



**Wyoming Education Stakeholder Perspectives**  
**Stakeholder Feedback Group • Survey 2 • May 2017**  
***Prioritizing Effectiveness Measures of Educator Preparation Programs***

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### ***Overview***

The Trustees Education Initiative asked its 76-member Stakeholder Feedback Group to respond to an online survey in May 2017. The survey included three items:

1. *Please rank order program outcomes (list of 23) in your priority of importance in evaluating the effectiveness of an educator preparation program.*
  2. *Please indicate the roles and perspectives that informed your priority-setting, e.g. community member, business leader, parent of P-12 student, parent of University of Wyoming student or alumnus.*
  3. *Please provide any additional comments.*
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### ***Result Synopsis***

A total of 35 members of the Stakeholder Feedback Group responded to this survey, representing a 46% response rate. Detailed results are provided on the final page of this document.

#### ***Outcomes Receiving Highest Percentage of Ratings in the Top Five Priorities (Highest Priorities)***

- Student teacher preparedness at beginning of placement
- Employment of program graduates (employment after graduation and persistence in the profession)
- Learning outcomes of P-12 students taught by program graduates
- Student teacher growth during placement
- Performance evaluations of program graduates

#### ***Outcomes Receiving Highest Percentage of Ratings in Bottom Five Priorities (Lowest Priorities)***

- Program Affordability
  - Program Selectivity of Cooperating/Mentor Teachers for Student Teachers
  - Program Reputation within State/Region
  - Program Admission Selectivity
  - Diversity of Program Candidates
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## Respondents by Category

Respondents self-identified the roles and perspectives that informed their priority-setting.

NOTE: Results total more than 100%, as respondents were asked to identify *all* their roles that informed their perspectives.

Role	%
Community Member	62.86%
Parent / Guardian of Wyoming P-12 Student	48.57%
Child Advocate	42.86%
UW Alumna/Alumnus - College of Education	40.00%
Wyoming School District Administrator	31.43%
Wyoming P-12 Teacher	28.57%
Business Leader	22.86%
UW Alumna/Alumnus - Other College	17.14%
Wyoming P-12 Cooperating / Mentor Teacher Supporting Student Teacher(s)	17.14%
Civic or Faith-Based Organization Representative	11.43%
Other*	11.43%
Parent of UW Student (Current) - College of Education	8.57%
Parent of UW Student (Current) - Other College	8.57%
State of Wyoming Agency	8.57%
UW Faculty Member - College of Education	5.71%
UW Faculty Member - Other College	5.71%
UW Student (Current) College of Education	5.71%
Wyoming Community College Faculty Member	5.71%
Banking / Finance Industry Representative	2.86%
Elected Official	2.86%
Tourism Industry Representative	2.86%
Wyoming Community College Administrator	2.86%
Energy Industry Representative	0.00%
Health Care Industry Representative	0.00%
Insurance Industry Representative	0.00%
UW Student (Current) Other College	0.00%
Wyoming Local School Board Member	0.00%
Wyoming P-12 Student	0.00%
Wyoming State School Board Member	0.00%

<b>*Other</b>
high school, community college and university faculty, Northern Arapaho tribal member, former advisor to President George H.W. Bush/NACIE-National Advisory Council on Indian Education, St.. Stephen's Indian School former school board member
Non-profit K-12 educator
Private University Administrator
Parent of UW student (past); District Professional Learning Communities Director



## Respondent Comments

Respondents were asked to provide additional comments at the end of the survey instrument. The following represents all provided comments.

<p>Professional and quality academic teacher preparation will ensure student success in life and society. Teachers save lives and society as well as instill hope with students from the K-12 level and on into college. Therefore, UWYO and their College of Education has a monumental task and challenge in light of the many variables that exist and confront them.</p>
<p>The ranking of priorities was difficult due to many of the options leading to the next. The teacher prep program should produce educators who are ready to enter the classroom. They need to know the standards they are teaching, but also be aware of the diverse student needs. Exposing educators to multiple types of teaching environments allows for a more well-rounded educator.</p>
<p>The most important consideration, which I did not see on this list, is to provide a proper educational training--we can no longer provide the "traditional" training for teachers, where they are the keepers of information--we must be providing better personalized learning instruction with high quality standards/competency-based education philosophy and high quality assessment literacy--very few places in the country are doing this and we need to be at the forefront.</p>
<p>We need to get student teachers into classrooms sooner and to send them to a variety of urban, suburban, and rural areas so that they see the span that teachers encounter. Mentors should be carefully chosen and perhaps interviewed to make sure that they will be giving the appropriate level of support and responsibility to student teachers. I am not sure that UW has been producing the best of the best in education and it waters down the profession when we let unqualified persons graduate and say they received a teaching degree from UW.</p>
<p>Thank you.</p>
<p>No additional comments to add. Thank you</p>
<p>Preparation programs must have faculty that are in the 'now' rather than what was done in the past. Education has evolved and prospective teachers needs to be prepared for the kind of student we are now seeing with the resources that are now available. Curriculum &amp; instruction has changed and faculty need to adhere to the norms of today. Are prospective students exposed to differentiation and a variety of learners? Do faculty members reach out to current school administrators and teachers to provide instructional needs and support?</p>
<p>With regard to teacher preparedness, I believe the following need increased emphasis: understanding of family/community stresses and influences outside of school that affects a child's ability to learn; dual language learning (more applicable in some parts of the state than others); cultural competency in working with minority youth and parents; training on data collection and analysis so that there is more consistency in qualitative ratings of students.</p>
<p>If the faculty from the college and the district are not on the same page as far as how education in Wyoming is then there is not a line of continuity for the student teachers and that has and will always be the breakdown in the process. There needs to be some changes so students coming out are not only content prepared but educationally prepared as well as socially prepared. There is a difference.</p>



The more local parent involvement the better. Parents are too often at a loss as to how to make a meaningful contribution.

I'd like to see outreach into Wyoming public high schools by the offering of summer education camps to promising candidates (juniors and seniors) and through cooperative development of education classes during high school for promising students.

I believe that this program is NOT producing quality teachers. As alum, I was ill prepared upon graduation to become a certified teacher. Students are NOT in classrooms often enough, observing quality mentor teachers. Mentor teacher selection is not always done purposefully (i.e. not every certified teacher is qualified to mentor - only our strongest teachers should be mentoring & they are declining due to the work that is required of them because students are not prepared to be in classes & the stipend does not reflect the amount of work they do). Per discussions with many mentor teachers, we feel that our voices are not heard when we raise concerns about student teachers. The rubric almost makes it IMPOSSIBLE for the students to fail so are not reflective of teachers' opinions. Students should not reach this point in the program without a certain level of requirements being met. We are getting students that have no business in the classroom. This is a huge concern. The reputation that has been created in our state is that UW is sending us a very poor quality of student teachers & thus, when they apply for jobs in our state, a very poor selection of future teachers. In the past several year, my school has not chosen ANY of our student teachers from our building or from UW at all to fill any available positions. This is very concerning. We are finding quality candidates from other states & other universities.

I am extremely grateful to the University of Wyoming and the Outreach School. Without them, I would not have been able to receive my master's degree in Literature from UW. Programs that make furthering education for educators, especially ones that live all over the state and not just in Laramie, should be supported and encouraged.

### TEI Stakeholder Feedback Group Survey #2 - May 2017

(46% Response Rate)

Please rank order program outcomes in your priority of importance in evaluating the effectiveness of an educator preparation program:	RESPONDENT RANKING OF PRIORITY OF PROGRAM OUTCOMES																							#	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
Employment of Program Graduates (Employment After Graduation; Persistence in the Profession)	28.57%	8.57%	17.14%	5.71%	5.71%	0.00%	11.43%	2.86%	2.86%	5.71%	0.00%	2.86%	0.00%	0.00%	2.86%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	35	
Student Teacher Preparedness at Beginning of Placement	20.00%	20.00%	14.29%	2.86%	17.14%	0.00%	2.86%	2.86%	0.00%	8.57%	2.86%	0.00%	8.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	35	
Learning Outcomes of P-12 Students Taught by Program Graduates	14.29%	17.14%	8.57%	17.14%	0.00%	17.14%	2.86%	0.00%	5.71%	0.00%	0.00%	0.00%	5.71%	0.00%	2.86%	0.00%	0.00%	2.86%	0.00%	0.00%	2.86%	0.00%	0.00%	35	
Program Admission Selectivity	8.57%	0.00%	5.71%	2.86%	2.86%	5.71%	5.71%	0.00%	2.86%	2.86%	8.57%	2.86%	2.86%	0.00%	5.71%	11.43%	11.43%	5.71%	0.00%	0.00%	11.43%	0.00%	2.86%	35	
Other	5.71%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.71%	85.71%	35
Teacher Evaluations of Program Graduates	5.71%	11.43%	2.86%	14.29%	5.71%	14.29%	5.71%	5.71%	5.71%	2.86%	2.86%	5.71%	2.86%	8.57%	0.00%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	35
Program National Accreditation and Recognition by Specialized Professional Association	5.71%	2.86%	0.00%	8.57%	2.86%	8.57%	2.86%	5.71%	14.29%	2.86%	2.86%	5.71%	5.71%	11.43%	2.86%	2.86%	0.00%	8.57%	0.00%	2.86%	2.86%	0.00%	0.00%	35	
National Prestige of Program	2.86%	0.00%	0.00%	0.00%	0.00%	5.71%	2.86%	5.71%	2.86%	8.57%	0.00%	5.71%	0.00%	5.71%	8.57%	11.43%	5.71%	2.86%	2.86%	5.71%	5.71%	8.57%	8.57%	35	
Student Teacher Growth During Placement	2.86%	11.43%	14.29%	20.00%	0.00%	8.57%	5.71%	8.57%	5.71%	0.00%	2.86%	2.86%	0.00%	0.00%	0.00%	2.86%	2.86%	0.00%	5.71%	2.86%	2.86%	0.00%	0.00%	35	
Program Affordability	2.86%	0.00%	0.00%	5.71%	2.86%	0.00%	2.86%	2.86%	8.57%	2.86%	11.43%	8.57%	2.86%	5.71%	5.71%	8.57%	17.14%	2.86%	2.86%	2.86%	0.00%	2.86%	0.00%	35	
Program Provides Professional Development to Teachers in District	2.86%	0.00%	0.00%	2.86%	5.71%	2.86%	0.00%	14.29%	2.86%	2.86%	8.57%	14.29%	8.57%	14.29%	5.71%	2.86%	5.71%	0.00%	2.86%	0.00%	2.86%	0.00%	0.00%	35	
Diversity of Program Faculty	0.00%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	5.71%	0.00%	0.00%	0.00%	2.86%	2.86%	2.86%	2.86%	11.43%	17.14%	25.71%	11.43%	8.57%	2.86%	35	
Availability of Financial Aid for Candidates	0.00%	0.00%	0.00%	2.86%	5.71%	5.71%	0.00%	2.86%	0.00%	5.71%	2.86%	2.86%	5.71%	2.86%	8.57%	0.00%	2.86%	14.29%	5.71%	2.86%	8.57%	17.14%	2.86%	35	
Program Partnership with School District for Research-to-Practice Projects	0.00%	8.57%	2.86%	2.86%	14.29%	0.00%	11.43%	2.86%	2.86%	0.00%	11.43%	0.00%	2.86%	5.71%	2.86%	2.86%	8.57%	8.57%	5.71%	2.86%	2.86%	0.00%	0.00%	35	
Program Reputation within State/Region	0.00%	5.71%	0.00%	0.00%	2.86%	2.86%	8.57%	0.00%	17.14%	8.57%	5.71%	5.71%	8.57%	11.43%	2.86%	8.57%	2.86%	5.71%	2.86%	0.00%	0.00%	0.00%	0.00%	35	
Program Placement of Student Teachers in Local District	0.00%	2.86%	11.43%	2.86%	11.43%	5.71%	14.29%	2.86%	5.71%	5.71%	5.71%	11.43%	0.00%	8.57%	0.00%	2.86%	2.86%	2.86%	2.86%	0.00%	0.00%	0.00%	0.00%	35	
Program Selectivity of Cooperating/Mentor Teachers for Student Teachers	0.00%	2.86%	11.43%	2.86%	11.43%	2.86%	5.71%	14.29%	2.86%	0.00%	0.00%	8.57%	0.00%	0.00%	5.71%	5.71%	0.00%	0.00%	5.71%	8.57%	5.71%	5.71%	0.00%	35	
Program Faculty Support for Cooperating/Mentor Teachers of Student Teachers	0.00%	2.86%	2.86%	8.57%	0.00%	8.57%	11.43%	5.71%	2.86%	17.14%	0.00%	0.00%	14.29%	2.86%	5.71%	2.86%	5.71%	5.71%	2.86%	0.00%	0.00%	0.00%	0.00%	35	
Program Accessibility through Distance Education	0.00%	0.00%	2.86%	0.00%	11.43%	2.86%	0.00%	8.57%	5.71%	8.57%	5.71%	11.43%	2.86%	2.86%	2.86%	2.86%	8.57%	8.57%	2.86%	2.86%	2.86%	5.71%	0.00%	35	
Program Standing: U.S. Department of Education (Required for Candidate TEACH Grants)	0.00%	0.00%	2.86%	0.00%	0.00%	2.86%	5.71%	2.86%	5.71%	5.71%	8.57%	0.00%	17.14%	2.86%	8.57%	2.86%	8.57%	5.71%	2.86%	0.00%	14.29%	2.86%	0.00%	35	
Diversity of Program Candidates	0.00%	0.00%	2.86%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	0.00%	0.00%	2.86%	5.71%	2.86%	0.00%	0.00%	2.86%	8.57%	8.57%	11.43%	31.43%	20.00%	0.00%	35	
Faculty Research on Regional Context (Rural, Urban, Indigenous Populations, ELL, Poverty)	0.00%	0.00%	0.00%	0.00%	0.00%	5.71%	0.00%	0.00%	2.86%	0.00%	8.57%	8.57%	0.00%	2.86%	8.57%	11.43%	5.71%	5.71%	22.86%	8.57%	2.86%	5.71%	0.00%	35	
Program Faculty Research, Publications, and National Profile	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.57%	0.00%	5.71%	11.43%	0.00%	5.71%	8.57%	17.14%	11.43%	5.71%	0.00%	5.71%	8.57%	5.71%	5.71%	0.00%	35	

OTHER: Required coursework on Tribal people in state of Wyoming  
 OTHER: Confidence of potential applicants upon finishing the program with both content and experience.  
 OTHER: Collaboration between program faculty and school district personnel so the faculty better understands teaching from the district perspective and not just from the college perspective.  
 OTHER: Keeping great young educators in the State of WY.

KEY	20.00 to 100.00%
	10.00 to 19.99%
	5.00 to 9.99%
	0.01 to 4.99%
	0.00%

Total % in Top Five	
Student Teacher Preparedness at Beginning of Placement	74.29%
Employment of Program Graduates (Employment After Graduation; Persistence in the Profession)	65.71%
Learning Outcomes of P-12 Students Taught by Program Graduates	57.14%
Student Teacher Growth During Placement	48.57%
Teacher Evaluations of Program Graduates	40.00%

Total % in Bottom Five	
Program Affordability	91.43%
Program Selectivity of Cooperating/Mentor Teachers for Student Teachers	71.43%
Program Reputation within State/Region	65.71%
Other	40.00%
Program Admission Selectivity	37.14%