Content Knowledge

- I believe that prospective teachers that graduate from the University of Wyoming are indeed well prepared in their content area.

- Students teachers I have had over the last four years have come strong and eager to learn. They do come with questions about the content of math and literacy. I have seen a improvement in the area of literacy. Specifically running records. I would love it if college students could have focused teaching and practical experiences in the area of guided reading.

- The two student teachers I have had in the past were very well prepared to handle both the curriculum content and the classroom management. Both these individuals were a bit older than the typical student teacher and I feel their maturity played a big part in their readiness. Both were organized, able to create comprehensive lesson plans and implement the content.

- There have been no student teachers or interns of any kind in my school the past 4 years. In the community schools, I am aware of 1 over the past 4 years, but it's possible there have been a few more. For novice teachers in my community's schools, I am aware of 2, only one of which I have perspective on content knowledge. I feel she was well prepared for her elementary position.

- I have very little knowledge of these people in this district in the last 4 years as this is my first year here. However, I graduated from the University of Wyoming College of Education.

- I believe that the student teachers in the Lab School that is housed in the College of education had a great learning experience with the teachers. Joan James was my granddaughters teacher and she was the best example of a teacher that cares and encourages children. I saw how she worked with her students teachers in and out of the classroom. I have always believed that she was a great success with children. Joan James is now over in the College of education as a professor and talking with her on how she works with students now on getting them ready to go into a classroom.

- I have been a teacher in Wyoming for 15+ years. I am currently a graduate student enrolled in the Literacy Ph.D. program. As a parent, I have one child who graduated from U.W. She is currently teaching 2nd grade in Wyoming. Also, I have another child attending U.W. Areas of interest regarding the University of Wyoming:
  - Wyoming Teacher
  - Parent of Wyoming students
  - Student at the University of Wyoming

- As a veteran school administrator, I am frustrated to report that Torrington Middle School has not been privileged to host either a student teacher or an administrative intern in many years. I'm not sure why this is the case. Therefore, I am not qualified to answer this
question.
In terms of novice teachers, anyone I have recently hired from the University of Wyoming has been very well-qualified and quite successful in the classroom. Their subject area knowledge has proven to be very strong.

- No input. 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. I don't believe our school has hired any University of Wyoming graduates in the last four years. I did sit in on one interview of a candidate from UW and he seemed qualified and enthusiastic in his subject area.

- The student teachers I have had the pleasure of working with seem generally qualified in terms of content knowledge. However there are two areas where I feel that student teachers could be more prepared. These areas are teaching primary reading and reading intervention.

- In my previous experience with UW student teachers, their expertise of content (speaking in terms of balanced literacy) seems very solid. The one area I've noticed that student teachers feel a bit uncomfortable in is taking and analyzing running records & classroom management.

- I am a teacher with 39 years of public school experience, all of which have been teaching in public schools here in Wyoming. I have eight areas of Wyoming Secondary certification. In 2007, I was finally able to consider (and afford) earning a Master's degree. I hoped to earn this degree in the content of Reading, because this was and continues to be my professional assignment. However, I was deeply disappointed to find that the UW College of Education offered no Masters program in this discipline. The closest I could get was, and again, continues to be a degree in Curriculum and Instruction. I earned my Masters degree in Literacy and Learning in the Content Areas, grades 6-12 through Walden University online. I believe that the College of Education needs to more fully consider the professional needs of experienced teachers, in addition to training and recruiting our next generation of teachers.

- I feel the content knowledge of University of Wyoming student teachers has been exemplary! They are well prepared for the classroom. The three week fall observation period is a great program for gradual release of responsibility for the student teachers to be successful in the classroom. The University professors that I have worked with are very knowledgeable on how to prepare their teachers to be successful in today's ever-changing education world. They communicate effectively, provide proper and adequate feedback, and offer suggestions for improvement. I have been very impressed with the University of Wyoming teacher preparedness program.
• At the secondary level I find teaching staff to be solid in their content English and Math
teachers struggle with understanding the foundational skills that underpin their content and
don't know how to identify of remediate critical missing skills. They are also generally
unfamiliar with the Wyoming State Standards for their content area. They struggle to
meaningful integrate read, writing and speaking across content areas. They understand the
importance and they try, but they don't come to use understanding how skills in these area
can be very naturally incorporated into their content instruction. They also struggle with
understanding how to integrate content areas like science and math, into application based
instruction.
Elementary teachers in general are prepared to develop lessons in multiple content areas.
However, they 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. If kids struggle with a presented skill this lack of knowledge in how kids learn to
read, develop language and do math keeps them from knowing what do to support the
struggling student.
Overall, all teacher k-12 lack quality instructional planning skills. They also struggle with
creating activities and lessons that require their students to think and perform at higher
levels. I feel like we are coming out of an era in schooling that was completely dependent
on textbook companies to provide everything, including scripts, for our teachers and
because of that they lack skills in quality assessment development, using formative
assessment to drive instruction, instructional planning and alignment, research based
instructional strategies and the use of technology to enhance instruction.
New administrators seem to be adepts and building management and student management
pieces, but need more education around working with teacher...not just supervising and
evaluating but growing and improving. They need to know how to develop structures in
their buildings that support the needs of their students, ie, communication plans, staffing
plans, schedule building, use of support staff, use of instructional technology, grading
procedures, etc. They need a much deeper understanding of data including: what data to
gather, how to involve staff in analysis and collaboration of that data, how to build
meaningful and actionable school improvement plans and how to monitor progress towards
the goals in their plan...summative vs formative vs interim vs progress monitoring etc. etc.

• I will comment strictly on my perspectives on your administrative training. I'm been
involved in the support side of education for thirty-five years. I have a BS in accounting and
and MBA both from University of Wyoming. What UW lacks in the preparation program
from principals, superintendents and other administrative programs is the complete lack of
any management training. The most important part of their jobs is the recruitment, hiring
and supervision of instructional staff. The only training educators have in dealing with these
issue is on-the-job training and this training comes from people who are equally lacking in
any management training.

• The University of Wyoming does a great job with elementary math content. They provide a
lot of great, hand's on activities. In regards to literacy, I don't think they have done a great
job. The first three years require two literacy courses, but they don't help you with any content. And methods, where you should be learning how to teach literacy, didn't help either. I love that UW has a lot of science classes, however, science isn't as stressed in school so having ALL of the science isn't needed. There is no class for elementary majors regarding social studies.

- I find the teachers to be relatively well prepared. I think the systems in each district are unique. However, it would be important to help teachers with the functions and roles of a professional learning community. I have witnessed improvement in the UW students over the last 8 years. I recruit around the region and find the UW students to be much better prepared than they were 8 years ago.

- Novice Teacher-
  Preparation for working with colleagues. How to advocate for themselves without having to worry that their contract my not be continued. I have seen new teachers be bullied by older or the most experienced teachers. The older teachers have put pressure on the new teacher that is not following their ways or ideas such as making lesson plans that make the teacher's work load less instead of what is best for the students. Advising them they don't have to stay late to complete their work. The experienced teachers teach the new ones how to write a lesson that will pass a administration observation, but how to teach what they want despite the program that the district has chosen. The older teachers buy off the newer teachers with gifts and lunches. The new teachers are afraid to speak up because veteran teacher are on the hiring committees. If the new teachers resists their ideas, they report to the principal that the new teacher is not working as a team member, start picking them apart, shunning them, and making their life miserable so that they quit at the end of the year.

Novice administration should be aware of the potential of this happening in schools, create workplace bullying policies, and shut the bullying down. The administration should be aware that these experienced teachers know all of the current education treads and manipulative this information to get what they want, not necessary what is best for students. Novice administration should be prepared to act on the experienced teacher that are not being compliant with district policies that showing up on time for morning contract time, skipping meeting, not teacher programs to fidelity because they personally don't like them.

Parents are afraid to show concern toward the experienced teachers because they don't want their child black listed and treated poorly. The parents have developed a lack of respect for the school system. They not volunteering or participating in school functions, low PTO membership.

- None of the teachers I have worked closely with in my subject area (secondary science) are UW graduates.

- As an elementary teacher, I have worked with student teachers and novice teachers in my building over the last four years. Most of them are enthusiastic and eager to teach. However, their content knowledge is not great. I know that elementary teachers have to
have knowledge of vast amounts of subject matter, but they should be able to teach reading. Most student teachers and novice teachers have no idea how to teach reading, and that is all parts of it - phonics, phonological awareness, fluency, comprehension, vocabulary. They are able to follow a curriculum but they would not be able to design one on their own. I think all teachers should be trained in all five components of reading as part of their teacher preparatory program.

- I believe the University of Wyoming's novice education professionals in our school (Park Co. Middle School) are not only encouraging for students to see but also allows professionals in this area to have a direct influence on those just starting in their careers. As a novice counselor/professional myself, I am grateful to have senior professional's input and advice. Individuals in these roles directly influence students and allow them to see the initial process of what it takes to become a professional. Seeing individuals just starting out in their careers encourages students to inquire about college and higher education.

- I haven't been enrolled in any college classes within the last four years. It's hard to say if anything has changed since I did attend classes there. When I received my degree in elementary education I had no idea how to teach reading. I felt more prepared to teach other areas, however. I have worked with teachers who received degrees from colleges in other states and they seemed more prepared to teach reading but preparedness in other academic areas seem comparable.

- We do not have student teachers or other interns from UW in our school. As far as novice teachers, they seem to have a decent understanding of content.

- Haven't had any since the restriction on student teaching placements were made.

- I believe that the content knowledge of the student teachers we've had in the past has been adequate. I expect novice principals to come in with a solid knowledge of how systems operations: curriculum, communication plans, communication skills, staff management etc. We don't have very many principal internees in our district. Of those getting their endorsement many see the "internship hours" as something to get through instead of learning how to be a good principal.

- As a high school teacher who has supervised novice teachers from several different universities and colleges I have to say that UW students are the weakest in their content knowledge. Many struggled with my upper level classes. They would have a very difficult time teaching them on their own. I fear that the content would be weakened.

- We have hired two principals in our district who have completed a Masters at the University of Wyoming. These individuals are well prepared and are effective principals. We have not had any interns in our district over the past four years in any area listed above.

As stated above, the two principals hired over the past four years are well-prepared and knowledgeable about their jobs.
• A couple of novice teachers from UW.

• As superintendent of Natrona County Schools until July of 2013 and as a District Coach for WDE until present, I had the opportunity to work with principal and supt. interns from UW and practicing educational leaders in Wyoming. Many of these interns and novice principals/superintendents had natural leadership talent and were quick learners. However, the content knowledge they displayed was many times dated and shallow. Current best practices in educational leadership were not part of the background they brought with them after coming through the UW program.

Specifically, they had little knowledge of the processes used to build and grow a healthy culture of high expectations and collaboration. They lacked the practical steps to building high performing teacher teams. Proficiency in processes for strategic planning, school improvement, setting mission and vision, and using data to inform improvement efforts were all sub standard.

• Student teachers that I have worked with come with a basic knowledge of content in elementary areas. They are consistently lacking an understanding of phonics and comprehension instruction for reading. When I speak of digraphs, blends, long vowels, short vowels, and multisyllabic open words they are lost. The same goes for thinking/comprehension strategies when we teach visualizing, main idea, details, summarizing, synthesizing, ask and answer questions and leaving tracks of your thinking. Student teachers have a similar knowledge base for math instruction. They seem to know the basics, but are lacking an understanding in strategies for instruction. Studying some of Vandewald's work would be helpful. Learning how students build understanding with manipulatives, acting it out and drawings, before traditional equations would be beneficial at all grade levels.

• The school administrator interns we have worked with, are always surprised at the challenges principals and other administrators face on a daily basis. I feel that they could use a better understanding of employee law. Such things as plans of assistance, dealing with difficult employees, and an understanding of facilities would be beneficial. Current educational topics such as implementing PLC's, assessment and grading would be good topics for them to learn more about.

• I don’t feel qualified to answer this question.

• The student teachers do not have a lot of knowledge about the common core standards. This is something they do need to be familiar with.

    Should be aware of what each grade level’s prioritized standards are and what is most important.

• I have worked with two student teachers from UW in the past four years. One was very well prepared in her content knowledge of Early Education Literacy and Math curriculum
preparation. The other was frustrated by Reader’s workshop and Writer's Workshop in the Intermediate Grade that he was interning in. His work in Math was his strength.

- I think there needs to be more attention to behavior management and community building. How does the rigor of our pre-service teacher and administrative programs compare to other state schools?

- Student teachers and counselors as well as principal interns seem to have a full understanding of the expectations of UW and their internship requirements. They have been respectful as I am not a direct supervisor.

- Novice education professionals are beginning to come a bit more technology savvy. At least in respect to operating their SmartPhones, Google apps, websites and getting PowerSchool figured out effectively.

An area for improvement is the meaningful implementation of technology with students. The concept of Flipped Learning is still underused. Students creating technology rich projects is under-facilitated. Research methods with students are often shallow and don't teach the fallacy of the "filter bubbles" (the tailored replies based on algorithms that take country of origin of the request into consideration) created by Google Searches.

- Truthfully, I am not aware from which colleges my colleagues have graduated from.

- I wish we had a Bachelors degree in Special Education

**Pedagogical Knowledge**

- The teaching knowledge is hard to learn outside of the classroom. Veteran teachers are continuously changing their teaching methods according to the students as well as their own experiences. I do feel the teaching knowledge of student teachers and novice teachers could be improved upon by offering much more time in classrooms (not just observing) and strong mentor programs. I believe that no amount of time in college lectures can replace actual hands on experiences.

- I am a principal of an elementary school, a education college graduate, a master program graduate in Natural Science and a principal certification graduate. We supervise student teachers at our school from UW and Chadron.

- We've had no student teachers for many years. The pedagogy of the new teachers I've hired from U.W. has been quite strong in terms of direct instruction, the use of technology, classroom discussion, classroom management and questioning. Areas of concern have been - standards-based learning and grading; RTI; core class interventions for students with learning disabilities; and metacognitive strategies.

- Again, I have no input based on the fact that we haven't had any student teachers or novice teachers in our district in the last four years.
I would like to see that change in the future and that we have more partnerships throughout the state.

- This seems to be an area of strength for most students. They are well-versed in instructional strategies and engage students well.

- Pedagogical knowledge seems decent for incoming teachers with not a lot of experience teaching in front of kids yet. Some are more comfortable than others, but that all comes with personality & a level of comfort, which I feel eventually comes.

- Okay, not enough degree programs.

- Little knowledge on research based instructional strategies and how to use them in instructional planning.

- My one comment is that you send student teachers back to the high school they graduated from so their knowledge base ends up being very limited.

- The University of Wyoming covers a lot of different pedagogy in the last two years. However, a lot of it isn't retained by students because they don't have much teaching experience to relate it to. Pedagogy would be better taught while student teaching to make more meaningful connections.

- It is good. The students are well prepared for their classrooms. We have an opportunity to host student teachers from Kristi Von Krosigk and she does a great job with those students.

- Novice teachers should understand it is important to develop a teaching style but still teach the standards and the district selected programs with integrity. Their input is nice, but administration makes the final decisions. Novice administration needs to be prepared to question a experienced teachers actions and how they truly implement programs. Just because the teachers don't agree with it doesn’t mean that can manipulate so it will fail or not teach it even though they have taught for 40 years and have two master's degrees.

Parents are receiving information that teacher don't teach or question administration decisions. They builds distrust and lack of respect.

- I have not observed any of these in action in the past four years.

- This is fairly good. I think that UW adequately prepares teachers and their pedagogical knowledge is similar to many new teachers. In some cases, it is better than experienced teachers.

- Nobody knows much of anything about teaching until they are in the field. Anyone will tell you that's where the real learning happens. I think college builds background to an extent but I feel like classroom management skills are lacking. School doesn't prepare you for that. I also don't think that college prepares teachers to differentiate instruction. It touches on it but that's about it.
• The basics are there, but are not always put into play by new teachers. Many times they are too overwhelmed in the beginning to pull from what they know or try to do too much at once.

• Each year I do an informal survey of our new teachers. Many of them do not know who Marzano is, nor his research on high probability strategies. I would like to see new teachers have knowledge of:
  - Marzano strategies, PLC concepts, Quantum Teaching (student engagement) techniques, and Love & Logic.
  - Active learning strategies that engage students in high interest learning activities
  - Understand the relationship between learning targets and assessments with instructional activities
  - Secondary teachers appear to know one type of instructional delivery: lecturing. Secondary teachers are the absolute worst about engaging students in active learning.

• The novice teachers struggled with developing their own lessons and not just following the book or a lesson off the internet. A couple did not have strongly developed philosophies of education. They were all willing to learn.

• We have not had any interns or novice teachers from UW so I cannot answer this question.

• Both novice teachers that I've supervised have been well prepared with pedagogical skills.

• I don't work directly with teachers much. So, I am unable to answer this question related to them. I feel that most principal candidates understand good teaching.

• The student teachers should be given many strategies to teach all areas - this then can be practiced during student teaching time. Student teachers should be aware of different questioning strategies and depth of knowledge for question.

• 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. This left them frustrated when they did not have the knowledge readily at hand to handle difficult situations. More time needs to be spent in handling special needs students in inclusion settings, defusing emotional situations, etc.

• They seem to have a solid foundation - especially PE/ Health teachers. I'm impressed by their well-roundedness.

• Next Generation Science Standards are challenging. Elementary teachers in particular are tasked with a pretty steep learning curve.

• Again, I don't know which of those I've worked with have come from your school.
Assessment Knowledge and Skills

- I see student teachers and novice teachers asking good questions related to assessment. Assessment is valued and it is apparent to me they understand that. Data analysis is something I don't feel they have in place. Opportunities must be presented for real world data analysis.

- Novice teachers have moderately prepared in terms of formative and summative assessment, particularly in terms of student self-assessment and goal setting (as per Hattie, Marzano, etc.). Standards-based grading concepts are critical and fairly unknown to novice teachers (as per O'Connor, Guskey, etc.).

- I do believe that the University has an obligation to train our prospective educators on assessment and how the expectations have changed. Assessments should be given to show understanding of a concept or skill. Current educators need to have tools and practice in formative and summative assessment practices to go out into the schools for true learning to happen.

**Just a note...our current professors and staff at the University of Wyoming in many departments rarely practice teaching for understanding. They are still "covering" material and not teaching the way that we would expect our prospective educators to be teaching. I guess we need the message to get out to all colleges that true learning is not covering material. And, we really want our graduates knowledgeable and to be prepared to go out in the work force. We need to model what we would expect from our educators.

- I personally feel that student teachers need more experience in college with writing assessments, giving them to students, and analyzing the data to make instructional decisions and determine the effectiveness of the assessment. This is an integral part of being a teacher and preservice teachers historically come with little to no knowledge in this area.

- This is an area that could definitely be a focus (using assessments to drive instructions).

- I believe that I have at least a "pretty good" understanding of Data analysis.

- They understand the difference between the two, but don't understand how to use the data to plan for and deliver instruction to whole group, small group, individual students. Skills to accurately analyze data is lacking

- The educational system as a whole (both at UW and at schools in Wyoming) does not encourage people to trust data when it gives them negative results.

- Formative and summative assessments are pounded into UW students. Data analysis is rarely talked about. It is also one thing that can't really be taught unless you have experience.
• The teachers have a general knowledge of this information. Like anyone new to our district we must teach them how we want them to work with the data.

• There should be a combination of assessment styles. The standardized tests need to have more than just the classroom teacher in the room. There was a report of a special education 5th grade student growing from Winter MAP to Spring MAP 2 1/2 years and placing as being able to do 8th grade level math. His previous math MAP scores placed him at the 21st percentile and when he tested the following two years he as at around the 21st percentile.

• I have not observed any of these in the past 4 years.

• UW student teachers and novice teachers have basic knowledge of assessment (both formative and summative) and the ability to analyze data. I would say they are stronger on data analysis than assessment, particularly how to use formative assessment to guide teaching.

• Assessment is huge in education, especially right now. Different forms of assessment, from what I have seen, has been an exercise in learning vocabulary. I'm not sure new teachers come into the field knowing how to dissect assessment data and use it to guide instruction.

• They seem to be able to work with other teachers to develop assessments and then interpret results in order to best support students and their learning.

• I would like to see new teachers come in with a clear understanding of how to organize and analyze data, and how to use data to drive their instruction. This means they have to understand how to differentiate instruction in their classrooms.

• Most of the student teachers I have worked with have a basic understanding of the difference between formative and summative assessments. They aren't clear on when and how to utilize formative assessments. Analyzing data with their supervising teacher, if they
do that, is a great learning experience! The more ideas they can come with the better. Some of our teachers are struggling with this as well.

- Most principal candidates have a good understanding of assessment. Data analysis is an area where they could use more training.
- The student teachers should be aware of the different ways to assess. Do not seem to know this.
- I think that the principal interns need more practice at both assessments of teachers - more shadowing the real deal because the rubrics that teachers are evaluated with are complicated and detailed. For data analysis, I don't know how much they know as I have not observed their practice. Do they look at state reports and compare them in classes/internships? Or, is that dependent upon their cooperating mentor. I think it's a skill that needs to be required if it isn't already.
- Our district has moved to Standards Referenced grading. We're all learning it together.
- Again, I don't know which of those I've worked with have come from your school.

**Classroom Management**

- Student teachers, in particular, come with little to no knowledge of classroom management. I have been told they spend about a week discussing management skills. They are anxious to learn once in the classroom, but lack the skills or confidence to try out management routines. Lacking management skills makes for a very hard first year with all of the other challenges and expectations. Real experiences outside of books/lectures would help tremendously!
- Building positive relationships is a desire for every novice teacher. Knowing how to do so is contingent upon the individuals skills in doing so - it varies widely. Classroom management is problematic for many first year teachers.
- Yikes. This is an area that can't be stressed enough. It isn't enough to have been a student teacher or do a principal internship but a true mentorship or study on classroom management needs to take place. It's almost like a class with practical application and tracking needs to take place to give more tools in tool belts.
- This seems to be a big area of weakness. Although I have seen student teachers with effective classroom management, this seems to be an innate ability to build relationships with students rather than a working knowledge of effective management strategies. The solution could be two-fold. First, specific classroom management strategies should be taught. Second, it seems that student teachers do not have enough time in classrooms doing more than just observing before student teaching.
• Consistency of classroom management & different techniques could be an area of emphasis as well.

• I have witnessed that many novice teachers are familiar with various CR management systems. However, I believe that Wyoming's public school system has a significant need for school district Social Workers and onsite SROs to help mitigate the behavioral issues that are beyond the scope of the classroom teachers.

• Basic classroom management is in place but really understanding the importance of classroom structure is lacking, especially at the secondary level.

• Younger teachers what to be friends with the students. Our society doesn't do a very good job of dealing with disruptive individuals and that translates back to the classroom.

• The University of Wyoming has provided very little in regards to classroom management. Classroom management would be best taught with hands on experience running the class - which students don't really get until student teaching. Teachers spend most of their time managing the class so they should be taught different tools to use.

• All of the teachers we have are generally solid with management. I would suggest some love and logic training by the University.

• If a teacher is going to post classroom rules such reasonability and respect and expect their student to do it then they should model it at the work place. Showing up late to work, missing required meetings, bad mouthing other teachers or administration is not living up to the same standards that they expect from their students. Administration needs to develop a consequence system to address all teachers even the ones on the continuous contract that choose not to obey the rules and are not being professional and follow through with it. The parents that drop off their children at school see these teachers showing up late. Why should they make their students behave when the teachers don't have to? Platte County School District #1, West Elementary, 4th grade level teachers are an example of this.

• I have not observed any of these in the past 4 years.

• Classroom management skills are a tricky one; a lot of that knowledge is gained on the job through trial and error. I think that student and novice teachers come in with an idea of how to do this and that is gained through student teaching experience. Most student teachers learn classroom management techniques from their mentor teachers.

• Classroom management is one of the hardest things to develop in education, at least it's difficult for most people I've seen come into the field. It seems like we're presented with a list of classroom management ideas but there is not development of it in classes. That's something that I think is generally developed in the field because the dynamics of a classroom vary.
• Most new teachers struggle with this. It is difficult to teach and when student teaching you generally use a system all ready being used by your mentor teacher. Classroom management is guided by school expectations and greatly influenced by the makeup of the class. What worked one year, may not work the next. Finding what works for you takes time and experience.
  I do see that many new teachers enter the classroom trying to be a best friend to the students. I think you can be kind and caring to your students and still be the person in charge. It is sometimes hard for teachers to find this balance.

• Classroom management is a must. It would be great if teachers knew how to use Love & Logic one liners to deal with students. Instruction in how to communicate to students, colleagues and parents would also be helpful. We spend a lot of time in our district teaching and practicing communication skills.

• Being a novice teacher at the high school level can be difficult especially for students who are only a few years older than the students. Most of the students I have had from UW do better if they did not go to school at this high school. When they have they often went to school with the brothers or sisters of some of the students and know them on a personal level and that can be difficult to overcome in the classroom. I would suggest you do not place students in their home town or near their home town. Wyoming is small and everyone knows everyone.

• We have not had any interns or novice teachers from UW so I cannot answer this question.

• Both novice teachers had good classroom management skills and knowledge.

• The classroom management seems to be taught and learned well by our student teachers. They come with a plan in mind and adapt to the school's behavior plan easily.

• I don't have an opinion.

• Do not come prepared for this at all. They need to have MANY different strategies shown/taught to them for handling classroom management.

• I think that this is an area that is really lacking. We need more in the way of practice in this area. I am amazed at how many teachers and administrators are not prepared in a more progressive and restorative approach. We seem stuck in a punitive mindset.

• I have seen student teachers at the junior high level use a variety of classroom management techniques and they seem competent which is impressive.

• We have a pretty challenging population. The more "Total Participation Techniques," "Harry Wong," and "Love and Logic," you can instill, the better. New teachers flounder in this area.

• Again, I don't know which of those I've worked with have come from your school.
Communication

- Communication skills are personal, but are often developed and refined through a lot of experience in the work place.
- Novice teachers have communicated well with their students.
- Since we haven't had a student teacher or new teacher/staff placed at our school from the University, I don't exactly have an answer for this but I do think it's important to continue to help our prospective educators develop letters of applications, resumes and any other tools that might make them more employable.
- This is definitely an area of strength for almost all the student teachers I have come in contact with.
- This seems really solid for student teachers. They aren't afraid to dive into anything that is asked of them & are very willing to go to different teachers for ideas to teach a skill. They are great about bringing new ideas to the table as well.
- Fine.
- Overall they communicate well with their colleagues and their students.
- Today's students need to get their head out of their electronic devices. While those devices are certainly important tools to be used in society, they are a horrible way to communicate with students, peers, parents and members of the community.
- Most UW students have to work together to accomplish task to develop and refine their communication skills. A class talking about how to present certain concepts might be helpful, as well as how to handle different conflicts between students.
- I have had one intern in the Central Office realm. She was solid but had been a part of our system previously. We have had principal candidates that went on to receive central office positions. They need training on how to manage a building with a PLC.
- UW is able to produce educational professionals with strong communication skills. They know how to communicate effectively through email, conversation, and other forms of technology. If there is any area that is lacking, it is the ability to communicate effectively with parents. But, again, this comes on the job.
- I'm not sure what is meant by "communication knowledge and skill." That seems pretty vague. Who are we communicating with? Parents, students, staff members?
- This is another area that becomes stronger through experience. Newer teachers are all familiar with social media and I have seen several that become friends with the parents of their students on Facebook, but I think you really need to be careful with that. I think teachers need more training in how to be professional.
• Instruction in how to communicate to students, colleagues and parents would also be helpful. We spend a lot of time in our district teaching and practicing communication skills.

New principals really need to practice, practice and practice how to communicate effectively in their written and spoken communication. They also need to know how to implement systems to further school improvement efforts. It would be helpful if they knew more about the change process and how to deal with late adopters and resisters.

• Writing is not a strength for UW students.
• We have not had any interns or novice teachers from UW so I cannot answer this question.
• Both novice teachers seemed well prepared with communication skills and abilities.
• This is also a strength for our student teachers!
• Communication skills are personal, but are often developed and refined through a lot of experience in the work place.
• This is lacking - need to know how to approach a mentor teacher and ask questions. They also need to know how to handle constructive criticism.
• N/A
• Young teachers are generally well-versed in email, shared Google Docs and Forms.
• Again, I don't know which of those I've worked with have come from your school.

Collaboration

• novice teachers are generally excellent at group work and true collaboration,
• In order to teach with shared ownership of all students in a school, it is necessary for our prospective educators to have collaboration skills and ways of working with others. It isn't a go in your classroom and teach society anymore. Educators need to know how to work to get all students to achieve and be successful. It takes a lot of work and collaboration so I would hope our preparation would have many opportunities and modeling for this type of teaching and learning.
• This is also an area of strength.
• Fantastic!! Collaboration these days is a must in order to survive this profession. They aren't afraid to ask for help & are great to share ideas.
• Again, many novice teachers seem to have adequate collaboration skills.
• They are strong collaborators.
• I’m not sure we do a great job of teaching what collaboration really means. If I can do less by having someone else pick up part of my work, that’s the current definition of collaboration.

• Most UW students have to work together for multiple projects and they understand that teaching is a collaborative profession. Those who fail to work with peers, don’t do well.

• They are willing but could use some additional practice and understanding of PLC.

• This time should be used to look at what is best for students, not planning how they are going to dress alike, celebrating birthdays, planning day camp activities such a movie and PJ days instead of concentrating on standards or behavior. They should be doing the required agenda and meeting notes. Administration needs to enforce these requirements even if they are threatened with the teacher’s union.

• I think they came in ready to collaborate, they have learned how essential it is to the profession. I think the problem comes when interacting with teachers who do not value the knowledge that novice and student teachers bring. Novice educational professionals end up being in a lesser position, more like a consultee, than an equal partner in collaborative conversations. That is not the fault of the novice professionals or the university.

• I think that it’s pretty good. Most of the teachers I’ve seen coming into the field jump right in, get involved, ask questions, and offer insights. I don’t know if this is directly related to college classes or personality traits.

• This is a mixed bag. I know that the expectation during undergraduate studies is to work together, but I find a different attitude among new teachers. Quite a few believe they all ready know everything and either they want to work on their own or their way is the only way to do things.

• This is a must for PRINCIPALS. They need to learn how to work with their peers (other administrators and central office staff) on district improvement efforts.

• UW novice teachers are fine in this area.

• We have not had any interns or novice teachers from UW so I cannot answer this question.

• Both novice teachers were very effective collaborators.

• They are coming to us with more and more understanding of learning communities every year. It is greatly appreciated since that is how we operate. Keep working on this!

• no opinion

• This depends on the student. I do see a lack of collaboration skills this year with this group of student teachers. This is a much needed skill that any job requires.

• This seems to depend on the individual. I think it could be stronger if UW adopted the 7 Norms of Collaboration from Adaptive Schools and also used roles in their own
collaboration: facilitator, time keeper, norms keeper and recorder. This would help them fit in easier and become familiar while they're practicing before they're expected to know and use it.

- The area of collaboration seems to be very dependent on the personality of the individual teacher and the teachers he or she is working with.
- Again, I don't know which of those I've worked with have come from your school.

**UW Partnership with Wyoming Schools**

- Non-existent.
- Sadly, we haven't had any candidates in our school.
- In Sheridan, we have had the privilege of having an amazing liaison named Kristi Von Krosigk. She is knowledgeable, a great communicator, and the bridge between our schools and the university.
- It has always seemed to be a smooth process.
- I am not aware of this partnership here at Arapahoe School District #38. What is it?
- We have worked well with UW in the placement and supervision of student teacher and feel like when placed with strong mentor teachers the students are very committed to growing and becoming high quality educators during their student teaching experience. A year of student teaching rather than a semester would make a world of difference in their readiness to step in and take on their own classroom.
- There is no real partnership. Districts pay a fee to belong to the School/University Partnership and I have never seen anything useful come from it. District pay UW a great deal of money to belong to this partnership and there is nothing to show for it.
- I think the UW college of education does a great job producing well-rounded teachers, however there is a gap in some major parts of the program and teaching. I think the future educations would benefit from more hand-on experience prior to student teaching. With student teaching, it would be beneficial to go all year instead of just 16 weeks. This would allow student teachers to see the progression of the year, how routines and management is developed, and ultimately get the best experience possible. Science isn't a focus in most districts so 3 classes in science wouldn't be necessary. There should be more literacy classes required as literacy is a big component in classes, how to teach writing, what to do with reading groups, and how to pick the best books for your students. UW has done a great job with their graduating students (5th in the nation!) but they can do better.
- We wish we could have more student teachers.
I think the University is great. I feel it is a good place to express concerns or changes that need to be happening in our K-12 schools. The ultimate goal is to get the student to enroll in college and become responsible citizens. We need to work as a team to meet this goal.

I haven't worked with any from the University of Wyoming.

Over the past ten years, I have seen the University of Wyoming's partnership with schools and my community improve somewhat but is still very limited. As Wyoming only has one state university, it is somewhat discouraging to students applying to programs who aren't accepted or who cannot move to Laramie to attend classes. Having one university means there is only one option for in-state tuition. As Wyoming's economy has declined in the last four years, moving is not always an option for our residents who often reside in hometowns their entire lives holding the same job. This also means that applying to another college out-of-state is not always an option because paying out-of-state tuition is not financially affordable to a lot of residents. Being one of the largest states in the nation, in terms of land size, the University of Wyoming should provide more degrees and classes online simply because of our states geography and culture. As a state, the more educated our residents are the better our culture and way of life will be. Studies have proven educated individuals are less violent and prove to be better parents. Offering a wider variety of online programs and classes will allow our state residents to have more options and more chances to complete a higher educational degree. As we have only one school offering a four-year degree or higher online classes and degrees should be provided online unquestionably.

When I went to school they were talking about pulling outreach programs for education, which is really hard for people with families. Before, during, and since my college experience there has been a lot of talk of shutting down easy access to 4-year programs in community colleges. I've been told it's because of enrolment. Enrolment might be more constant in community colleges if people didn't fear that they'd have to pick up and move part way through a degree because they couldn't finish the degree locally.

There does nseem to be a strong connection with UW and our district. Many years ago when I was teaching in Rawlins our school and district were involved with programs from UW that offered leadership training to teachers and for practicums and student teaching for UW students. I certainly enjoyed the opportunities for classes and workshops and the chance to interact with UW instructors and students.

I'm not sure we have a strong partnership with UW and I'm not sure why. Sometimes we don't need the services they offer, or have enough information about how to use UW services.

We do not have a strong relationship with the University of Wyoming College of Education. Our sister district, Sheridan District #2, has a strong relationship with UW, so when students come to our County, the students usually are District #2.

Wyoming is a big state and we are a long ways away from Laramie so we don't have great partnerships with UW.
• In all the meetings I attended in Wyoming during my five years as Superintendent of Natrona County Schools (2008-2013) I only had one that was attended by UW College of Ed. faculty. That was the School/University Partnership Meetings. I share this to let you know that the level of contact or presence of UW College of Ed. staff was minimal in my community. I believe that this was driven by contract expectations of staff. The ability of Ed. Leadership staff to do outreach was limited because of contract structures.

• We have had some struggles with not being able to say when student teachers are not ready to go on to a classroom of their own or should repeat their student teaching. On the rare occasion that we have had a student teacher that isn't ready to teach, we have been told that we cannot "fail" or recommend they student teach again. We've been told they all pass if they complete the student teaching. This should be looked at and changed. There should be some situations that people just aren't ready.

• The selected student teaching sites are a slap in the face to every school district not chosen for student teacher placement. This philosophy is all about what is easiest for the college, and excludes the needs of other districts and the prospective student teachers. This is one of the worst decisions the college of education has made over the past 20 years.

• Would like to see better publicity about partnerships. The UW College of Education's Literacy Research Center Current Projects and Research Initiatives webpage lists my town (Powell) as the site of a current project--but does not provide any further information. Even though I am a Powell school district staff member, I do not have any information about this project, nor can I find any. Perhaps the UW Literacy Research Center could publish an e-newsletter and distribute it to Wyoming school districts so teachers and administrators are better informed about current projects and the services/resources that are available through the Literacy Center?

• I have seen a decline in the work ethic of the student teachers. I also have seen a lack of initiative and wanting to do more. I feel that we are not preparing these young students for the real world. They seem to come in expecting things to be handed to them and perfect teaching conditions. They do not handle adversity or feedback very well. It seems more of a "me" environment rather than an "us" environment.

Most of them come in with a variety of ways to teach and how to find resources to help with their teaching. Most are very polite and work well with the students.

• I've been here for 5 years and it seems positive. Keep working to stay consistent and improving your program. Thank you.

• Sheridan County School District 1 is open to hosting student teachers. I don't have exact numbers, but it doesn't seem like we've partnered with many for awhile. We do currently have one student teacher at Big Horn High School. Tongue River Middle School would welcome a student teacher.

• I'm not aware of any education partnerships. Sorry
Other

- I think this initiative is an awesome opportunity for our state. It would be my hope that our public schools and university could work together to prepare our students better than they ever had before. I'm almost wondering if a year long internship would be more beneficial than just a semester of student teaching. Not sure how to fund that?? I would also hope that supervising teachers and faculty would have some sort of workshop or classes to prepare them as well. Candidates maybe shouldn't be placed in just any old classroom. Hmmmm.

- I've always thought it would be great to bring student teachers in for the first week or two of school so they know what they beginning of the school year actually looks like. This could potentially help with classroom management as well.

- I have some very strong opinions. It seems that UW, in general, wants the community colleges to deal with the "remedial" students who do not yet have the skills, experience, or self discipline to enter programs at the University. I feel this devalues the community colleges. As an educational system, we are all responsible for providing the support to help Wyoming's students, children and adults, to be academically successful.

- See previous comments.

- More hands on experience, which would provide more meaningful discussion and understandings for future teachers.

- If the program continues to improve at the rate it has been improving it would be great. I think the University should look at a Special Education endorsement for elementary students the same way that Black Hills State does. We find Black Hills Special Education Teachers to be the best prepared anywhere. They do not need to take the same number of classes that UW students do. I think it is worth exploring.

- The University is an open and warm place to go to school.

- I have heard from graduates and current students that the education department does not adequately prepare them to teach reading. They are always afraid of teaching reading, both in large groups and small groups. I think that fear comes from a lack of knowledge. Again, a strong reading preparation program is essential for new elementary teachers.

- Over the past ten years, I have seen the University of Wyoming's partnership with schools and my community improve somewhat but is still very limited. As Wyoming only has one state university, it is somewhat discouraging to students applying to programs who aren't accepted or who cannot move to Laramie to attend classes. Having one university means there is only one option for in-state tuition. As Wyoming's economy has declined in the last four years, moving is not always an option for our residents who often reside in hometowns
their entire lives holding the same job. This also means that applying to another college out-of-state is not always an option because paying out-of-state tuition is not financially affordable to a lot of residents. Being one of the largest states in the nation, in terms of land size, the University of Wyoming should provide more degrees and classes online simply because of our states geography and culture. As a state, the more educated our residents are the better our culture and way of life will be. Studies have proven educated individuals are less violent and prove to be better parents. Offering a wider variety of online programs and classes will allow our state residents to have more options and more chances to complete a higher educational degree. As we have only one school offering a four-year degree or higher online classes and degrees should be provided online unquestionably. Graduate programs should accept in-state residents first followed by out-of-state applications due to UW being some residents only option. Additionally, UW should encourage new professions for our state by offering new programs and certifications. For example, we now know that coal is not a dependable source of energy to base our economy on. Why not consider training new professionals for areas that are always dependable like solar and wind energy? Wyoming has always been one of the last states to jump on board concerning new technology and new ways of thinking. UW can change this! Training residents and creating new programs that allow this new technology to develop will help our economy!

- The face of education is changing. Students' are different than they were ten years ago or even five years ago. Technology is changing the way kids think and pay attention. Because of this teaching techniques, differentiation, and the way we assess students needs to be addressed. Those things need to be a strong focus as people are preparing to become teachers.

- I am proud to have earned both an elementary education degree and a masters in education from UW. Perhaps my view is a bit off because I was an older student earning a second undergraduate degree but I don’t think the College of Education does as well as it should to instill the idea of professionalism in new teachers. This is not something unique to UW, but is something missing from most teacher prep programs. There just does not seem to be the buy-in to the profession of teaching anymore and this leads to the early exodus of younger teachers.

- I feel that the student teaching experience needs to be expanded to include smaller districts. I realize travel is a concern but I know of one student recently who dropped out of the education program because of her experience in Cheyenne. She wanted to teach in small communities and was overwhelmed by the larger district atmosphere. I believe there are many students who wish to have the small district experience because that is their goal as far as a teaching choice is. I also beleive in a small district a student teacher gets closer evaluation and more support. That was my experience anyway as a 2002 graduate of the UW education program. Not sure I would have continued had I been forced to a larger school.
I'm glad that you are hosting listening sessions. I just received the invitation today, but the session in my town was 10 days ago. We appreciate the fact that UW offers outreach courses and allows us to offer outreach courses for credit. We would like a stronger relationship with UW, but it seems that distance can be a factor.

I think the novice teachers need more classroom experience than they currently receive. They need to be out in schools or the UW prep school about twice as much as they are. They novice who have completed much of their work online are the weakest. They do not have as strong an understanding of student needs and concerns. They can develop a lesson but have trouble with time management and presenting the lesson. I think this could be helped with more classes that required them to interact with the students.

The following abstract from The Journal of Educational Research explains my view on what a strong partnership with the University of Wyoming would look like. Partnerships between universities and public schools that recognize the interdependence and mutual benefits derived from an alliance have become a cornerstone of educational restructuring. Although interrelated, these partners exist in distinctive milieus in which roles and expectations differ. Effective partnerships honor the distinct characteristics of each while ensuring egalitarianism between the 2 partners. Mutually beneficial goals, valuing each party’s unique contributions, and receipt of benefits based on involvement are critical for the egalitarianism that is realized between the partners. Those ideas are achieved on the basis of relationships developed between the participants. Histories of affiliation have implications for the type of partnership relationship that is developed and its effectiveness in being mutually beneficial. The impact of these factors on conditions that contribute to successful partnerships, such as a shared vision of simultaneous renewal, active and open communication between all partners, and ensured true egalitarianism and empowerment.

Abstract:
Original Article
Two Sides of a Partnership: Egalitarianism and Empowerment in School-University Partnerships
Shirley Lefever-Davis, Charlene Johnson & Cathy Pearman
Pages 204-210 | Published online: 07 Aug 2010

I think the College of Education is doing a good job preparing individuals for the workplace. The only area I think that really needs strengthening is the ability to use data effectively.

I am very hopeful that your work with the Initiative will produce the kind of change needed to make the UW College of Education a model for educator preparation and meet the needs of the students of this great state! I will help in any way I can to make that happen!

Thank you for seeking feedback.
The highest need I hear is the reading instruction. Teachers come to us unable to teach students how to read. They need a clear understanding of how phonics and fluency work together to create comprehension. (k-5) Reading is thinking and it isn't magic. Knowing the
difference between literature and informational text would be great! Then look at all the different types of writing k-5 teachers need to teach students and our new teachers are so lost. If they understand the basics, they could pick up any program or structure and teach.

- UW needs to reinstate its distance elementary certification program!! I live in the northwestern-most county in Wyoming (Park County)--far from the UW Laramie and Casper campuses. As a school district professional, I know of MANY Park County non-traditional students who have pursued K-12 education degrees/teaching certificates through distance programs provided by out-of-state schools such as Valley City and Grand Canyon University. These students ended up paying much higher tuition rates than University of Wyoming's because they are unable or unwilling to relocate to Laramie or Casper. Why are we letting these dollars flow out of state, when we could meet these students' needs (and increase UW enrollment and revenue) by providing a distance K-12 program through our own state university?

- Thank you for the opportunity to speak with you!

- I've been a teacher and coach at the Junior High and High School level in Wyoming for literally 30 years. I have associated with hundreds of teachers and coaches in that time. There is no relationship between a teachers ability to score high on a standardized test and that teachers effectiveness in their classroom. Why in the world does U.W. College of education require certain math and ACT total scores to enter into the Education program? This is a perfect example of why our University student population is stagnant. Whoever makes arbitrary rules like associating an ACT test score with an 18 year old kids chance to get into Education as a profession has been out of the classroom so long they have no idea what's going on with today's young people. Students don't learn because they have a brilliant teacher. Students learn because the teacher connects with them and because they can relate to the teacher, and the teacher understands how to interact with young people. Teachers must have classroom discipline not a math ACT score of 22. That score does nothing for me in my job as an educator. Why in the world did you put an ACT math score requirement for education degree acceptance in any teaching area other than math? I would love to hear the rationale behind setting your arbitrary standardized test bar high - excluding / discouraging hundreds of high school seniors from pursuing an education degree, and then sending out press releases around the state about U.W. enrollment dropping. Feel free to call me to explain what level of standardized test performance it takes to succeed as a teacher in today's secondary education environment.

- N/A

- Would like to reiterate our venture into Standard's Referenced Grading. The WDE initiative to send Jan Hoegh around the state doing workshops on assessment was right on target with our goal for grading. We'd like to see students with more than a background knowledge of the movement.
• n/a

• I wish there was a Bachelors degree in Special Education.