College of Education
Research Work Group

College of Education Research Work Group
Monday, January 23, 2017 • 1:00 p.m.
University of Wyoming • Marian H. Rochelle Gateway Center • Guthrie Room, 316

1. **Welcome and Introductions**..All

2. **Overview of Trustees Education Initiative**.. Rebecca Watts

    a. Strategic Plan

    b. Governance Structure

    c. Grant Support for Work Group Members

3. **Research Facilitation and Support – Marzano Research** .... David Yanoski

4. **Research Work Group Organization** ....All

    a. Leadership Model

    b. Meeting Schedule and Mode

5. **College of Education SWOT Analysis and Stakeholder Feedback, Survey 1** .... Rebecca Watts

6. **Open Discussion** ....All

    a. Research Focus

    b. Logistics

    c. Concerns

7. **Tasks for Completion Prior to Next Meeting** ....All

8. **Scheduling Next Meeting** ....All

9. **Adjourn**

UNIVERSITY OF WYOMING

Trustees Education Initiative • Expense Reimbursement Form

Participant _____

TEI Group _____

(Governing Board, National Advisory Board, Coordination Council, Research Work Group)

Travel

Beginning Destination _____

Date and Time _____

Ending Destination _____

Date and Time _____

Mileage Reimbursement Total Miles Traveled _____

Airfare $_____ Taxi $_____ Parking $_____
(Please attach receipts)   *(Please attach receipts)*   *(Please attach receipts)*

Meals and Lodging

Meals Expense $_____   Lodging Expense $_____
(Please attach receipts)   *(Please attach receipts)*

Other Expenses

P-12 Substitute Expense $_____ Date _____

P-12 Teacher Stipend $_____ Date _____

UW Faculty Release Adjunct Backfill $_____ Semester/Term _____

UW Faculty Release Grad Asst. Backfill $_____ Semester/Term _____

UW Faculty Research/PD $_____ Semester/Term _____

Payment Information

Payee (Individual or Organization _____

Mailing Address _____

City, State, Zip _____

SSN# or FEIN# _____

Signature _____   **Date** _____

Strategic Plan
2016-2020

Initial Version • December 2016

Table of Contents

Vision

The vision of the University of Wyoming Trustees Education Initiative is to elevate the College of Education to the status of a preeminent college in Professional Educator Preparation.

Mission

Through extensive evaluation and adaptation of national Best Practices, the Initiative will recommend, and the College will prepare and graduate, preeminent K-12 Professional Educators. These highly-skilled K-12 teachers, counselors, and administrators will spread throughout Wyoming's K-12 system, ultimately resulting in high school graduates who are among the most skilled and best educated in the nation. These highly-skilled Professional Educators will enrich the education of each and every individual K-12 Wyoming child. Across the state of Wyoming, these high school graduates will drive Wyoming's cultural and economic engine into the future.

Executive Summary

In response to feedback from the Wyoming Legislature and the Wyoming Education Community, the University of Wyoming Board of Trustees created the Trustees Education Initiative (TEI) to support the College of Education in achieving preeminence by producing the best professional educators.

TEI work groups comprised of Wyoming students, parents, educators, school leaders, state officials, and university faculty members will research, adapt, and propose best practices to the **Initiative Governing Board**. A National Advisory Board also will provide advice and counsel to the **Initiative Governing Board**. The **Governing Board** will recommend preeminent best practices to the College of Education for implementation.

The *Trustees Education Initiative Strategic Plan* is a living document which will evolve as the work progresses. Within the *Strategic Plan*, the **TEI College Goals and Program Goals along with their respective Objectives, Strategies, and Tactics serve as building blocks to support the TEI Vision and Mission.**

The Strategic Plan includes the following:

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TEI is supported by a five-year, five million dollar grant from the Daniels Fund, a private charitable foundation.

Trustees Education Initiative Coordinating Council

Advisory to the Initiative Governing Board, the Coordinating Council is charged with:
1. Monitoring and refining the 2016-2020 Strategic Plan;
2. Evaluating and analyzing evidence-based practices recommended by the Initiative Research Work Groups; and
3. Submitting recommendations to the Initiative Governing Board for practices to be included in the implementation phase of the Initiative. These recommendations will align with highly effective, evidence-based educator preparation models and practices.

Trustees Education Initiative Coordinating Council			
TEI Governing Board, Ex Officio (Voting)	David	Bostrom	University of Wyoming Board of Trustees
University of Wyoming College of Education	Leslie	Rush	University of Wyoming College of Education
Wyoming Community College Faculty	Coralina	Daly	Central Wyoming College
Wyoming Department of Education	Superintendent's	Designee	Wyoming Department of Education
Wyoming K-12 Administrator	Jubal	Yennie	Albany County School District No. 1
Wyoming K-12 Educator	Maggi	Lambert	Johnson County School District No. 1
Local School Board Member and Wyoming Legislator	Keith	Gingery	Teton County School District Board of Trustees
Wyoming Professional Teaching Standards Board	Nick	Bellack	Professional Teaching Standards Board
Wyoming School-University Partnership	Audrey	Kleinsasser	Wyoming School-University Partnership
TEI Executive Director, Ex Officio (Non-Voting)	Rebecca	Watts	Trustees Education Initiative

Section One

Initiative
College Goals

The Trustees Education Initiative Governing Board has appointed a College Research Work Group comprised of educators and education stakeholders tasked with reviewing and analyzing relevant current literature and evidence on the best practices for preparing professional educators, summarizing the findings, drawing conclusions, and making recommendations for action.

The College Research Work Group will begin its work in Winter 2017.

The Initiative College Goals and their respective supporting Objectives, Strategies, and Tactics serve as building blocks to support the TEI Vision and Mission.

NOTE: The Initiative College Goals in the Initial Version of the Strategic Plan are based on a 2015-2016 Analysis of College of Education Strengths, Weaknesses, Opportunities, and Threats (SWOT). The full analysis is included in Section Six of this document.

Trustees Education Initiative Research Work Group:
College of Education

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: College of Education			
University of Wyoming College of Education	Suzanne	Young	University of Wyoming College of Education
University of Wyoming College of Health Sciences	Karen	Gaudrault	University of Wyoming College of Health Sciences
Wyoming Community College Faculty	John	Hansen	Eastern Wyoming College
Wyoming K-12 Administrator	Jay	Harnack	Sublette County School District No. 1
Wyoming K-12 Educator	Jan	Segerstrom	Teton School District 1
Wyoming Special Education Administrator	Wes	Townsend	Big Horn County School District 1 Special Education Director

Initiative College Goal I

The University of Wyoming will be the preferred educator preparation provider for Wyoming residents who aspire to a career in education.

Performance Indicators

1. Statewide perceptions of the University of Wyoming College of Education
2. Enrollment of Wyoming residents in University of Wyoming College of Education

Objective A

Improve Wyoming residents' perceptions of the University of Wyoming College of Education

Strategies and Tactics

Strategy I-A-1: Research current Wyoming residents' perceptions of the University of Wyoming College of Education

- **Tactic I-A-1-a:** Engage the Wyoming Education Community at Large through a series of Town Hall Meetings
- **Tactic I-A-1-b:** Engage a Wyoming Education Community Stakeholder Group through a series of surveys
- **Tactic I-A-1-c:** Partner with the Wyoming Department of Education and/or Professional Teaching Standards Board to survey all Wyoming educators

Strategy I-A-2: Identify and address barriers that prevent Wyoming residents who aspire to a career in education from enrolling in the University of Wyoming College of Education

- **Tactic I-A-2-a:** *Aligned tactics will be identified once specific barriers are identified.*
- **Tactic I-A-2-b:** *Aligned tactics will be identified once specific barriers are identified.*
- **Tactic I-A-3-c:** *Aligned tactics will be identified once specific barriers are identified.*

Objective B

Increase the number of Wyoming residents (in-state students) enrolled as education majors at University of Wyoming by three percent each academic year from 2017-2018 through 2020-2021.

Strategies and Tactics

Strategy II-B-1: Develop and implement a College of Education Enrollment Management Plan aligned with statewide needs identified in the Wyoming Teacher Supply and Demand Report.

- **Tactic I-B-1-a:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-b:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-c:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-d:** *Tactics aligned with Wyoming needs will be identified.*

Initiative College Goal II

The University of Wyoming College of Education programs will be accessible via regional delivery or online course delivery throughout all geographic regions of Wyoming.

Performance Indicator
1. The number of regional sites of College of Education program delivery
2. The number of College of Education programs available via online learning technologies

Objective A
Increase and enhance access to University of Wyoming College of Education programs

Strategies and Tactics

Strategy II-A-1: Regionalize the delivery of College of Education programs throughout Wyoming through partnerships with community colleges
- **Tactic II-A-1-a:** Develop and formalize delivery agreements with Wyoming community colleges
- **Tactic II-A-1-b:** Identify and engage faculty to deliver courses at regional sites throughout Wyoming

Strategy II-A-2: Enhance and expand the delivery of College of Education programs through distance technologies
- **Tactic II-A-2-a:** Design syllabi and curricula for online delivery of courses
- **Tactic II-A-2-b:** Identify faculty members with expertise in online delivery
- **Tactic II-A-2-c:** Provide ongoing professional development for faculty members in effective online course delivery methods and practices

Initiative College Goal III

The University of Wyoming College of Education, in partnership with school districts, will provide current, relevant field and clinical experiences (including student teaching) that prepare completers to support K-12 student success in the 21st century classroom.

Performance Indicators

1. Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
2. Executed, active clinical partnership agreements with Wyoming School Districts
3. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 2: Clinical Partnerships and Practice, Component 2.1: Partnerships for Clinical Preparation.

Objective A

Evaluate and continuously improve the field and clinical experiences of candidates enrolled in the College of Education

Strategies and Tactics

Strategy III-A-1: Develop and implement engagement models with school district partners to inform the development and implementation of continuous improvement plans for candidate field and clinical experiences

- **Tactic III-A-1-a:** Measure Alumni perceptions of how well their field and clinical experiences prepared them to support K-12 student success
- **Tactic III-A-1-b:** Measure K-12 mentor/cooperating teacher perceptions of the effectiveness of University of Wyoming candidate field and clinical experiences
- **Tactic III-A-1-c:** Evaluate field and clinical experience models in highly effective educator preparation programs
- **Tactic III-A-1-d:** Identify and implement practices that strengthen candidate field and clinical experiences

Objective B

Expand the number of formalized partnerships with Wyoming School Districts

Strategies and Tactics

Strategy III-B-1: Develop and execute memoranda of understanding for fieldwork and clinical placements for University of Wyoming education candidates with Wyoming school districts:

- **Tactic III-B-1-a:** Complete and fulfill 12 memoranda of understanding in 2017-2018
- **Tactic III-B-1-b:** Complete and fulfill 16 memoranda of understanding in 2018-2019
- **Tactic III-B-1-c:** Complete and fulfill 20 memoranda of understanding in 2019-2020
- **Tactic III-B-1-d:** Complete and fulfill 24 memoranda of understanding in 2020-2021

Initiative College Goal IV

The hiring practices of Wyoming school districts will demonstrate a preference for University of Wyoming College of Education completers over completers of other programs.

Performance Indicator

1. Wyoming educator employment data by preparation program of origin
2. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

Objective A

Increase the percentage of University of Wyoming completers hired by Wyoming school districts

- **Annual Objective IV-1**: In 2017-2018 University of Wyoming completers represent at least 49 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-2**: In 2018-2019 University of Wyoming completers represent at least 50 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-3**: In 2019-2020 University of Wyoming completers represent at least 51 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-4**: In 2020-2020 University of Wyoming completers represent at least 52 percent of all new hires by Wyoming school districts.

Strategies and Tactics

Strategy IV-A-1: Research the perspectives of Wyoming school and district leaders to identify factors in their hiring practices

- **Tactic IV-A-1-a:** Engage Wyoming school and district leaders as participants in TEI Program Research Groups
- **Tactic IV-A-1-b:** Engage the Wyoming school and district leaders through a series of Town Hall Meetings
- **Tactic IV-A-1-c:** Engage a Wyoming school and district leaders through a series of surveys

Strategy IV-A-2: Identify and implement modifications to policies and practices that address factors identified as barriers to Wyoming school districts hiring University of Wyoming College of Education completers

- **Tactic IV-A-2-a:** *Specific tactic to be determined.*
- **Tactic IV-A-2-b:** *Specific tactic to be determined.*
- **Tactic IV-A-2-c:** *Specific tactic to be determined.*

Initiative College Goal V

The College of Education organizational structure and infrastructure will support candidate experiences and innovative practices emblematic of a nationally pre-eminent educator preparation provider.

Performance Indicator

State-of-the-art College of Education organizational structure, facilities, and technological capabilities as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Objective A

Organize the College of Education in unit structures that foster collaboration, innovation, and efficiency

Strategies and Tactics

Strategy V-A-1: Engage faculty and staff in research and discussions regarding optimal organizational structures
- **Tactic V-A-1-a:** Host faculty and staff listening sessions
- **Tactic V-A-1-b:** Seek faculty and staff proposals for the College's organizational structure

Strategy V-A-2: Define and implement the optimal College structure
- **Tactic V-A-2-a:** Seek feedback on proposal with College faculty and staff
- **Tactic V-A-2-b:** Seek feedback from College Advisory Board
- **Tactic V-A-2-c:** Gain approval of University Provost and President to implement optimal structure

Objective B

Define, design, fund, and construct the optimal facilities for the College of Education

Strategies and Tactics

Strategy V-B-1: Engage faculty and staff in research and discussions regarding optimal facilities
- **Tactic V-B-1-a:** Host faculty and staff listening sessions
- **Tactic V-B-1-b:** Seek faculty and staff proposals for the College's optimal facilities

Strategy V-B-2: Define the optimal facilities and gain feedback and necessary approvals for next steps
- **Tactic V-B-2-a:** Seek feedback on proposal with College faculty and staff
- **Tactic V-B-2-b:** Seek feedback from College Advisory Board
- **Tactic V-B-2-c:** Gain approval of University Provost and President

Strategy V-B-3: Gain funding support for optimal College of Education facilities
- **Tactic V-B-3-a:** Collaborate with University leadership to identify Wyoming capital funds to support design and construction
- **Tactic V-B-3-b:** Collaborate with UW Foundation to identify donors to facilities

Section Two Initiative Program Goals

The Trustees Education Initiative Governing Board has appointed eight Research Work Groups comprised of educators and education stakeholders. The Program Research Work Groups will focus on the following educator preparation programs within the College of Education:

1. **Elementary Education**
2. **Special Education**
3. **Early Childhood Education**
4. **Counselor Education**
5. **Educational Leadership**
6. **Secondary Education**
7. **Instructional Technology**
8. **Instructional Facilitator**

Each Research Work Group is tasked with reviewing and analyzing relevant current literature and evidence on the best practices for preparing professional educators, summarizing the findings, drawing conclusions, and making recommendations for action.

The Program Research Work Groups will proceed in the following sequence and timeline:

Sequence I Work Groups Begin Winter 2017	Sequence II Work Groups Begin Summer 2017	Sequence III Work Groups Begin Fall 2017
College of Education	Early Childhood Education	Education Leadership
Elementary Education	Instructional Facilitator	Instructional Technology
Special Education	Counselor Education	Secondary Education

The Initiative Program Goals and their respective supporting Objectives, Strategies, and Tactics will serve as building blocks to support the TEI Vision and Mission.

Trustees Education Initiative Research Work Group:
Elementary Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:
1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Elementary Education Program			
University of Wyoming College of Education	Peter	Moran	University of Wyoming
University of Wyoming College of Health Sciences	Theresa	Allgaier	Healthy Pokes After School Program
Wyoming Association of School Administrators	Kevin	Mitchell	Park County School District No. 1
Wyoming K-12 Educator	Greg	Legerski	Sublette County School District No. 1
Wyoming K-6 Parent	Tina	Tong or her Designee	Wyoming Elementary Parent Teacher Association Designee

Initiative Elementary Education Goal I
Goal TBD

Performance Indicators
1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy EL-I-A-1: TBD
- **Tactic EL-I-A-1-a:** TBD
- **Tactic EL-I-A-1-b:** TBD
- **Tactic EL- I-A-1-c:** TBD

Strategy EL-I-A-2: TBD
- **Tactic EL- I-A-2-a:** TBD
- **Tactic EL-I-A-2-b:** TBD
- **Tactic EL-I-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy EL-I-B-1: TBD
- **Tactic EL-I-B-1-a:** TBD
- **Tactic EL-I-B-1-b:** TBD.
- **Tactic EL-I-B-1-c:** TBD
- **Tactic EL-I-B-1-d:** TBD

Initiative Elementary Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EL-II-A-1: TBD

- **Tactic EL-II-A-1-a:** TBD
- **Tactic EL-II-A-1-b:** TBD
- **Tactic EL-II-A-1-c:** TBD

Strategy EL-II-A-2: TBD

- **Tactic EL-II-A-2-a:** TBD
- **Tactic EL-II-A-2-b:** TBD
- **Tactic EL-II-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy EL-II-B-1: TBD

- **Tactic EL-II-B-1-a:** TBD
- **Tactic EL-II-B-1-b:** TBD
- **Tactic EL-II-B-1-c:** TBD
- **Tactic EL-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Special Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:
1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Special Education Program			
Special Education Advocate	Michelle	Buchanan	Department of Elementary and Early Childhood Education
University of Wyoming College of Education	Tiffany	Dobler	Department of Professional Studies
Wyoming K-12 Administrator	Dawn	Scarince	Fremont County School District No. 14
Wyoming K-12 Administrator	Rick	Woodford	Big Horn County School District No. 2
Wyoming K-12 Parent	Wendy	Gautner or her Designee	Parent Information Center

Initiative Special Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy SPED-I-A-1: TBD
- **Tactic SPED-I-A-1-a:** TBD
- **Tactic SPED-I-A-1-b:** TBD
- **Tactic SPED- I-A-1-c:** TBD

Strategy SPED-I-A-2: TBD
- **Tactic SPED- I-A-2-a:** TBD
- **Tactic SPED-I-A-2-b:** TBD
- **Tactic SPED-I-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy SPED-I-B-1: TBD
- **Tactic SPED-I-B-1-a:** TBD
- **Tactic SPED-I-B-1-b:** TBD.
- **Tactic SPED-I-B-1-c:** TBD
- **Tactic SPED-I-B-1-d:** TBD

Initiative Special Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SPED-II-A-1: TBD
- **Tactic SPED-II-A-1-a:** TBD
- **Tactic SPED-II-A-1-b:** TBD
- **Tactic SPED-II-A-1-c:** TBD

Strategy SPED-II-A-2: TBD
- **Tactic SPED-II-A-2-a:** TBD
- **Tactic SPED-II-A-2-b:** TBD
- **Tactic SPED-II-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy SPED-II-B-1: TBD
- **Tactic SPED-II-B-1-a:** TBD
- **Tactic SPED-II-B-1-b:** TBD
- **Tactic SPED-II-B-1-c:** TBD
- **Tactic SPED-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Early Childhood Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Early Childhood Education Program			
University of Wyoming College of Education	Samara	Akpovo	University of Wyoming College of Education
Wyoming Early Childhood Administrator	Lety	Liera	Children's Learning Center, Teton County
Wyoming Early Childhood Administrator	Amy	Ready	Hot Springs County School District 1
Wyoming Early Childhood Advocate	Becca	Steinhoff	Wyoming Kids First
Wyoming K-12 Parent	Jennifer	Zook	Pinedale Chamber of Commerce

Initiative Early Childhood Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy EC-I-A-1: TBD
- **Tactic EC-I-A-1-a:** TBD
- **Tactic EC-I-A-1-b:** TBD
- **Tactic EC- I-A-1-c:** TBD

Strategy EC-I-A-2: TBD
- **Tactic EC- I-A-2-a:** TBD
- **Tactic EC-I-A-2-b:** TBD
- **Tactic EC-I-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy EC-I-B-1: TBD
- **Tactic EC-I-B-1-a:** TBD
- **Tactic EC-I-B-1-b:** TBD.
- **Tactic EC-I-B-1-c:** TBD
- **Tactic EC-I-B-1-d:** TBD

Initiative Early Childhood Education Goal II
Goal TBD

Performance Indicators
1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy EC-II-A-1: TBD
- **Tactic EC-II-A-1-a:** TBD
- **Tactic EC-II-A-1-b:** TBD
- **Tactic EC-II-A-1-c:** TBD

Strategy EC-II-A-2: TBD
- **Tactic EC-II-A-2-a:** TBD
- **Tactic EC-II-A-2-b:** TBD
- **Tactic EC-II-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy EC-II-B-1: TBD
- **Tactic EC-II-B-1-a:** TBD
- **Tactic EC-II-B-1-b:** TBD
- **Tactic EC-II-B-1-c:** TBD
- **Tactic EC-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Counselor Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:
1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Counselor Education Program			
University of Wyoming College of Education	Lay-nah Blue	Morris-Howe	University of Wyoming College of Education
Wyoming Business Community	Bill	Schilling	Wyoming Business Alliance
Wyoming K-12 Administrator	Jason	Horsley	Lincoln County School District No. 2
Wyoming K-12 Counselor	Erin	Curtis	Meetetse School
Wyoming K-12 Counselor	Missy	Nack	Natrona High School

Initiative Counselor Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy COUNS-I-A-1: TBD

- **Tactic COUNS-I-A-1-a:** TBD
- **Tactic COUNS-I-A-1-b:** TBD
- **Tactic COUNSL- I-A-1-c:** TBD

Strategy COUNS-I-A-2: TBD

- **Tactic COUNS- I-A-2-a:** TBD
- **Tactic COUNS-I-A-2-b:** TBD
- **Tactic COUNS-I-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy COUNS-I-B-1: TBD

- **Tactic COUNS-I-B-1-a:** TBD
- **Tactic COUNS-I-B-1-b:** TBD.
- **Tactic COUNS-I-B-1-c:** TBD
- **Tactic COUNS-I-B-1-d:** TBD

Initiative Counselor Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy COUNS-II-A-1: TBD
- **Tactic COUNSL-II-A-1-a:** TBD
- **Tactic COUNS-II-A-1-b:** TBD
- **Tactic COUNS-II-A-1-c:** TBD

Strategy COUNS-II-A-2: TBD
- **Tactic COUNS-II-A-2-a:** TBD
- **Tactic COUNS-II-A-2-b:** TBD
- **Tactic COUNS-II-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy COUNS-II-B-1: TBD
- **Tactic COUNS-II-B-1-a:** TBD
- **Tactic COUNS-II-B-1-b:** TBD
- **Tactic COUNS-II-B-1-c:** TBD
- **Tactic COUNS-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Educational Leadership Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:
1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Educational Leadership Program			
University of Wyoming College of Education	W. Toby	Holmes	University of Wyoming College of Education
Wyoming Community College Faculty	Molly	McClure	Western Wyoming Community College
Wyoming K-12 Administrator	Gerry	Chase	Johnson County School District No. 1
Wyoming K-12 Administrator	Shannon	Harris	Natrona County School District No. 1
Wyoming School Boards Association	Brian	Farmer	Wyoming School Boards Association

Initiative Education Leadership Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy LDR-I-A-1: TBD

- **Tactic LDR-I-A-1-a:** TBD
- **Tactic LDR-I-A-1-b:** TBD
- **Tactic LDR- I-A-1-c:** TBD

Strategy LDR-I-A-2: TBD

- **Tactic LDR- I-A-2-a:** TBD
- **Tactic LDRL-I-A-2-b:** TBD
- **Tactic LDR-I-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy LDR-I-B-1: TBD

- **Tactic LDR-I-B-1-a:** TBD
- **Tactic LDR-I-B-1-b:** TBD.
- **Tactic LDR-I-B-1-c:** TBD
- **Tactic LDR-I-B-1-d:** TBD

Initiative Education Leadership Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy LDR-II-A-1: TBD

- **Tactic LDR-II-A-1-a:** TBD
- **Tactic LDR-II-A-1-b:** TBD
- **Tactic LDR-II-A-1-c:** TBD

Strategy LDR-II-A-2: TBD

- **Tactic LDR-II-A-2-a:** TBD
- **Tactic LDR-II-A-2-b:** TBD
- **Tactic LDR-II-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy LDR-II-B-1: TBD

- **Tactic LDR-II-B-1-a:** TBD
- **Tactic LDR-II-B-1-b:** TBD
- **Tactic LDR-II-B-1-c:** TBD
- **Tactic LDR-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Secondary Education Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:
1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Secondary Education Program			
University of Wyoming College of Education	J. Chris	Haynes	Department of Secondary Education
Wyoming K-!2 Student	Elizabeth	Stephens	Weston County School District No. 7
Wyoming K-12 Administrator	Kelly B.	Hornby	Campbell County School District No. 1
Wyoming K-12 Educator	Marc	Fleming	Natrona School District No. 1, Kelly Walsh High School
Wyoming K-12 Parent (PTA)	Nikki	Ruzick	Wyoming Parent Teacher Association Designee

Initiative Secondary Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SEC-I-A-1: TBD

- **Tactic SEC-I-A-1-a:** TBD
- **Tactic SEC-I-A-1-b:** TBD
- **Tactic SEC- I-A-1-c:** TBD

Strategy SEC-I-A-2: TBD

- **Tactic SEC- I-A-2-a:** TBD
- **Tactic SEC-I-A-2-b:** TBD
- **Tactic SEC-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy SEC-I-B-1: TBD

- **Tactic SEC-I-B-1-a:** TBD
- **Tactic SEC-I-B-1-b:** TBD.
- **Tactic SEC-I-B-1-c:** TBD
- **Tactic SEC-I-B-1-d:** TBD

Initiative Secondary Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy SEC-II-A-1: TBD
- **Tactic SEC-II-A-1-a:** TBD
- **Tactic SECL-II-A-1-b:** TBD
- **Tactic SEC-II-A-1-c:** TBD

Strategy SEC-II-A-2: TBD
- **Tactic SEC-II-A-2-a:** TBD
- **Tactic SECL-II-A-2-b:** TBD
- **Tactic SEC-II-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy SEC-II-B-1: TBD
- **Tactic SEC-II-B-1-a:** TBD
- **Tactic SEC-II-B-1-b:** TBD
- **Tactic SEC-II-B-1-c:** TBD
- **Tactic SEC-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Instructional Technology Program

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Instructional Technology Program			
University of Wyoming College of Education	Tonia	Dousay	University of Wyoming College of Education
Wyoming Business Community	Bill	Schilling or Designee	Wyoming Business Alliance Designee
Wyoming K-12 Administrator	Lyla	Downey	Campbell County School District No. 1
Wyoming K-12 Educator	James	Kapptie	Park County School District No. 6
Wyoming K-12 Teacher	Sarah	Lenhart	Laramie County School District No. 1

Initiative Instructional Technology Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy TECH-I-A-1: TBD
- ▪ **Tactic TECH-I-A-1-a:** TBD
- ▪ **Tactic TECH-I-A-1-b:** TBD
- ▪ **Tactic TECH- I-A-1-c:** TBD

Strategy TECH-I-A-2: TBD
- ▪ **Tactic TECH- I-A-2-a:** TBD
- ▪ **Tactic TECH-I-A-2-b:** TBD
- ▪ **Tactic TECH-I-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy TECH-I-B-1: TBD
- ▪ **Tactic TECH-I-B-1-a:** TBD
- ▪ **Tactic TECH-I-B-1-b:** TBD.
- ▪ **Tactic TECH-I-B-1-c:** TBD
- ▪ **Tactic TECH-I-B-1-d:** TBD

Initiative Instructional Technology Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy TECH-II-A-1: TBD

- **Tactic TECH-II-A-1-a:** TBD
- **Tactic TECH-II-A-1-b:** TBD
- **Tactic TECH-II-A-1-c:** TBD

Strategy TECH-II-A-2: TBD

- **Tactic TECHL-II-A-2-a:** TBD
- **Tactic TECH-II-A-2-b:** TBD
- **Tactic TECH-II-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy TECH-II-B-1: TBD

- **Tactic TECH-II-B-1-a:** TBD
- **Tactic TECH-II-B-1-b:** TBD
- **Tactic TECH-II-B-1-c:** TBD
- **Tactic TECH-II-B-1-d:** TBD

Trustees Education Initiative Research Work Group:
Instructional Facilitator (Program of Innovation)

Advisory to the Initiative Governing Board, each Research Work Group is charged with:
1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation

Research Work Group: Instructional Facilitator (Program of Innovation)			
University of Wyoming College of Education	Kate	Muir Welsh	University of Wyoming
Wyoming Education Association	Kathy	Vetter	Wyoming Education Association
Wyoming K-12 Administrator	David	Holbert	Fremont County School District No. 38
Wyoming K-12 Administrator	John	Weigel	Albany County School District 1
Wyoming K-12 Educator	Keather	Pierantoni	Laramie County School District No. 2

Initiative Instructional Facilitator Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy INST-I-A-1: TBD

- ▪ **Tactic INST-I-A-1-a:** TBD
- ▪ **Tactic INST-I-A-1-b:** TBD
- ▪ **Tactic INSTL- I-A-1-c:** TBD

Strategy INST-I-A-2: TBD

- ▪ **Tactic INST- I-A-2-a:** TBD
- ▪ **Tactic INST-I-A-2-b:** TBD
- ▪ **Tactic INST-I-A-3-c:** TBD

Objective B

TBD

Strategies and Tactics

Strategy INST-I-B-1: TBD

- ▪ **Tactic INST-I-B-1-a:** TBD
- ▪ **Tactic INST-I-B-1-b:** TBD.
- ▪ **Tactic INST-I-B-1-c:** TBD
- ▪ **Tactic INST-I-B-1-d:** TBD

Initiative Instructional Facilitation Goal II

Goal TBD

Performance Indicators
1. TBD
2. TBD

Objective A
TBD

Strategies and Tactics

Strategy INST-II-A-1: TBD
- **Tactic INST-II-A-1-a:** TBD
- **Tactic INST-II-A-1-b:** TBD
- **Tactic INST-II-A-1-c:** TBD

Strategy INST-II-A-2: TBD
- **Tactic INST-II-A-2-a:** TBD
- **Tactic INST-II-A-2-b:** TBD
- **Tactic INST-II-A-3-c:** TBD

Objective B
TBD

Strategies and Tactics

Strategy INST-II-B-1: TBD
- **Tactic INST-II-B-1-a:** TBD
- **Tactic INST-II-B-1-b:** TBD
- **Tactic INST-II-B-1-c:** TBD
- **Tactic INST-II-B-1-d:** TBD

Trustees Education Initiative Stakeholder Feedback Group

Advisory to the Initiative Governing Board, the Stakeholder Research Group is charged with:

1. Providing stakeholder input in response to proposed models and practices proposed by the Research Work Groups based on Governing Board-approved Key Performance Indicators indicative of professional educator preparation programs producing the best graduates.

Stakeholder Survey Group

Community Stakeholder	Darci	Phillips	Children's Advocate; Attorney, Sheridan
University of Wyoming Alumni	Lea	Schoenewald	
University of Wyoming Alumni	Janet	Swinton	Out-of-State Representative
University of Wyoming College of Agriculture	Jessie	Berry-DaFoe	Wyoming Agriculture in the Classroom
University of Wyoming College of Agriculture	Mark	Bittner	University of Wyoming College of Agriculture
University of Wyoming College of Health Sciences	Mark	Byra	University of Wyoming Physical Education
University of Wyoming Outreach School	Reed	Scull	University of Wyoming Outreach School
University of Wyoming Outreach School	Amy	Spiker	University of Wyoming Outreach School
University of Wyoming Student	Kahler	Dawson	University of Wyoming Physical Education
University of Wyoming Student	Tristan	Wallhead	University of Wyoming College of Health Sciences
University of Wyoming Undergraduate Student	Dana	Bjorhus	University of Wyoming Physical Education Program
UW College of Education Mentor Teacher	Anna	Beckman	Laramie County School District No. 1
UW Faculty College of Health Sciences	Jayne	Jenkins	University of Wyoming Physical Education Program
Wyoming Association of School Administrators	Kevin	Mitchell	Park County School District No. 1
Wyoming Children's Advocate	Kate	Yapuncich	Pediatrician, Sheridan
Wyoming Community College Faculty	Mark	Englert	Gillette College
Wyoming Community College Faculty	Shannon	Eskam	Casper College
Wyoming Community College Faculty	John	Hansen	Eastern Wyoming College
Wyoming Community College Faculty	Molly	McClure	Western Wyoming Community College
Wyoming Department of Child and Family Services	Rachel	Huckfeldt	Children's Advocate
Wyoming Department of Education	Dicky	Shanor	Wyoming Department of Education
Wyoming Early Childhood Administrator	Lety	Liera	Children's Learning Center, Teton County
Wyoming Early Childhood Administrator	Lesley	Thompson	Sheridan County School District No. 1

Wyoming Early Childhood Administrator	Isabel	Zumel	Teton County Library
Wyoming Education Association	Kathy	Vetter	Wyoming Education Association
Wyoming Governor, Retired	Jim	Geringer	Retired Government Official
Wyoming K-12 Administrator	John	Abrams	Laramie County School District No. 2
Wyoming K-12 Administrator	Craig	Anderson	JCSD No. 1, Cloud Peak Elementary School
Wyoming K-12 Administrator	John	Balow	Laramie County School District No. 1
Wyoming K-12 Administrator	Jay	Curtis	Park County School District No. 16
Wyoming K-12 Administrator	Alan	Demaret	Sweet Water No. 2 School District
Wyoming K-12 Administrator	James	Denning	Laramie County School District No. 1
Wyoming K-12 Administrator	Jay	Harnack	Sublette County School District No. 1
Wyoming K-12 Administrator	Bob	Heimbaugh	Sheridan County School District No. 1
Wyoming K-12 Administrator	Robyn	Heth	Niobrara County School District No. 1
Wyoming K-12 Administrator	David	Holbert	Fremont County School District No. 38
Wyoming K-12 Administrator	Jason	Horsley	Lincoln County School District No. 2
Wyoming K-12 Administrator	Dustin	Hunt	Hot Spring School District No. 1
Wyoming K-12 Administrator	Dustin	Hunt	Hot Springs County School District No. 1
Wyoming K-12 Administrator	Dan	Mayer	Region V BOCES
Wyoming K-12 Administrator	Deb	Riker	Carbon County School District No. 2
Wyoming K-12 Administrator	Owen	St. Clair	Fremont County, No. 14
Wyoming K-12 Administrator	Summer	Stephens	Weston County School District No. 7
Wyoming K-12 Administrator	Fletcher	Turcato	Carbon County School District No. 1
Wyoming K-12 Administrator	Nate	Westcott	Lincoln County School District No. 2
Wyoming K-12 Administrator	Rick	Woodford	Big Horn County School District No. 2
Wyoming K-12 Administrator - HR	Verba	Echols	Natrona School District No. 1
Wyoming K-12 Administrator Special Education	Deb	Riker	Carbon County School District No. 2
Wyoming K-12 Administrator Special Education	Ginger	Sleep	Park County School District No. 1
Wyoming K-12 Administrator Special Education	Traci	Turk	Sheridan County School District No. 2
Wyoming K-12 Administrator Special Education	Nate	Westcott	Lincoln County School District No. 2
Wyoming K-12 Administrator	Roy	Brown	Fremont County School District No. 1
Wyoming K-12 Administrator	Linda	Crawford	Weston County School District No. 7
Wyoming K-12 Administrator	David	Hardesty	Linford Elementary School
Wyoming K-12 Administrator	Shannon	Harris	Natrona County School District No. 1
Wyoming K-12 Administrator	RJ	Kost	Park County School District No. 1
Wyoming K-12 Counselor	Kristen	Brindza	Crook County School District
Wyoming K-12 Educator	Dirk	Andrews	Natrona County School District No. 1
Wyoming K-12 Educator	Dave	Barker	Fremont County School District No. 1
Wyoming K-12 Educator	Matthew	Bassett	Albany County School District No. 1

Wyoming K-12 Educator	Ann	Christopherson	Laramie County School District No. 1
Wyoming K-12 Educator	Kenneth	Crowson	Fremont County School District No. 38
Wyoming K-12 Educator	John	Cundall	Rock Springs High School - Business Educator
Wyoming K-12 Educator	Marc	Fleming	Natrona School District No. 1
Wyoming K-12 Educator	Marc	Fleming	Natrona School District No. 1, Kelly Walsh High School
Wyoming K-12 Educator	LeRoy	Garcia	Laramie County School District No. 1
Wyoming K-12 Educator	Crystal	Graf	Beitel Elementary School
Wyoming K-12 Educator	Matthew	Johnson	Sheridan High School/ SCSD2
Wyoming K-12 Educator	Reagan	Kaufman	South High School
Wyoming K-12 Educator	Dea	Kobbe	Linford Elementary School
Wyoming K-12 Educator	Joey	Kozlowski	Sheridan County School District 1
Wyoming K-12 Educator	Joey	Kozlowski	Sheridan County School District 1, Tongue River Elementary School
Wyoming K-12 Educator	Maggi	Lambert	Johnson County School District No. 1
Wyoming K-12 Educator	Eric	Makelky	Sublette County School District No. 1
Wyoming K-12 Educator	Mandi	Moore	Beitel Elementary School
Wyoming K-12 Educator	Lauren	Padesky	Linford Elementary School
Wyoming K-12 Educator	Becky	Pearce	Albany County School District No. 1
Wyoming K-12 Educator	Keather	Pierantoni	Laramie County School District No. 2
Wyoming K-12 Educator	Sara	Pommarane	Indian Paintbrush Elementary
Wyoming K-12 Educator	Paul	Primrose	Fremont County School District No. 1
Wyoming K-12 Educator	Sarah	Stoll	Fremont County School District No. 38
Wyoming K-12 Educator	Teresa	Strube	University of Wyoming Lab School
Wyoming K-12 Educator	Dee	Swanson	University of Wyoming Lab School
Wyoming K-12 Educator	Mick	Wiest	Retired
Wyoming K-12 Teacher	Lauren	Breckenridge-Padesky	Albany County Schools
Wyoming K-12 Teacher	Kim	Buchanan	Albany County Schools, No. 1
Wyoming School Boards Association	Brian	Farmer	Wyoming School Boards Association
Wyoming School Boards Association	Debbie	McCullar	Wyoming School Boards Association
Wyoming School Counselor Association	Monika	Johannsen-Young	Wyoming School Counselor Association
Wyoming State Board of Education	Kathryn	Sessions	Wyoming State Board of Education
Wyoming Statewide System of Support	Gerry	Chase	Johnson County School District No. 1
Wyoming Statewide System of Support	Joel	Dvorak	Joel Dvorak and Associates

Expert Support for Research Work Groups

Education Experts to Support the Work of the TEI Research Work Groups			
Disciplinary Literacy	Terry	Burrant	University of Wyoming College of Education
Educational Leadership	William	Holmes	University of Wyoming College of Education
Educational Opportunity	Cynthia	Brock	University of Wyoming College of Education
English as a Second Language/Diversity	Jenna	Shim	University of Wyoming College of Education
Family Connections Supporting Education	Kara	Carnes-Holt	University of Wyoming College of Education
Instructional Technology	Craig	Shepherd	University of Wyoming College of Education
Leadership for Curriculum Development	David	Hvidston	University of Wyoming College of Education
Literacy Methods	Dana	Robertson	University of Wyoming College of Education
Qualitative Research	Allen	Trent	University of Wyoming College of Education
Research Protocols and Process Experts (Multiple)	TBD	TBD	Marzano Research Group
Wyoming Education Policy Experts (Multiple)	TBD	TBD	Wyoming Department of Education

Section Three

Initiative Annual Expenditure Budgets 2016 - 2020

Initial Version • December 2016

Initiative Annual Expenditure Budgets
2016-2020

Year	Planned Expenditure Total
2016	$ 117,000.00
2017	$ 1,070,100.00
2018	$ 1,430,800.00
2019	$ 1,206,800.00
2020	$ 1,175,300.00
2016-2020	$5,000,000.00

2016

Year	Activity	Budgeted Expenditures	Notes
2016			
	Establish Governing Board	$10,000.00	Travel and Meeting Logistics
	Search for Executive Director	$42,000.00	Search Firm, Travel and Logistics
	Salaries and Benefits	$40,000.00	Exec. Director, Project Coordinator
	Computers and Software	$4,500.00	
	Conferences and Program Visits	$1,500.00	Identify and Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	$7,500.00	
	Financial Management Fee	$4,300.00	
	Office Furnishings and Supplies	$5,000.00	
	Printing and Collateral Materials	$1,500.00	
	Communication	$700.00	Logo, signature, symbol design
	2016 TOTAL	$117,000.00	

2017

Year	Activity	Budgeted Expenditures	Notes
2017			
	Governing Board	$30,000.00	Travel and Meeting Expenses
	National Advisory Board	$50,000.00	Travel and Meeting Expenses
	Strategic Coordinating Council	$60,000.00	Travel and Meeting Expenses
	Program Study Groups	$65,000.00	Travel and Meeting Expenses
	Salaries and Benefits	$300,000.00	Exec. Director, Project Coordinator
	Computers and Software	$4,000.00	
	Conferences and Program Visits	$200,000.00	Identify and Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	$50,000.00	
	Design and Pilot of Best Practices	$150,000.00	
	Research Support	$125,000.00	
	Gaining Expanded Financial Support	$25,000.00	
	Financial Management Fee	$4,300.00	
	Office Furnishings and Supplies	$2,800.00	
	Printing and Collateral Materials	$3,000.00	
	Communication	$1,000.00	
2017 TOTAL		**$1,070,100.00**	

2018

Year	Activity	Budgeted Expenditures	Notes
2018			
	Activity	**Budget**	**Notes**
	Governing Board	$35,000.00	Travel and Meeting Expenses
	National Advisory Board	$55,000.00	Travel and Meeting Expenses
	Strategic Coordinating Council	$60,000.00	Travel and Meeting Expenses
	Program Study Groups	$80,000.00	Travel and Meeting Expenses
	Salaries and Benefits	$425,000.00	Exec. Director, Project Coordinator
	Computers and Software	$1,500.00	
	Conferences and Program Visits	$300,000.00	Identify and Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	$75,000.00	
	Design and Pilot of Best Practices	$250,000.00	
	Research Support	$125,000.00	
	Gaining Expanded Financial Support	$15,000.00	
	Financial Management Fee	$4,300.00	
	Office Furnishings and Supplies	$2,000.00	
	Printing and Collateral Materials	$2,000.00	
	Communication	$1,000.00	
	2018 TOTAL	**$1,430,800.00**	

2019

Year	Activity	Budgeted Expenditures	Notes
2019			
	Governing Board	$35,000.00	Travel and Meeting Expenses
	National Advisory Board	$55,000.00	Travel and Meeting Expenses
	Strategic Coordinating Council	$60,000.00	Travel and Meeting Expenses
	Program Study Groups	$75,000.00	Travel and Meeting Expenses
	Salaries and Benefits	$330,000.00	Exec. Director, Project Coordinator
	Computers and Software	$1,500.00	
	Conferences and Program Visits	$100,000.00	Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	$75,000.00	
	Implementation of Best Practices	$325,000.00	
	Research Support	$125,000.00	
	Gaining Expanded Financial Support	$15,000.00	
	Financial Management Fee	$4,300.00	
	Office Furnishings and Supplies	$2,000.00	
	Printing and Collateral Materials	$3,000.00	
	Communication	$1,000.00	
	2019 TOTAL	**$1,206,800.00**	

2020

Year	Activity	Budgeted Expenditures	Notes
2020			
	Governing Board	$35,000.00	Travel and Meeting Expenses
	National Advisory Board	$55,000.00	Travel and Meeting Expenses
	Strategic Coordinating Council	$60,000.00	Travel and Meeting Expenses
	Program Study Groups	$90,000.00	Travel and Meeting Expenses
	Salaries and Benefits	$330,000.00	Exec. Director, Project Coordinator
	Computers and Software	$5,000.00	
	Conferences and Program Visits	$25,000.00	Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	$100,000.00	
	Implementation of Best Practices	$325,000.00	
	Research Support	$125,000.00	
	Gaining Expanded Financial Support	$15,000.00	
	Financial Management Fee	$4,300.00	
	Office Furnishings and Supplies	$2,000.00	
	Printing and Collateral Materials	$3,000.00	
	Communication	$1,000.00	
	2020 TOTAL	**$1,175,300.00**	

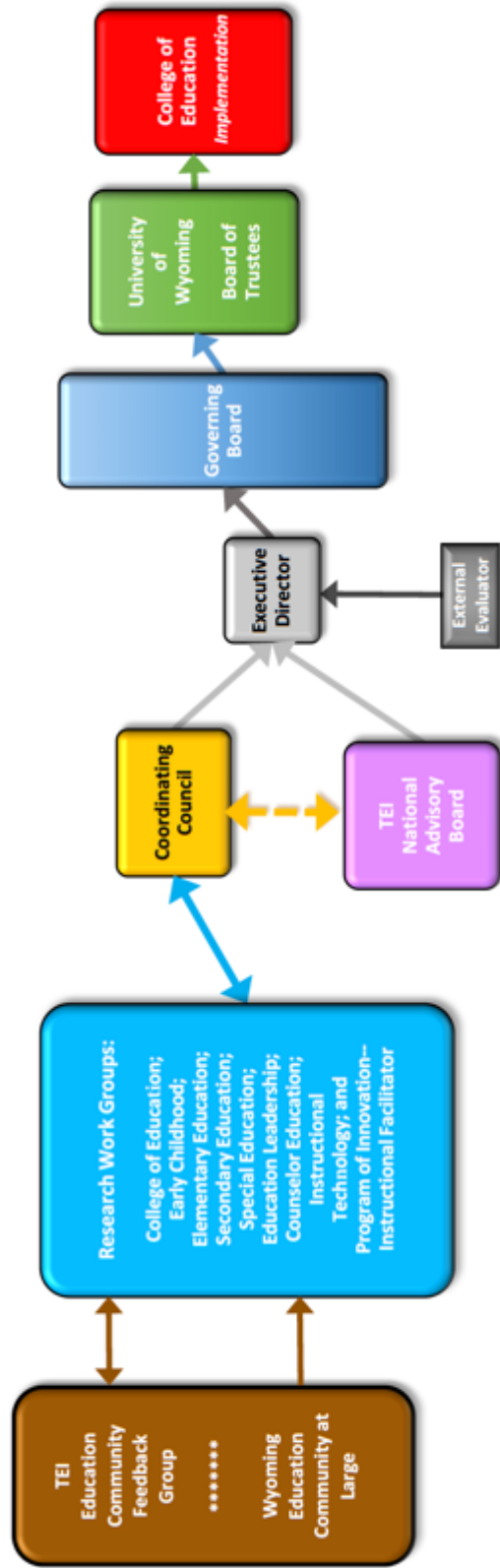|			
	FIVE YEAR TOTAL	**$5,000,000.00**	**2016 through 2020**

Section Four

Initiative Timeline, Milestones, and Activities

University of Wyoming
Board of Trustees Education Initiative (TEI)

Governance Structure and Process

College of Education
Implementation

University of Wyoming Board of Trustees

Governing Board

Executive Director

External Evaluator

Coordinating Council

TEI National Advisory Board

Research Work Groups:

College of Education; Early Childhood; Elementary Education; Secondary Education; Special Education; Education Leadership; Counselor Education; Instructional Technology; and Program of Innovation—Instructional Facilitator

TEI Education Community Feedback Group

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Wyoming Education Community at Large

Strategic Plan: 2016-2020 • Initial Version • December 2016

NOTE:

The Initiative Timeline and its elements
will be continuously revised
as the Initiative work progresses.

Initiative Research Work Group
Sequence Assignments

Sequence I Work Groups Begin Winter 2017	Sequence II Work Groups Begin Summer 2017	Sequence III Work Groups Begin Fall 2017
College of Education	Early Childhood Education	Education Leadership
Elementary Education	Instructional Facilitator	Instructional Technology
Special Education	Counselor Education	Secondary Education

Year	Month	Responsibility	Milestone	Governing Board Approval
2016	March	**Governing Board**	Establishes Board and Executive Committee Structure	Yes
2016	September	**Executive Director**	Establishes office equipment, supplies, information technology	N/A
2016	September	**Governing Board**	Employs Executive Director	Yes
2016	October	**Executive Director**	Creates and publishes website	N/A
2016	November	**Governing Board**	Provides guidance on work groups, processes, goals, and structures.	Pending
2016	December	**Executive Director**	Recommends members for all work groups. Presents draft Strategic Plan to Executive Committee of Governing Board for review and approval. Recommends desired characteristics for National Advisory Board Members to Executive Committee of Governing Board. Presents draft research protocol for Program Research Groups to Executive Committee of Governing Board.	Pending
2016	December	**Governing Board (Executive Committee)**	Takes action on initial Strategic Plan.	Pending

Year	Month	Responsibility	Milestone	Governing Board Approval
2017	January	**Coordinating Council**	Refines Strategic Plan.	Pending
2017	January	**Executive Director**	Recommends candidate for Project Coordinator. With support of Marzano Research, gather UW College of Education baseline data on Key Performance Indicators. Drafts Bylaws for Governing Board review. Develops and presents slate of nominees for National Advisory Board based on Executive Committee of Governing Board desired characteristics; Executive Committee of Governing Board reviews and takes action on recommendation. Begin series of eight regional Town Hall Meetings throughout Wyoming.	Pending
2017	February	**Executive Director**	Seeks commitment of National Advisory Board members. Develops and distributes survey to Education Community Stakeholder Group, seeking feedback for the Research Work Groups. Continue series of eight regional Town Hall Meetings throughout Wyoming.	Pending
2017	February	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson

2017	February	**Governing Board (Executive Committee)**	Takes action on members of National Advisory Board.	Pending
2017	February	**Sequence I**	Review current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	N/A
2017	March	**Executive Director**	Compiles and provides Education Community Stakeholder Group survey response data to Research Work Groups. Completes series of eight regional Town Hall Meetings throughout Wyoming.	N/A
2017	March	**Governing Board**	Takes action on recommended Bylaws.	Pending
2017	March	**Sequence I**	Visits and evaluates programs using evidence-based models and practices which align to successful outcomes on the Key Performance Indicators in the Strategic Plan.	N/A
2017	April	**Executive Director**	Reports to Coordinating Council and Research Work Groups the feedback received in the Town Hall Meetings.	N/A
2017	April	**Sequence I**	Presents recommendations to Coordinating Council and National Advisory Board for pilot implementation of best educator preparation practices.	N/A
2017	May	**Coordinating Council**	Provides feedback to **Sequence I Research Work Groups** regarding recommendations for pilot implementation of best practices.	N/A
2017	May	**National Advisory Board**	Provides feedback to Coordination Council regarding recommendations for pilot implementation of best practices.	N/A

2017	May	Sequence I	Receives feedback from Coordinating Council and National Advisory Board regarding recommendations for pilot implementation of best practices. Submits revised recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2017	June	Coordinating Council	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of **Sequence I Research Work Groups'** best practices.	Pending
2017	June	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2017	June	National Advisory Board	Submits to Governing Board recommendations for pilot implementation of best practices.	Pending
2017	June	Sequence II	Reviews program's current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	N/A
2017	July	Governing Board	Reviews and takes action on recommendations from Coordinating Council and National Advisory Board for **Sequence I Research Work Groups'** pilot implementation of best practices.	Pending
2017	July	Coordinating Council	Seeks **Wyoming Professional Teaching Standards Board (PTSB)** and **Council for Accreditation of Educator Preparation (CAEP)** feedback and approvals (as needed) on implementation of practices approved by Governing Board for Sequence I Programs.	N/A
2017	July	Sequence II	Visits and evaluates preparation programs using evidence-based models and practices aligned to successful outcomes on the Key Performance Indicators.	N/A

2017	August	**Sequence I**	Begins implementation of approved best practices.	N/A
2017	August	**Sequence II**	Submits recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2017	September	**Coordinating Council**	Provides feedback to **Sequence II Research Work Groups** regarding recommendations for pilot implementation of best practices.	N/A
2017	September	**Sequence II**	Receives feedback from Coordinating Council and National Advisory Board regarding recommendations for pilot implementation of best practices. Submits revised recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2017	September	**Sequence III**	Reviews program's current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	N/A
2017	October	**Coordinating Council**	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of **Sequence II Research Work Group** best practices.	Pending
2017	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2017	October	**National Advisory Board**	Provides feedback to Coordinating Council regarding recommendations for pilot implementation of best practices.	Pending
2017	October	**Sequence III**	Visits and evaluates Education Leadership preparation programs using evidence-based models and practices aligned to successful outcomes on the Key Performance Indicators.	N/A

2017	November	Governing Board	Reviews and takes action on recommendations from Coordinating Council and National Advisory Board for **Sequence II Research Work Groups'** pilot implementation of best practices.	Pending
2017	November	Coordinating Council	Seeks **Wyoming Professional Teaching Standards Board** feedback and approvals on implementation of practices approved by Governing Board for Sequence II Programs.	N/A
2017	December	Sequence III	Presents recommendations to Coordinating Council and National Advisory Board for pilot implementation of best educator preparation practices .	N/A
2018	January	Coordinating Council	Provides feedback to **Sequence III Research Work Groups** regarding recommendations for pilot implementation of best practices.	N/A
2018	January	Sequence II	Begins implementation of approved best practices.	N/A
2018	January	Sequence III	Receives feedback from Coordinating Council and National Advisory Board regarding recommendations for pilot implementation of best practices . Submits revised recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2018	February	Coordinating Council	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of **Sequence III Research Work Group** best practices.	Pending
2018	February	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2018	February	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending

Year	Month	Responsible Party	Action	Status
2018	March	**Governing Board**	Reviews and takes action on recommendations from Coordinating Council and National Advisory Board for **Sequence III Research Work Groups'** pilot implementation of best practices.	Pending
2018	March	**Coordinating Council**	Seeks **Wyoming Professional Teaching Standards Board** feedback and approvals on implementation of practices approved by Governing Board for Sequence III Programs.	N/A
2018	March	**Sequence I**	Measures effects of implementation of best practices.	N/A
2018	May	**Sequence II**	Measures effects of implementation of best practices.	N/A
2018	June	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	Pending
2018	June	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2018	June	**Sequence I and Sequence II**	Reports to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2018	June	**Sequence III**	Begins implementation of approved best practices.	N/A
2018	July	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2018	October	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	N/A
2018	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2018	October	**National Advisory Board**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2018	November	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2019	February	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	N/A
2019	February	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson

2019	February	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2019	February	Sequence III	Reports to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2019	March	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2019	May	Sequence I, II, and III	Measure effects of implementation of best practices.	N/A
2019	June	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2019	June	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2019	June	Sequence I, II, and III	Report to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2019	July	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2019	October	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2019	October	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2019	October	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2019	November	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2020	February	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2020	February	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2020	February	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A

2020	March	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2020	May	Sequence I, II, and III	Measure effects of implementation of best practices.	N/A
2020	June	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	N/A
2020	June	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2020	June	Sequence I, II, and III	Report to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2020	July	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2020	October	**Coordinating Council**	Monitors and reports progress on Strategic Plan.	N/A
2020	October	**Executive Director**	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2020	October	**National Advisory Board**	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2020	November	**Governing Board**	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending

Section Five Research Plan

Note:
The proposed Research Plan and its elements will be assessed by an External Evaluator prior to implementation.

Initiative Research Plan:
Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research Plan:
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
- *Evidence-Based Practice* – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
  - current educator preparation literature
  - meta-analyses (combined data from multiple studies)
    - historical research
    - experimental research
    - non-experimental research
    - exploratory, descriptive, and explanatory (cause and effect) research
  - outcomes data 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 Research Plan:
Initiative-Wide Tasks

1) Executive Director develops and conducts survey 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 eight 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.

Initiative Research Plan:
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 current educational practice and current educator preparation practice

3) Summarize findings

4) Draw conclusions and make recommendations for action

Initiative Research Plan:
Required Methods in Support of Research Objectives

- Employ a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States
- Identify the practices that 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
    - Culture
    - Socioeconomic Status
  - Outreach and Engagement
  - Professional Development of College of Education Faculty and Wyoming Educators
  - Alignment to Accreditation Standards
  - Alignment to Wyoming Teacher Shortage Areas

Initiative Research Plan:
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

Initiative Research Plan:
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

Initiative Research Plan:
Dissemination of Results

- Research reports will be provided to Trustees Education Initiative entities as follows:
  - Research Work Groups
  - Coordinating Council
  - National Advisory Board
  - 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

Section Six

2015-2016 Analysis:
College of Education Strengths, Weaknesses, Opportunities, Threats (SWOT)

Initial Version • December 2016

Strengths

Recruitment and Application Process
- Affordability of graduate programs

Admissions
- Admissions selectivity into graduate programs using standardized test scores, prior GPA, dispositions, diversity criteria
- Reputation of prior undergraduate program of graduate applicants

Program Design and Delivery
- Instructional practices derived from a national empirical evidence base, e.g. case studies in the Educational Administration Doctoral Program
- Instructional practices aligned to Specialized Professional Association (SPA) and Council for Accreditation of Educator Preparation (CAEP) standards
- Curricular currency, relevance, and structure
- Combination of faculty-designed course rubrics and edTPA assessment of candidate skills
- Assessments to demonstrate candidate efficacy in P-12 settings
- Comprehensive exit assessment of candidate knowledge

Candidate Experience
- Some use of practices based on empirical evidence base, e.g. backward design; Words Their Way; balanced literacy; digital literacy for vocabulary, comprehension and writing; dialogic instruction and guided release of responsibility models
- Preparation to teach Wyoming Next Generation Science Standards
- Hybrid delivery of face-to-face and online delivery in graduate programs
- Field and clinical placement experiences
- Research opportunities for graduate students that lead to national and international conference engagement
- Mentoring by experienced community college leaders (Instructional Technology / Instructional Design)
- Supervised clinical and student teaching experiences, including selectivity of supervising teacher
- Faculty advising (including career advising) in some graduate programs

Weaknesses

Recruitment and Application Process
- Graduate application system is complex, resulting in up to 33 percent of applications never being completed.

Admissions
- Use of standardized tests (ACT, SAT) which are not valid predictive measures of educator quality

Program Design and Delivery
- Inconsistency in knowledge base of empirical research between sections and faculty members (including graduate students and adjunct faculty)
- Lack of competency-based skill demonstrations by candidates
- Concern that the pressure to move to online delivery will diminish the effectiveness of candidate learning
- Concern with use of external candidate evaluation through edTPA
- Inconsistent course delivery across faculty members
- Staff are unprepared to support faculty in tracking candidates
- Limited engagement statewide
- Support and establishment of guidelines and expectations for supervising teachers
- No reward system for supervising teachers

Continuous Improvement
- Limited graduate follow-up data, including graduate self-ratings and employer ratings
- Over-reliance on a single measure to evaluate candidate progress

Candidate Experience
- Limited experiences working with diverse student populations
- Limited opportunity for statewide engagement
- Faculty advising (including career advising) in some graduate programs
- Undergraduate candidates being advised by graduate faculty

Opportunities

Recruitment and Application Process
- Recruit candidates using distance technologies

Admissions
- Using longitudinal data analysis, identify and utilize admissions criteria which are effective predictors of educator quality

Program Design and Delivery
- Adopt and implement with fidelity practices with a strong empirical evidence base
- Develop and implement a longitudinal data collection and analysis of program candidates
- Develop and implement system to monitor graduate employment and professional performance, including employer/client ratings of program completers
- Align candidate preparation to the current needs of K-12 settings
- Develop role-specific effective evidence portfolio
- Issue alumni lifetime e-mail addresses as a means for remaining connected to completers
- Ensure that program reflects the best practices in clinical and K-12 settings
- Require competency-based skills demonstrations
- Provide training for clinical supervisors
- Develop and implement technology-based supervision of clinical experiences
- Require a teaching effectiveness evidence portfolio of all candidates
- Improve communication with stakeholders
- Employ sufficient faculty members to adequately delivery quality programs

Continuous Improvement
- Collect, analyze, and report data on supervisor ratings of candidates and P-12 school outcomes
- Collect, analyze, and report data on completers' self-ratings of efficacy
- Collect, analyze, and report data on K-12 student, parent, principal, and superintendent ratings of program completers

Candidate Experience
- Adopt or adapt best practices used at other nationally/internationally recognized programs,
  - employ a cohort model
  - require practicum experiences in master's degree programs
  - increase use of case studies
  - require culminating projects in master's degree programs with an external audience
- Develop a competency-based skills tracking system for candidates
- Increase practicum experiences
- Implement a year-long internship with partial pay
- Leverage technology such as video simulations using avatars and scripts

- Develop and implement a model of professional advising staff
- Provide career services and placement, including use of technology (career fairs) to connect with employers
- Develop and implement online self-advising program

Threats

Recruitment and Application Process
- Competition from out of state and proprietary online programs
- Out-of-state institutions offering in-state tuition to Wyoming residents
- Management of the narrative around the college's program reputation

Admissions
- Budget pressures in a time of fiscal concerns that threaten graduate admissions selectivity
- Costs of additional admissions assessments

Program Design and Delivery
- Insufficient faculty professional development on instructional strategies and use of instructional technology
- Insufficient documentation and use of program milestone procedures related to dispositions required for educational practice
- Financial resources are being diverted to the Outreach School with insufficient return on the investment.
- Absence of data on graduate employment and professional performance
- Misalignment of technology on which candidates are prepared and the technology available in K-12 schools
- Assessment reliability, validity, frequency, length, complexity, cost/benefit ratio, relevance, fidelity of use, and candidate consequences

Candidate Experience
- Inconsistency in 21st century readiness of learning spaces on UW campus
- Insufficient opportunities for candidates to demonstrate teaching skills to faculty
- Limitations in student teaching placements to spring semester
- Limitations in student teaching placements to only certain regions of Wyoming
- Adequate faculty staffing to deliver programs
- Lack of access to online self-advising tools
- Increase computer lab hours to meet candidate needs; could decrease resource focus on carts in the Annex.
- Limited clinical placements
- Inconsistent and untimely delivery of undergraduate advising

Research Work Group Submission
to Coordinating Council

- *Recommendation for Pilot Implementation*
- *Funding Request*
- *Assurance of Completion of Research Protocol*

Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Key Performance Indicators[1]

- Statewide perceptions of the University of Wyoming College of Education

- Enrollment of Wyoming residents in University of Wyoming College of Education

- Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners

- Executed, active clinical partnership agreements with Wyoming School Districts

- National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 2: Clinical Partnerships and Practice, Component 2.1: Partnerships for Clinical Preparation.

Initiative Research 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

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

- *Evidence-Based Practice* – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
    - current educator preparation literature
    - meta-analyses (combined data from multiple studies)
        - historical research
        - experimental research
        - non-experimental research
        - exploratory, descriptive, and explanatory (cause and effect) research
    - outcomes data 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 Research Work Group Name:

Submitted by:

Contact Email:

Contact Phone:

Submission Date:

Research Work Group Member Names:

Recommendation for Pilot Implementation:

Funding Request to Support Pilot Implementation:

Funding Request by Academic Year:

2017-2018 Total Request

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

2018-2019 Total Request

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

2019-2020 Total Request

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Budget Narrative to Support Funding Request:

Documentation of Research Process

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

Literature Citations:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

☐ **Collected and analyzed relevant evidence from current educational practice and current educator preparation practice**

Evidence Collected and Analyzed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

☐ **Summary of Findings**

Research Methods in Support of Initiative Objectives

☐ **Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States**

Quantitative Data Analyzed:

Qualitative Data Analyzed

☐ **Identified practices that yield the greatest effect size on the Initiative Key Performance Indicators, 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

Culture

Socioeconomic Status

Outreach and Engagement

Professional Development of College of Education Faculty and Wyoming Educators

Alignment to Accreditation Standards

Alignment to Wyoming Teacher Shortage Areas

Subjects Studied

☐ **Traditional educator preparation programs in public and private universities across the United States**

Names and Locations of Traditional Programs studied:

☐ **Alternative educator preparation programs**

Names and Locations of Alternative Programs studied:

☐ **International educator preparation programs**

Names and Locations of International Programs studied:

Contextual Constraints Identified

☐ **Identified 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
- ☐ Other (Please describe.)

☐ **Identified Potential Risk to Trustees Education Initiative**

- ☐ Insufficient Data for College and Program Continuous Improvement Purposes
  - ☐ Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for
- ☐ Insufficient Commitment to Collaboration from Wyoming P-12 School Districts
- ☐ Other (Please describe.)