Objectives

- Identify innovative educator preparation practices supported by some evidence predictive 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

Definitions

- **Candidate** – an individual enrolled in a professional educator preparation program
- **Completer** – an individual who has successfully complete a professional educator program
- **Educator Preparation Practices** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- **Innovative Practice** – practice that moves beyond historical practices in educator preparation, positioning the University of Wyoming College of Education as a leading innovator in educator preparation
- **Evidence** – quantitative (numerical) and qualitative data including but not limited to:
  - current educator preparation literature
  - outcomes of P-12 students taught by program completers
  - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
  - candidate perceptions of program effectiveness
  - employer (school district) perceptions of program effectiveness

Initiative-Wide Tasks

1) Executive Director develops and conducts surveys and interviews of Wyoming education stakeholders, seeking perspectives on the University of Wyoming College of Education and its educator preparation programs.

- Compile, analyze, and provide results to Initiative Coordinating Council, College Research Work Group, and Program Research Work Groups.
2) Executive Director coordinates and hosts a series of Town Hall Meetings throughout Wyoming, seeking perspectives on the University of Wyoming College of Education and its educator preparation programs.

- Compile, analyze, and provide results to Initiative Coordinating Council, College Research Work Group, and Program Research Work Groups.

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**College and Program Research Work Groups’ Tasks**

1) Review and analyze relevant current literature on the best practices for preparing professional educators

2) Collect and analyze relevant evidence from innovative educator preparation practice

3) Summarize findings

4) Identify innovations for implementation in Wyoming

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**Required Methods in Support of Research Objectives**

- Employ a mixed methods approach to evaluate quantitative and qualitative data from traditional and alternative educator preparation programs across the United States

- Develop innovative practices predicted to yield the greatest effect size on the Key Performance Indicators identified in the Strategic Plan, including examination of the following program design elements:
  - Candidate Selection
  - Curriculum and Courses
    - Scope
    - Sequence
    - Embedded Integration with Clinical and Field Experiences (including Student Teaching)
    - Aligning to Wyoming Learning Standards
  - Candidate Subject Area/Content Knowledge
    - Program connections to departments and faculty in Mathematics, Science, History, Fine Arts, Modern Languages, and other content areas
  - Candidate Preparation for P-12 Student Assessment and Data Literacy Preparation
  - Preparation in Effective Approaches to the Use of Instructional Technology to Support Instruction and Assessment
  - Candidate Field and Clinical Experiences
  - Mentor Teacher Selectivity
  - Diversity in All Its Forms
    - Race / Ethnicity
    - Language
    - Disability
Subjects

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

Contextual Constraints

- Potential Risk to Research Subjects
  - Release of proprietary information
  - Loss of faculty or candidate confidentiality
  - Loss of national accreditation or program recognition
  - Loss of state approval or recognition

- Potential Risk to TEI
  - Lack of Access to Student Success Data of P-12 Students Taught by College of Education completers for College Continuous Improvement Efforts
  - Lack of Collaboration of Wyoming K-12 School Districts

Dissemination of Results

Research reports will be provided to Trustees Education Initiative entities as follows:
- Research Work Groups
- Coordinating Council
- Cadre of National Experts
- Executive Director
- Governing Board
- Board of Trustees
- College of Education
- Wyoming Superintendent of Public Instruction
- Wyoming State Board of Education
- Wyoming Department of Education
- Wyoming Professional Teaching Standards Board
- Wyoming Governor
• Wyoming General Assembly
• Wyoming School Districts, Teachers, and Education Leaders
• Wyoming Local School Board Members
• Wyoming Community Leaders
• Wyoming Media Representatives
• National Education Conferences
• Peer-Reviewed National Education Research Journals
• National Conference Presentations
• National Media Representatives