

TEI Innovations Implementation Timeline

Summer 2019 – Summer 2020

2019	Summer	Fall
	<p>E1</p> <ul style="list-style-type: none">• Begin alumni network planning and recruitment.• Create statewide committee to develop future educator club bylaws and curriculum. <p>E2</p> <ul style="list-style-type: none">• Review and refine EDST 3000 modules for online delivery.• Begin developing online modules for 7 other elementary education courses. <p>E4</p> <ul style="list-style-type: none">• Determine design and delivery of survey of recent graduates to identify needs, gaps in professional preparation, and professional development.• Determine design and delivery of employer survey to identify needs of recent UW graduates, gaps in professional preparation, and inform induction program.• Partner in first-year teacher strand of WYCOLA year-long training. <p>WYECOLA®</p> <ul style="list-style-type: none">• Submit degree recommendations to COE and CANR deans.• Revise and publish Wyoming Program Standards for Early Childhood Settings.• Conduct literature review of highly effective early childhood professional development systems and approaches.• Conduct training for early childhood professional development trainers.• Identify promising programs. <p>Ethical Educator</p> <ul style="list-style-type: none">• Identify teacher education course for initial ProEthica work. <p>Mursion®</p> <ul style="list-style-type: none">• Identify and develop additional education simulation scenarios.• Identify UW COE courses in which to embed Mursion.• Recruit school districts and other partners, e.g., WY Dept of Ed, for pilot programming. <p>WYCOLA®</p> <ul style="list-style-type: none">• Host summer component of year-long program, collaborating with E4 on early-career programming.• Build student teaching mentor modules.	<p>E1</p> <ul style="list-style-type: none">• Continue alumni network planning and recruitment.• Statewide committee continues bylaws, future educator club curriculum.• Plan future educator club implementation.• Support COE recruitment strategy and coordination. <p>E2</p> <ul style="list-style-type: none">• Continue to review and refine EDST 3000 online modules.• Continue developing online modules for 7 other courses in Elementary Education. <p>E3</p> <ul style="list-style-type: none">• Begin planning 1000-level field experience, perhaps in partnership with E1. <p>E4</p> <ul style="list-style-type: none">• Form induction task force.• Task force members consult with New Teacher Center on best approaches.• Explore module development topics and outline first-year graduate support.• Continue planning employer and recent graduate surveys.• Begin analysis of COE program completers and employers; find totals and trends. <p>WYECOLA®</p> <ul style="list-style-type: none">• Identify promising early childhood education leaders to participate in early childhood leadership cohort.• Provide targeted professional development to selected programs. <p>Ethical Educator</p> <ul style="list-style-type: none">• Plan for 2020 Summer Ethics Institute. <p>Mursion®</p> <ul style="list-style-type: none">• Offer faculty training opportunities; encourage faculty to try Mursion scenarios.• Develop, implement, and evaluate Mursion curriculum map for specific programs.• Create a group to develop a curriculum map (scope and sequence) for existing simulations/objectives for all levels of required coursework.• Create customized simulation scenarios and recommend assessments and metrics.• Develop program feedback tools. <p>WYCOLA®</p> <ul style="list-style-type: none">• Educator participants begin online component of year-long program.• Continue data collection and analysis.• Roll out student teaching mentor modules and other professional development. <p>CIS</p> <ul style="list-style-type: none">• Conduct affiliate training—train trainers in CLASS® observation tool.

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