



University of Wyoming Trustees Education Initiative
Research Work Group Agenda
Week of February 6-10, 2017

1. Updates on Process

- a. Updates being made to recommendation form
- b. Progress of Lit Review
- c. Team membership?

2. Description of existing programs

- a. What is UW doing in 10+ categories?
- b. How can we find out more if needed?

3. Discussion of existing practices

- a. What is the impact on candidate outcomes?
- b. Can the practice be improved?
- c. Leverage – what potential does a change here have on improving candidate outcomes?
- d. Feasibility – How likely is it that a change could be made in this area? What are the barriers?
- e. 1-5 scale:
 - i. 1: Little leverage or low feasibility of change
 - ii. 5: High leverage, high potential for change

4. Homework!

- a. Make a list of 5 teacher prep program across the country that you would be interested in.
 - i. Good reputation
 - ii. Regional competition
 - iii. Innovative practices
 - iv. Just 'cause!
- b. List at least one regional program



Group Meeting Notes

TEI Group: Special Education Research Work Group
Date/Time/Location: January 25, 2017 - 11 a.m. – University of Wyoming Rochelle Gateway Center
Members in Attendance: Tiffany Dobler, Jenny Krause, Dawn Scarince, Rick Woodford
Support in Attendance: Rebecca Watts, David Yanoski, Anaya Yates

Information Reviewed: The group reviewed the Trustees Education Initiative Strategic Plan, Timeline, Charge to Research Work Groups, and Governance Structure.

Discussion: The need for consideration of an undergraduate Special Education program at the University of Wyoming was discussed. Tiffany Dobler has begun development of a statewide survey for Special Education Directors, Superintendents, HR Directors, and BOCES programs to seek their input on the potential of adding an undergraduate Special Education program at the University. The entire Work Group and Marzano Research will review the proposed survey instrument prior to distribution.

Rick Woodford proposed a research question centered on a comparison of the tenure of individuals licensed through a traditional undergraduate program, a traditional graduate program, and an emergency licensure process. There was concern that the available data at WDE might not be able to answer this question. David suggested that this is a research question that might be answered after the work of the Research Work Group has been implemented.

Tiffany Dobler presented a timely USDOE grant opportunity in partnership with the National Network for Educational Renewal and Bank Street College of Education. Potential policy barriers for implementation were raised as it relates to a full year residency. The Work Group agreed to establish a set of criteria for selecting partner school districts for the grant proposal.

Tiffany Dobler presented feedback from Wyoming superintendents who have consistently described a need for teachers who hold dual licensure. Rick Woodford stated that the dual licensure is not as important as the knowledge and skill set of prepared educators to be able to meet the needs of all learners, including students with disabilities who learn in an inclusive setting.

There was discussion around an undergraduate program design, including a four-year program or a five-year program. Tiffany shared that candidate input in her experience, requiring some summer school has not been a barrier to candidates. Rick Woodford emphasized the need to offer a

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distance education component so that currently licensed general educators would be able to complete the program while teaching full-time. A potential audience are community college graduates who are place-bound and could complete the final two years of the baccalaureate program while staying in their own communities. Current para-educators are also another key target audience for the opportunity to continue to work full-time and simultaneously complete a baccalaureate program leading to a Special Education license.

There was a discussion about the degree of flexibility in designing courses or modules that are focused on competency-based approaches instead of being tied to a Carnegie unit or credit hour. Dean Reutzler has signaled support for this approach. This approach could be used for candidates to simultaneously complete modules while fulfilling a one-year residency. This type of innovation is at the heart of the Trustees Education Initiative.

There was discussion about selectivity for admission into a Special Education program. The challenge of balancing the need to assure qualified candidates and quality graduates and the need to assure a sufficient pipeline of candidates to meet the state's needs will be important.

Votes/Actions: The group did not take a formal vote but expressed consensus support for moving forward to pursue the USDOE partnership grant opportunity with NNER and Bank Street College of Education.

Deadlines / Tasks /

Responsibilities: **At February 9, 2017 meeting:** Entire Work Group will review the proposed survey prior to distribution.

At February 9, 2017 meeting: Develop a set of criteria for selecting partner school districts for the USDOE grant proposal.

Next Meeting Details: Thursday, February 9, 2017 – 10 a.m. – Via Zoom video technology

University of Wyoming College of Education

Program	Selectivity / Admission Requirements					
	High School GPA	Undergraduate GPA	ACT Score(s)	SAT Score(s)	Praxis CORE Score(s)	Dispositional Assessment
Early Childhood Education						
Elementary Education						
Secondary Education						
Special Education						
Educational Leadership						
School Counselor						
Instructional Technology						
Instructional Facilitator						

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Program	Program Assessments									
	Milestone I	Milestone II	Milestone III	Milestone IV	Dispositional Assessment	Common Assessment I	Common Assessment II	Common Assessment III	edTPA	Praxis
Early Childhood Education										
Elementary Education										
Secondary Education										
Special Education										
Educational Leadership										
School Counselor										
Instructional Technology										
Instructional Facilitator										

University of Wyoming College of Education

Program	Fieldwork and Student Teaching Required				Surveys			
	Freshman	Sophomore	Junior	Senior	Alumni Survey	Principal Survey	Student Teacher Survey	Mentor Teacher Survey
Early Childhood Education								
Elementary Education								
Secondary Education								
Special Education								
Educational Leadership								
School Counselor								
Instructional Technology								
Instructional Facilitator								