



AAQEP Annual Report for 2024

Provider/Program Name:	University of Wyoming College of Education School of Teacher Education Programs
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The University of Wyoming [College of Education](#) is committed to the principle that education can transform lives and make the world more democratic, equitable, and socially just. This vision informs our teaching, research, and service as a research-based College. As part of a land-grant institution, the College of Education recognizes its responsibility to offer: preeminent programs that prepare educational scholars to further educational theory, policy, practice, and research; and programs that prepare exceptionally effective educational practitioners for roles in educational settings.

We strive to: prepare practitioners who will make a difference in individual learning and student lives as well as prepare researchers who are knowledgeable, skilled, passionate, reflective, and contributors to their own fields, and who are

learners, leaders, and agents of change; engage in research and disseminate knowledge on critical issues of education and human development on which effective educational policies and practices can be supported; and serve the State of Wyoming through professional development, initial licensure preparation, alternative certification programs, and through outreach to P-12 schools, state government, community colleges, community agencies, and private companies.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.uwyo.edu/education/deans-office/about/accreditation.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending mm/yy)	Number of Completers in most recently completed academic year (12 months ending mm/yy)
<i>Programs that lead to initial teaching credentials</i>			
BA in Biological Sci Educ		19	4
BA in Earth Science Education		5	2
BA in Elementary Education		371	69
BA in Elementary/Special Educ		82	12
BA in Math Education		28	4

BA in Physics Educ		1	0
BA in Secondary Ed/English		60	7
BA in Social Studies Educ		92	14
BA in Spanish Educ		9	2
BAS in Career & Technical Educ		16	1
BS in Agricultural Educ		30	3
BS in Physical Ed/Teaching		57	11
Cert English/Second Language		29	4
Cert Tchr of Am Indian Childrn		1	0
Cert Teach Secondary Content		53	27
Cert Teaching Elem School		26	10
Certificate in Literacy		31	5
MA in Education		49	20
MS in Natural Sciences		26	5
Total for programs that lead to initial credentials		985	200
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
N/A			
Total for programs that lead to additional/advanced credentials			
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
N/A			
Total for additional programs			
TOTAL enrollment and productivity for all programs		985	203

Unduplicated total of all program candidates and completers	951	203
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Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
951
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
200
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
200
D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.
We track students over 5 year graduation rates, which are slightly lower than the IPEDS 150% rate for a four-year degree (or 6 years). 76% of students who start with an education major graduate with a bachelor degree within 5 years. Of the entire cohort, 66.7% stay in education and graduate. Our first year to second year retention rate is the highest at UW at 75%.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

The Wyoming Professional Teaching Standards Board requires Elementary Education and Secondary Social Studies candidates to pass their respective Praxis exams to obtain licensure. However, this requirement can be completed independently of their college program. Among graduates from K-12 teaching programs at the Wyoming College of Education, it is estimated that between 40% and 50% are in programs requiring Praxis II testing, assuming that 100% of Elementary Special Education students need to pass all four Praxis II tests for Wyoming core licensure. Notably, approximately 33% of the college's graduates come from states other than Wyoming. Over the past three academic years, out-of-state students represented 34% (48) of the 142 students who did not take the Praxis II exam.

A key factor influencing exam participation is Wyoming's high out-migration rate, particularly among young working-age adults. Teacher education graduates who intend to leave the state often forgo taking the relevant Wyoming licensure exams, as they are often unnecessary for employment elsewhere. Additionally, teacher wages in neighboring states have become competitive with or surpassed Wyoming's starting salaries, incentivizing graduates to seek employment outside Wyoming and bypass the Praxis II exam altogether. This dashboard illustrates this: https://marksresearch.shinyapps.io/District_Salaries/

Within nine to five months of graduation (as reported for Title II purposes), 60% of Wyoming College of Education graduates in the two tested areas take the Praxis II exam. This figure increases to 70% within two years of graduation. Regarding Praxis II pass rates, graduates perform moderately well. Between five to nine months after graduation, pass rates range from 74% to 80%. These rates improve over time, rising to the mid to high 80% range within a year of graduation. However, Title II's website does not currently reflect these updated pass rates, which limits public awareness of graduates' long-term success in passing the exam.

Therefore, after a year, 84% of our social studies graduates pass the secondary social studies exam. Our elementary education students pass at rates of 72% for the social studies exam, 82.8% for the science, 87.9% for the mathematics and 88% for the language arts test.

Currently, we are looking into ways to more directly tutor students in these areas, or to require passing in order to graduate. This is an ongoing discussion. This will require us to communicate with our arts and sciences colleagues as Praxis is a measure of content knowledge in the areas tested in Wyoming. Elementary Social Studies is an area of focus for us.

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

We are collaborating with the Wyoming Department of Education to monitor teacher attrition and mobility over time. This partnership will allow us to specifically track and collect longitudinal data on our program completers, which will inform evidence-based decisions to enhance our programs.

Currently, we utilize the Employer Survey and Beginning Teacher Survey to gather feedback on our completers; however, response rates have been limited. To address this, we plan to revise these surveys to focus more directly on key aspects of program effectiveness and the preparedness of our graduates. These changes aim to ensure that we collect actionable data to improve program quality and support new teachers.

Additionally, Dean Shim has been visiting school districts across the state to engage directly with administrators and teachers. While this feedback is anecdotal and limited in scope, administrators have consistently provided positive evaluations of UW program completers, often rating them among the most effective members of their staff.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Every year we launch a survey of principals and administrators who employ or teachers. From those survey results, we get about 50% of our graduates as employed in Wyoming. We ask a variety of questions. Here are some of the highlights from our latest results:

About 94% agree or disagree with, "In general, I believe that it is possible for first-year teachers to positively impact student learning from their first day in the classroom."

60% of principals believe that their first year teachers from our program are fully or mostly ready to meet the needs of students in their schools while 26% are moderately ready.

Finally, 74% of respondents state that their teacher consistently enforces high expectations from students.

These are just three data points, but overall, we show favorable results with room for improvement. We are also looking to increase our response rates. Currently, we get about 20 a semester.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

We are in the process of evaluating employment rates. We work with the Wyoming Department of education to get a list of graduates who are employed in the state. That returns ~50% of our graduates, meaning the rest either teach elsewhere or leave the state. We are looking for ways to track non-Wyoming students.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3a. Expectations and Performance on Standard 1: Candidate and Completer Performance

Course	Main Assessment	Count	Passed	Not Passed	Percent Passed
EDST2450	Final Assessment	301	284	17	94.35
EDST3100	Reflections Paper Final Exam	167	161	6	96.41
EDST3101	Practicum Reflections Paper	165	158	7	95.76
EDST3480	Final Paper	189	178	11	94.18
ITEC2360	Final Project Option A or B	259	234	25	90.35

Table 3b. Specific assessment performance on student residencies and practicums, standard 1

Standard	Assessment	Not Meet	Meets	Totals	% Meets
1a	EDAG/SSSE/CTE/ART: Final Evaluation	16	130	133	97.74%
	ELEM: Final Evaluation	4	87	90	96.67%
	Secondary Science: Final Evaluation	1	13	13	100.00%
1b	EDAG/SSSE/CTE/ART: Final Evaluation	11	127	133	95.49%
	EDEC 4209 Evaluations	1	34	35	97.14%
	EDST 3101 Evaluation	34	130	139	93.53%
	Elem Methods Practicum Evaluation	1	0	1	0.00%
	Secondary Science: Final Evaluation	0	13	13	100.00%
1c*	EDAG/SSSE/CTE/ART: Final Evaluation	9	127	133	95.49%
	EDEC 4209 Evaluations	1	34	35	97.14%
	EDST 2200 Final Evaluation	0	24	24	100.00%
	EDST 3101 Evaluation	6	134	139	96.40%
	Elem Methods Practicum Evaluation	1	0	1	0.00%
1e	EDAG/SSSE/CTE/ART: Final Evaluation	2	132	133	99.25%
	Secondary Science: Final Evaluation	1	12	13	92.31%
1f	EDAG/SSSE/CTE/ART: Final Evaluation	4	131	133	98.50%
1g	EDST 2200 Final Evaluation	3	23	24	95.83%
	EDST 3101 Evaluation	23	138	139	99.28%
	Elem Methods Practicum Evaluation	1	1	1	100.00%

* U.W. School of Teacher Education is developing assessments for standard 1d and will be reporting results subsequently.

Table 4a. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Course	Main Assessment	Total	Passed	Not Passed	Percent Passed
EDEL2100	Course Reflection Paper	96	84	12	87.50
EDST2550	Summative Assessment Final Project	209	193	16	92.34
EDST3101	Practicum Reflections Paper	165	158	7	95.76
EDST3480	Final Paper	189	178	11	94.18

Table 4b. Specific assessment performance on student residencies and practicums standard 2

Standard	Assessment	Not Meet	Meets	Totals	% Meets
2a	EDAG/SSSE/CTE/ART: Final Evaluation	7	128	133	96.24%
	EDST 2200 Final Evaluation	1	23	24	95.83%
	ELEM: Final Evaluation	10	89	90	98.89%
	Modern Languages: Final Evaluation	1	12	12	100.00%
	Secondary English: Final Evaluation	1	8	8	100.00%
	Secondary Math COST Final	0	1	1	100.00%
	Secondary Mathematics: Final Evaluation	1	10	10	100.00%
	Secondary Science: Final Evaluation	2	13	13	100.00%
2b	EDAG/SSSE/CTE/ART: Final Evaluation	2	131	133	98.50%
	ELEM: Final Evaluation	7	89	90	98.89%
	Modern Languages: Final Evaluation	0	12	12	100.00%
	Secondary English: Final Evaluation	0	8	8	100.00%
	Secondary Math COST Final	0	1	1	100.00%
	Secondary Mathematics: Final Evaluation	1	10	10	100.00%
	Secondary Science: Final Evaluation	0	13	13	100.00%
2c	EDAG/SSSE/CTE/ART: Final Evaluation	14	125	133	93.98%
	EDEC 4209 Evaluations	2	33	35	94.29%
	EDST 2200 Final Evaluation	0	24	24	100.00%
	EDST 3101 Evaluation	41	117	139	84.17%
	Elem Methods Practicum Evaluation	1		1	0.00%
	Secondary Science: Final Evaluation	2	11	13	84.62%
2d	EDEC 4209 Evaluations	1	35	35	100.00%

2e	EDAG/SSSE/CTE/ART: Final Evaluation	1	132	133	99.25%
	EDEC 4209 Evaluations	1	34	35	97.14%
	ELEM: Final Evaluation	12	90	90	100.00%
	Modern Languages: Final Evaluation	1	12	12	100.00%
	Secondary English: Final Evaluation	1	8	8	100.00%
	Secondary Math COST Final	0	1	1	100.00%
	Secondary Mathematics: Final Evaluation	0	10	10	100.00%
	Secondary Science: Final Evaluation	0	13	13	100.00%
2f*	EDAG/SSSE/CTE/ART: Final Evaluation	18	132	133	99.25%
	EDEC 4209 Evaluations	3	35	35	100.00%
	EDST 2200 Final Evaluation	6	24	24	100.00%
	EDST 3101 Evaluation	42	139	139	100.00%
	ELEM: Final Evaluation	16	90	90	100.00%
	Elem Methods Practicum Evaluation	1		1	0.00%
	Modern Languages: Final Evaluation	1	12	12	100.00%
	Secondary English: Final Evaluation	0	8	8	100.00%
	Secondary Math COST Final	0	1	1	100.00%
	Secondary Mathematics: Final Evaluation	1	10	10	100.00%
	Secondary Science: Final Evaluation	2	13	13	100.00%

* U.W. School of Teacher Education is developing assessments for standard 2g and will be reporting results subsequently.

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

In the past year, the Department of Secondary Education has addressed needs in the program through attempting to revise it. In specific, content expectations have been modified to accommodate the recommendation to infuse a teacher and family relations course, an additional practicum, and an English as a second language course. All courses will enhance the comprehensive nature of pre-service teacher preparation.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

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	Standard 1
Goals for the 2024-25 year	Continue to improve scores on EdTPA
Actions	Additional structure has been added to the EdTPA process with seminars coordinated by Elizabeth McMahon (Director of Student Teaching experiences)
Expected outcomes	The goal is to improve scores by a modest amount (e.g., .25 points in each category).
Reflections or comments	
	Standard 2
Goals for the 2024-25 year	Continue to revise practicum experiences
Actions	Practica I and II are relatively new in the Elementary Education program and small changes are being made to add structure to the respective practica (e.g., standardizing the practica time with mentor teachers and providing additional direction to instructors of the courses).
Expected outcomes	It is hoped that increased quality control will add to the student experience to create specific experiences. In so doing, it is intended that the first and second practica will be improved in quality.

Reflections or comments	
	Standard 3
Goals for the 2024-25 year	Streamline and coordinate the teacher preparation curriculum for greater efficiency than currently exists and better communicate with students and stakeholders of the overall process and progression.
Actions	Recently, Dr. Leslie Rush created a curriculum map for coursework at in the elementary teacher preparation program. It is unlikely that radical changes would ensue, having recently revamped the elementary education program, but certainly, utilizing said data to extend efficiencies is a sound approach.
Expected outcomes	Once revisited, it is unlikely that the series of courses will be altered. However, components of certain courses may be altered.
Reflections or comments	
	Standard 4
Goals for the 2024-25 year	A central component of in-service preparation at the University of Wyoming resides in the Science and Mathematics Teaching Center. In taking a critical look at how in-service teachers and pre-service teachers are prepared, it is hoped that a symbiotic relationship could be created. In addition, we will work closely with the Wyoming Department of Education and the Professional Teaching Standards Board to identify workforce needs and provide distance-delivered pathways for teachers on Exception Authorizations to complete licensure requirements.
Actions	Analyze the pre-service teacher preparation and in-service teacher preparation programs for similarities and differences to see what strengths can be shared in approaches. Review reports of teachers on Exception Authorizations to target specific needs, such as Special Education. Work with districts to provide supports for these teachers and provide pathways for completing licensure requirements. The Elementary and the Elementary/Special Education programs are already available online. Pathways for

	secondary fields are more challenging. We will work with departments across campus to pursue distance-delivery options for teachers on EAs.
Expected outcomes	Pulling from expertise in pre-service teacher preparation and in-service teacher preparation experience is intended to bolster each program.
Reflections or comments	

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

As noted in response 2, the School of Teacher Education has invested considerable time revising the program to accommodate needs identified in the most recent AAQEP review. Among the needs were the need for earlier practicum experiences, the need to prepare candidates to serve second language learners, and to prepare candidates to work with families and communities. These changes are underway in the secondary education programs.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Managing the expectations of infusing earlier practicum experiences, an ESL course, a families/communities course, and an introduction to education course into the secondary program are likely the most significant changes in the teacher preparation programs. This is a challenging objective to accomplish, as students pursuing teacher licensure at the secondary levels at the University of Wyoming must complete a concurrent major, which entails substantial coursework. To this end we are working with the content departments to reduce overall credit requirements. Some progress has been made in Fall 2024, with the goal to complete secondary program revisions in Spring 2025.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

One major regulatory change is the Wyoming legislator's approach to Diversity, Equity and Inclusion, which may impact the approach we take to AAQEP standards.

A prospective change that may occur in subsequent years is the addition of ETS Praxis assessments (<https://praxis.ets.org>) in more areas than currently exists. Currently, a Praxis requirement exists in (1) Elementary Education and (2) Social Studies Education degrees. It is possible that the remaining 15+ certification areas may realize a change in Praxis assessment expectations, which would be necessary for licensure in the state. In the event this change occurs, a more systematic approach to teacher test preparation will be necessary. In fact, ongoing discussions are occurring to more thoroughly prepare teachers to incur success with the Praxis assessments than they are currently prepared.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Mark A. Perkins (Assistant Dean)	Dr. Jenna Shim (Dean)

Date sent to AAQEP:	12/20/2024
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