified an urgent need for access to UWCOE programs statewide. 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 innovation would partner with Wyoming community colleges in the delivery of programs to holistically prepare educator candidates to teach, develop, and support the success of P-12 students as they gain the requisite skills, knowledge, character, grit, and skills to become contributing members of an engaged citizenry. The proposed multi-faceted model would address Wyoming's localized supply and demand needs, open access to individuals who have previously faced insurmountable barriers to postsecondary education access or who have engaged in postsecondary education through online universities or out-of-state universities. Further, the proposal adopts new approaches to strengthen candidate clinical preparation, and creates a formalized induction and mentoring support system for the first four years of novice educators in the profession.

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

This proposal leverages multiple innovations to create a unique UW-P³ Fellows model built on strong, unique partnerships between UW and Wyoming's community colleges to co-deliver programs that provide engagement with national innovators on character education and developing P-12 student persistence and grit, use of virtual reality to provide early clinical experiences, delay declaration of an educational speciality until completing clinical rounds in all areas (built on the medical model), the use of modules and competency-based approaches to assure mastery of knowledge and skills, a full-year residency capstone experience in embedded partnerships with Wyoming school districts; and a formalized four-year induction and mentoring program for Fellows following initial preparation.

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

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

- National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

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. [Friesen, L., & Purc-Stephenson, R.J. \(2016\) Should I stay or should I go? Perceived barriers to pursuing a university education for persons in rural areas. *Canadian Journal of Higher Education*, 46\(1\), 138-155.](#)
7. [Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-2017. U.S. Department of Education Office of Postsecondary Education. \[http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/usdoe_teachers_shortages.pdf\]\(http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/usdoe_teachers_shortages.pdf\)](#)
8. _____
9. _____

Summary of documentation of need:

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; 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; D) barriers to achieving postsecondary educational attainment for people in rural areas.

The 2016-2017 report of Teacher Shortages in Wyoming include: Elementary Grades (Core Subjects); English, including Middle Language Arts; English Learner Education; Family and Consumer Science; Gifted and Talented; Health; Mathematics; Music; Secondary Sciences; Spanish; and Special Education. In identifying school district sites for partnerships, TEI will work with the Wyoming Department of Education and with Wyoming school districts to identify regional needs related to the specific teaching areas for which there is a shortage of professional educators.

Evidence Supporting Proposed Innovation: Literature Review



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

Literature Citations:

1. Bailey, T., et al (2017). Policy levers to strengthen community college transfer student success in Texas. Community College Research Center, January, 2017.
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. 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

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. [Guha, R., Hyler, M., & Darling-Hammond., L. \(2016\) The teacher residency: An innovative model for preparing teachers. Learning Policy Institute.
http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/teacher_residency_innovative_model_preparing_teachers_report.pdf](#)
8. [Ball, D. \(2017\) Teaching Works, University of Michigan.
http://www.teachingworks.org/work-of-teaching/high-leverage-practices](#)

Summary of Literature Review:

[The body of literature supports the design and implementation of highly effective policies and strategies to strengthen and broaden postsecondary access to placebound individuals in rural communities. 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 strenghtening the pedagogical skills of candidates through clinical practice and provision of a robust induction and mentoring program results in educator persistence in the profession and the success of their P-12 learners.](#)

[Initial research is promising as to the impact residencies can have on increasing the diversity of the teaching force, improving retention of new teachers, and promoting gains in student learning. Residencies support the development of the profession by acknowledging that the complexity of teaching requires rigorous preparation in line with the high levels of skill and knowledge needed in the profession. Residencies also build professional capacity by providing professional learning and leadership opportunities for accomplished teachers in the field, as they support the growth and development of new teachers. These elements of strengthening the teaching profession can create long-term benefits for districts, schools, and, most importantly, the students they serve.](#)

[In her work at University of Michigan, Deborah Ball sets forth a set of high-leverage practices that when used constantly are critical to helping students learn and to develop socially and emotionally. In preparing highly effective educators, it will be critical to identify and embed high-leverage practices into the pedagogical and dispositional development of each Fellow.](#)

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 email completed form to TEI Executive Director upon completion.

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Please list names and locations of traditional programs studied:

- [The Ohio Transfer Module](#) assures course-for-course transfer credit among the state's 37 community colleges and public universities (+24 university regional campuses) based on a common set of learning outcomes/competencies for each course.
- [Arizona State University \(Sanford Inspire Program\) to Prepare Candidates with Skills in Character Development of P-12 Learners](#)
- [Ohio Resident Educator Program \(Induction and Mentoring Program for Novice Educators\)](#)
- _____



Alternative educator preparation programs

Please list names and locations of alternative programs studied:

- [Santiago Canyon College, California: https://www.sccollege.edu/Departments/Pathways/Pages/default.aspx](#)
- [Tunxis Community College, Connecticut: http://www.tunxis.edu/program/pathway-to-teaching-careers/](#)
- [Central New Mexico Community College: https://www.cnm.edu/programs-of-study/all-programs-a-z/alternative-teacher-licensure/alternative-pathways-teaching](#)



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:

[Guaranteed articulation of postsecondary education credit from community colleges to universities provides assurance that residents of rural regions have access to meaningful, affordable, accessible postsecondary opportunities that lead to baccalaureate completion and preparation for in-demand careers.](#)

[An analysis 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-P3 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.

NOTE: Each of these constraints will be addressed through communication and collaboration with key partners in Wyoming, including but not limited to the Wyoming Professional Teaching Standards Board, Wyoming school districts, the Wyoming School Board Association, and the Wyoming Association of School Administrators.

Risk Assessment



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

--There is a risk that if a UW-P3 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-P3 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-P³ model simultaneous to teaching existing candidates under 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.

NOTE: This risk is mitigated by operating the program as a component of a Wyoming Educator Academy parallel to the existing programs at the UW College of Education.



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 the UW-T³ proposal within the proposed UW Educator Academy would address high-need areas.

--The proposed UW-P³ 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 UW-P³ Fellowship model.

--There is risk to the early fieldwork experiences for UW-P³ 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 for the UW-P³ model is establishing assured course-for-course or module-for-module transfer credit for work completed at a Wyoming community college. UW currently has articulation agreements in place for some courses in some programs, however, there is not an transfer module or any established statewide transfer assurance guides for particular program (career) pathways.

--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. NOTE: This risk can be mitigated by the adoption of a set of common indicators for measuring the effectiveness of the program. Deans for Impact proposes a set of Common Indicators. TEI Proposal 2017-12 proposes the adoption of these Common Indicators to measure the effectiveness of University of Wyoming educator preparation programs.



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. NOTE: This risk can be mitigated through real-time monitoring and reporting of challenges to relevant leaders and representatives at the University of Wyoming, Wyoming Professional Teaching Standards Board, Wyoming Department of Education, and Wyoming School Districts.

Funding Request to Support Pilot Innovation Implementation

<u>\$39,500.00</u>	<b style="color: green;">2017-2018 Total Request	
	Subtotal Amount: <u>\$32,000.00</u>	Purpose: <u>Program, Course, Module Design</u>
	Subtotal Amount: <u>\$7,500.00</u>	Purpose: <u>Marketing / Recruitment</u>
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
<u>\$84,500.00</u>	<b style="color: green;">2018-2019 Total Request	
	Subtotal Amount: <u>\$40,000.00</u>	Purpose: <u>Course Instruction (UW and CC)</u>
	Subtotal Amount: <u>\$20,000.00</u>	Purpose: <u>Prof Dev for P3 Faculty</u>
	Subtotal Amount: <u>\$12,000.00</u>	Purpose: <u>Scholarships for P3 Fellows</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Marketing / Recruitment</u>
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
<u>\$113,500.00</u>	<b style="color: green;">2019-2020 Total Request	
	Subtotal Amount: <u>\$40,000.00</u>	Purpose: <u>Course Instruction (UW and CC)</u>
	Subtotal Amount: <u>\$36,000.00</u>	Purpose: <u>Scholarships for P3 Fellows</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>UW and CC Faculty Collaboration</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Marketing / Recruitment</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Prof Dev District Mentors</u>
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____

Budget Narrative to Support Funding Request:

NOTE: A detailed eight-year budget inclusive of annual outcomes goals is provided at the end of this proposal.

In 2017-2018 education experts will complete the initial program design. Marketing and recruiting for community college and school district partners will occur in this period.

In 2018-2019, selected P3 Fellows will begin the program, completing courses and modules. All UW and community college faculty participating in the program will complete focused professional development. P3 Fellows will receive scholarships to support their tuition and other expenses. Recruitment and marketing will expand to school districts to identify mentors for residency placements in UW-P3 school districts.

Additional activities beginning 2019-2020, will include professional development for school district mentors who will support UW-P3 Fellows during their residencies. In addition, financial support will be provided for formalized collaboration between UW and community college faculty.

Beginning in 2020-2021, additional activities include financial support for Residency Mentors.

In 2021-2022, the first UW-P3 Fellows will begin their service as professional educators. This cohort of Fellows will be the first to receive professional induction and mentoring support from Induction Mentors. Each Induction Mentor will receive a stipend for the work they do with the novice educator Fellows.

In 2022-2023 and beyond, the expansion of the budget solely reflects the increased scope of work as a cohort of UW-P3 Fellows the program each year.

A budget worksheet for the period 2017 through 2025 is provided as an attachment.

Proposed Innovation Narrative:

The University of Wyoming Partnership Pathways to the Profession (UW-P³) enhances access to professional educator preparation for placebound individuals in rural settings. In addition, this pathway includes innovations addressing 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; 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 year of college enrollment, with supporting cost-of-living stipend for UW-P³ Fellows, 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 four years in the profession following completion of their initial preparation. Throughout the program there will be an emphasis on high-leverage teaching practices (Ball, D. 2017) that support student learning and social and emotional development..

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-P³ 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.

In Phase One, potential UW-P³ Fellows are recruited throughout Wyoming. Eligibility requirements include a high school diploma with a grade point average of 3.0 or higher, OR completion of an associate degree with a grade point average of 3.0 or higher, OR demonstration of college readiness on an ACT, SAT, Accuplacer, or ETS Praxis CORE assessment. In addition to the academic preparedness requirements, successful applicants must complete a dispositional assessment to determine their commitment to the profession of teaching and their belief that all children can succeed.

In Phase Two, UW-P3 Fellows who do not already hold an associate degree must successfully complete all required General Education courses at a Wyoming community college or at the University of Wyoming. For those completing the requirements at a community college, there is a guaranteed articulation of credit earned to UW. In addition to completing General Education requirements, Fellows in Phase Two complete Sanford Inspire modules to build educator skills related to developing character, grit, and civic engagement among P-12 students. Fellows receive scholarship support for tuition and books in Phase Two. Guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty.

In Phase Three, UW-P³ Fellows enroll full-time as education majors at UW, but do not yet declare a specialty/licensure area for their professional pathway. Fellows complete introductory education modules/courses either at UW or at a partner community college site through a UW partnership for delivery of Education courses at the community college site. Modules/courses include embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education.

Phase Four requires UW-P³ Fellows to declare their education specialty/licensure area and program. In this Phase Fellows complete the required content and specialized teaching methods courses/modules for their specific program, at the UW campus, at a UW partner community college site, or through distance learning technologies.

With Phase Five, UW-P³ 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. Fellows are observed and coached by UW faculty members through the use of Panopto technology, through which teaching sessions of candidates in field experiences and of partnering classroom teachers are viewed, recorded and stored on Panopto's servers, and can be accessed through the WyoCourses learning management system. This will allow students and faculty to revisit all aspects of the sessions for reflection, analysis, and coaching.

By accepting the Phase Five 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-P³. 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 UW-P³ Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a Fellow opts to accept employment outside Wyoming s/he must re-pay the 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 Five, s/he is released from an obligation to re-pay all Phase Five tuition scholarship dollars and cost-of-living stipend.

In Phase Six, UW-P³ Fellows complete a four-year formalized mentoring and induction program wherein they receive support beginning with two years of instructional mentoring, continuing with two years of professional development opportunities aligned with their home district's strategic priorities. Fellows engage with other UW-P³ Fellows in Phase Six to leverage the benefits of peer support. District teachers who serve as UW-P³ Mentors receive a stipend for their support of the Fellows and their engagement with UW Educator Preparation Academy faculty.

UW-P³ Fellows who fail to complete the Phase Five Residency and a subsequent four years of service as a novice educator in a Wyoming school must repay the Phase Five scholarship and cost-of-living stipend they received. The repayment would occur at the Federal loan repayment rate and terms.

The diagram below is provided for those who benefit from a visual schematic representation. If such a diagram does not benefit you, please ignore it.

University of Wyoming Partnership Pathways to the Profession p³

Phase One:

UW-p³ Recruiting and Admissions
 Recruit p³ Fellow applicants through advertising and marketing to high school graduates and associate degree holders throughout Wyoming, including non-traditional students.
 Eligibility requirements include a high school diploma (GPA \geq 3.0), OR completion of an associate degree (GPA \geq 3.0), OR either a HS diploma or Associate Degree combined with demonstration of college readiness on an ACT, SAT, Accuplacer, or ETS Praxis CORE Assessment. In addition, applicants will be required to complete a dispositional assessment to determine their commitment to teaching and their belief that all children can succeed.

Phase Two:

UW-p³ Completion of Postsecondary General Education Core Courses
 UW p³ Fellows who do not hold an associate degree successfully complete all General Education Core Course Requirements at a Wyoming Community College or at the University of Wyoming.
 All General Education Core Course credits articulate as degree credits to the University of Wyoming.
 Fellows complete Sanford Inspire modules to address educator skills related to developing character, grit, and civic engagement among P-12 students.
 Fellows receive a scholarship to support tuition and book costs.

Phase Three:

UW-p³ 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 modules/courses either at UW or at a partner community college site. Modules/courses include embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education
 Guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty.

Phase Four:

UW-p³ Full-Time Enrollment / Specialty Declaration / Mid-Level Courses / Modules and Fieldwork
 Fellows declare education specialty area / licensure program
 Fellows complete content courses / modules required for specialty area at UW or at UWCOE Partner Community College

Phase Five:

UW-p³ Fellows Complete Co-Teaching Residency in a High-Need Wyoming Classroom
 Fellows complete a one-year Co-Teaching Residency with a p³ Mentor Teacher in a High-Need Wyoming Classroom. Fellows are assigned to partner Wyoming School Districts in cohorts of at least three. Fellows are evaluated by both the Mentor Teacher and a University of Wyoming p³ Regional Coordinator.
 Fellows receive a tuition scholarship and a cost-of-living stipend during the residency.

Phase Six:

UW-p³ Fellows Mentored as Employed Novice Educators in High-Need Wyoming Schools
 UW p³ Fellows begin their required 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 leverage the benefits of peer support
 District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UW-p³ faculty and leaders
 Fellows who fail to complete the Co-Teaching Residency and Four Years of Service as a Novice Educator in a Wyoming School must repay the tuition scholarship and cost-of-living stipends received in Phase Five.

#	Unit Cost	Year	Purpose
2017-2018			
8	\$ 4,000.00	\$ 32,000.00	Program Planning and Design
3	\$2,500.00	\$ 7,500.00	Marketing/Recruitment
		\$ 39,500.00	FY TOTAL

2018-2019			
10	\$4,000.00	\$ 40,000.00	Course and Module Design
8	\$2,500.00	\$ 20,000.00	Professional Development for All Faculty
12	\$1,000.00	\$ 12,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	Marketing/Recruitment
		\$ 84,500.00	FY TOTAL

2019-2020			
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)
24	\$1,500.00	\$ 36,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
5	\$2,500.00	\$ 12,500.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
		\$ 113,500.00	FY TOTAL

2020-2021			
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)
24	\$1,000.00	\$ 24,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
5	\$2,500.00	\$ 12,500.00	Marketing/Recruitment
12	\$3,000.00	\$ 36,000.00	Residency Mentor Stipends
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
		\$ 137,500.00	FY TOTAL

2021-2022			
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)

P3	BUDGET 2017-2021	\$ 375,000.00
	BUDGET 2022-2025	\$ 1,052,000.00
	TOTAL BUDGET 2017-2025	\$ 1,427,000.00

Productivity

12 Educators Per Year in High-Need Districts
Beginning 2021-2022

24	\$1,500.00	\$ 36,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
6	\$2,500.00	\$ 15,000.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
12	\$3,000.00	\$ 36,000.00	Residency Mentor Stipends
12	\$3,000.00	\$ 36,000.00	Induction Mentor Stipends
3	\$10,000.00	\$ 30,000.00	Regional Coordinators
		\$ 218,000.00	FY TOTAL

		2022-2023	Purpose
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
24	\$1,000.00	\$ 24,000.00	Fellows Scholarships
6	\$2,500.00	\$ 15,000.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
12	\$3,000.00	\$ 36,000.00	Residency Mentor Stipends
3	\$10,000.00	\$ 30,000.00	Regional Coordinators
24	\$3,000.00	\$ 72,000.00	Induction Mentor Stipends
		\$ 242,000.00	FY TOTAL

		2023-2024	Purpose
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)
24	\$1,000.00	\$ 24,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
6	\$2,500.00	\$ 15,000.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
12	\$3,000.00	\$ 36,000.00	Residency Mentor Stipends
3	\$10,000.00	\$ 30,000.00	Regional Coordinators
36	\$3,000.00	\$ 108,000.00	Induction Mentor Stipends
		\$ 278,000.00	FY TOTAL

		2024-2025	Purpose
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)

24	\$1,000.00	\$	24,000.00	Fellows Scholarships
5	\$2,500.00	\$	12,500.00	UW and CC Faculty Collaboration
6	\$2,500.00	\$	15,000.00	Marketing/Recruitment
5	\$2,500.00	\$	12,500.00	Professional Development District Mentors
12	\$3,000.00	\$	36,000.00	Residency Mentor Stipends
3	\$10,000.00	\$	30,000.00	Regional Coordinators
48	\$3,000.00	\$	144,000.00	Induction Mentor Stipends
		\$	314,000.00	FY TOTAL