University of Wyoming - Trustees Education Initiative

E4 Implementation Framework

September 2018
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     - Milestones
Context and Background
Project roadmap

Phase 1: Sensemaking and gap analysis
Phase 2: Stakeholder and expert engagement
Phase 3: Implementation planning

April
May 5/7 Assessment
Jun
Jul
Aug 8/24 Framework + Stakeholder List
An overview of E⁴

E⁴ is a breakthrough innovation. It’s comprised of four phases bundle into a comprehensive and holistic educator training approach that maps to the entire teacher training journey. The program was designed based on evidence-based practices from leading innovative programs.

- **Exploration**: Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession.

- **Experiential Learning**: Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom.

- **Embedded Practice**: Design and deliver a strong one-year residency program for students to gain hands-on clinical experience to prepare them for the profession.

- **Entry Into Profession**: Create a collaborative community of teachers, supported by an exceptional induction model, that drives satisfaction and retention in the profession.
Readiness of E⁴

The Gap Analysis performed by Entangled Solutions identified varying degrees of support and existing processes/resources in place that must be addressed through targeted implementation tactics.
Rebalancing to hit TEI goals

A balance of innovations will address these gaps, as well as TEI’s two-track Key Performance Indicators (KPIs), which reflect a need and willingness to improve existing programs and reach new “markets.”

Core Innovations Will Improve Existing Programs
- Continuous improvement protocols for field and clinical experiences
- State-of-the-art COE organizational structure, facilities, and technological capabilities

Transformational Innovations Will Reach New “Markets”
- Executed, active clinical partnership agreements with an expanded cadre of Wyoming schools
- Enrollment of Wyoming residents at UWCOE
- Employment of UW graduates in Wyoming schools
Leveraging the E⁴ capabilities link

The key to successful implementation will also depend on the initiative’s ability to access key, unique resources and capabilities made available through thoughtful integration with the university.

1. Supporters who are willing to help and be involved
2. Unique capabilities and skill sets needed for implementation
3. Early momentum and insights from other TEI initiatives
4. Best practices from non-COE teacher prep programs at UW
5. Access to financial resources and capabilities
E^4 Aspirations
Produce the nation’s highest quality teachers
Why is teacher quality our North Star?

What Wyoming wants
Results from the state town hall meetings and surveys demonstrate that teacher quality is a top priority for stakeholders around Wyoming.

Is the number one predictor of student outcomes
Research shows that teachers matter more to student achievement than any other aspect of schooling and this impact sustains even when a teacher changes schools.

Increases career longevity for the teacher
Research shows that high-quality teacher preparation is a strong predictor of teacher retention.
Producing the nation’s highest quality teachers means...

- UW has rapid growth in enrollment as compared to other undergraduate educator prep programs.
- UW students perceive course content and experiences as relevant, rigorous, and engaging.
- UW has the highest program completion rate of all undergraduate educator prep programs in the nation.
- Employers across WY report they are extremely satisfied with UW graduates.
- UW graduates are highly likely to recommend teaching as a profession.

Continue to exceed Daniels Fund fundraising match commitment

- UW secures an additional $15m from legislature and major national funders interested in growing and expanding the E4 model.
- At least three regional funders match the Daniels fund investment to adopt the E4 model in their respective states.
- E4 achieves enthusiastic support from program alumni interested in continuing involvement.
- Retention in the profession is significantly increased after 3 years of teaching in WY schools.
The problem is...

“There has been no coordinated effort to provide [educator preparation] programs with valid, reliable, timely, and comparable data about the effectiveness of the teachers and school leaders they prepare.

Deans For Impact (DFI)

Less than a third of all DFI schools have access to other forms of data on the performance of their graduates, such as information from classroom observations.

Only 6 out of 23 programs have access to student achievement data connected to the teachers these programs prepared.
The foundation for transformational change

1. Reach consensus on standards of a quality educator preparation program and deploy measurement systems
2. Pilot E^4 phases and measurement systems, adapt, and refine
3. Demonstrate efficacy of E^4 on improving the quality of teachers
Objective for the next three years

1. Reach consensus on standards of quality and deploy measurement systems
2. Pilot phases and measurement systems, adapt, and refine
3. Demonstrate efficacy of E^4 on improving the quality of teachers
The E⁴ Team
Effective use of capabilities link

Current staffing allocation is an effective use of capabilities link, incorporating “insourced” and “outsourced” resources.

Leverage existing university professional expertise by upgrading current staff responsibilities to include the necessary TEI functions

Improve existing programs

Reach new markets

Core group of existing staff and/or new staff to bridge TEI, E⁴, and UW activities

- Implementation Team
- Executive Director/Dean of College of Education
- Managing Director
- E⁴ Director
- PR/Marketing

External advisory board and experts to help E⁴ build new relationships and reach new audiences

- External advisory board
- Wyoming School-University Partnership (WSUP)
- Non College of Education Deans
- State legislature
**E⁴ organizational structure**

- **Board of Trustees**
- **TEI Governing Board (including President)**
  - **Provost**
  - **TEI Executive Director**
  - **TEI Managing Director**
- **Implementation Team**
- **External Advisory Network [outsourced]**
  - **PR/Marketing**
  - **Operations and Admin [insourced]**
  - **E⁴ Director**
  - **Pilot Teams [insourced]**

**Legend**
- **New Teams**
- **Flexible resources**
The TEI implementation team is responsible for collaborating to move TEI, including the E⁴ implementation, forward. It is an intentionally lean team that is comprised of both TEI leadership and individuals leading TEI innovations.

**EXAMPLE - Team members to be confirmed**

- **Ray Reutzel**
  Executive Director

- **Leslie Rush**
  Associate Dean

- **Kate Miller**
  Co-chair

- **Tricia Johnson**
  WYECON

- **Paula Lutz**
  Dean

- **Kate Muir Welsh**
  WYCOLA

- **TBD**
  Managing Director

- **TBD**
  E⁴ Director

- **David Bostrom**
  Fundraising
Targeted TEI innovation pilot teams

E4 will benefit from the strengths and expertise that currently exist at UW. Pilot teams of UW faculty and staff dedicated to individual components of the implementation should be formed to advance this work. Pilot team members will be heavily supported by additional resources, like instructional designers, and recognized for their leadership.

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Experiential Learning</th>
<th>Embedded Practice</th>
<th>Entry into Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Alumni Champions</td>
<td>TEI Design Fellows</td>
<td>Residency Design Team</td>
<td>PD Support Team</td>
</tr>
<tr>
<td>Inspire students by sharing personal experiences demonstrating their passion for the profession</td>
<td>Pioneer the development of competency-aligned curriculum at UW</td>
<td>Advance the development of a strong one-year residency model with mentor support</td>
<td>Support development and scaling of mentor programs beginning with WYCOLA</td>
</tr>
<tr>
<td>Engage districts and school leadership, travel to and speak at events</td>
<td>Guide content review and module creation to align with evidence-based pedagogical approaches</td>
<td>Design the program to offer differentiated instruction, personalized to the needs and interests of students, and robust resources/training for mentors</td>
<td>Develop approaches for expanding WYCOLA into additional professional development contexts</td>
</tr>
</tbody>
</table>
### External advisory network

Influential leaders in education have expressed their interest and availability to help advise TEI throughout E^4 implementation. Their overlapping support in aligning the initiative with district and state priorities, expanding access throughout Wyoming, and strengthening partnerships with influential stakeholders will be vital to success.

<table>
<thead>
<tr>
<th>National Thought Leaders and Experts</th>
<th>State-Level Leaders</th>
<th>District-Level Leaders and Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education policy and best-in class clinical co-teaching practice models</td>
<td>Alignment with state needs across all districts</td>
<td>Boots on the ground (professional development and teacher evaluation and instructional frameworks)</td>
</tr>
<tr>
<td>Advisor and subject matter expert on evidence-based practices in each phase</td>
<td>Encourage district participation in all 4 phases, create strong school onboarding model, and align programs to district goals. Leverage the Wyoming School-University Partnership to form district relationships</td>
<td>Pilot involvement and continuous source of feedback</td>
</tr>
</tbody>
</table>

#### Expertise

- Tom Lasley
  - CEO, Learn to Earn Dayton, Dayton Foundation

- David Nicholas
  - President, Wyoming School-University Partnership

- Jay Harnack
  - District Superintendent, Sublette County District 1

#### Role

- **Tom Lasley**
  - Advisor and subject matter expert on evidence-based practices in each phase

- **David Nicholas**
  - Encourage district participation in all 4 phases, create strong school onboarding model, and align programs to district goals. Leverage the Wyoming School-University Partnership to form district relationships

- **Jay Harnack**
  - Pilot involvement and continuous source of feedback
Core Components of Implementation
## Implementation Framework

We are optimizing for a rigorous process, but flexible approach. In other words, innovating at this level requires a deep level of collaboration with and ownership of key decision makers, achievement of critical milestones, and analysis of metrics on a regular basis. The Implementation Framework details each phase of E^4 using these six components.

<table>
<thead>
<tr>
<th>WHAT AND WHY</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles</td>
<td>Example Milestones</td>
</tr>
<tr>
<td>What each phase is aiming for and why</td>
<td>Key events within next three years</td>
</tr>
<tr>
<td>Goals</td>
<td>Approach</td>
</tr>
<tr>
<td>What each phase will achieve</td>
<td>Decisions of development and scale</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Example Activities</td>
</tr>
<tr>
<td>How goal achievement will be measured</td>
<td>Actions to take to meet milestones</td>
</tr>
</tbody>
</table>

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*Entangled.solutions*
Principles

**Exploration**
Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession.

**Experiential Learning**
Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom.

**Embedded Practice**
Design and deliver a strong one-year residency program for students to gain hands-on clinical experience to prepare them for the profession.

**Entry into the Profession**
Create a collaborative community of teachers, supported by an exceptional induction model, that drives satisfaction and retention in the profession.
## Goals

### Exploration

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>QUALITY</th>
<th>MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attract high-quality candidates through multiple onramps</td>
<td>Provide engaging, hands-on experiences</td>
<td>Deepen understanding of what experiences are effective</td>
</tr>
</tbody>
</table>

### Experiential Learning

- Include accessible course content with competency-based modules or courses
- Prepare students with deep pedagogical & content knowledge
- Understand how each approach and pedagogy impact student outcomes

### Embedded Practice

- Offer collaborative co-teaching model for every classroom
- Ensure a strong fit between the candidate, school, and mentor
- Continually improve support approaches to increase access

### Entry into the Profession

- Develop collaborative induction model
- Encourage Wyoming school districts to co-invest in growth of graduates
- Understand which induction and professional development models work
Evaluation system aligned with Deans for Impact
Common Indicators

**Longitudinal student and graduate survey (pre-enrollment to alumni)**

**Dispositions**
- Self reflection
- Growth mindset
- Teaching self-efficacy
- Grit

**Aptitude**
- Preparedness in core areas
- Program strengths/weaknesses
- Employment and retention

**Faculty and mentor observation survey**
- Delivering instruction
- Classroom environment
- Designing instruction

**Admissions and course data (LMS)**
- # students applying
- # students admitted
- High school and college GPA after years 1 and 2
- Course grades

**Employer feedback survey**
- Relative effectiveness of programs/graduates
- Program/graduate strengths/weaknesses
- Hiring preferences

**District and stakeholder tracking (CRM)**
- Number/type of districts interacting with UW
- Frequency/type of interactions with districts and school leadership

**Comprehensive understanding of outcomes and progress towards goals**
Approach: a methodology for ensuring success

To ensure success, we recommend an iterative approach that optimizes for continuous feedback and effective use of resources.
Approach: what does pilot-and-scale look like?

Build

Develop a clear path forward by...
- Establishing Implementation Team and pilot teams
- Establishing measurement system
- Deciding on metrics, cohort size, and requirements for staff time
- Designing the relevant components and accompanying pilot plan

Pilot

Determine readiness for scale based on...
- Opt-in interest among districts, students, faculty (buy-in)
- Pilot progress and revisions required
- Available resources

Measure, refine, scale, sustain

Decide how to scale by determining...
- Goals for scale
- Which program to scale and over what time period
- Investment required based on pilot to sustain success
- Effective approaches based on pilot progress

Communicate pilot progress
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2019</strong></td>
<td><strong>Fall 2019</strong></td>
<td><strong>Spring 2020</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E1</strong></td>
<td></td>
</tr>
<tr>
<td>Form pilot team + begin pilot</td>
<td>Sign 5 district MOUs</td>
<td>Measure baseline satisfaction</td>
</tr>
<tr>
<td><strong>E2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood &amp; Secondary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Explorer Onramp</td>
<td>Form pilot team, determine development approach</td>
<td>Stakeholder working sessions for design</td>
</tr>
<tr>
<td>Career Seeker Onramp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary &amp; Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic education</td>
<td>Form pilot team</td>
<td>Determine, resources, staff, infrastructure, first annual Fall residency luncheon</td>
</tr>
<tr>
<td>Residency Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WYCOLA elementary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special and secondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expand pilot team</td>
<td>Assess pilot progress</td>
<td></td>
</tr>
</tbody>
</table>
Activities

Each type of goal requires different activities. We will detail a set of activities that correspond with types of goals for each phase of E^4.

**Significant Activities**

Activities which indicate the development, launch, and/or scale of pilot programs sequentially across program areas.

**Access**
- Accessible Programs
- Community + Network Building
- Marketing + Outreach
- Events

**Quality**
- Ideation
- Design + Build
- Iteration

**Measurement**
- Metrics
- Continuous Feedback + Improvement
Implementation Framework
Exploration
Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession.
## Goals

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Principle</th>
<th>Goals</th>
<th>Evaluation</th>
<th>Approach</th>
<th>Activities</th>
<th>Milestones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase pipeline of students in program through accessible onramps</strong></td>
<td>Students recruited are likely to recommend UW and teaching as a profession</td>
<td><strong>Attract high-quality candidates</strong> to UW and UW educator preparation programs through multiple onramps</td>
<td>Students and parents are highly satisfied with pre-enrollment programs</td>
<td><strong>Deepen understanding</strong> of what exploration activities are most effective for recruiting and retaining talent from each applicant pool</td>
<td>Secure funding for longitudinal study to assess onramp and exploration activity efficacy</td>
<td>Use longitudinal study to inform E1 exploration activity revisions beginning in 2021</td>
</tr>
<tr>
<td>Increase pipeline of students in program through accessible onramps</td>
<td>Students accepted to UW meet high academic standards</td>
<td>Provide students with highly engaging, hands-on experiences that give them exposure and experience in the profession</td>
<td>All students participate in classroom exploration activities before enrolling</td>
<td><strong>Activities</strong></td>
<td><strong>Milestones</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Evaluation

| Attract high-quality candidates to UW and UW educator preparation programs through multiple onramps |
| Longitudinal student/alumni survey |
| Admissions + course data |
| How did you learn of teaching + UW? |
| When did you decide to enroll? |
| What factors led you to enroll? |
| Longitudinal student survey |
| What teaching experiences have you been exposed to before enrolling? |
| What are the most/least rewarding pre-enrollment experiences? |
| How satisfied are you with experiences? |
| What have you learned about the profession? |
| Likely to recommend teaching/UW |
| Deepen understanding of what onramp experiences are most effective for recruiting and retaining talent |
| Longitudinal student/alumni survey |
| Longitudinal student survey |
| Admissions + course data |
| District tracking |
| What program experiences have been most/least rewarding? |
| % still in profession (as alumni) |
| Satisfaction with teaching |
| % of students enrolling and graduating from each onramp path |
| Which onramps led to which district and program decision? |

*Aligned with Deans for Impact Common Indicators Set*
# Approach to design

Encourage interest in the profession through meaningful experiences that resonate. Provide multiple onramps via the “Early Exposure” and “Career Seeker” onramps to increase access and opportunities to be exposed to the teaching profession.

<table>
<thead>
<tr>
<th>MEET Shu, Early Explorer</th>
<th>MEET Cary, Career Seeker</th>
</tr>
</thead>
<tbody>
<tr>
<td>A couple of my friends signed up for extracurricular programs and I’m interested in trying one. Plus, it seems like I can travel to cool conferences.</td>
<td>I came to UW with no idea of what I wanted to do but my advisor helped me narrow it down to 3 programs that could fit my interests.</td>
</tr>
</tbody>
</table>

## ONRAMP

### GOALS

High school students gain initial understanding of and ability to explore interest in teaching through early exposure programs like Educators Rising.

### EXPERIENCES

- Attaining course credit transferable to UW through microcredentials
- On campus visits
- Educators Rising conferences
- Sample experiences teaching at community centers and other settings

### First year UW students, transfers from community colleges or other universities, transfers from another UW program, or career changers decide to explore teaching as a potential career path through exposure to hands-on experiences.

- Shadowing teachers in the profession
- Classroom observations and rotations through different levels and class contexts
- Teaching simulations
Approach to scale

Year 1
- Set goals and metrics for Early Explorer onramp

Year 2
- Refine, scale, sustain
- Expand Early Explorer
- Build pilot Career Seeker onramp

Year 3
- Pilot Career Seeker onramp

Goals
- Exploration
- Principle
- Evaluation
- Approach
- Activities
- Milestones
## Activities

### Year 1
**Pilot Early Explorer onramp**
- Launch ER pilot; begin Career Seeker onramp build with pilot group Fall 2019
- Develop approach for additional onramps
- Begin building relationships with community colleges
- Develop fundraising strategy

**Build Career Seeker onramp**

### Year 2
**Pilot Career Seeker onramp**
- Continue to expand onramp access for Career Seeker with outreach to districts and community colleges
- Expand Educators Rising reach, signing additional MOUs with districts

**Track progress of both onramps**

### Year 3
**Leverage momentum to expand pilots**
- Expand pilots for both onramps, learning from successes
- Host first state conference to increase awareness and educate

<table>
<thead>
<tr>
<th>Significant Activities</th>
<th>Access</th>
<th>Quality</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pilot Early Explorer onramp</strong></td>
<td>Exec Director + Managing Director</td>
<td>E4 Director + Marketing support</td>
<td>E4 Director + Data analyst support</td>
</tr>
<tr>
<td><strong>Build Career Seeker onramp</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Milestones

**Exploration**
- Exploration

**Principle**
- Principle

**Goals**
- Goals

**Evaluation**
- Evaluation

**Approach**
- Approach

**Activities**
- Activities

**Milestones**
- Milestones
Milestones

**Significant Activities**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot Early Explorer onramp</td>
<td>Pilot Career Seeker onramp</td>
<td>Leverage momentum to expand pilots</td>
</tr>
<tr>
<td>Build Career Seekers onramp</td>
<td>Track progress of both onramps</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>Launch Exploration Pilot Team</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>Sign 5 MOUs with districts</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>Launch Exploration pilot</td>
</tr>
<tr>
<td>Spring 2020</td>
<td>Gather baseline levels of engagement and satisfaction from students, schools, and districts</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Decide whether to scale or sunset approach based on satisfaction score</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>20 students enrolling in UW from each onramp</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Identify which onramp produced higher satisfaction and higher quality candidates (based on foundational course grades) and determine investment accordingly</td>
</tr>
</tbody>
</table>
Experiential Learning
Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom.
Goals

Provide **accessible course content** in the form of digital and blended competency-based learning modules.

Course content covers all professional core competencies.

Pilot educator preparation programs that are accessible remotely across Wyoming.

Prepare students to effectively teach in the classroom with the deep **pedagogical and content knowledge** aligned to WY schools.

Students complete course work with strong subject and content knowledge.

Students feel confident in their ability to apply knowledge effectively in the classroom.

Students complete course work with ability to apply pedagogical approaches.

Employers report high satisfaction with students' level of preparation.

Prepare students to effectively teach in the classroom with the deep **pedagogical and content knowledge** aligned to WY schools.

Students complete course work with strong subject and content knowledge.

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Evaluate Goals

Principle

Employers report high satisfaction with students' level of preparation.

Students complete course work with strong subject and content knowledge.

Students feel confident in their ability to apply knowledge effectively in the classroom.

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Approach

Deepen understanding of how approach and pedagogy impact student outcomes.

Develop a feedback loop to continually revise and improve upon courses.

Measure impact of course revisions on student knowledge gain.

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Approach
# Evaluation

<table>
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<tr>
<th>Longitudinal student/alumni survey</th>
<th>Faculty and mentor observation survey</th>
<th>Admissions and course data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did course modules meet or exceed expectations?</td>
<td>Confidence in ability to effectively begin residency</td>
<td>Student grades in each course</td>
</tr>
<tr>
<td>Perceptions of course quality</td>
<td>Did the student have the content and pedagogical knowledge required to teach effectively?</td>
<td>Average course grades tracked for each class over time</td>
</tr>
<tr>
<td>Faculty and mentor observation survey</td>
<td>Employer feedback survey</td>
<td>Admissions and course data</td>
</tr>
<tr>
<td>Progress made on module development against objectives</td>
<td>Did the student have the content and pedagogical knowledge required to teach effectively?</td>
<td>Did the student have the content and pedagogical knowledge required to teach effectively?</td>
</tr>
<tr>
<td>Perceived quality of courses</td>
<td>Employer feedback survey</td>
<td>Admissions and course data</td>
</tr>
</tbody>
</table>

Provide **accessible, quality course content** in the form of digital and blended competency-based learning modules.

Prepare students to effectively teach in the classroom with the deep **pedagogical and content knowledge** aligned to WY schools.

Deepen understanding of how approach and pedagogy impact student outcomes.

Aligned with Deans for Impact Common Indicators Set
## Approach to Design

### Currently Proposed

1. **Create online courses**
2. **Breakdown course curriculum into competencies**
3. **Develop competency-based online modules**

### Build

- **Breakdown curriculum into competencies**
- **Bring them online into competency-based modules**

### Buy

- **Explore off-the-shelf options**
- **Invest in off-the-shelf competency-based modules**

### Benefits

- Special ed. and elementary ed. programs have started this approach
- Time to get buy-in from secondary and early childhood education around competency-based

### Drawbacks

- Expensive initial tech development and investment

- **Less costly initial investment, ability to test curriculum before investing in technology**
- Rapid ramp-up
- Proven results
- Ability to partner with an equally ambitious university

- **More restricted access statewide to courses initially**
- **Lack of customization**
Approach to scale

**Year 1**
- Develop approach to program development
- Define approach and measurement system
- Build

**Year 2**
- Pilot Elementary and Special Education
- Refine processes for building

**Year 3**
- Expand Elementary + Special Ed
- Refine, scale, sustain
- Build
- Pilot Early Childhood and Secondary Education

Experiential Learning

<table>
<thead>
<tr>
<th>Principle</th>
<th>Goals</th>
<th>Evaluation</th>
<th>Approach</th>
<th>Activities</th>
<th>Milestones</th>
</tr>
</thead>
</table>

Activities and Milestones:
- Year 1: Develop approach to program development
- Year 2: Pilot Elementary and Special Education
- Year 3: Expand Elementary + Special Ed
- Refine, scale, sustain

Approach to scale

Experiential Learning
## Activities

<table>
<thead>
<tr>
<th>Significant Activities</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build elementary and special education program content</td>
<td>Pilot elementary and special education</td>
<td>Build early childhood and secondary ed pilots</td>
<td>Pilot early childhood and secondary ed</td>
</tr>
<tr>
<td><strong>Access</strong></td>
<td><strong>Leverage momentum to expand pilots</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exec Director + Managing Director</td>
<td>Build elementary and special education program content</td>
<td>Pilot early childhood and secondary ed pilots</td>
<td>Leverage momentum to expand pilots</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td><strong>Experiential Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E(^4) Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E(^4) Director + Data analyst support</td>
<td></td>
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</tr>
</tbody>
</table>

### Year 1
- Form Pilot Team to lead development of content
- Build awareness and enthusiasm among faculty and deans; identify champions to engage in program design

### Year 2
- Ensure accessibility of pilots remotely and in-person
- Build secondary ed pilots considering additional subject matter knowledge required
- Use stakeholder working sessions to inform content development approach to new pilots and revisions needed

### Year 3
- Launch secondary education pilot and revise based on content and pedagogy needs
- Scale with feedback on program quality, rigor, and student success
- Track student performance data given course revisions
### Milestones

#### Year 1
- **Significant Activities**: Build elementary and special education program content

#### Year 2
- **Significant Activities**: Pilot elementary and special education, Build early childhood and secondary ed pilots

#### Year 3
- **Significant Activities**: Pilot early childhood and secondary ed, Leverage momentum to expand pilots

#### Experiential Learning
- **Fall 2018**: Establish TEI Design Fellows and Implementation Team
- **Spring 2019**: Determine sequential approach to developing competency-based and online content
- **Fall 2019**: Launch initial pilot
- **Spring 2020**: Pilot online course development in series of two-week working sessions
- **Fall 2020**: Launch second pilot set of competency based modules
- **Spring 2021**: Establish baseline satisfaction with course modules
- **Fall 2021**: First pilot cohort begins residency; determine course content level of preparation and readiness based on employer feedback
Embedded Practice
Design and deliver a strong one-year residency program for students to gain hands-on clinical experience to prepare them for the profession.
**Goals**

**Provide students with a collaborative year-long co-teaching, planning, and assessing model for residency in every classroom**

- Expand relationships with districts and mentors across Wyoming
- Provide students with options to experience diverse class contexts and teaching settings

**Work with schools and districts to create a matching process that ensures strong fit between the candidate, school, and mentor**

- Positive match between student and mentor interests and personality
- Students and mentor teachers believe the residency is adding significant value

**Continually improve supervision and support approaches to leverage technology and increase access**

- Continually re-evaluate approaches to improve matches
- Establish workforce model to support year-long residency
- Evaluate student performance and mentor satisfaction to ensure success
# Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Principle</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Longitudinal student/alumni survey</td>
<td>Provide students with a collaborative year-long co-teaching, planning, and assessing model for residency in every classroom</td>
<td>Work with schools and districts to create a matching process that ensures strong fit between the candidate, school, and mentor</td>
<td>Continually improve supervision and support approaches to leverage technology and increase access</td>
<td></td>
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</tr>
<tr>
<td>Employer feedback survey</td>
<td>Was the student fully engaged in running the classroom during residency?</td>
<td></td>
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</tr>
<tr>
<td>Admissions and course data</td>
<td>Track student performance (GPA, competency)</td>
<td></td>
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</tr>
<tr>
<td>Longitudinal student/alumni survey</td>
<td>Ability to explore different teaching contexts and class levels to understand their interest areas</td>
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</tr>
<tr>
<td>District and stakeholder tracking</td>
<td>Number of districts participating</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Openings for student teaching residents in different settings</td>
<td></td>
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</tr>
</tbody>
</table>

Aligned with Deans for Impact Common Indicators Set
## Approach to design

Offer a co-teaching model for every classroom, while remaining accessible and cost-effective.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Co-Teaching</th>
<th>Drawbacks</th>
<th>“Workforce”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive individual help in a timely manner and easier to keep students on task</td>
<td>Student teachers as mentors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting teacher can observe behavior not seen by the teacher directing the lesson and can continue to model good teaching practices</td>
<td>Cost-effectiveness: student teachers paid with ½ teacher’s salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need to identify funding for student teaching</td>
<td>Requires strong mentor training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not always beneficial for students in the classroom</td>
<td>May not be effective for every student teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inconsistent experience for student teachers depending on the teacher they are paired with</td>
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</tr>
</tbody>
</table>
Approach to scale

Year 1
- Design and prepare for residency pilot
- Define approach and measurement system
- Build

Year 2
- Pilot one year residency

Year 3
- Refine and expand residency
- Refine, scale, sustain

Approach to scale
Activities

<table>
<thead>
<tr>
<th>Significant Activities</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and build residency program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Recruit districts across Wyoming</td>
<td></td>
<td>- Pilot program and determine objectives for scaling</td>
<td>- First cohort transitions to full time role; assess preparedness</td>
</tr>
<tr>
<td>- Recruit mentor teachers to participate</td>
<td></td>
<td>- Regularly consult with participating districts for continual feedback</td>
<td>- Onboard new districts</td>
</tr>
<tr>
<td>- Design co-teaching residency model</td>
<td></td>
<td>- Expand district outreach, communicating pilot progress</td>
<td>- Conduct pilot team working sessions with districts to determine how to strengthen program</td>
</tr>
<tr>
<td>- Design professional development training for mentors</td>
<td></td>
<td>- Monitor progress throughout residency</td>
<td>- Make revisions needed to achieve success at scale</td>
</tr>
</tbody>
</table>

**Access**
Managing Director + E^4 Director
- Recruit districts across Wyoming
- Recruit mentor teachers to participate
- Design co-teaching residency model
- Design professional development training for mentors

**Quality**
Managing Director + E^4 Director
- Design matching process between candidates and mentors
- Determine need for a facilitator to support mentor-student matching
- Monitor progress throughout residency
- Develop tools to streamline mentor matching process and support relationship development

**Measurement**
E^4 Director + Data analyst support
- Build infrastructure/measurement approach to support matching process and evaluation
- Build infrastructure to track district engagement
- Track district involvement and interest in hosting students
- Collect qualitative feedback to understand program strengths and weaknesses
- Refine approach to matching, to create stronger matches and streamline processes
- Determine additional technology needs for scale
Milestones

Significant Activities

**Year 1**
- Design and build residency program
  - Fall 2018: Residency Design and Implementation Team begins pilot design
  - Spring 2019: Annual Fall residency luncheon
    - All mentor and student feedback surveys and support materials developed; baseline survey deployed
  - Fall 2019: Launch residency pilot
  - Spring 2020: Pilot residency with 30 students and 3 districts

**Year 2**
- Pilot residency program
  - Fall 2020: Annual Fall residency luncheon

**Year 3**
- Expand residency pilot to additional districts
  - Spring 2021: Expand pilot to 8 total districts
  - Fall 2021: Annual Fall residency luncheon
Entry into Profession
Create a collaborative community of teachers, supported by an exceptional induction model, that drives satisfaction and retention in the profession.
## Goals

<table>
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<tr>
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<th>Milestones</th>
</tr>
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<tbody>
<tr>
<td>Develop a <strong>collaborative</strong> professional development model between UW and schools</td>
<td>Encourage Wyoming school districts to <strong>co-invest in growth</strong> of graduates</td>
<td>Evaluate student retention and satisfaction through regular feedback</td>
<td>Provide each graduate with an encouraging and supportive mentor</td>
<td>Understand what professional development models work in which contexts to continually improve</td>
<td>Distincts are satisfied with performance of new graduates</td>
</tr>
<tr>
<td>Share pilot progress and plans to ensure alignment between district and UW</td>
<td>Distincts continually request TEI grads annually</td>
<td>Distincts are satisfied with performance of new graduates</td>
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<tr>
<td>Design an induction and mentor training program that aligns to UW and district needs</td>
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</tbody>
</table>
## Evaluation

### Develop a collaborative professional development model between UW and schools

- **Encourage Wyoming school districts to co-invest in growth of graduates**
- **Understand** what professional development models work in which contexts to continually improve

### Employer feedback survey

- What expectations do you have of UW students?
- What skill sets are lacking in your district that are needed by UW students?
- How can UW ensure that this experience adds as much value as possible?

### Longitudinal student/alumni survey

- **Confidence in ability to effectively begin full time teaching role**
- **How satisfied are you with the performance of your UW teachers?**
- **Number of openings at partner schools for new UW graduates**

### District and stakeholder tracking

- Satisfaction with residency
- Likelihood to recommend teaching and UW program
- Future goals to continue in teaching profession

*Aligned with Deans for Impact Common Indicators Set*
Approach to design

Two approaches that can ensure the success of creating a collaborative professional support system with districts.

1. **Collaborate with districts to deepen postgraduate student support and induction**
   - **High student support provided by TEI**
     - Establish UW support network, peer-peer network, and alumni-student support
   - **Transition support to the district over time**
     - Doing this effectively relies on:
       - strong community network
       - active collaboration with districts
       - alignment on goals, needs, and evaluation frameworks

2. **Develop insights on instructional and business model based on WYCOLA pilots**
   - **Understand effective approaches**
     - Learn from WYCOLA pilots what instructional approaches to professional development are most effective
   - **Expand what works and scale cost-effectively**
     - Refine instructional approaches and adapt approach to scale to increase cost-effectiveness
Approach to scale

Year 1
- Define approach and measurement system
- Build Pilot WYCOLA
- Refine goals and metrics

Year 2
- Expand WYCOLA
- Refine goals and metrics

Year 3
- Pilot special and secondary education
- Build
## Activities

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<tr>
<td><strong>Pilot WYCOLA</strong>&lt;br&gt;Build additional induction / PD</td>
<td><strong>Pilot special ed and secondary induction / PD programs</strong></td>
<td><strong>Expand WYCOLA and other pilots</strong></td>
</tr>
<tr>
<td>- Launch WYCOLA year one elementary education pilot</td>
<td>- Expand district outreach, communicating the value of UW graduates and collaborative relationship to do so</td>
<td>- Continue to expand district network and mentor support</td>
</tr>
<tr>
<td>- Work with districts to build additional induction pilots</td>
<td>- Build marketing materials to support outreach and communications</td>
<td>- Build on momentum and positive rapport with districts to grow relationships</td>
</tr>
<tr>
<td>- Determine approach to outreach to expand network across Wyoming</td>
<td>- Launch additional pilot programs</td>
<td></td>
</tr>
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</table>

### Access
Managing Director + E^4 Director
- Build plan to transition new teacher support from UW to district over time
- Create opportunities for recent graduates to engage with UW staff, faculty, and current students
- Develop strong mentor support

### Quality
Managing Director + E^4 Director
- Monitor progress of WYCOLA; use ongoing progress to inform additional induction / PD design
- Develop feedback mechanisms to learn how best to collaborate with districts

### Measurement
E^4 Director + Data analyst support
- Launch baseline employer survey for new pilots and track progress over time
- Inform changes needed using existing data from WYCOLA pilot

### Milestones
**Entry Into Profession**
- 62

**Significant Activities**
- **Access**
  - Managing Director + E^4 Director
- **Quality**
  - Managing Director + E^4 Director
- **Measurement**
  - E^4 Director + Data analyst support
## Milestones

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### Activities
- **Fall 2018**: Launch WYCOLA elementary ed pilot
- **Spring 2019**: Determine program design team
- **Fall 2019**: Launch induction model for other programs with 30 students
- **Spring 2020**: Establish baseline employer satisfaction with UW graduates
- **Fall 2020**: Host statewide induction into the profession conference
- **Spring 2021**: Measure employer satisfaction following pilot
- **Fall 2021**:
Appendix
Approach to design: competency based education (1)

**Traditional Education**
- Learning happens inside a traditional classroom, little to no accommodation of student interests or learning styles.
- Students are expected to master grade level college and career ready standards.
- Students advance at educator’s pace regardless of mastery or needing additional time. Additional time is usually only provided for students identified for special education.

**Competency-Based**
- Students have a range of learning experiences at school, online, and in the community. Diverse partners create individual learning pathways to accommodate student interests and learning styles.
- Students are expected to master competencies aligned to college and career ready standards with clear, transferable learning objectives.
- Students advance upon mastery of learning targets, not as a result of time-based requirements. Students receive customized supports both in-school and out-of-school to ensure they stay on track.

Source: Knowledgeworks
## Approach to design: competency based education (2)

<table>
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</table>

### Traditional Education

- **Instruction**: Every classroom has one teacher who designs and delivers an instructional program with very little differentiation. Direct whole-group instruction is usually the norm, with differentiation happening only for students identified for special education.

- **Assessment System**: Assessments at set times to evaluate and classify students. One opportunity to take the summative assessment at the end of the year.

- **Grading Policies**: Grades are norm-referenced, reflect course standards, are typically based on weighted quarters and a final exam.

### Competency-Based

- **Instruction**: Educators work collaboratively with community partners and students to develop flexible learning environments, grouping strategies and extended opportunities to support a unique learning plan for every student.

- **Assessment System**: A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Summative assessments show mastery; taken when ready and multiple chances to demonstrate mastery.

- **Grading Policies**: Scores reflect the level of mastery within a learning target. Course credit is earned when students master identified learning targets.

*Source: Knowledgeworks*