



# Research Work Group Proposed Innovation Form

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## 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

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## Initiative Group Name

**Breakthrough Innovation Team**

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**Submission Date** August 3, 2017

## Group Member Names

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## Proposed Innovation (Title/Brief Description)

The University of Wyoming Targeted Transition to Teaching (UW-T<sup>3</sup>) Model within the UW Educator Preparation Academy focuses on recruiting career changers who have strong content mastery in high-need teaching subjects, e.g., science, technology, engineering, and mathematics (STEM) fields.

UW-T<sup>3</sup> is designed to deploy an accelerated, practicum-based educator preparation model to build a pipeline of career changers who have the content knowledge to address documented high need teaching fields in Wyoming. Further, the proposed innovation model would adopt new approaches to clinical

preparation and create an 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-T<sup>3</sup> Fellows model for baccalaureate-degree-holding career changers who completed an accelerated preparation model leading to a master's degree in education. Fellows would be required to commit to serving in a high-need field in a high-need Wyoming school for a minimum of four years following their residency. Further, the model would provide engagement with national innovators on character education and developing P-12 student persistence and grit; the use of virtual reality to provide early clinical experiences; the use of modules and competency-based approaches to assure mastery of knowledge and skills; a full-year co-teaching residency capstone experience in embedded partnerships with Wyoming school districts; and a formalized four-year induction and mentoring program for Fellows following initial preparation.

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**Alignment to Key Performance Indicator(s)<sup>1</sup>**

*(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.
- 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.

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**Documentation of Need**

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

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

1. United States Department of Education Office of Postsecondary Education (2016). Teacher shortage areas nationwide listing 1990-1991 through 2016-2017. Wyoming details, pp. 176-178. <http://www2.ed.gov/about/offices/list/ope/pol/tsa.doc>
2. Cowan, J., Goldhaber, D., Hayes, K., & Theobald, R. (2016). Missing elements in the discussion of teacher shortages. *Educational Researcher*, 45, 8, 460-462.
3. Aragon, S. (2016). Teacher shortages: What we know. Education Commission of the States.

### Summary of documentation of need:

The need to recruit knowledgeable experts who are motivated to move into a professional teaching career is well-documented. Further, the profound needs within specific subject areas and in high-poverty, rural, and low-achieving schools are clear in the data.

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## Evidence Supporting Proposed Innovation: Literature Review



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

### *Literature Citations:*

1. Woodrow Wilson National Fellowship Foundation (2017). The Woodrow Wilson Ohio teaching fellowship: A five-year statewide investment to improve teacher preparation.
2. Williams, J., & Forgasz, H. (2009) The motivations of career changers: students in teacher education, Asia-Pacific Journal of Teacher Education, 37:1, 95-108, DOI: 10.1080/13598660802607673
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](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. \_\_\_\_\_

8. \_\_\_\_\_

### Summary of Literature Review:

Research shows: A) positive effects of recruiting career changers who have a deep intrinsic motivation to teach to the field of education; B) an urgent need to provide effective induction and mentoring for novice educators; C) the power of preparing teachers to support character development in P-12 students through effective strategies, including engagement with parents and families; and D) effectiveness in addressing achievement gaps particularly in STEM subjects in high-need schools through teaching fellowship models for career changers.

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### 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:*

- Georgia State University Secondary Science Teacher Certification Programs
- Piedmont College Secondary Mathematics Teacher Certification Program
- 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:*

- Woodrow Wilson Teaching Fellowships: <http://woodrow.org/fellowships/ww-teaching-fellowships/>



**International educator preparation programs**

*Please list names and locations of international programs studied:*

- Practices of teacher induction in Finland
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## Summary of Evaluation of Other Programs:

Alternative pathway programs provided by traditional educator preparation programs have had success in recruiting, preparing, and placing highly knowledgeable educators in high need teaching fields, including STEM. The recruitment process is critical in these models, assuring that the candidates have a high level of content knowledge and a deep passion for teaching.

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## 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**

--Identifying a pipeline of individuals with mastery of content knowledge in STEM and other high need fields who also have a strong desire to transition to a teaching career will be a critical and potentially difficult step in fully developing and implementing this model.

--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.

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## Risk Assessment



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

--There is risk that if a UW-T<sup>3</sup> Fellow decides that s/he wishes to be employed in a school district outside Wyoming, or in a Wyoming school that is not a high-need school, 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-P<sup>3</sup> model simultaneous to teaching out 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.



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

--School district partners must commit to support the preparation of the UW-T<sup>3</sup> candidates by providing co-teaching opportunities and Mentors to support the Fellows during their residencies.

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

The greatest risk to TEI for the UW-T<sup>3</sup> model is recruiting a cadre of individuals with exceptional content knowledge who are motivated to teach and will commit to teaching in a high-need subject in a high-need Wyoming school.

--Another risk 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. 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.

--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.

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## Funding Request to Support Pilot Innovation Implementation

<u>\$55,595.00</u>	<b>2017-2018 Total Request</b>	
	<b>Subtotal Amount:</b> <u>\$13,095.00</u>	<b>Purpose:</b> <u>Panopto License</u>
	<b>Subtotal Amount:</b> <u>\$40,000.00</u>	<b>Purpose:</b> <u>Faculty/Consultant Planning/Design</u>
	<b>Subtotal Amount:</b> <u>\$2,500.00</u>	<b>Purpose:</b> <u>Recruitment/Marketing Activities</u>

**Subtotal Amount:** \$10,000.00      **Purpose:** Professional Dev District Mentors  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

\$312,000.00      **2018-2019 Total Request**

**Subtotal Amount:** \$225,000.00      **Purpose:** Fellows' Cost of Living Stipends (9)  
**Subtotal Amount:** \$60,000.00      **Purpose:** Fellows' Scholarships for Tuition  
**Subtotal Amount:** \$27,000.00      **Purpose:** District Mentor Stipends (9)  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

\$339,000.00      **2019-2020 Total Request**

**Subtotal Amount:** \$225,000.00      **Purpose:** Fellows' Cost of Living Stipends (9)  
**Subtotal Amount:** \$60,000.00      **Purpose:** Fellows' Scholarships for Tuition  
**Subtotal Amount:** \$54,000.00      **Purpose:** District Mentor Stipends (18)  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_  
**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

### **Budget Narrative to Support Funding Request:**

--TOTAL THREE-YEAR BUDGET REQUEST: \$706,595.00

--2017-2018: \$13,095.00 to purchase a license for a Panopto license. This software is a video management system that will be used to facilitate UW faculty observations of educator candidates during their fieldwork and residency experiences.

--2017-2018: \$40,000.00 for a faculty member or external consultant to plan and design the Pedagogical Immersion Process, One-Year Residency, and Induction and Mentoring Program.

--2017-2018: \$2,500.00 to support the development and initial implementation of a targeted recruitment and marketing plan

--2018-2019: \$225,000.00 for Fellows' Cost of Living Stipends, 9@\$25,000.00

--2018-2019: \$60,000.00 for Fellows' Scholarships for Tuition

--2018-2019: \$27,000.00 for District Mentor Stipends, 9@\$3,000.00

--2019-2020: \$225,00.00 for Fellows' Cost of Living Stipends, 9@\$25,00.00

--2019-2020: \$60,000.00 for Fellows' Scholarships for Tuition

--2019-2020: \$54,000.00 District Mentor Stipends for Fellows in Residency (9) and Fellows in Induction and Mentoring (9)

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## **Proposed Innovation Narrative:**

The University of Wyoming Targeted Transition to Teaching (UW-T<sup>3</sup>) Program creates a preparation pathway for individuals who minimally hold a baccalureate degree in a content area that aligns with a high-need teaching field in Wyoming. The accelerated program leverages the expertise of the Fellows and provides intensive pedagogical preparation prior to immersion in a teaching setting in a high-need Wyoming school. 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; implementation of a full-year residency 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 four 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-T<sup>3</sup> 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 Fellows are recruited throughout Wyoming and neighboring states. Eligibility requirements include completion of a baccalaureate degree with a grade point average (GPA) of >3.25 in a content area that is a documented high-need teaching field in Wyoming, e.g., STEM. 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-T<sup>3</sup> Fellows successfully complete the UW T<sup>3</sup> Pedagogical Immersion Process (PIP), in an eight-week summer period. This phase is the portion of the program in which Fellows learn the art and science of teaching, including planning, assessment, differentiation of instruction to meet the needs of all learners, classroom management, communication with parents, collaboration with peers, and engagement with community members and resources. Further, PIP includes completion of 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. T<sup>3</sup> Fellows receive a tuition scholarship.

In Phase Three, UW-T<sup>3</sup> Fellows complete a one-year residency in which they co-teach with a mentor teacher in a high-need subject in a high-need Wyoming school. Fellows are placed in cohorts of at least three Fellows in a Wyoming school district to facilitate peer support and collaboration. Fellows engage with UW faculty to earn graduate credit toward a master's degree during the residency. Fellows receive a tuition scholarship and a cost-of-living stipend during the one-year residency. In the residency placements, UW faculty will use the Panopto video management system. Two fixed classroom video conferencing systems will be installed in the College of Education, with 10 portable systems deployed in multiple educational settings across the state. Faculty will be able to use the systems to share live teaching sessions in P-12 schools with candidates as a part of their coursework. In addition, candidates will be able to engage with guest speakers. The video management system also will provide real-time field experience and residency supervision for candidates. A



video library of classroom cases will be made from recorded classroom sessions, covering a range of grade levels, subject areas, school settings, times of year, and instructional practices. UW students will access the database to refine their own practices and skills by analyzing a variety of educational experiences.

In Phase Four, UW-T<sup>3</sup> 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-T<sup>3</sup> Fellows to leverage the benefits of peer support. District teachers who serve as UW-T<sup>3</sup> Fellows Mentors receive a stipend for their support of the Fellows and their engagement with UW Educator Preparation Academy faculty.

UW-T<sup>3</sup> 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.

By accepting the T<sup>3</sup> tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a high-need subject area in a high-need Wyoming school district for four years. 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 Fellow opts to accept employment outside Wyoming s/he must re-pay all tuition scholarship funds 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 Three, s/he is released from an obligation to re-pay all tuition scholarship dollars and cost-of-living stipends.

A schematic diagram of each phase is provided on the following page for those who benefit from a visual support to the narrative. If such a diagram does not benefit you, please ignore it.

## University of Wyoming Targeted Transition to Teaching T<sup>3</sup>

### Phase One:

#### UW T<sup>3</sup> Recruiting and Admissions

*Recruit T<sup>3</sup> Fellow applicants through advertising and marketing to holders of baccalaureate degrees in the region.*

*Priority for admissions will be for those who commit to teach for a minimum of four years in a high-need Wyoming classroom, e.g., STEM, Special Education, or a classroom in high-poverty schools (<65% on Free/Reduced Lunch) following completion of the Fellowship*

*Fellow eligibility requires completion of a content-focused baccalaureate degree with a grade point average of 3.25 or higher.*

### Phase Two:

#### UW-T<sup>3</sup> Pedagogical Immersion Process (PIP)

*UW T<sup>3</sup> Fellows successfully complete the UW T<sup>3</sup> Pedagogical Immersion Process (PIP) in an eight-week summer period. PIP includes modules on educational theory, pedagogical methods, classroom management strategies, analyzing student needs, and differentiating instruction to meet the needs of all learners.*

*PIP also includes guided fieldwork simulations through Mursion® technology, guided fieldwork observations in P-12 summer school settings, and completion of Sanford Inspire modules.*

*Fellows declare a specialty area and receive graduate credit toward an Education master's degree in the specialty.*

*Fellows receive a tuition scholarship.*

### Phase Three:

#### Co-Teaching Residency in a High-Need Wyoming Classroom

*Following completion of UW-T<sup>3</sup> PIP, Fellows complete a one-year Co-Teaching Residency with a T<sup>3</sup> Mentor Teacher in a High-Need Wyoming Classroom. T<sup>3</sup> Fellows are assigned to T3 partner Wyoming School Districts in cohorts of at least three. Fellows are evaluated by both the Mentor Teacher and a University of Wyoming T<sup>3</sup> Regional Coordinator.*

*Fellows receive a tuition scholarship and a cost-of-living stipend during the residency.*

*Fellows successfully completing all the requirements earn a master's degree in Education in the specific field in which they teach.*

### Phase Four:

#### UW T<sup>3</sup> Fellows Mentored as Employed Novice Educators in High-Need Wyoming Schools

*UW T<sup>3</sup> 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 support peer support*

*District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UWE<sup>4</sup> faculty and leaders*

*Fellows who fail to complete the Co-Teaching Residency and Four Years of Service as a Novice Educator in a High-Need Wyoming School must repay the tuition scholarships and all cost-of-living stipends paid to them through UW-T<sup>3</sup>.*