University of Wyoming - Trustees Education Initiative

E^4 Sensemaking and Gap Analysis

May 7, 2018
Agenda

Objectives 3:00 - 3:10
Project Roadmap 3:10 - 3:20
TEI Context 3:20 - 3:40
E^4 Assessment and Gap Analysis 3:40 - 4:15
Implementation Principles 4:15 - 4:30
Discussion Objectives

1. Align on the motivations behind and history of TEI

2. Explore the strengths, gaps, and opportunities of $E^4$ in context of lessons learned so far

3. Use $E^4$ gap analysis to guide the development of the implementation plan

4. Gather feedback to refine and iterate on assessment
Project Roadmap
Project roadmap

Phase 1: Sensemaking and gap analysis

Phase 2: Stakeholder and expert engagement

Phase 3: Implementation planning

April

May 5/7 Assessment

Jun 6/15 Stakeholder List

Jul

Aug 8/14 Playbook

Phase 1: Sensemaking and gap analysis

Phase 2: Stakeholder and expert engagement

Phase 3: Implementation planning
Phase 1 objectives

Conduct a complete assessment and analysis of:

- Key successes and failures as they relate to $E^4$
- $E^4$ strengths and weaknesses, critical relationships, and potential roadblocks
- Willingness to change of stakeholders needed for $E^4$
- Key resources and expertise areas required for successful planning and execution of the $E^4$
Over the past five weeks, Entangled Solutions has conducted extensive research and analysis to gain insight into TEI and E⁴.

- Project Kickoff and Two-Day Campus Visit
- Governing Board Input Gathering and Alignment
- TEI Documentation and Progress Analysis
- Literature Review of Evidence-Based Practices and Programs
- In-Depth Stakeholder Interviews
Stakeholders interviewed

Entangled Solutions has conducted 39 interviews with stakeholders at the University of Wyoming and across the state, as well as leaders in educator preparation nationwide.

- TEI Governing Board*
- UW Leadership
- UW Faculty
- Wyoming Public Schools Leadership
- External Experts

*5 of the 9 board members interviewed also counted towards other groups, Progress Dashboard
02

TEI Context
In order to properly plan for our future, we must first understand our past. Analyzing and appreciating the history of TEI, and the context in which it now sits, is critical to ensuring $E^4$ success.
History of TEI

Jan 2015 - Jan 2016
College of Ed SWOT analysis

Nov 2014
The UW Board of Trustees creates TEI

Dec 2015
TEI awarded $4.5M grant from Daniels Fund

Mar 2016
Inaugural Meeting of TEI Governing Board

Dec 2016
Initial draft of TEI Strategic Plan Approved by Governing Board

Feb 2017
TEI hosts town halls around the State and gathers input through stakeholder surveys

Jun 2017
TEI shifts away from research group process

May 2017
Three new research work groups underway (Early Childhood, Counselor, Educator Professional Growth)

Jul 2017 - Feb 2018
Proposal review period
6 proposals accepted
6 proposals returned

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Board of Trustees approved UW-E4 initiative proposal

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In the early phases of planning, TEI gathered feedback from both internal stakeholders (e.g. College of Education faculty and staff) and external stakeholders (e.g. district leaders and teachers). Stakeholders identified priority concerns that UW teacher preparation programs needed to address immediately.

The root causes to these concerns stem from the quality of and accessibility to UW educator preparation programs.
### TEI goals informed by internal stakeholders

Initial strategic plan was informed by College of Education (COE) SWOT analysis.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program affordability</td>
<td>Hesitancy to move programs online</td>
<td>Align candidate preparation to current K-12 needs</td>
<td>No measures/predictors of educator quality beyond standardized test scores</td>
</tr>
<tr>
<td>Instructional practices tied to SPA and CAEP standards</td>
<td>Lack of competency-based skill demonstrations</td>
<td>Adopt best practices with empirical evidence base and from other programs, including leveraging suitable technology</td>
<td>Absence of data on graduates’ employment and professional outcomes</td>
</tr>
<tr>
<td>Supervised student teaching and mentorship component</td>
<td>Absence of guidelines, expectations, and incentives for supervising teachers</td>
<td>Increase opportunities for clinical training, practicum, and year-long internship</td>
<td>Competition from out-of-state and online programs</td>
</tr>
<tr>
<td>Preparation to teach Wyoming Next Generation Science Standards</td>
<td>Limited engagement statewide</td>
<td>Collect, analyze, and report data on stakeholder ratings on candidates (supervisors, principals, etc.)</td>
<td>Management of narrative around college’s program reputation</td>
</tr>
</tbody>
</table>

Source: COE Research Work Group SWOT Analysis
Feedback across the state

TEI sought out feedback from diverse stakeholders through town hall meetings and surveys. Responses revealed three main areas of concern:

- **Limited knowledge of COE and its programs**
  - Communities and school districts had varying levels of knowledge of the COE and its programs. Schools districts that did not receive student teachers have limited knowledge of program requirements, structures, and required outcomes for candidates.

- **Perception that graduates are not prepared**
  - The areas that Wyoming school administrators perceived COE graduates to be not prepared or only somewhat prepared are:
    - classroom and student management
    - serving as a valuable member of PLC
    - working with families/parents, and
    - assessing student learning

- **Limited access to programs and experiences**
  - Concerns with COE practices and policies around access of programs/placements and quality of clinical component:
    - Limited access to programs because of location
    - Limited student teacher placements
    - Limited clinical experiences

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Consensus and urgency to address concerns

There is consensus among UW stakeholders, TEI governing board, school districts, and community members that these concerns must be addressed immediately.

40% of respondents agreed that student teacher preparedness is the first or second priority for TEI.

“UWCOE must resolve the concerns sooner rather than later. If UWCOE doesn’t get a head of these issues, UW will be in trouble. If we don’t effectively leverage our partnerships, it is to going to get harder and harder to attract students to UWCOE.”

Laurie Nichols
President, University of Wyoming

“UWYO and the College of Education has a monumental task and challenge in light of the many variables that exist and confront them.”

2017 Stakeholder Feedback Survey
TEI challenged stakeholders to put forward ideas for bringing innovation to educator preparation programs at the University of Wyoming. There were 12 proposals submitted by TEI working groups to the TEI Coordinating Council, of which 6 were forwarded to the TEI Governing Board for consideration of recommendation to the UW Board of Trustees for action. The UW Board of Trustees has approved all 6 proposals it received from the TEI Governing Board.
Some stakeholders proposed ideas that improved upon UW/COE’s existing programs, while others proposed “big ideas” that would require new capabilities and resources.

“I thought the “big idea” was to improve the teacher ed program and connect directly to the core programs.”

“We were told that TEI is not about fixing programs, so that was a step back for all of us.”

“I thought this work would directly connect to the core teacher ed program and improve it. But it doesn’t seem to be that. It seems to be some new programs alongside current core programs.”

“The initial charge was take a look at existing programs and revise them. None of us were thinking along those lines of “breakthrough innovation” and were not given the directive to think that way.”

Different Interpretations and Shifting Expectations
Improve existing programs or add new?

Feedback from the state and within UW/COE reflected diverging interests - some saw the need to improve existing programs while others demanded UW/COE to reach new “markets.”

Improve Existing Programs

We are getting students that have no business in the classroom. The reputation that has been created in our state is that UW is sending us a very poor quality of student teachers and thus, when they apply for jobs in our state, a very poor selection of future teachers.

- Ensure that programs prepare students with the competencies that align to and evolve with needs of Wyoming schools
- Improve the quality and intensity of clinical experiences
- Strengthen relationships with Wyoming schools

Reach New “Markets”

Our school district hasn’t had a student teacher from the University of Wyoming for a very long time. The way the student teaching is organized in our state doesn’t allow student teachers to be placed in our district.

- Increase accessibility of programs across Wyoming, especially in locations farther from Laramie
- Increase the number of schools and mentor teachers that provide clinical experiences
- Increase the number of districts that receive student teachers
Core vs. Transformational Innovation

This is a classic example of a core vs. transformational innovation debate, highlighting different schools of thought on what is required to grow and thrive into the future.

Core Innovation
Improve existing products/programs

Transformational Innovation
Reach new “markets”
Both are important
Making today’s business more resilient and creating future growth can present big opportunities for organizations.

For us, improving existing capabilities is actually even more important because we have to get our core right. People seem to have the impression that transforming the core is less dramatic than building a new business. That’s a misperception.

Chua Sock Koong, CEO, Singtel

Lots of companies don’t succeed over time. What do they fundamentally do wrong? They usually miss the future.

Larry Page, Co-Founder, Google
The Need for Dual Transformation

Thriving organizations invest in both the core and transformational simultaneously. A classic example of dual transformation is Adobe. It successfully leveraged its brand, talent, and distribution on its 7 year journey to grow its existing business and launch a new one.

Core
- Establish and monitor new metrics
- Continue to solve your customers’ pain points
- Reduce inefficiencies in the business model

Transformational
- Identify constraints customers face that the existing model cannot solve for
- Identify barriers that keep solutions out of reach
- Develop new business models to serve new markets
- Partner or acquire to gain the capabilities and skill sets necessary to serve new markets
Accepted proposals were mostly transformational

Proposal Accepted

Proposal Rejected
Currently, TEI’s portfolio is heavily invested in transformational innovations.

According to research, companies that outperformed their peers strive for a balance - a majority of innovation activity dedicated to core innovation with significant amount of resources dedicated to transformational.

To successfully execute on TEI’s goals, having a balance of innovations is required. It aligns stakeholder groups and ensures the effective allocation of resources.
Re-balancing to hit TEI goals

A balance of innovations will address 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
E⁴ presents an unique opportunity. Its four phases consist of both core and transformational innovations, which allows for effective allocation of resources, and addresses the goals of various stakeholders.
E⁴ Assessment and Gap Analysis
An overview of E⁴

E⁴ is a breakthrough innovation. Its components across the four phases bundle into a comprehensive and holistic educator training approach that maps to the entire teacher training journey. The program will be designed based on evidence-based practices from leading innovative programs.

Exploration
Building the educator pipeline in partnership with Educators Rising to improve interest and engagement earlier in the student journey

Experiential Learning
Innovating on educator preparation through competency-based education and fieldwork to strengthen content and skill development

Embedded Practice
Hands-on teaching experience supported by faculty and mentors in local schools to build classroom readiness through one-year residency

Entry Into Profession
Mentoring and professional development for new students and mentor teachers to improve upon teaching practices
E⁴ is unique

Its four phases consists of core and transformational innovation, which allows for effective allocation of resources, and addresses the goals of various stakeholders.

**Core**

- **Sample Component:** Fieldwork
- **Goals:** Improve and/or expand on initiatives, like student teacher placements

**Transformational**

- **Sample Component(s):** Educators Rising, Avatar simulations
- **Goals:** Increase opportunities to learn pre- and post-degree

"The majority of faculty would agree that students would all benefit from more fieldwork, at an earlier point in their degrees."

Interviews

"There is a big need for the Exploration phase. We need bright people in education. There is a myth that dumb people go into education."

Interviews
Despite some initial interest in and support for E⁴, we have identified **barriers and limitations** that could diminish the chances of successful implementation.

In the following section, we will assess each phase of E⁴ with a gap analysis framework to benchmark where E⁴ is now against where it must go.
Framework to Assess E⁴

A. Need
Why are each of the E⁴ phases vital?

B. Future State
What does each phase ideally look like in the future?

C. Current State
What progress has been made so far?

D. Gaps
What are the gaps between current and future state?
(see next slide)
Gap Analysis: Requirements for Change

There are three key requirements that enable the implementation of innovation. In the gap analyses, we assess components of these requirements related to each specific phase of $E^4$.

**Sentiment**
- Is there interest, desire, and willingness to do what’s required?
- Is there support and empowerment for individuals/entities who are involved?

**Process**
- Is there a plan and process in place to effectively implement each component?

**Resources**
- Are there available time, skills, and bandwidth to pursue innovative ideas?
- Are there financial resources available to fund innovative projects?
Exploration

Phase 1

Exploration

Building the educator pipeline in partnership with Educators Rising to improve interest and engagement earlier in the student journey
The Need for Exploration

Decreasing enrollment and the demand from Wyoming districts for high quality teachers drives the need to recruit students into the profession earlier in their education journeys.

“This is a great idea. It helps students feel the calling to be in the teaching profession.”

UW College of Education faculty

“2008 to 2015 -33\% enrollment of primary and secondary education majors at UW*”

In recent years, accounts of school districts having difficulties in hiring teachers have proliferated.

“The Hamilton Project and Brookings Institute, 2017”

*Decrease from 1,066 in 2008 to 716 in 2015, UW Enrollment Data
## Future State

### Districts, Schools, and Teachers

<table>
<thead>
<tr>
<th>Student Recruitment</th>
<th>Training and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools implement Educators Rising and recruit students to participate</td>
<td>Provide support and modules to districts to enable PD and support for teachers and advisors</td>
</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Sanford Modules</th>
<th>Dual-Credit Enrollment</th>
<th>Competitions/Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enroll in Sanford Inspire modules</td>
<td>Students enroll in AP, IB, or dual-credit courses</td>
<td>Students participate in conferences and competitions</td>
</tr>
</tbody>
</table>

### UW/TEI

<table>
<thead>
<tr>
<th>District Recruitment</th>
<th>Scholarships</th>
<th>Credit Articulation</th>
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</thead>
<tbody>
<tr>
<td>Recruit districts to participate in Educators Rising</td>
<td>Support students through scholarships</td>
<td>Students receive credit at UW for course completion</td>
</tr>
</tbody>
</table>
Current State - Progress

**Districts, Schools, and Teachers**
- **Student Recruitment**
  - Planning to use existing resources or develop new modules in partnership with Educators Rising
- **Training and Support**

**Students**
- **Sanford Modules**
  - Sanford Inspire modules are available - planning to develop customizable curriculum for students
- **Dual-Credit Enrollment**
- **Competitions/Conferences**

**UW/TEI**
- **District Recruitment**
- **Scholarships**
- **Credit Articulation**
  - Recruitment underway and 9 districts have expressed interest; TEI is currently hiring for new roles to further support recruitment
  - Plans to provide scholarships for travel and events

**Current Progress**
- **Progress Made**
- **Planning Phase**
- **Unknown/None**
Current State - Readiness for Implementation

### Districts, Schools, and Teachers

- **Sentiment**
  - Student Recruitment: Low
  - Training and Support: High

- **Process**
  - High

- **Resources**
  - Medium

### Students

- **Sanford Modules**: Medium
- **Dual-Credit Enrollment**: High
- **Competitions/Conferences**: Medium

- **Sentiment**
  - High

- **Process**
  - Medium

- **Resources**
  - High

### UW/TEI

- **District Recruitment**: High
- **Scholarships**: High
- **Credit Articulation**: High

- **Sentiment**
  - Medium

- **Process**
  - Medium

- **Resources**
  - Medium

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Stakeholder Enthusiasm and Reservations

**Enthusiasm**

- Recruiting students earlier into the profession meets **significant need in Wyoming**

- Opportunity to strengthen relationships with **community colleges**

- Dual enrollment and credit transfer are **beneficial for students**

  “It’s a good feeling for a kid to realize they’ve checked off a whole semester” COE faculty

**Reservations**

- **Limited number of districts** currently offer AP / dual / transfer credit

- Challenge of **balancing meaningful selectivity measures** predictive of great educators with **keeping enrollment high** enough to meet state pipeline needs

- Need to ensure that the best and brightest students are **recruited and engaged throughout**
Areas requiring significant development

Educators Rising adds vital resources and support for multiple components of the process.

Yet there are gaps in program buildout, especially before students enroll. Additional support is needed to implement Educators Rising components as reflected in the TEI Staffing Plan.
Low-Hanging Fruit

TEI can address uncertainties around the process for student recruitment while generating buy-in through community involvement and outreach.

**Sentiment**
- Engage teachers, advisors, parents, and the community to increase awareness and galvanize support through face-to-face interactions.
- Communicate the flexibility and customizability of on-ramps and off-ramps of Exploration phase.

**Process**
- Determine options for transferring credit by collaborating with schools to map out student pathway and options for dual credit and AP.
- Learn about best practices on recruitment and implementation from other early exposure programs (e.g. 4-H).

**Resources**
- Identify communications personnel to support outreach to districts, schools, families, and community at-large.
- Partner with entities that have existing relationships with students and schools (e.g. community colleges).
Innovating on educator preparation through competency-based education and fieldwork to strengthen content and skill development.
The Need for Experiential Learning

Faculty and administrators across Wyoming have expressed dissatisfaction with new teachers’ content knowledge and classroom readiness.

Wyoming administrators believe that 42% of UW COE graduates are less than adequately prepared given their knowledge of pertinent educational models and theories.

As a high school teacher who has supervised novice teachers from several different universities, UW students are the weakest in their content knowledge. Many struggled with my upper level classes.

Elementary teachers do not have a deep understanding of how kids learn to read or do math so lessons, while creative and fun, may not be aligned with what kids need to know and be able to do.

2017 TEI Town Hall Meeting response
## Future State

### Districts, Schools, and Teachers

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<tr>
<th>Recruit Districts</th>
<th>Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit districts to welcome student teachers</td>
<td>Students participate in fieldwork experiences in Wyoming schools</td>
</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Intro Modules</th>
<th>AR/VR</th>
<th>Concentration + Specialty Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete introductory course modules</td>
<td>Students practice through Mursion Avatar technology</td>
<td>Students determine specialty concentration and complete course modules</td>
</tr>
</tbody>
</table>

### UW/TEI

<table>
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<tr>
<th>Student Enrollment at UW</th>
<th>Design Modules, Experiences with Faculty</th>
<th>Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students admitted into UW as education majors without a specialization</td>
<td>Design course modules, experiences, and fieldwork components with faculty across programs</td>
<td>Support students through scholarships</td>
</tr>
</tbody>
</table>
### Current State - Progress

#### Districts, Schools, and Teachers
- **Recruit Districts**
- **Fieldwork**

#### Students
- **Intro Modules**
  - Early discussions with UW colleges regarding competency-based modules
- **AR/VR**
  - Mursion proposal approved with substantial planning
- **Concentration + Specialty Modules**
  - Early discussions with UW colleges regarding competency-based modules

#### UW/TEI
- **Student Enrollment at UW**
  - Admission criteria from UW determined; TEI criteria in development
- **Design Modules, Experiences with Faculty**
- **Financial Aid**

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**Current Progress**
- **Progress Made**
- **Planning Phase**
- **Unknown/None**
# Current State - Readiness for Implementation

## Districts, Schools, and Teachers

- **Recruit Districts**: High
- **Fieldwork**: High
- **Sentiment**: Medium
- **Process**: Unknown
- **Resources**: Unknown

## Students

- **Intro Modules**: Medium
- **AR/VR**: High
- **Concentration + Specialty Modules**: Medium
- **Sentiment**: Low
- **Process**: Medium
- **Resources**: Unknown

## UW/TEI

- **Student Enrollment at UW**: High
- **Design Modules, Experiences with Faculty**: Medium
- **Financial Aid**: Unknown

## Sentiment Score

- **Recruit Districts**: 44
- **Fieldwork**: High
- **Sentiment**: Medium
- **Process**: Unknown
- **Resources**: Unknown

## New Features

- **Concentration + Specialty Modules**: High
- **AR/VR**: Medium
- **Sentiment**: Low
- **Process**: Medium
- **Resources**: Unknown

## Future Needs

- **Design Modules, Experiences with Faculty**: Medium
- **Financial Aid**: Unknown

## Current Status

- **Recruit Districts**: High
- **Fieldwork**: High
- **Sentiment**: Medium
- **Process**: Unknown
- **Resources**: Unknown
Stakeholder Enthusiasm and Reservations

**Enthusiasm**

- Opportunity to use **cutting-edge technology** (e.g., Mursion) to support fieldwork
- Opportunity to **improve and update content and curriculum** (e.g., literacy, elementary education, etc.) in areas identified through town hall meetings and surveys
- **Competency-based learning can increase access** for students outside of Laramie

**Reservations**

- Faculty question **the rigor of “modules,”** especially those in STEM fields
- Modules and distance learning may limit **peer collaboration** and peer-to-peer relationships
- **Concern regarding ability to include secondary education course content,** particularly as those courses outside the College of Education and would require more resources and buy-in from other colleges
Areas requiring significant development

Development of course modules for both introductory and specialty courses will require significant buy-in and involvement from faculty, including secondary education faculty and those outside of the College of Education.
Finding opportunities to communicate with faculty one-on-one and in group settings will alleviate current concerns and work towards establishing buy-in.

**Sentiment**
- Alleviate uncertainty among faculty, especially secondary education, by demonstrating success stories of the competency-based model
- Listen to needs of districts and schools and communicate that the design and implementation of E^4 will be a partnership

**Process**
- Document current processes for incorporating AR/VR and develop implementation playbook for incorporating AR/VR
- Work with faculty champions to determine a pilot process for building course modules

**Resources**
- Recruit faculty subject matter experts who are interested in creating and piloting their course with modules
- Explore existing funding channels and develop a model for financial support early-on that supports learning objectives

Low-Hanging Fruit
Embedded Practice

Phase 3

Hands-on teaching experience supported by faculty and mentors in local schools to build classroom readiness through one-year residency.
The Need for Embedded Practice

Faculty and administrators across Wyoming have expressed dissatisfaction with novice teachers’ ability to manage a classroom, noting that practical experience doing so would make a big difference.

There is a gap in major parts of the [UW] program and teaching - graduates would benefit from more hands-on experience prior to student teaching.

2016 to 2017
90% of one-year residency students from Alder Graduate School of Education passed their teacher performance assessments on their first attempt.

Neither of the two student teachers that I’ve worked with in the past four years, have been well prepared in classroom management skills/strategies.

2017 TEI Town Hall Meeting response
**Future State**

### Districts, Schools, and Teachers
- **Districts Select Mentor Teachers**
- **Mentor Training + Stipend**
- **Employment Prospect**

- **Districts** recruit mentor teachers to participate
- Mentors receive training and stipend
- Schools extend offers to students after their yearlong residency

### Students
- **Mentor Match**
- **One Year Residency with Mentor**
- **Employment Offer Decision**

- Students are matched to school and mentor teacher
- Students participate in yearlong co-planning, co-teaching residency with mentor support throughout; includes active involvement in a PLC
- Students accept or reject offer, committing to stay at the school for a period of time if accepting

### UW/TEI
- **Recruit Districts to Host Students**
- **Student Scholarship**

- Recruit districts to host resident teachers
- Support students with tuition scholarship and cost-of-living stipend
Current State - Progress

**Districts, Schools, and Teachers**
- Districts Work with UW to Select Mentor Teachers
- Mentor Training + Stipend
- Employment Offer Extended

**Students**
- Mentor Match
- One Year Residency with Mentor
- Employment Offer Decision
- Initial planning for terms of offer acceptance

**UW/TEI**
- Recruit Districts to Host Students
- Student Scholarship
- UW establishing shorter-term placements in 23 districts in 2018-2019
- Discussions to partner with districts to provide housing stipends

**Current Progress**
- Progress Made
- Planning Phase
- Unknown/None
Current State - Readiness for Implementation

**Districts, Schools, and Teachers**

- **Sentiment**
  - Medium
  - High
  - High
- **Process**
  - Unknown
  - Unknown
  - Unknown
- **Resources**
  - Unknown
  - Low
  - Unknown

**Students**

- **Mentor Match**
  - Medium
- **Residency with Mentor**
  - Medium
- **Employment Offer Decision**
  - High

**UW/TEI**

- **Recruit Districts to Host Students**
  - High
- **Tuition Scholarship**
  - High

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**Notes:**

- **A Need**
  - Districts Work with UW to Select Mentor Teachers
- **B Future**
  - Mentor Training + Stipend
  - Employment Offer Extended
- **C Current**
  - Mentor Match
  - Residency with Mentor
  - Employment Offer Decision
- **D Gaps**
  - Districts Work with UW to Select Mentor Teachers
  - Mentor Training + Stipend
  - Employment Offer Extended
  - Medium
  - High
  - High
  - Unknown
  - Unknown
  - Unknown
  - Unknown
  - Medium
  - Medium
  - High
  - Low
  - Low
  - Low
  - Unknown
  - Unknown
  - Unknown
  - Unknown
  - High
  - High
  - Medium
  - Medium
Stakeholder Enthusiasm and Reservations

**Enthusiasm**

A big opportunity to **address the pressing need across Wyoming** for more intense hands-on, classroom experience.

The most valuable component of E4 in **supporting classroom skill development** such as communication and classroom management.

**Beneficial for veteran teachers:**
“Student-teachers can be energizing for existing professionals. Having someone new with fresh ideas and the latest research is beneficial. Student teachers also spur veteran teachers to reflect on their practice.”

**Reservations**

- **Potential for conflict** and dissatisfaction if the student-mentor relationship is not strong.

- Students might view the yearlong placement more as a burden than a benefit.

- Limited evidence that **one year residency is optimal** - may limit exposure to diverse settings and grade levels.

- **Logistical challenges that can limit students** outside of Laramie because of inability or lack of interest in traveling, and cost of accommodations.
With district recruiting underway through the UW School-University Partnership, TEI will need to consider resources for the mentor match, training, and placement itself.
Low-Hanging Fruit

Communicate evidence supporting the one-year residency and identify existing processes and resources that help create a robust residency model.

**Sentiment**
- Communicate the value exchange between student-teachers and mentors throughout the residency.
- Communicate the evidence for one year residencies from other leading programs (e.g., Alder/Aspire).

**Process**
- Research best practices of the student-mentor matching process from other leading programs, including the potential use of a facilitator to support matching process.

**Resources**
- Identify resources that provide training and support for mentors throughout residency.
- Identify resources that leverage cohort residency models, which enable peer-to-peer learning (e.g., multiple students at one site, virtual meetings).
Entry into Profession

Phase 4

Exploration

Experiential Learning

Embedded Practice

Entry Into Profession

Mentoring and professional development for new students and mentor teachers to improve upon teaching practices.
The Need for Entry into the Profession

Supporting early career teachers and induction mentors/instructional coaches has profound impact on participants. However, this support is often overlooked and/or under resourced.

“Supporting early career teachers is challenging work that involves learning skills other than those that most classroom teachers possess.”

(Moir & Gless, 2001)

“When teachers receive support from instructional coaches, the implementation rate of newly learned instructional practices increases from 10 to 90 percent compared to traditional forms of professional development.”

Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.

“Learning Forward”

Future State

**Districts, Schools, and Teachers**

- **District Placement with Induction Mentors**
  - Districts recruit induction mentors to participate

- **Mentor Training and Stipend**
  - Induction mentors receive training and stipend

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**Students**

- **Pairing with Mentor**
  - Graduates are paired with induction mentors

- **Student Induction and Mentoring Support**
  - Graduates are supported by a formalized induction and mentoring program

---

**UW/TEI**

- **District Partnership**
  - Partner with districts to place new teachers with induction mentors

- **Develop Training with Mentor**
  - Partner with districts to develop training and activities for mentors and graduates
## Current State - Progress

### Districts, Schools, and Teachers
- **District Placement with Induction Mentors**
- **Mentor Training and Stipend**

### Students
- **Pairing with Mentor**
- **Student Induction and Mentoring Support**
  - WYCOLA pilots to begin Summer 2018

### UW/TEI
- **District Partnership**
  - District partnerships formed through WYCOLA
- **Develop Training with Mentor**
  - WYCOLA pilots to begin Summer 2018

### Current Progress
- **Progress Made**
- **Planning Phase**
- **Unknown/None**
## Current State - Readiness for Implementation

### Districts, Schools, and Teachers

<table>
<thead>
<tr>
<th>Sentiment</th>
<th>Process</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
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- **District Placement with Induction Mentors**
- **Mentor Training and Stipend**

### Students

<table>
<thead>
<tr>
<th>Pairing with Mentor</th>
<th>Student Induction and Mentoring Support</th>
</tr>
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<tbody>
<tr>
<td>Medium</td>
<td>High</td>
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<td>Low</td>
<td>Low</td>
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<td>Unknown</td>
<td>Unknown</td>
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### UW/TEI

<table>
<thead>
<tr>
<th>District Partnership</th>
<th>Develop Training with Mentor</th>
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<tbody>
<tr>
<td>Medium</td>
<td>Medium</td>
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<tr>
<td>High</td>
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<tr>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>Unknown</td>
<td>High</td>
</tr>
</tbody>
</table>

- **Sentiment:**
  - High:
    - Students: Medium
    - Resources: Medium
  - Unknown:
    - Students: Unknown
    - Resources: Unknown
  - Low:
    - Students: Low
    - Resources: Low
Only a certain level demand and available jobs for graduates exist in Wyoming. Incentive structures and support need to be in place for mentors for them to support new teachers, in addition for them to improve their practice themselves. Need to be sure students have enough capacity to participate in professional development on top of demanding teaching jobs.

### Enthusiasm

- Opportunity to support new teachers and mentors

- Opportunity to facilitate reflection and build a community of student teachers, mentors, and UW alumni through video technology

- Opportunity to address turnover issues in specific areas (e.g., Special Ed) through ongoing support

- WyCOLA would integrate well into this phase

### Reservations

- Only a certain level demand and available jobs for graduates exist in Wyoming

- Incentive structures and support need to be in place for mentors for them to support new teachers, in addition for them to improve their practice themselves

- Need to be sure students have enough capacity to participate in professional development on top of demanding teaching jobs
This phase will require significant buy-in and resources for developing a robust professional development model for both novice teachers and mentors. Districts will need to be heavily involved, working in collaboration with the student and TEI.
Low-Hanging Fruit

Mentor support network can begin to form by engaging with alumni partners, and providing resources for mentor teachers to help support students.

**Sentiment**

- Build relationships with UW alumni currently in Wyoming schools to identify champions

**Process**

- Identify processes that align incentives with being a mentor teacher (e.g. compensation structures that promote based on teachers’ new competencies)

**Resources**

- Identify existing resources that can support mentor teachers (e.g. adjunct faculty at community colleges, online modules)
In summary, we assessed each phase of E⁴ and their readiness to implement. We highlighted areas that require significant development, as well as low-hanging fruit that can show early wins and insights.

E⁴ is complex. It is a portfolio of interconnected reforms and initiatives that bring together a variety of dependent constituencies and preparation models. The success of E⁴ depends on innovative resource sharing combined with intentional efforts to achieve buy-in from key stakeholders.
Readiness of E⁴

Phases have varying degrees of support and existing processes/resources in place.
Phases 2 and 3 will require the most support.

Creation of competency-based learning modules will require the most substantial resources and effort in gaining buy-in.

Likewise, support for the one year residency with strong mentor program will require diverse stakeholders to get on-board, and will need substantial resources allocated.
Low-Hanging Fruit

There are low-hanging fruits that TEI can engage in to achieve early wins and develop relationships.

**Sentiment**
- Build awareness for $E^4$ and engage stakeholders communicating vision for each phase and why it would benefit specific stakeholder groups.

**Process**
- Identify processes for learning, iterating on, and communicating progress from other TEI initiatives that overlap with $E^4$ phases.

**Resources**
- Identify and use existing resources at TEI, UW, and other leading teacher preparation programs.
Necessary components for implementation

Across all of the phases, the success of E⁴ depends on several cross-cutting components:

**Collaboration**
Collaboration with the College of Education and UW to co-create content and sync processes

**Relationships**
Strong relationships with districts and stakeholders within them from leadership to individual teachers to achieve similar goals

**Feedback Loop**
Continuous feedback loop between districts, schools leaders, College of Education/UW, and the TEI to continue to address needs of the State
04
Opportunity Assessment
The Capabilities Link

Organizations that achieve dual transformation use existing skills and resources effectively. The ability to leverage valuable assets is called “capabilities link.”
E⁴ has access to valuable assets

It has access to unique and valuable assets that can support successful implementation.

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 other UW teacher prep programs
5. Evidence and resources from leading programs
6. Access to financial resources and capabilities
1. **Supporters are the most crucial asset**

Strong supporters of TEI and E⁴ reiterated their willingness to be involved and/or to share E⁴ externally.

**Districts, Schools, and Teachers**

- **JAY HARNACK**
  Superintendent of Sublette County #1
- **JILLIAN BALOW**
  State Superintendent
- **BRIAN FARMER**
  Executive Director of Wyoming School Boards
- **KEVIN MITCHELL**
  Executive Director of WASA and Former Superintendent

**UW/TEI**

- **LAURIE NICHOLS**
  President, UW
- **KATE MILLER**
  Provost, UW
- **TRISTAN WALLHEAD**
  Professor, Physical Education
- **CINDY BROCK**
  Endowed Chair, COE
- **KATE MUIR-WELSH**
  Associate Professor, COE
2. Unique capabilities and skill sets at UW

UW has a unique set of capabilities and skill sets, including faculty members with specialized content expertise and/or clinical expertise that can support the design and implementation of E4.

### Capabilities
- Building effective relationships with districts
- Advising and student support
- Recruitment and admissions processes
- Module and program design

### Skill sets
- **CONTENT EXPERTS**
  - ALAN BUSS
    - Associate Professor, COE
  - ALLEN TRENT
    - Associate Dean, COE
  - PETE MORAN
    - Professor, COE
  - ANDREA BURROWS
    - Associate Professor, COE

- **CLINICAL EXPERTS**
  - TRISTAN WALLHEAD
    - Professor, K&H
  - KATE MUIR-WELSH
    - Associate Professor, COE
3. Early momentum and insights from other TEI initiatives

Learn from and communicate progress and early insights from the other TEI pilots.

- **Measurement**
  - Avatar technology to practice classroom management
  - Processes to implement Avatar

- **Experiential Learning**
  - MURSION®

- **Embedded Practice**
  - Relationships with districts, schools, and induction mentors
  - Processes to develop training for mentors and new teachers

- **Entry Into Profession**
  - Guidelines that leading schools of education use to measure the impact of their programs
4. Best practices from other UW teacher prep programs

Learn from other programs and use existing resources at the University.

Exploration

Resources and insights from implementation of 4-H in Wyoming schools

Experiential Learning

Best practices and insights from other educator programs, such as the nationally recognized PE Teacher Education program, on high-quality clinical experiences and strong relationships with districts

Embedded Practice

Entry Into Profession

“Student teachers and graduates from one department jumps out as high content knowledge—Physical Education. They are fantastic!”

2017 Town Hall
5. Evidence and resources from leading programs

Leverage the expertise of leading educator preparation programs across the nation by drawing from their experiences as they relate to E4.

*Examples of promising learnings from leading educator programs (e.g., Alder GSE, Relay GSE, UM Teaching Works) are linked to each applicable phase of E4.
6. Access to financial resources and capabilities

E\(^4\) has unique access to three types of financial resources and capabilities:

- **Capabilities, networks, and skill sets to raise additional funding**
- **Additional funding streams that support students (e.g., Scholarships, districts)**
- **Existing E4 funds $547,330**

*E The Board of Trustees has currently approved UW•E4 for $547,330 of the Daniels Fund grant
Next Steps
Next steps

Desired outcomes

- Gain clarity among stakeholders
- Obtain clear/firm commitments from stakeholders and experts

Create condensed analysis deck
Seek governing board consensus
Engage stakeholders and experts
Deliverables and timeline

Phase 1: Sensemaking and gap analysis

Phase 2: Stakeholder and expert engagement

- **April**: Stakeholder List
- **May**: Assessment
- **Jun**: 5/7
- **Jun**: 6/15

**Phase 1: Sensemaking and gap analysis**

**Phase 2: Stakeholder and expert engagement**