



## TEI Coordinating Council

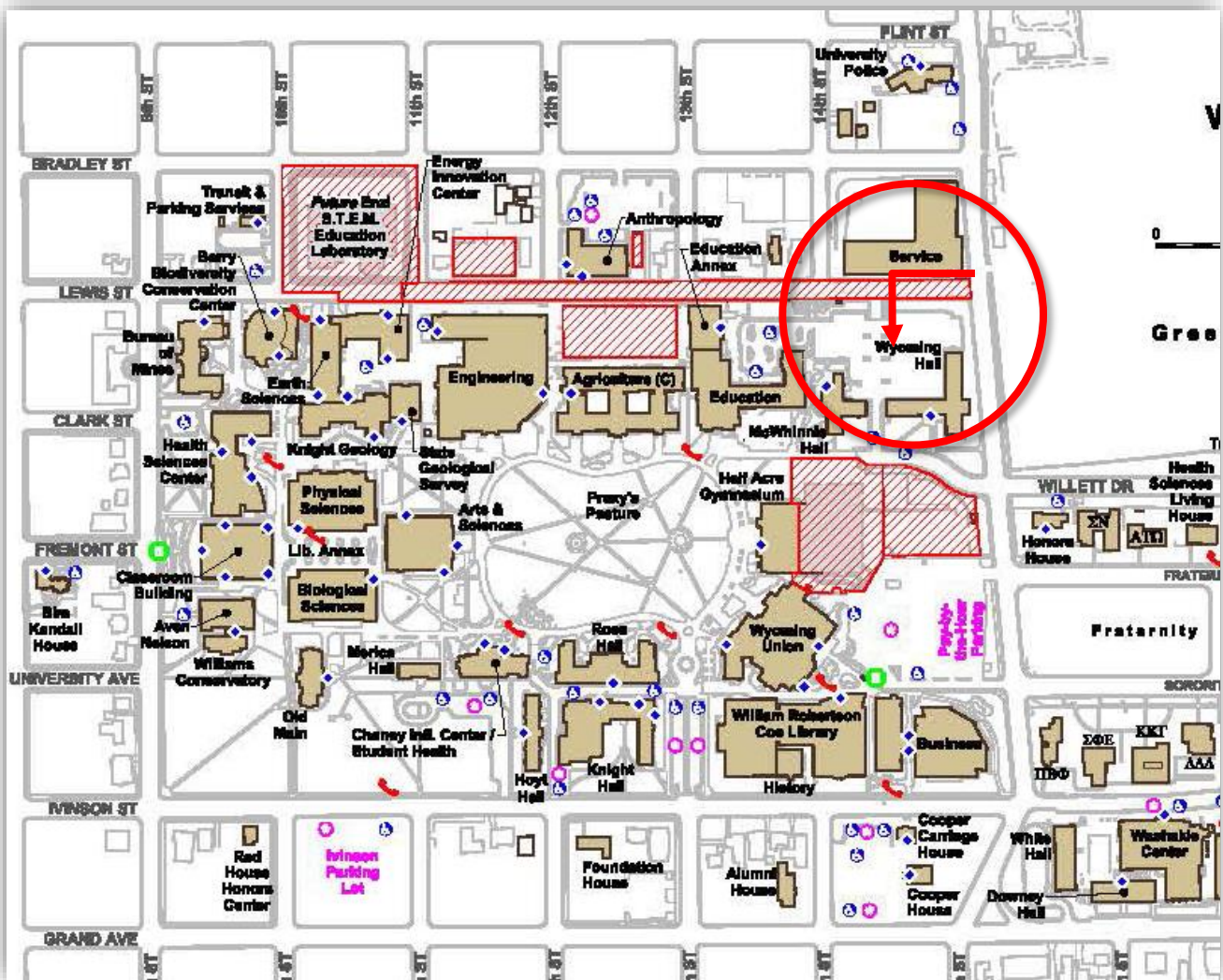
Tuesday, October 3, 2017 • 11 a.m. to 2 p.m.

University of Wyoming • Wyoming Hall • Room 312 (See map below.)

---

- 11:00 a.m. Proposal Disposition Timeline Overview ..... Rebecca Watts**
- 11:10 a.m. [Proposal 2017-05](#) Discussion and Consensus of Disposition ..... All**
- [Compiled Reviews for Proposal 2017-05](#) (Feedback incorporated into current version)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_4OepC3xK5lr7Yax](https://uwyoeducation.qualtrics.com/jfe/form/SV_4OepC3xK5lr7Yax)
- 11:30 a.m. [Proposal 2017-06](#) ..... Discussion and Consensus of Disposition All**
- [Compiled Reviews for Proposal 2017-06](#) (Feedback incorporated into current version)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_5pBazVQcm8STNDT](https://uwyoeducation.qualtrics.com/jfe/form/SV_5pBazVQcm8STNDT).
- 11:50 p.m. [Proposal 2017-07](#) Discussion and Consensus of Disposition ..... All**
- [Compiled Reviews for Proposal 2017-07](#) (Feedback incorporated into current version)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_cd7l7ZaWO8rq1hj](https://uwyoeducation.qualtrics.com/jfe/form/SV_cd7l7ZaWO8rq1hj)
- 12:10 p.m. – Box Lunches Served ..... All**
- 12:20 p.m. [Proposal 2017-08](#) Discussion and Consensus of Disposition ..... All**
- [Compiled Reviews for Proposal 2017-08](#)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_bQTcPUaGsBoxw0Z](https://uwyoeducation.qualtrics.com/jfe/form/SV_bQTcPUaGsBoxw0Z)
- 12:40 p.m. [Proposal 2017-09](#) Discussion and Consensus of Disposition .....All**
- [Compiled Reviews for Proposal 2017-09](#)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_0Vz8KaNc0KmbYdT](https://uwyoeducation.qualtrics.com/jfe/form/SV_0Vz8KaNc0KmbYdT)
- 1:00 p.m. [Proposal 2017-10](#) Discussion and Consensus of Disposition .....All**
- [Compiled Reviews for Proposal 2017-10](#)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_eEyPOb3WPhZGwgl](https://uwyoeducation.qualtrics.com/jfe/form/SV_eEyPOb3WPhZGwgl)
- 1:20 p.m. [Proposal 2017-11](#) Discussion and Consensus of Disposition .....All**
- [Compiled Reviews for Proposal 2017-11](#)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_7ONGTVbRtTI0Txr](https://uwyoeducation.qualtrics.com/jfe/form/SV_7ONGTVbRtTI0Txr)
- 1:40 p.m. [Proposal 2017-12](#) Discussion and Consensus of Disposition .....All**
- [Compiled Reviews for Proposal 2017-12](#)
  - **Online review form:** [https://uwyoeducation.qualtrics.com/jfe/form/SV\\_00dETWfmmjWmUaV](https://uwyoeducation.qualtrics.com/jfe/form/SV_00dETWfmmjWmUaV)
- 2 p.m. - Adjourn .....All**
- 

LINK TO TEI PROPOSALS PAGE: [http://www.uwyo.edu/trust\\_edu\\_init/proposals.html](http://www.uwyo.edu/trust_edu_init/proposals.html)





# Research Work Group Proposed Innovation Form

---

## Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

---

## Initiative Group Name

Breakthrough Innovation Team

**Submitted by** Rebecca Watts  
**Contact Email** rwatts3@uwyo.edu  
**Contact Phone** 307-766-5461 or mobile 740-591-3377  
**Submission Date** August 3, 2017

## Group Member Names

Dave Bostrom  
Tom Botts  
John McKinley  
Mark Northam  
Rebecca Watts

---

## Proposed Innovation (Title/Brief Description)

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E<sup>4</sup>) is one of three proposed innovations pathways that, together, would comprise the Wyoming Educator Academy.

UW-E<sup>4</sup> combines multiple innovations to recruit, support, and mentor a thriving pipeline of innovative educators to teach, foster, and support the holistic growth and development of Wyoming P-12 learners in the skills, knowledge, character, grit, and discipline needed to become a happy, healthy, contributing member of an engaged citizenry. The multi-faceted model lifts up the education profession through early

engagement of promising young people while still in high school, addresses Wyoming's localized supply and demand needs, adopts new approaches to clinical preparation through technology and partnership, and establishes a robust model of induction and mentoring support system for novice educators as they enter the profession.

### **Detailed description of how this practice would be *innovative*:**

This proposal leverages multiple innovations to create a unique UW-E<sup>4</sup> Fellows model for educator early engagement and recruitment to the profession, leveraging advanced learning and college credit while in high school. The proposed model embeds engagement with national innnovators (Sanford Inspire) on character education and developing P-12 student persistence and grit. A key component of the proposal is the depth and bread of fieldwork and clinical experiences leveraging the use of virtual reality technologies, partnership with UW theater faculty and students to simulate parent-teacher engagement and educator peer collaboration. Building on the model of medical education, UW-E<sup>4</sup> Fellows would not be permitted to declare an educational speciality area (Early Childhood, Elementary Education, Secondary Education Content Area) until completing clinical rounds in all areas. Fundamental program redesign would be based on the use of modules and competency-based approaches to assure mastery of knowledge and skills instead of the historic structure of courses. An additional innovation would be a required full-year residency capstone experience in embedded partnerships with Wyoming school districts. Completing the UW-E<sup>4</sup> Fellows experience would be a formalized four-year induction and mentoring program for following initial preparation that would support the novice educator through the first four years of their professional teaching career in Wyoming.

---

### **Alignment to Key Performance Indicator(s)<sup>1</sup>**

*(Check all that apply.)*

- ☒ **Statewide perceptions** of the University of Wyoming College of Education
- ☒ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☒ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☒ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☒ **Employment of University of Wyoming graduates** in Wyoming schools
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

---

<sup>1</sup> List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.



**State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

---

## Documentation of Need



Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. [The Condition of Future Educators](#): Interest among ACT-tested graduates in becoming educators continues to decline at an alarming rate, with special concerns: in Science/Technology/Engineering/Mathematics (STEM) areas; among males; and among diverse populations.
2. [Tough, P. \(2012\). How Children Succeed](#). New York, NY: Houghton Mifflin Harcourt. The author asserts that the qualities that matter most to individual success are character, e.g. skills in perseverance, curiosity, conscientiousness, optimism, and self-control. Yet, children who are not supported in character development struggle in school and in long-term success.
3. [Understanding and Addressing Teacher Shortages in the United States: The Hamilton Project \(2017\)](#). This policy brief recommends that school districts address teacher shortages through early recruiting efforts and through innovative student teaching placements in anticipation of hiring needs.
4. [TEI Town Hall Meeting Participant Feedback Analysis \(2017\)](#): Participants cited concerns with student teacher preparation through early fieldwork and clinical experiences prior to student teaching.
5. [UW Enrollment Data](#) show that baccalaureate enrollment for primary and secondary majors in education decreased by 33 percent from 2008 to 2015 (1,066 total in 2008, 716 total in 2015).
6. [Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-2017](#). U.S. Department of Education Office of Postsecondary Education.  
[http://www.uwyo.edu/trust\\_edu\\_init/tei\\_governance\\_structure/docs/usdoe\\_teachers\\_shortages.pdf](http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/usdoe_teachers_shortages.pdf)
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Summary of documentation of need:

Multiple sources document: A) an urgent need to increase the number of promising young people entering the education profession nationally and in Wyoming; B) an urgent need to provide



effective induction and mentoring for novice educators; C) Wyoming school leader concerns with the clinical preparation of UW candidates; D) the power of preparing teachers to support character development in P-12 students through effective strategies, including engagement with parents and families.

The 2016-2017 report of Teacher Shortages in Wyoming include: Elementary Grades (Core Subjects); English, including Middle Language Arts; English Learner Education; Family and Consumer Science; Gifted and Talented; Health; Mathematics; Music; Secondary Sciences; Spanish; and Special Education. In identifying school district sites for partnerships, TEI will work with the Wyoming Department of Education and with Wyoming school districts to identify regional needs related to the specific teaching areas for which there is a shortage of professional educators.

---

## Evidence Supporting Proposed Innovation: Literature Review



**Reviewed and analyzed relevant current literature on the best practices for preparing professional educators**

### *Literature Citations:*

1. Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Consortium for Policy Research in Education*.  
[http://www.cpre.org/sites/default/files/researchreport/2018\\_prepeffects2014.pdf](http://www.cpre.org/sites/default/files/researchreport/2018_prepeffects2014.pdf)
2. Ammentorp, L., & Madden, L. (2014). Partnered placements: Creating and supporting successful collaboration among preservice teachers. *Journal of Early Childhood Teacher Education*, 35(2) 135-149. doi:10.1080/1090127.2014.905805
3. Childre, A.L., & VanRie, G.L. (2015). Mentor teacher training: A hybrid model to promote partnering in candidate development. *Rural Special Education Quarterly*, 34(1), 10-16.
4. Westerlund, J.F., Radcliffe, R.A., Smith, D.A., Lemke, M.R., & West, S.S. (2011). Profiles of U.S. science teacher candidates: Safeguards amidst the gathering storm. *International Journal of Environmental and Science Education*, 6(3), 213-226.
5. The Condition of Future Educators (2015). ACT.  
<http://www.act.org/content/dam/act/unsecured/documents/Future-Educators-2015.pdf>
6. Practices of Teacher Induction in Finland: Education of Mentors (2012). Conference Session at European Educational Research Association 2012 Conference, "The Need for Educational Research to Champion Freedom, Education and Development for All.
7. Aragon, S., & Wixom, M. (2016). Strategies to recruit teachers to rural areas. Education Commission of the States. <https://www.ecs.org/ec-content/uploads/Rural-SPED-Teacher-Shortages-June-2016.pdf>
8. Guha, R., Hyler, M., & Darling-Hammond, L. (2016) The teacher residency: An innovative model for preparing teachers. Learning Policy Institute.

### Summary of Literature Review:

The body of literature supports the design and implementation of highly effective strategies to engage and recruit promising young people to explore educational professions. Further, the research supports the embedding of character development strategies, skills and knowledge into educator preparation programs to support holistic child development and success. Finally, multiple studies have shown that strengthening the pedagogical skills of candidates through clinical practice and the provision of a robust induction and mentoring program results in educator persistence in the profession and the success of their P-12 learners.

Initial research is promising as to the impact residencies can have on increasing the diversity of the teaching force, improving retention of new teachers, and promoting gains in student learning. Residencies support the development of the profession by acknowledging that the complexity of teaching requires rigorous preparation in line with the high levels of skill and knowledge needed in the profession. Residencies also build professional capacity by providing professional learning and leadership opportunities for accomplished teachers in the field, as they support the growth and development of new teachers. These elements of strengthening the teaching profession can create long-term benefits for districts, schools, and, most importantly, the students they serve.

Researchers have concluded that a powerful way to address teacher shortages in areas of special need is to identify, recruit, train, and support individuals from the local area.

Additional citations include Benjamin Dotger's "I had no idea: Clinical simulations for teacher development" which documents the success of clinical simulations in providing teachers with the opportunity to enact professional knowledge, skills, and dispositions. The work builds on medical education's long-standing use of standardized patients by providing teachers the opportunity to engage with standardized parents, students, paraprofessionals, and community members in encountering a variety of situations common to P-12 teaching.

---

### Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

*(Check all that apply.)*



Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States

#### Programs Reviewed:



Traditional educator preparation programs in public and private universities across the United States

*Please list names and locations of traditional programs studied:*

- Cleveland State University Center for Urban Education (Partnership with Local School District)
- Arizona State University (Sanford Inspire Program) to Prepare Candidates with Skills in Character Development of P-12 Learners
- Corban University, Western Oregon University, Salem-Keizer Public Schools (TeachOregon Grant) (Partnership with Local School District to Strengthen Pipeline of Educators)
- Ohio Resident Educator Program (Induction and Mentoring Program for Novice Educators)



### **Alternative educator preparation programs**

***Please list names and locations of alternative programs studied:***

- Educators Rising Nebraska; Educators Rising Arizona; Educators Rising New Mexico;
- Relay Graduate School of Education
- Teach for America (TFA) (Ongoing Professional Support for TFA Members)



### **International educator preparation programs**

***Please list names and locations of international programs studied:***

- Practices of teacher induction in Finland
- \_\_\_\_\_

### **Summary of Evaluation of Other Programs:**

The evaluation of traditional, alternative, and international educator preparation and induction models show that a multi-faceted approach combining multiple innovative practices is predicted to yield positive effects on the pipeline of educators who remain in the profession and employ practices that result in highly effective holistic outcomes for P-12 learners. Specifically, early engagement and recruitment strategies elevate awareness of educational careers among promising high school students. Preparing candidates to support character development among P-12 learners elevates P-12 student learning outcomes.

## **Contextual Constraint Analysis**



**Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

--The broad geographic dispersion of population centers and school districts in Wyoming will present challenges to implementation of the proposed model, however, through



innovative uses of technology and partnership, these challenges will not present obstacles to success.

--The Wyoming Professional Teaching Standards Board will need to review the proposed program components to assure that the Fellows' learning outcomes meet the requirements for an approved licensure preparation program in Wyoming.

--The current context of the University of Wyoming's statewide partnerships will provide an initial perception obstacle that UW-E<sup>4</sup> will need to address directly with information and action. UW currently does not place student teachers in the vast majority of the state (less than 20 percent of 49 school districts). Districts that have no student teachers are disengaged from UWCOE at this time. Addressing that issue is not an innovation and will not go through TEI; it is a necessary improvement the College of Education plans to address. TEI will have to be aware that innovation must be built on mutual trust.

\_\_\_\_\_

---

## Risk Assessment



### **Please list all identified potential risks to College of Education Candidates:**

--There is a risk that if a UW-E<sup>4</sup> Fellow decided to leave the program for another academic program at UW or another university, s/he might need to take additional coursework to meet the other program's requirements.

--There is risk that if a UW-E<sup>4</sup> Fellow decides that s/he wishes to be employed in a school district outside Wyoming, s/he will be required to repay a full year of tuition and a full year of cost-of-living stipends. Of note, there is no risk to a Fellow who does not receive an employment offer from any Wyoming school district.

NOTE: These risks are mitigated by the opportunity for Fellows to select out of the program prior to completing the year-long residency without consequence.



### **Please list all identified potential risks to the UW College of Education:**

--Developing and implementing the multi-pronged UW-E<sup>4</sup> model simultaneous to continuing the historic traditional model will require significant effort from existing UW College of Education faculty and staff.

--Revising the structure and requirements of the College's academic programs will require engagement in the University's processes for "course" revisions, which could cause delays in implementing the proposed model.

NOTE: These risks are mitigated by positioning the program as a component of a separate Wyoming Educator Academy parallel to the existing College of Education programs.



### **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

--The residency portion of the model cannot guarantee that it will result in addressing locally specific Wyoming school district needs for specialized areas, e.g., special education, STEM fields, although another proposal, UW-T<sup>3</sup>, would address those needs. NOTE: This risk can be mitigated by emphasizing community-specific needs in the work of each district's Educators Rising Chapter.

--The proposed model will require the engagement of the College of Arts and Sciences to sequence the delivery of content courses for Fellows to support the sequence of the Fellowship model. NOTE: This risk can be mitigated by including College of Arts and Sciences leadership in planning the Program of Study.

--There is risk to the early fieldwork experiences for UW-E<sup>4</sup> Fellows in their home school districts. There will be privacy and confidentiality issues that each district must address in allowing high school students access to the learning environment of other community residents.

--School districts will need to assess the need to require a background check on potential participants in the program.



**Please list all identified potential risks to the UW Trustees Education Initiative:**

--An important measure of the effectiveness of any educator preparation model is the P-12 student learning outcomes of teachers prepared within a particular model. Wyoming statute prevents access to disaggregation of student assessment outcomes by teacher. Therefore, the metrics designed to measure the effectiveness of the preparation model will be negatively affected by the lack of access to this data point. NOTE: This risk can be mitigated by the adoption of a set of common indicators for measuring the effectiveness of the program. Deans for Impact proposes a set of Common Indicators. TEI Proposal 2017-12 proposes the adoption of these Common Indicators to measure the effectiveness of University of Wyoming educator preparation programs.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Please list all identified potential risks to other stakeholders:**

--There is risk to the University of Wyoming at large regarding the success of this multi-pronged innovative model. As challenges arise through design and implementation (which is a certainty), it will be essential for UWTEI to keep University leaders apprised so that they are aware of concerns that may arise throughout the state. NOTE: This risk can be mitigated through real-time monitoring and reporting of challenges to relevant leaders and representatives at the University of Wyoming, Wyoming Professional Teaching Standards Board, Wyoming Department of Education, and Wyoming School Districts.

\_\_\_\_\_

## Funding Request to Support Pilot Innovation Implementation

\$32,500.00

### 2017-2018 Total Request

Subtotal Amount: \$20,000.00

Purpose: Faculty Stipends for Planning/Design

Subtotal Amount: \$7,500.00

Purpose: Marketing / Recruitment

Subtotal Amount: \$5,000.00

Purpose: Prof Dev Educators Rising Sponsors

Subtotal Amount: \_\_\_\_\_

Purpose: \_\_\_\_\_

Subtotal Amount: \_\_\_\_\_

Purpose: \_\_\_\_\_

Subtotal Amount: \_\_\_\_\_

Purpose: \_\_\_\_\_

\$57,250.00

### 2018-2019 Total Request

Subtotal Amount: \$10,000.00

Purpose: Stipend: Summer Institute I Director

Subtotal Amount: \$12,250.00

Purpose: Housing/Dining Summer Inst I Fellows

Subtotal Amount: \$15,000.00

Purpose: Presenters Summer Institute I, II

Subtotal Amount: \$7,500.00

Purpose: Marketing/Recruitment

Subtotal Amount: \$12,500.00

Purpose: Prof Dev for Educators Rising Sponsors

Subtotal Amount: \_\_\_\_\_

Purpose: \_\_\_\_\_

\$98,480.00

### 2019-2020 Total Request

Subtotal Amount: \$20,000.00

Purpose: Summer Institute I, II Director Stipend

Subtotal Amount: \$24,500.00

Purpose: Housing/Dining Summer Inst I, II Fellows

Subtotal Amount: \$30,000.00

Purpose: Presenters, Summer Inst I, II

Subtotal Amount: \$5,000.00

Purpose: Marketing/Recruitment

Subtotal Amount: \$ 6,480.00

Purpose: Dual Enrollment Tuition

Subtotal Amount: \$12,500.00

Purpose: Prof Dev Educators Rising Sponsors

## Budget Narrative to Support Funding Request:

NOTE: A detailed eight-year budget inclusive of annual outcomes goals is provided at the end of this proposal.

Academic year 2017-2018 would focus on marketing and recruiting Wyoming school districts to partner on UW-E<sup>4</sup>, specifically by providing a chapter sponsor for Educators Rising. Additionally, 2017-2018 would include planning for the inaugural Summer Institute I, which the Wyoming Educator Academy would host in Summer 2019.

In 2018-2019, UW-E<sup>4</sup> would provide housing and dining for UW-E<sup>4</sup> Fellows, (rising high school juniors) to attend Summer Institute I. Funding would also be needed to engage a Summer Institute I Director, and presenters. Marketing and recruiting activities would continue. Professional development of Educators Rising Chapter Sponsors throughout Wyoming also would be provided.

In 2019-2020, expansion would include the addition of UW-E<sup>4</sup> Fellows (rising high school seniors) to attend Summer Institute II. Increased funding would also be needed to engage a Summer Institute I-II Director, and presenters. UW-E<sup>4</sup> Fellows in their junior year of high school would begin enrollment in dual enrollment courses at the University of Wyoming or a Wyoming community college. The proposed budget reflects tuition costs for Fellows completing nine credit hours each at \$40.00 per credit hour. This estimate provides for half of all participants completing their dual enrollment courses through the University of Wyoming and the remainder completing dual enrollment courses through a Wyoming community college, which would not require any budgetary support, as dual enrollment course completion through a Wyoming community college is provided free of charge to Wyoming high school students through the state's Dual and Concurrent Enrollment Program.

In 2020-2021, UW-E<sup>4</sup> Fellows in their junior and senior years of high school would begin enrollment in dual enrollment courses at the University of Wyoming or a Wyoming community college. This academic year of the program would mark the beginning of undergraduate scholarship awards for UW-E<sup>4</sup> Fellows. The budget further reflects a \$1,000.00 scholarship provided to each of UW-E<sup>4</sup> First Year Fellows.

In 2021-2022, the budget reflects a \$1,000.00 scholarship provided to each of UW-E<sup>4</sup> First Year Fellows and UW-E<sup>4</sup> Second Year Fellows.

In 2022-2023, the budget reflects a \$1,000.00 scholarship provided to each of UW-E<sup>4</sup> First Year Fellows, UW-E<sup>4</sup> Second Year Fellows, and UW-E<sup>4</sup> Third Year Fellows.

In 2023-2024, the budget reflects a \$1,000.00 scholarship provided to each of UW-E<sup>4</sup> First Year Fellows, UW-E<sup>4</sup> Second Year Fellows, and UW-E<sup>4</sup> Third Year Fellows, and UW-E<sup>4</sup> Fourth Year Fellows. This year also would begin the utilization of Regional Coordinators to support UW-E<sup>4</sup> Fourth Year Fellows and Mentors. Mentors would receive a \$1,000 per year stipend, and Fourth Year Fellows would receive a \$3,000 housing and living stipend.

2024-2025 marks the beginning of full implementation of UW-E<sup>4</sup> with the advent of the Induction and Mentoring Program for Fellows hired as novice educators in Wyoming School Districts. The budget for this year reflects the beginning of stipends for Induction Mentor Stipends, to support Wyoming educators in mentoring UW-E<sup>4</sup> Fellows in their inaugural years as Wyoming educators.

---

## **Proposed Innovation Narrative:**

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E<sup>4</sup>) combines innovations related to early recruitment of future educator professionals, early field experiences for future educators while still in high school, leveraging dual enrollment opportunities to earn college credit while still in high school, developing educator skills related to developing character, grit, and civic engagement among P-12 learners; leveraging technology to strengthen clinical preparation for teaching, classroom management, parent engagement, and peer support; developing innovative partnerships with theater faculty and majors to provide simulated communication and collaboration experiences; deferring Fellow declaration of a special area within education until having experienced guided fieldwork experiences across all grade bands and subject areas; extensive fieldwork in each year of preparation; completion of coursework and fieldwork by the conclusion of the third year of the program; implementation of a full-year residency in the capstone (fourth) year of college enrollment, with supporting cost-of-living stipend for Fellows and stipends for mentors collaborating with Fellows in co-teaching model in Wyoming schools; and a structured induction and mentoring program to support novice educators for their first years in the profession following completion of their initial preparation.

The Wyoming teachers selected to mentor UW educator candidates as well as those who will serve as peer mentors to novice educators who have completed the first three phases of UW-E<sup>4</sup> will complete a focused, intensive professional development program to develop coaching and mentoring skills. Additionally, Fellowship mentors and Induction mentors will collaborate closely with UW College of Education faculty members.

Integral at each Fellow milestone in the Enterprise for Elevating Education Excellence is an emphasis on assuring that each Fellow is committed to a career as a professional educator and has the requisite dispositions and skills for success in supporting all learners.

A central component to Phase One is the establishment of a Wyoming Educators Rising Chapter. Educators Rising is analogous to Future Farmers of America, in that it engages promising youth in a professional pathway from an early age. Targeted recruitment activities should include students from linguistically diverse backgrounds, historically under-represented populations in teaching, and students in poverty.

Key innovations in Phase One of UW-E<sup>4</sup> are: A) targeted early recruitment and engagement of promising Wyoming youth (high school sophomores) into education professions, including targeted strategies for students with linguistically rich backgrounds and those historically under-represented in education professions; B) guided fieldwork observations in their home school districts, and C) completion of online modules on Inspired Teaching (Sanford Inspired modules) designed to foster character development among P-12 learners.

Phase Two brings UW-E<sup>4</sup> Fellows throughout the state together for a Summer Institute with national innovators speaking on the importance of education in society and innovative approaches to strengthening fulfillment of that role.

In Phase Three, UW-E<sup>4</sup> Fellows continue their guided fieldwork and completion of Inspired Teaching modules while simultaneously enrolling in a minimum of three dual enrollment courses to earn high school credit and articulated college credit at the University of Wyoming. UW-E<sup>4</sup> Fellows are pre-admitted to the University of Wyoming as education majors, without any designation of specialty area.

Phase Four provides Summer Institute II in which Fellows who have completed Phases One through Three are provided more in-depth preparation on the importance of fostering character development, grit, persistence, and engaged civics among P-12 learners. In Summer Institute II Fellows will engage with virtual reality technology to complete additional guided clinical experiences. In addition, Fellows will complete additional Inspired Teaching modules.

In their senior year of high school UW-E<sup>4</sup> Fellows complete Phase Five, which includes completion of a minimum of three additional dual enrollment courses, and continuation of engagement with virtual reality technology for guided clinical experiences. Fellows graduate from high school with a minimum of six courses of articulated credit to the University of Wyoming.

For Phase Six, UW-E<sup>4</sup> Fellows enroll full-time at the University of Wyoming as education majors with no specialty area (Early Childhood, Elementary Education, Secondary Education Content Area) declared. In this phase, Fellows complete introductory education courses with embedded guided fieldwork across all grade bands and content areas, e.g., Early Childhood, Elementary Education, Secondary Education, Special Education, Arts, Music, and Physical Education. Further, UW-E<sup>4</sup> Fellows continue to utilize virtual reality to strengthen their clinical experiences. In this phase, Fellows also interact with human simulations through a collaboration with the UW Theater Program in which students and faculty simulate parent-teacher conversations as well as educator peer conversations that they will experience as professionals for ongoing coaching and peer support.

UW-E<sup>4</sup> Fellows declare a specialty area in Phase Seven, which represents their second year of full-time enrollment at the University of Wyoming. With this declaration, Fellows begin their content courses related

to their specialty area while continuing to complete their education courses. In all courses, Fellows complete fieldwork in clinical settings in Wyoming schools.

Phase Eight represents the third year of full-time enrollment for Fellows. In this phase Fellows finalize all content and education (pedagogy) courses/modules complete their fieldwork experiences prior to residency.

With Phase Nine, UW-E<sup>4</sup> Fellows complete a full academic year residency in a Wyoming school district in a cohort model to provide peer collaboration and support in their residency settings. Each Fellow is paired with a Mentor teacher; the Fellow and Mentor co-teach the P-12 learners, with shared responsibility for planning, assessment, instructional differentiation, and collaboration with other members of the school's team. Fellows receive a tuition scholarship for the academic year as well as a cost-of-living stipend. The Mentor teacher receives a stipend. It is proposed that fundraising with connections to the local community be conducted to support the stipends for Fellows and Mentors in each site.

By accepting the Phase Nine tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school district for four years in Phase Ten of UW-E<sup>4</sup>. The host Wyoming school district has the first option at hiring Fellows placed in its district. If the host district does not offer employment to a Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a UW-E<sup>4</sup> Fellow opts to accept employment outside Wyoming s/he must re-pay the Phase Nine one-year tuition scholarship and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow's completion of Phase Nine, s/he is released from an obligation to re-pay the Phase Nine tuition scholarship and cost-of-living stipend.

Phase Ten creates a formalized induction and mentoring program for UW-E<sup>4</sup> Fellows as they enter the teaching profession. The formalized induction and mentoring program pairs a Fellow with an Induction Mentor in the same school for coaching and support. In addition, Fellows receive financial support for professional development activities aligned with the district's strategic priorities. Induction Mentors receive a stipend for each Fellow they support. It is proposed that local fundraising efforts garner private donations to support the costs of the Induction and Mentoring program.

#### Goals and Timeline:

##### 2017-18

--UW Educator Preparation Academy recruits Wyoming school districts (5) for Educators Rising Chapters

--Educators Rising Chapter Advisors (5) complete professional development and training

--UW Educator Preparation Academy plans UW-E<sup>4</sup> Summer Institute for Summer 2019

##### 2018-2019

--UW Educator Preparation Academy recruits community college partners to deliver dual enrollment/dual credit courses for UW-E<sup>4</sup> Fellows

--Wyoming school districts enroll high school sophomores into UW-E<sup>4</sup>

--UW Educator Preparation Academy hosts inaugural UW-E<sup>4</sup> Summer Institute I for participants and plans Summer Institute II for Summer 2020.

##### 2019-2020



--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E<sup>4</sup>.

--UW-E<sup>4</sup> high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

#### 2020-2021

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E<sup>4</sup> Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework.

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E<sup>4</sup>.

--UW-E<sup>4</sup> high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

#### 2021-2022

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E<sup>4</sup> Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E<sup>4</sup> Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E<sup>4</sup>.

--UW-E<sup>4</sup> high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

#### 2022-2023

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E<sup>4</sup> Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E<sup>4</sup> Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E<sup>4</sup> Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E<sup>4</sup>.

--UW-E<sup>4</sup> high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

#### 2023-2024

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E<sup>4</sup> Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework.

--Second Year UW-E<sup>4</sup> Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E<sup>4</sup> Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Fourth Year UW-E<sup>4</sup> Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E<sup>4</sup>

--UW-E<sup>4</sup> high school juniors and high school seniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

#### 2024-2025

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E<sup>4</sup> Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E<sup>4</sup> Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E<sup>4</sup> Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Fourth Year UW-E<sup>4</sup> Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts employ UW-E<sup>4</sup> Fellows and partner with the Wyoming Educator Academy to provide induction and mentoring support for novice educators.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E<sup>4</sup>.

--UW-E<sup>4</sup> high school juniors and high school seniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

## 2025-2026

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E<sup>4</sup> Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E<sup>4</sup> Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E<sup>4</sup> Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Fourth Year UW-E<sup>4</sup> Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts employ UW-E<sup>4</sup> Fellows and partner with the Wyoming Educator Academy to provide induction and mentoring support for novice educators.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E<sup>4</sup>.

--UW-E<sup>4</sup> high school juniors and high school seniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

--UW Educator Preparation Academy hosts Summer Institute I for rising high school juniors and inaugural Summer Institute II for rising high school seniors .

NOTE: If a visual schematic is helpful to you, please see the UW-E<sup>4</sup> diagram below. If a visual schematic is not helpful, please ignore the diagram.

## University of Wyoming Enterprise for Elevating Educational Excellence - E<sup>4</sup>

### Phase One:

#### UW E<sup>4</sup> Early Engagement and Recruitment to the Profession

State and Local Educators Rising Chapters Formed in Wyoming high schools, with participants identified as UW E<sup>4</sup> Fellows as early as their sophomore year of high school

Fellows complete introductory modules and guided hands-on teaching experiences in their home districts

### Phase Two:

#### Exploring the Profession UW E<sup>4</sup> Summer Institute I

Focus on the Role of Education in Society

Featuring Nationally Renowned Innovators

### Phase Three:

#### Fellows Earning College Credit While in High School

UW E<sup>4</sup> Fellows complete ≥ 3 dual enrollment courses as high school juniors with focus on general education requirements

Fellows continue modules and guided hands-on teaching experiences in their home districts

UW E<sup>4</sup> Fellows are pre-admitted to UW as education majors

### Phase Four:

#### Deeper Exploration of the Profession UW E<sup>4</sup> Summer Institute II

Focus on character development featuring national innovatorson character / grit, civic engagement

Fellows complete multiple Sanford Inspire\* modules: <http://sanfordinspireprogram.org/teacher-emp/>

Fellows complete guided clinical experiences through the use of virtual reality technology

### Phase Five:

#### Fellows Earning College Credit While in High School

Fellows complete ≥ 3 dual enrollment courses as high school seniors with focus on general education requirements

Fellows experience virtual reality clinical experience technology through distance technologies

Fellows graduate from high school with college credits which articular to UW

### Phase Six:

#### Full-Time Enrollment Early Courses/Modules and Fieldwork

Fellows enroll full-time at UW as Education Majors WITH NO SPECIALTY AREA DECLARED

Fellows complete introductory education courses with embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education

Fellows' guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty.

### Phase Seven: Full-Time Enrollment

#### Specialty Declaration, Mid-Level Courses / Modules and Fieldwork

Fellows declare education specialty area / licensure program

Fellows begin content courses / modules required for specialty area

Fellows continue specialty area education courses / modules with embedded fieldwork observations in specialty area

### Phase Eight: UW E<sup>4</sup> Fellows Full-Time Enrollment

Fellows complete content courses / modules required for specialty area

Fellows finalize all specialty area education courses / modules with embedded fieldwork observations in specialty area

### Phase Nine: UW E<sup>4</sup> Fellows Full-Time One-Year Residency / Capstone Experience

Fellows complete a cohort-based embedded year-long residency in a UW Fellowship School District, participating in a co-teaching model with a mentor teacher along with peer support from peer Fellows

The Fellow receives a tuition scholarship and cost of living stipend; the Mentor receives a stipend for supporting the Fellow in the residency

To receive the tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school for four years following graduation; if the Fellow fails to fulfill this obligation, the tuition and stipend must be repaid.

The hosting Wyoming school district receives the first option to hire the Fellow following graduation. If the district chooses not to extend an employment offer to the Fellow, other UW Fellowship Districts are given the option to hire the UW E<sup>4</sup> Fellow.

### Phase Ten: UW E<sup>4</sup> Fellows Mentored as Employed Novice Educators in Wyoming Schools

Fellows receive formalized mentoring and induction support through a comprehensive, four-year induction program, beginning with two years of instructional mentoring, continuing with professional development opportunities focused on the district's strategic priorities

Regional cohort engagement of Fellows to support peer support

District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UWE<sup>4</sup> faculty and leaders

#	Unit Cost	Year	Purpose
<b>2017-2018</b>			
5	\$ 4,000.00	\$ 20,000.00	Program Design and Planning
3	\$2,500.00	\$ 7,500.00	Marketing/Recruitment
5	\$1,000.00	\$ 5,000.00	Professional Development Educators Rising Sponsors
	<b>\$ 32,500.00</b>		<b>FY TOTAL</b>

<b>2018-2019</b>			
1	\$10,000.00	\$ 10,000.00	Summer Institute I Director
35	\$350.00	\$ 12,250.00	Housing/Dining Summer Inst I Fellows
6	\$2,500.00	\$ 15,000.00	Presenters, Summer Inst I
3	\$2,500.00	\$ 7,500.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
	<b>\$ 57,250.00</b>		<b>FY TOTAL</b>

<b>2019-2020</b>			
2	\$10,000.00	\$ 20,000.00	Summer Institute I, II Director
70	\$350.00	\$ 24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$ 30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
18	\$360.00	\$ 6,480.00	Dual Enrollment Tuition
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
	<b>\$ 98,480.00</b>		<b>FY TOTAL</b>

<b>2020-2021</b>			
2	\$10,000.00	\$ 20,000.00	Summer Institute I, II Director
70	\$350.00	\$ 24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$ 30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
35	\$1,000.00	\$ 35,000.00	Fellows Scholarships
35	\$360.00	\$ 12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
	<b>\$ 139,600.00</b>		<b>FY TOTAL</b>

<b>E4</b>	<b>BUDGET 2017-2021</b>	<b>\$ 327,830.00</b>
	<b>BUDGET 2022-2025</b>	<b>\$ 1,458,400.00</b>
	<b>TOTAL BUDGET 2017-2025</b>	<b>\$ 1,786,230.00</b>

#### Productivity Projections

35 Educators Per Year Beginning 2024-2025

**2021-2022**

2	\$10,000.00	\$	20,000.00	Summer Institute I, II Director
70	\$350.00	\$	24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$	30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$	5,000.00	Marketing/Recruitment
70	\$1,000.00	\$	70,000.00	Fellows Scholarships
35	\$360.00	\$	12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
			<b>\$ 174,600.00</b>	<b>FY TOTAL</b>

**2022-2023****Purpose**

2	\$10,000.00	\$	20,000.00	Stipend: Summer Institute I, II Director
70	\$350.00	\$	24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$	30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$	5,000.00	Marketing/Recruitment
105	\$1,000.00	\$	105,000.00	Fellows Scholarships
35	\$360.00	\$	12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
			<b>\$ 209,600.00</b>	<b>FY TOTAL</b>

**2023-2024****Purpose**

2	\$10,000.00	\$	20,000.00	Summer Institute I, II Director
70	\$350.00	\$	24,500.00	Housing/Dining Summer Inst I Fellows
12	\$2,500.00	\$	30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$	5,000.00	Marketing/Recruitment
140	\$1,000.00	\$	140,000.00	Fellows Scholarships
35	\$360.00	\$	12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
35	\$3,000.00	\$	105,000.00	Housing Stipend for Resident Fellows
35	\$3,000.00	\$	105,000.00	Mentor Stipends for Fourth Year Fellows
3	\$10,000.00	\$	30,000.00	Regional Coordinator Stipend
			<b>\$ 484,600.00</b>	<b>FY TOTAL</b>



2024-2025			Purpose
2	\$10,000.00	\$ 20,000.00	Summer Institute I, II Director
70	\$350.00	\$ 24,500.00	Housing/Dining Summer Inst I Fellows
12	\$2,500.00	\$ 30,000.00	Faculty/Presenter Stipends Summ Inst I, II
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
140	\$1,000.00	\$ 140,000.00	Fellows Scholarships
35	\$360.00	\$ 12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
35	\$3,000.00	\$ 105,000.00	Housing Stipend for Resident Fellows
35	\$3,000.00	\$ 105,000.00	Mentor Stipends for Fourth Year Fellows
35	\$3,000.00	\$ 105,000.00	Induction Mentor Stipends
3	\$10,000.00	\$ 30,000.00	Regional Coordinator Stipend
<b>\$ 589,600.00</b>			<b>FY TOTAL</b>

## 2017-05 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

### **Innovation Rating: 2**

**Innovation Comments:** The summer institutes and uses of simulations are the primary innovations. Recruitment clubs, concurrent enrollment, induction programs, full year residencies, and in kind repayment commitments are not new, with some already being used at UW in general. The involvement of UW Theater students and faculty is interesting and falls under the category of simulations.

### **Performance Indicator Rating: 2**

**Performance Indicator Comments:** This proposal is well aligned with KPI's 4 and 5. Statewide perception, as suggested in the risks, would be limited to areas and districts that adopt the high school organizations. The complexity of the 10 phase program, along with long term commitments to stay in Wyoming, could be a deterrent to enrollment. The stipends for students include tuition and a living allowance, but other states such as Utah, may be offering better deals to entice Wyoming residents.

### **Documentation of Need Rating: 1**

**Documentation of Need Comments:** The literature review focuses on national needs, so ratings 2-4 would not directly apply. The fact that the UWCOE places students in a limited number of districts, does not document need in the other areas of the state. Along this line, we currently place students in Laramie CSD#1, Albany CSD#1, Sweetwater CSD#1 and #2, Natrona CSD#1, Sheridan CSD#2, Campbell CSD#1, and several Fremont CSD's, along with a smattering of smaller districts based on students' needs. I am not sure why the proposal states that only 6 districts are serving as partners. This can and should increase, so this comment is focused more on accuracy in the proposal.

### **Literature Review Rating: 2**

**Literature Review Comments:** The issues are presented, but only a few of the solutions in the proposal are supported with literature. Induction, mentor teacher development, and partnered placements are addressed with the literature selection, but I do not see any references to successful recruitment practices, the benefits of year long residency experiences, the use of digital or role playing simulations, or in kind repayment programs. / The literature on the importance of teachers' depth of content knowledge is missing, but would challenge the compression of time for specialist knowledge development to 2 years. Regardless of policies set by the PTSB or the university on the amount of content required for secondary education, the research is clear that depth of content knowledge, as part of pedagogical content knowledge, is absolutely critical. I am not convinced that the proposed practices would yield desired outcomes related to content understanding.

### **Leading Programs Rating: 4**

**Leading Programs Comments:** This question is loaded, as it is easy to list 3+ programs and then achieve a 4 rating. The evidence is not provided, however, on what was learned from evaluating the programs or even how the evaluations took place.

### **Contextual Constraints Rating: 3**

**Contextual Constraints Comments:** The use of technology and partnerships are proposed as solutions.

### **Risk Assessment Rating: 2**

**Risk Assessment Comments:** An important risk that is missing from the list is that the proposed program may actually do harm to students by not providing satisfactory preparation. / Also, what if a student is marginal, passes the program but is not wanted by any district in Wyoming? For that matter, what if Wyoming remains in an economically depressed state and districts are not able to hire all of the graduates? They will be left with a hefty repayment cost.

### **Funding Rating: 3**

**Funding Comments:**

**Narrative Comments:** I am not sure where the template came from for the proposals, but it would have been helpful to have the narrative first. It would have helped me understand the risk assessment, budget, etc. to know what the heck was being proposed in the first place. /

## **2017-05 Feedback and National Reviews**

**Summary Comments:** I greatly appreciate how the proposal acknowledged inevitable push back from the faculty. The results of this and the other surveys will need to take this into account, not by discounting faculty feedback, but by negotiating concerns as we move forward.

## 2017-05 Feedback and National Reviews

**Response Representing:** Education Teacher Education Faculty

**Innovation Rating:** 3

**Innovation Comments:** I like the summer institutes and other ideas for identifying prospective students. I have concerns about other aspects of this proposal such as the emphasis on VR simulation and modules (online, I suspect) for key aspects of the program. I get that these approaches are innovative but I would love to see some evidence that they are effective

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** There surely are teacher shortages in some content areas but that is hardly true across the board, particularly for Wyoming. There is a glut of elementary teachers in this state and although many of our elementary majors would prefer to remain in Wyoming, there simply are not that many teaching vacancies year to year. This will be more true in coming years as school districts increase class sizes rather than hire additional teachers as a way of coping with limits in state funding. More specifics about the content areas with greatest need and school districts with greatest needs would be useful. In short, this proposal paints with a broad brush regarding national trends but offers few specifics related to Wyoming.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:** I really wish that you wouldn't cite Teach for America in these proposals. That program has a dismal track record in terms of the effectiveness of the teachers or their persistence in the teaching profession.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** /

**Risk Assessment Rating:**

**Risk Assessment Comments:** I have huge concerns about moving toward extensive use of modules and VR simulations these will be profound changes to a program that is actually quite high functioning in its current form. I object to idea of making substantial changes just for the sake of doing things different. For the exact same reason I question year long residency. And I assure you that I am not the only faculty member who will have concerns along the lines above. / This might be a good place to include the constraints of funding this proposal. The budget fails to account for stipends, tuition, etc that kick in with Phase 9. I would think those expenses will be quite substantial.

**Funding Rating:** 3

**Funding Comments:** I like the summer institutes idea and think that is a worthwhile use for TEI money. / I am concerned that the proposal fails to account for any of the expenses (stipends, tuition, etc) in Phase 9. I would think those expenses will be quite substantial. Also wondering if this program is sustainable beyond the short term.

**Narrative Comments:**

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

**Innovation Rating:** 3

**Innovation Comments:** The practice described in the proposal is highly innovative. However, a more specific plan for students who are from linguistically diverse backgrounds (who are also often racially diverse backgrounds) would be pertinent to making the proposal even more innovative. For instance, students who are already bilinguals can become UW E4 Fellows. Nationwide, there is a shortage on bilingual teachers, and the bilingual UW E4 Fellows not only benefit those individuals but they can be future assets to the state and nation.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** The proposal's documentation provides evidence of need throughout Wyoming.

**Literature Review Rating:** 4

**Literature Review Comments:** The proposal's literature review includes extensive evidence that practices predicted to yield outcomes.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Again, I wonder if it is possible to include in the proposal narrative, the practices that pertain to students from diverse backgrounds more specifically rather than practices that pertain to all students including diverse population.

**Summary Comments:** The proposal is very Wyoming specific and caters to the very needs of Wyoming students and educators.

## 2017-05 Feedback and National Reviews

**Response Representing:** Education We no longer have departments, but my school is Teacher Education Faculty

**Innovation Rating:** 3

**Innovation Comments:** Future teacher groups (like FTA, FEA...) aren't a new idea. What's innovative about this proposal is that student participants would accrue college credit while in high school. We are already set up in Wyoming with a number of options for this to happen, leveraging these opportunities to specifically target and begin preparing future teachers is a good idea.

**Performance Indicator Rating:**

**Performance Indicator Comments:** This proposal does address multiple TEI performance indicators.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** Not sure why the need specific to regions piece is added. I don't recall any analysis in the proposal specific to state regions. Anyway, there is definitely a need to better connect with potential future teachers before they graduate from high school. The proposal notes, "interest among ACT tested graduates in becoming educators continues to decline at an alarming rate." I'm confident this is true. The negative press and publicity specific to teachers and teacher educators has now persisted for decades. K 12 students see their teachers under increasing amounts of stress and external pressure, so of course they're less interested being teachers. Unfortunately, these critiques are often lacking in data and research to support them. Berliner and Biddle started debunking this "schools and educators are failing" myth more than 20 years ago. It's disheartening for educators working their tails off to be told they aren't effective. The same thing has happened to us in the CoEd. We have been the victims of unsupported critiques ourselves, told we have a bad reputation in the state, told we aren't graduating effective teachers, etc., but when we've asked for data to support these critiques, none have been forthcoming. Do we have room for improvement, you bet! Are we the nation's 6th best elementary ed program as rated by college choice, probably not, but we also aren't the D grade assigned by NCTQ. At the end of the day, we are a pretty good program that could and should get better, but this improvement should be a grass roots effort and pursued initiatives should be practical and sustainable. Schooling is complex. Our student populations are changing. Our family structures have changed. The nature of communities has changed. Socio economic factors have changed (more economic stratification, dwindling middle class, etc.). All of these factors/changes make teaching more difficult. So yes, we do need to connect earlier with future teachers and share our stories with them that teaching still can be a highly rewarding career and they are the generation that can move our profession forward. That said, we need to continue to be selective about who gets into our program. Not everyone can or should be a teacher. Teaching requires a unique set of academic and personal traits. A student with a 14 on the ACT doesn't have the academic capability to support students' learning at high levels. E.g., a teacher once told me about a student teacher, "she can't teach the 6th grade math because she can't do the 6th grade math." She was right. Likewise, a student (potential teacher) with biased attitudes and negative perceptions about his/her students shouldn't be a teacher either. // Finally, in this section about need (and this applies to all three of these proposals) where is the data showing there is a dramatic need for teachers IN WYOMING? These proposals are designed to keep teachers in WY, but what if there aren't jobs for them? I understand there is an increasing national need, but that hasn't translated to our state. In fact, multiple districts are cutting teachers. If the idea is that our economy will soon improve and therefore districts will have a bunch of \$ to hire teachers, that's doubtful. Our leading economists predict our economic recovery will be "slow and painful." /

**Literature Review Rating:** 3

**Literature Review Comments:** A number of the practices outlined in the literature review (e.g., strong induction, robust partnerships...) could/should lead to positive outcomes.

**Leading Programs Rating:** 1

**Leading Programs Comments:** Other programs were identified, and there are some good examples worth exploring, but I don't consider the info in the proposal an "evaluation."

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** I agree that obstacles like geographic dispersion are legitimate constants, but I also agree these can be overcome. // I was disheartened in this section to see this, "Districts that have no student teachers are disengaged from UWCOE at this time. Addressing that issue is not an innovation and will not go through TEI." This 1st part is true, and we all, right up to the president of our university, realize that we need to broaden the number of schools and districts we work with and place our students in. It's an essential need, and rectifying this situation will be better for our program, better for our state, and better for our graduates. What's disheartening is that our seemingly highest priority needs, needs identified by the faculty and others, are outside the scope of initiative because they are not "innovative." Sorry folks, but just because something is presented as new or innovative doesn't mean it's good or a priority. Our priorities are things like curriculum and assessment revision and alignment (and this could happen in the



## 2017-05 Feedback and National Reviews

context of creating a series of "modules" as was done in the Sanford Inspire program), partnering with many more WY school districts, increasing the quantity and quality of field experiences, designing and implementing a systematic research program in the WTEP, figuring out ways to better meet the needs of students of color, 2nd language learners, and poor students (as these are the students we are failing in public schooling)... It saddens me to hear that the biggest needs of our programs, the activities that would truly work us toward excellence, are outside the scope of the initiative because they aren't "innovative." Guess what, future teacher clubs, post bac programs, and distance delivery aren't new or innovative either, and labeling them with creative acronyms doesn't make them so.

### **Risk Assessment Rating: 2**

**Risk Assessment Comments:** "Developing and implementing the multi pronged UW E4 model simultaneous to continuing the historic traditional model will require significant effort from existing UW College of Education faculty and staff." This proposal excerpt identifies what I consider to be problematic about all 3 proposals. I don't think we have enough faculty to continue offering the "traditional" program alongside a bunch of new programs. In my estimation, we've lost nearly 100 credit hours of quality teaching by faculty members leaving our college this year. As far as I know (and likely due to the financial state of the university/state), we don't have searches going to replace any of these faculty members. I'd personally be more comfortable if the TEI was focused on improving our existing program through innovation and good old fashioned hard work instead of creating parallel programs we can't staff or sustain. / / No matter how successful the new models might be, the bulk of our students will still be in the "traditional" program. Why don't we put our time, money, energy, and focus where we'll get the most bang for the buck? / / The proposal also notes, "the greatest risk for TEI is the inherent reliance on UW College of Education faculty and staff to embrace and implement with fidelity and integrity the proposed model." For sure, and if we want the faculty embrace and implement with fidelity, we'll need to convince them that these ideas are sound and will lead to the graduation of better teachers. Faculty involvement thus far in the initiative (including in the development of these 3 proposals) has been lacking. I am a long time public school teacher and teacher educator. Those initiatives that have the best chance of succeeding are those that people buy in to, and that they themselves see as needed and better than the current status quo. That's hard to achieve when these ideas are external, top down.

### **Funding Rating: 3**

**Funding Comments:** The budget seems reasonable, but my concern is sustainability. What happens when the money runs out in 2020? I have been a part of many excellent education initiatives that didn't have sustainable funding sources. When the money ran out, the programs ceased, despite the fact that they were working and that many people had invested many hours.

**Narrative Comments:** Proposal narrative seems fine. It includes description of the year long residency. My comment about this also applies to all 3 proposals as all 3 include a year long residency. Where is the data that says a year long residency leads to substantially better teachers? Our state PTSB requires 8 weeks. We currently do 16; we double it. This proposal quadruples the minimum requirement. I'd need to see data to support doing this before supporting the quadrupling of the requirement. Additionally, the use of "regional adjunct faculty" is a concern. I'm guessing that the year long residency will include some form of what we now call "methods," and am also assuming that the "regional adjunct faculty" would be responsible for the delivery of the methods alongside the residency. I don't know who these regional adjuncts would be, maybe community college faculty? Retired teachers? I would be uncomfortable turning over what I consider to be among the most important parts of our program (methods and residency) to adjuncts. I am confident that our tenure line and APL faculty are the best equipped the state to deliver and oversee these components.

**Summary Comments:** I like the general idea of implementing Educators Rising in WY. My concerns (addressed throughout my feedback) include lack of sustainable funding, the lack of jobs in WY for these potential graduates (due to a failing state economy), the lack of research support for a year long residency, and the exclusion of UW School of Teacher Education faculty in the last and perhaps most important parts of this teacher education program. / / An additional concern is that I doubt we have the personnel to create three new pathways while simultaneously maintaining our current ones. My preference would be to combine efforts, improve existing program in innovative ways, as opposed to creating parallel tracks.

## 2017-05 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

### **Innovation Rating:** 4

**Innovation Comments:** I like that high school students who are interested in teaching get some experience, training, and college course work while still in high school much like the FAA programs. I LOVE that the students are engaged in cohort based, co teaching student teaching for an entire year. That is one area where in which we are struggling currently only a half year student teaching model (they don't know how to begin a teaching year). The full year of student teaching should include starting when the mentor teachers are required to start and going through the last required day of school. I also LOVE the cohort co teaching model where the mentor teacher and teacher candidates all plan together and engage in multiple co teaching strategies such as parallel teaching, one teach/one observe, team teaching, center teaching, etc. and provide constructive feedback to one another for the benefit of all (mentor teacher, teacher candidates, and P 12 students). This is much better than the more traditional residency approach (first 5 weeks observing and working into the teaching, 2nd five weeks teaching on own without mentor teacher there, 3rd 5 weeks transitioning back to the mentor teacher teaching full time). I think it is great that the teacher candidates will receive a cost of living stipend and tuition scholarship to make this model more workable. Paying this back by agreeing to teach for at least 4 years in a Wyoming school is a good idea, and I'm glad you included the stipulation that they do not have to pay back the stipend and scholarship if they are not offered a job in Wyoming. I also think the mentor teacher deserves a stipend. Currently they get a stipend, but they should receive much more money than they currently receive as the mentoring is a difficult job. I like the idea of teacher education being taught in competency based modules, but would like to know more about how this would work. I would also like to know more about the Sanford Inspire Modules. I like the idea of using the avatar and human simulations and also hope that teaching real kids in real classrooms with mentor teacher feedback will be emphasized. It is a good idea that education majors will not be able to declare their specialty area until they complete clinical rounds in all areas (early childhood, elementary, secondary, special education, P.E., art, and music).

### **Performance Indicator Rating:** 4

**Performance Indicator Comments:** The protocols for field experiences are great for the student teaching portion. The other states that preservice teachers will participate in embedded fieldwork observations as part of the coursework. Preservice teachers should, however, be doing much more than observing. They should be engaged in practicing their teaching, classroom management, and assessment strategies. The Mursion virtual reality simulations are a good idea, but preservice teachers also need a LOT of practice teaching real kids in real classrooms with mentor teacher feedback and support throughout all stages of their teacher education .

### **Documentation of Need Rating:** 2

**Documentation of Need Comments:** I didn't see much evidence of need in Wyoming schools. It looks like it will be a concern getting more school districts to agree to be a part of this initiative.

### **Literature Review Rating:** 3

**Literature Review Comments:** I would like to see more information on this literature review. The sources are there, but not much specific information is provided.

### **Leading Programs Rating:** 4

**Leading Programs Comments:** I would like to see more thorough information about these leading programs.

### **Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The contextual constraints are identified and consideration about how to overcome the constraints is identified.

### **Risk Assessment Rating:** 3

**Risk Assessment Comments:**

### **Funding Rating:** 3

**Funding Comments:** I didn't see the funding estimate for paying the student teachers cost of living stipend, the tuition scholarship, or the mentor teachers' stipends.

**Narrative Comments:** Very thorough.

## 2017-05 Feedback and National Reviews

**Summary Comments:** Many schools across Wyoming and the country are over concerned with preparing K 12 students for standardized testing success. Even though Colleges of Education tend to emphasize teaching that is standardized based while being student centered, engaging and intrinsically motivating, meaningful, memorable, hands on, experiential, project/problem based critical thinking skills, etc., the reality is that many schools have become very teacher centered implementing scripted 'guaranteed and viable' curriculums with fidelity. There is often little focus on student engagement, critical thinking skills, holistic child development, and the development of 'grit' qualities that matter most to an individual's success (perseverance, curiosity, self control, conscientiousness, etc.). Even though the College of Education tries to teach the importance of these more student centered and whole child approaches, the schools where pre service teachers do their practicums often put these effective strategies on the back burner as they teach to raise test scores. In such practicum environments, how will our new teachers learn and implement these more effective strategies?

## 2017-05 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

**Innovation Rating:** 2

**Innovation Comments:** The proposal includes innovation in the use of modules rather than traditional semester based courses. The focus on recruiting high schools is also an innovation for UW, but there are programs like these throughout the country. The collaboration with Theater Department is innovative, but there are many other collaborations that are missing from this proposal. If service learning is a component than SLCE Office should be involved. The new Honors College and LeaRN Office also work with high schools, so there could be some overlap. Requiring two summer institutes can be an issue for students who are employed in the summer months, travel to visit family (consider divorced parents in other states and communities), and options to study abroad. There is little information on the summer institute time requirement. I strongly discourage so many concurrent high school/college credits. Students should have the option to take AP classes. Students in some communities do not have this option, rather they need to attend community college. This takes away from the high school experience and lacks innovation. Working with high schools would be more innovative. Year long residency is not innovative and there are many studies that caution about a year in a single placement. It would be more innovative to consider other options that give great flexibility.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** While it does support partnerships with schools, one of the complaints we have heard is that these partnerships limit the number of districts with whom we work.

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** The research exist for some but not all of the components of the proposal. No evidence of an urgent need for more teachers in Wyoming. Many of our graduates can't get hired in state.

**Leading Programs Rating:**

**Leading Programs Comments:** Proposal speaks mostly to the Sanford Inspire Program. While others are cited, there is little connection made between these programs and the proposal.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** You state that some of the constraints will not be issues. They might. You need to identify what you will do if these issues do arise.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This proposal tries to address a perceived need for more teachers. Yet, many of our current graduates can't find jobs in Wyoming. Some of our best students can't. There are components that are innovative for Wyoming, but much of this has been done elsewhere. The use of concurrent college credit can really limit students options in high school for other courses, activities and sports. 6 classes is a lot.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

**Innovation Rating:** 2

**Innovation Comments:** The description of one set of innovations in this proposal includes the use of "modules" and "competency based approaches" in place of existing courses. My way of thinking about modules is that they represent content specific bits that could be embedded in traditional courses. Similarly, competency based approaches already exist in our undergraduate teacher education programs, in the form of common assessments that are tied to INTASC standards. If we thinking of modules and competency based approaches as the tools, I don't see this as significantly innovative.

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** PLEASE NOTE that the cited reductions in baccalaureate enrollment for primary and secondary majors in education from 2008 to 2015 absolutely is a result of the institution of higher admission requirements for students in 2013. In fact, more recent enrollment numbers show the beginning of an increasing enrollment trend, as would have been noted if the 2016 and 2017 enrollment data had been included in the proposal.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** T

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The issue of the "significant effort from existing UW College of Education faculty and staff" is one that should be very strongly considered. With reduced capacity as a result of the recent budget cuts, faculty and staff are stretched quite thinly to meet existing teaching requirements; in fact, we are hiring adjuncts and GAs to cover classes at a previously unknown rate. Asking these same individuals who are working harder than ever without a raise in the LAST EIGHT YEARS to take on the additional work from this proposal is irresponsible.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I love the idea of establishing a Wyoming Educators Rising Chapter. Many school districts in the state are poised to engage with this, and it would be well received. In fact, the Wyoming School University Partnership might be the best home for such a chapter. // In Phase Three, I would recommend that the concurrent/dual credit be awarded through the Wyoming Community Colleges, as well as through UW. Builds partnership all around.

**Summary Comments:** This proposal, I can get behind. I like the high school involvement and summer institutes, as well as most of the work during the four year degree, and I like the four year induction model. A timeline for individual students would have been a helpful addition. Also, a specific degree plan would be a necessary component of this proposal.

## 2017-05 Feedback and National Reviews

**Response Representing:** Ed School of Teacher Education Faculty

**Innovation Rating:** 2

**Innovation Comments:** The use of Mersion and summer institutes are interesting and innovative. However, completing all of the content required (and I mean the content) in three years is unrealistic for most secondary teaching majors. Much of the course work is sequential or has small enrollments that only allow for courses to be taught once a year. It isn't the education faculty that would have trouble staffing this it is Arts and Sciences faculty.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** We really will have to address more than the CAEP #4.3 for accreditation.

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** The data used is inappropriate. In 2008, the economic downturn had many Wyoming residents turning to teaching as a way to get a job in the state so our numbers were very high. As the economy got better, those with choices chose higher paying careers. If you want people to go into teaching, salaries are a big draw for bright people. Finland has high salaries. If you want to produce the best, they come when salaries are commensurate with the responsibilities for high achievers.

**Literature Review Rating:** 2

**Literature Review Comments:** Very little support is made in the literature review for what you are proposing.

**Leading Programs Rating:** 2

**Leading Programs Comments:** According to Linda Darling Hammond's research Teach for America is a failure for a sustained teaching model. Since that model was included, I question if the researchers really analyzed these external programs beyond what they were told by the programs.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** The contextual constraints are not deeply analyzed or considered. There are many more contextual constraints that are not part of the analysis but that can keep these ideas from working.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Since the stakeholders who are most at risk are not a part of these discussions I wonder if their needs will be addressed.

**Funding Rating:**

**Funding Comments:** The budget is done with a rather broad brush. More specificity would be expected in most of grant proposals.

**Narrative Comments:** It is well written.

**Summary Comments:** I would like to be able to "buy in" to this proposal but it seems like it is being done to the College of Ed and we are not actively participating. These are educated, caring individuals that want quality teachers for Wyoming, why would having our active participation in developing the concept be inappropriate? Educational history tells us that top down approaches to structuring education do not last. Bottom up doesn't either. You need a blended approach that stakeholders will commit to ensuring success. The manner in which this proposal is being brought forth does not engender commitment.

## 2017-05 Feedback and National Reviews

**Response Representing:** Education Thing 1 Faculty

**Innovation Rating:** 2

**Innovation Comments:** There are so many clubs in K 12. I don't see how this will encourage students to become teachers. Also, why is FFA (or like club) used as a model for future teachers? It will be difficult at best to get students to commit to a teaching club, and without something extra it will most likely have a stigma attached like the FFA clubs (which are not favorable).

**Performance Indicator Rating:** 2

**Performance Indicator Comments:** This concept seems forced instead of authentically bringing future teachers into the university, and it addresses #1 (but not the others as it stands).

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** I don't see the literature to support a K 12 future teachers club.

**Literature Review Rating:** 2

**Literature Review Comments:** The literature provided is a stretch for a K 12 future teachers club.

**Leading Programs Rating:** 3

**Leading Programs Comments:** It appears that others programs were used as a guide for this idea.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** A K 12 future teachers' club does not seem realistic in promoting teaching and increasing university/CC enrollment.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** If this K 12 teaching club fails it will negatively impact perceptions of UW and the College of Education. We should proceed with extreme caution with this idea.

**Funding Rating:** 2

**Funding Comments:** It is a large budget for large potential risks and little possible impact.

**Narrative Comments:** The idea itself has merit, but the realities of K 12 clubs are rooted in personnel and conflict resolution (and these are not clearly outlined). Additionally, K 12 teachers/students and university/CC should be interviewed/surveyed about this type of club/pathway.

**Summary Comments:** Basically, this appears to be a lot of text and work for little possible impact. Who on in the group that created this has worked with K 12 students in classrooms or clubs?



## **2017-05 Feedback and National Reviews**

**Response Representing:** Faculty

**Innovation Rating:** 2

**Innovation Comments:** Why is innovation important in this case? Whether or not it can be successfully carried out is of more importance///

**Performance Indicator Rating:**

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 1

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:** The Education Rising idea is new as far as I know, the offering of college courses and concurrent enrollment is dependent upon the cooperation of the school districts and is not uniformly desired. The additional coursework would also have to fit in with the Hathaway criteria and graduation requirements which may not allow for much diversity. Would the grant pay for the dual enrollment courses, if so what happens when the grant money is gone.

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** States there is a teacher shortage in Wyoming, but no statistics given to back up claim.

**Literature Review Rating:** 2

**Literature Review Comments:** There are some sources cited, but I cannot see how you would measure outcomes other than a possible increase in UW Education enrollment; however that is also susceptible to other factors.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Did address some constraints as to School District involvement, student transfers, etc. Failed to address what I believe is the most critical constraint: financial. Who will pay for the dual/concurrent enrollment courses, how will they be made to fit into current graduation and Hathaway requirements, who will fund the Summer Institutes and stipends at the end of the Grant cycle?

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Risk is primarily limited to those students who might transfer out the program while at UW.

**Funding Rating:** 1

**Funding Comments:** Did not address cost of dual/concurrent enrollment courses.

**Narrative Comments:** Has some merit, but must address costs to students, school districts and university. Must also address compatibility with high school graduation requirements and Hathaway eligibility.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** I would be concerned with high school students charged with teaching assignments to their peers. Especially in core areas where high stakes testing is concerned. If it is the intent to have them teach mock lessons during class time, then I would be concerned with a misuse of class time that should be devoted to the curriculum.

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:** If the intent is to approach this from an intracurricular aspect, then I can see a value. The FFA Association (Formerly known as the Future Farmers of America) provides a 3 circle model approach that integrates all curricular, intracurricular, and extracurricular activities that support each other towards the student's education. I would be concerned with what content area, or areas will this plan be associated with? Will it become a potential organizational club that has no classroom ties? If it is tied in with 1 area (English, Math, Science, CTE, etc.) will students be pressured into pursuing that 1 area?

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Bringing in Educators Rising into the state is a great first step and encouraging more apprenticeship is a great direction.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** All but #6 and #7 are evident in the plan

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** All areas of Wyoming are impacted by teacher needs and lack of prep for HS students who want to go into education.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:** Shows multiple other programs that are promising practices.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** I think that the use of technology as suggested is critical to the success of this plan, and many other education initiatives in the state. In addition, PTSB is critical in to being open to alternative ideas of what it means to be a teacher beyond the traditional 4 year college graduate with a education degree.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Shows quite a seriousness on paying back tuition if the person leaves the state. I wonder if this plan is enough to encourage people to stay in the state instead of leaving or if these stipulations are just one more reason that a person might leave instead of seeing this as a fantastic opportunity.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** I think this is the most promising of the three plans.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The proposed initiatives described in the proposal are innovative to Wyoming. They may not be realistic, or achievable, but they do introduce a several innovative methods new to Wyoming to enhance new teacher recruitment, educational experience/training at UW, and post university support/mentoring.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposal is well aligned to the TEI key performance indicators.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** The need for more K 12 educators in WY is well documented in the proposal. The need for all of the elements outlined in the proposal is not as well supported with documentation.

**Literature Review Rating:** 3

**Literature Review Comments:** The applicant provided a well referenced proposal.

**Leading Programs Rating:** 4

**Leading Programs Comments:** Although the proposal's bibliography of leading programs is referenced, it is not clear how the sources cited were studied. For example, were site visits conducted? Did team conduct surveys of participants in the program? Did the proposal members merely look up a bunch of titles on the internet that supported what they wanted to do and list them as referenced? More clarification of methods used to reference cited evidence of leading programs is need before an accurate assessment of the value of the references can be made.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** The proposal did address contextual constraints and proposed solutions that may not be realistic or able to be implemented in Wyoming school districts.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The risk assessment provided in the proposal was thorough and inclusive.

**Funding Rating:** 4

**Funding Comments:** The funding request aligned with the narrative to address the need.

**Narrative Comments:** The proposal outlined sweeping changes. It is not reasonable to expect that students take all areas of educational classes, i.e. primary, secondary, special education for one year. Students who go into education do so because they know the grade levels/subject that they are interested in teaching. If that proposed course change is implemented, UW will see less Wyoming students enter their education program, not more. Already, many students attend out of state schools that better align with their interests. 4 years of peer mentoring at post UW education program studies at local school districts, which the local districts are expected to fund with fundraising efforts is unrealistic and unnecessary. One year of mentoring is reasonable. Grant funding for peer mentoring is reasonable. The proposal did not address the lack of continuity between community colleges and the University of Wyoming with regards to receiving teaching certification in the state of Wyoming. Adult learners who go back to college after raising children, for example, were also not addressed in the proposal.

**Summary Comments:** The proposal as outlined is not likely to be implemented either by the UW Department of Education or by local school districts. The proposal contains large gaps regarding significant members of Wyoming residents, i.e., community college students and adult learners, that need to be further addressed.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I think this will be great for Wyoming education.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** As they have stated, the University will need to work with school districts for this to work, and not all school districts my want to be included.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** I think this is a great proposal.

**Summary Comments:**



## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Although there is the inclusion of many "best practices", this proposal is innovative in the way that it integrates these into a comprehensive model.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I think the proposal exhibits very strong alignment to KPI 1, 2, 6, and 7, I feel that there is potential for greater collaboration with school districts (KPI 3,4, and 5) in terms of both selection of participants and in fieldwork. Perhaps this is intended but not elaborated upon in the narrative. Clarification would be helpful.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** Need is assumed and implied rather than fully described. Citations and survey data would strengthen the proposal.

**Literature Review Rating:** 2

**Literature Review Comments:** The literature review does a nice job of supporting strong induction of novice and support for pre service teachers. However, some literature establishing that starting early (one of the key elements of the proposal) is supported. Also literature that supports how this program will retain these teachers, as "the best and the brightest" often leave the profession, will be useful. Here are two suggestions: //

[https://www2.ed.gov/pubs/After\\_School\\_Programs/Teacher\\_Programs.html](https://www2.ed.gov/pubs/After_School_Programs/Teacher_Programs.html) // Feng, L., & Sass, T. R. (2016). Teacher quality and teacher mobility. Education Finance and Policy. <http://files.eric.ed.gov/fulltext/ED529180.pdf> //

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** This is an exciting and innovative project that could dramatically improve the WY teacher pipeline and induction process. I do have some concerns around whether WY would then retain these teachers, or are we investing in candidates who will not stay in the state or the profession. This might be addressed through stronger partnerships with districts, further literature review on retention strategies, and building in some incentives or contingencies that will encourage longer term commitment on the part of the participants.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:** While I think it's a neat idea, special emphasis needs to be placed on rural schools and hard to fill positions such as reservation schools.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** This is an interesting innovation; however where is the support and buy in from K 12 districts and educators as part of the proposal? This cannot be perceived as a top down imposed change on K 12. Where is K 12's participation?

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** Literature review is fine and appropriate.

**Leading Programs Rating:** 3

**Leading Programs Comments:** The proposal includes external programs as part of evidence for implementation.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** This proposal is a high risk proposal to all involved K 12 stakeholders, CoE members, and students this is a fundamental redesign and transformational proposal this cannot be conducted without significant participation and sustainability.

**Funding Rating:** 3

**Funding Comments:** Budget is appropriate for proposal at this time; however, budget may be shortsighted due to lack of K 12 participation in program development and implementation.

**Narrative Comments:** I believe this proposal is good; however, without K 12 letters of support and commitment from Superintendents and Boards of Education as well as WDE I do not support.

**Summary Comments:** See previous.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** Evidence supported the need and the problem. Am not completely sure how well the evidence supported the attainment of desired outcomes which would be reflected in this model.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Seems very complicated and the number of moving parts and programs that must be coordinated stands out as a significant risk.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Excellent innovative thinking.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Other states/institutions have been trying out this approach for a number of years. As I understand it, however, it is not yet widespread. The collaboration with the Theater Department is a nice twist.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Certainly, an impending teacher shortage will be felt in all areas of Wyoming as it will around the nation.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** The risk of transferring to a new department for an education student seem to be no riskier than an engineering major switching to the education department. The burden on UW staff facing change might be significant at the outset, but I'm convinced that the rewards would more than balance with the risks.

**Funding Rating:** 3

**Funding Comments:** It seems that the budget estimate is a bit too conservative to meet the goals of the proposed plan.

**Narrative Comments:**

**Summary Comments:** I'm not sure of the need to have clinical exposure to all age groups perhaps 2 of 3. An element that seems to be lacking is an intention and preparation for introductory courses to be offered to promising candidates in their home high schools. Summer institutes are fine, but I would like to see collaboration between UW faculty and qualified faculty on high school campuses to offer introductory education courses in high school curricula.



## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** The amount of work that went into this proposal is evident across the board. As this rolls out and changes requirements for education at UW there will be some risks to stakeholders; however, this can and will be a good thing since it is changing.

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The model seems innovative, to an extent, however partnerships with school districts to develop teacher education pathways is a key piece that doesn't seem to be fully addressed in the proposal. Also, new and innovative education models that integrate STEM, makerspaces, etc. are critical. Proposal does address the use of technology to help address rural needs in the state, which is good. Also, the proposal had good scope and reach.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** I would like to see a broader set of evidence addressing need. Career and Technical Education, which includes teacher education, is in decline in the state due to budget cuts. Also, there are really no teacher education pathways established at the secondary level in the State of Wyoming. This type of data would be helpful to evaluate/incorporate.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Could be a powerful piece for students to use virtual reality and integrate UW theater faculty for real world simulations. Starting an education chapter in high school could be innovative if the program has support from districts, teachers, and students.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** The documentation for need seems to be at a macro level of the state which isn't specific towards regions in Wyoming.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Awareness that the required dual enrollment courses and time requirement needed during school hours for program preparation does not diminish opportunities for students required/elective credits for graduation.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There is risk in finding public/private donors for funding within communities (especially rural). There is also a risk for students in the program to find employment in Wyoming upon graduation. This risk would require students to pay back their initial tuition and stipend at no fault of the student. It is currently very difficult to find employment as an educator in Wyoming without experience.

**Funding Rating:** 3

**Funding Comments:** Didn't see any support for transportation.

**Narrative Comments:**

**Summary Comments:**



## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** I like that UW is planning on getting to students early, in their high school years. As a school administrator and teacher I have found that the most insightful information that I can get is to ask those who are involved in an innovation their thoughts about their experiences as they progress through the system, but most importantly, three or four years out after they have been in the job. Does the University of Wyoming have any baseline data on how students currently feel about their training as potential teachers at graduation and after graduation? As I read the prospectus, it is not clear to me how students perceptions of the process will be measured. I think this would be very valuable to the process, as they will be the result of the innovation.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** Again, ask the kids. A University provides a service. I think that feedback from school district to UW is covered and well thought out. What graduates say about their experience is paramount.

**Documentation of Need Rating:**

**Documentation of Need Comments:** stated in a previous comment.

**Literature Review Rating:** 4

**Literature Review Comments:** I think the research is rock solid. My hope is that we can replicate many of the strategies used and described in the literature.

**Leading Programs Rating:** 4

**Leading Programs Comments:** The graduates coming out of the program will, in my opinion, provide the best evaluative data.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** I think the data collected has been addressed.

**Risk Assessment Rating:** 4

**Risk Assessment Comments:** You hit it!

**Funding Rating:** 4

**Funding Comments:** In this time of fiscal restraint, money will a huge hurdle. When the University provides a well thought out plan, I think it greatly increases the probability for funding. This is a well thought out plan!

**Narrative Comments:** As UW progresses, please let me know if there is anything I can do to continue to support this proposal.

**Summary Comments:** Well done. The University should be proud of the hard work they have done to support, provide, and expand opportunities and programs to education majors for the the State of Wyoming

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Wyoming Educators Rising Chapters, great idea and a good opportunity for high school students who are interested in education as a profession; I would be curious to know if the districts would be willing to participate/support this program. The collaborative effort with the UW Theater Program is inventive! The tuition scholarship and cost of living stipend, is this in addition to the Hathaway Scholarship (if eligible)?

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** Seems to be a number of technology related resources that will be required; students, faculty, mentors... Who will provide them and at what cost (hardware, software, connectivity, etc)?

**Narrative Comments:**

**Summary Comments:** Is there enough stakeholder "by in" for this proposal; it's difficult to identify.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** I like the connection from early entry to completion of successful teaching opportunity.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** If UW is willing to allow all districts to participate in the induction / year long teaching experience that will be most beneficial. Limiting to only districts easily accessed by staff will limit is potential.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Local districts will also be providing induction programs so it will be imperative that 1st year teachers not have too much in terms of induction and mentorship.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Limited placement in only certain districts could impede some stakeholders.

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:** It will be necessary to have local liaisons to work closely with year long placements as well as 1st year hired teachers. Local districts will need teachers to understand local evaluation, instructional frameworks, and assessment accountability. It will be imperative UW works hand in hand with local district administration to ensure this does not become a barrier or hurdle to the natural process of a teacher completing the local induction and mentor program.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I'm not certain about the UW theater program participating in what seems to be "mock" parent/educator interactions. During the one year residency the pre service teachers should be required to be part of all parent/educator interactions such as parent teacher conferences, BIT team meetings, family nights, IEP team meetings, etc.

**Summary Comments:** I appreciate the mentor teacher having to take some training prior to being a mentor teacher. However I believe there should be more to selecting the mentor teachers. There needs to be stringent criteria for the mentor teacher, if mentor teachers aren't "master" teachers we won't be doing any justice for the pre service teacher. Pre service teachers will only be as strong as the mentor teacher they are paired with.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:**

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The UW E4 proposed pathway is exactly what we need in Wyoming to encourage high school students to begin thinking about, and working towards, becoming teachers in Wyoming. The important innovation here is that we start working with students while they are in high school, throughout college, AND we support them while they are early career teachers. I also love that students need to experience many different possible areas of teaching before settling on one particular area. Bravo!

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** The work cited reveals that the ideas proposed in this initiative have merit.

**Leading Programs Rating:** 4

**Leading Programs Comments:** A host of programs were studied in the process of creating this Initiative.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** It is clear that the writers of this proposal are aware of potential problems and that they have thought through potential solutions to these problems.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Like the other sections of the proposal, this section has been carefully thought through. The writers suggest that one of the greatest risks is the extent to which UW education faculty will embrace the project. I agree. I recommend two ideas for consideration here: First, consider the nature of some wording in the proposal: "implement with fidelity and integrity the proposed model." Whereas the initial model is powerful, there should be room for innovation and co construction/revision (on the part of all constituents) as the model is enacted. The current wording implies (perhaps in a manner not intended) that UW faculty, school and community college faculty, etc. should "do what they are told." At least that is how I interpret words like "implement with fidelity." I think that words like "thoughtfully and critically implement the model" might allow for innovative and thoughtful problem solving as constituents are guided by the model. I also think it would be useful to consider feedback and revision loops in the model as constituents (including the students themselves) are thoughtfully and critically co constructing their implementation of the model. Second, I think it is particularly powerful that this proposed model will run alongside the existing program in the CoE. That way, not everyone has to 'buy in' to the model. That said, however, I think it will be crucial to carefully select (and reimburse) the CoE faculty who work within this model. You will want highly committed folks at the helm. I'm not sure how the budget was determined for the CoE faculty to work in this innovative program, but I'm not sure that \$30,000 is enough to buy out enough time for CoE folks to put in the time needed to do this innovative program justice.

**Funding Rating:** 3

**Funding Comments:** Please see my comments to the last item. I'm not sure that enough money has been set aside to buy out CoE faculty to effectively implement this program.

**Narrative Comments:** Clearly and thoughtfully written.

**Summary Comments:** This proposal is OUTSTANDING! I highly recommend that it move forward through the approval process.

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** This model allows students to determine whether becoming a teacher would be a good profession for them to peruse.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** This proposal definitely addresses 1,2,and 3.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:** Although the UW enrollment data show a decrease in education majors, current Wyoming certified teachers are having to look outside the state for positions.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Students leaving the program require them to pay the stipend and tuition fees. If the student is unable to seek employment within Wyoming or chose to leave the program they are penalized. / There is a risk to the College of Education for not initiating or supporting the program.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This is a great opportunity for Wyoming students who have identified themselves as wanting to become teachers during their HS years. The program is rather lengthy and requires additional commitment on the student and University's part. I think this is a worthwhile approach that does not require a large amount of financial support.

**Summary Comments:** I support this proposal.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** This type of project has not been, to my knowledge, included at UW CoE to this point.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** Indicators 3 & 4 are particularly addressed

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** It was important to clarify that with the limited partnership schools, that area would need to be addressed.

**Literature Review Rating:** 3

**Literature Review Comments:** Adequate literature cited

**Leading Programs Rating:** 3

**Leading Programs Comments:** Adequate external programs cited

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Again, the limited number of CoE and Wy partnership schools is a constraint....as is the distance from Laramie requiring regional facilitators.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** There is minimal risk

**Funding Rating:** 3

**Funding Comments:** A budget is provided. Identifying needed local financial support is concerning. In the time of financial stress across Wyoming, this will prove challenging.

**Narrative Comments:** Adequate explanation.

**Summary Comments:** The content areas of music, art, and physical education were mentioned. These areas are not directly under the control of CoE. When working with these content areas, it would behoove the CoE to seek recommendations for quality mentors.



## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The use of Educators Rising and a full year in classrooms training will be extremely effective and open the pathways to innovative teaching practices with early career teachers

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** I like the idea of clinical experiences and field placements early on as well as mentoring and induction following completion. Also, beginning in high school provides an extended period for future teachers to engage in educational contexts and work with pedagogical practices. The idea of avatar based simulation tasks seems interesting, yet I wonder about the research base on the efficacy of such an approach (a curiosity based in my own ignorance of the programs beyond superficial descriptions).

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I think the innovation if carried out well meets these indicators, yet the risks outlined in the proposal are real ones. With a lot of work and flexibility, these can be met, but it will take a strong, unified partnership between the faculty, university, WDE, PTSB, and Wyoming school districts. This is a lofty goal, but I would like to see it happen.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** I think the need is there, but I wonder if the school districts see this as something viable for them. Also, the requirement of employment in WY makes sense, but how will we be certain that districts have the requisite jobs available each year to meet the demand of students graduating? Some students leave WY because there are no jobs for them. Will they be penalized for those circumstances?

**Literature Review Rating:** 3

**Literature Review Comments:** You might be under space restrictions with these proposals, but it seems rather thin on evidence with a couple of studies supporting particular practices. Some ideas are well supported by the literature, e.g., clinical experiences and mentoring/induction programs, but others, e.g., competency based modules, I'm not sure of (maybe I just don't know the literature well enough).

**Leading Programs Rating:** 4

**Leading Programs Comments:** It reflects the evaluation of multiple external programs, but some of the programs have mixed reviews, e.g., Teach for America. There is a very mixed evidence base on the quality of preparedness of TFA teachers. When evaluating the programs, how were the affordance and limitations of different external programs considered? It's unclear how these ideas were integrated into this proposal or not.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** There are several contextual constraints that were outlined. Using technology to address geographical constraints and ensuring alignment with PTSB seem like reasonable solutions. The third constraint doesn't seem to propose a clear solution. How will trust be ensured and the perception issue be remedied?

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** It's unclear how this will exist side by side with other pathways AND the more traditional approach to the COE. Was I reading that correctly? Will there be a great influx of faculty to support this process? How will the transition process be handled as existing faculty are re imagining their role in the COE or in the Community Colleges? / If a student leaves WY for a CO because there is a lack of availability for jobs, will that student be penalized?

**Funding Rating:** 4

**Funding Comments:** The budget seems sound to me.

**Narrative Comments:** I think it is a rich proposal. I only wonder about the abilities of everyone involved to address all of the associated risks among all of the stakeholders. It is also unclear how this proposal (along with the other two pathways) integrate with the existing teacher preparation programs. Are there essentially four pathways towards licensure, and what does that mean for faculty? I don't have a clear sense of this.

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** I really like these proposals. This is a great opportunity for getting teachers in the program.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I do have one strong suggestion. In these or any programs we must take the responsibility to remove those who are not going to be good in the area. Too often in education we overlook the words of evaluation from mentor teachers and advisors as well as obvious facts. I know we all have kind hearts and want to help people to be successful but at the expense of who? Our children!! That can't be. I am not a hatchet man and someone saying we need to be hardnosed but I do know we need to be honest with students who do not have correct language, social skills, knowledge and the ability to make strong relationships without being a friend because we get them into the system and then we have not done our students or the person justice. It isn't any different with someone hired in the first year at a school. We tend to continue to try to save them instead of coaching them out of the profession and into something better for them. We must take this responsibility serious and look for alternatives. If they can take more college and get to the level needed great but if they can't they need to look for other opportunities in their lives. In the years I had student teachers, I had two who should have not been ok as teachers and yet they were moved to other instructors because I was not ok with them so they could get approved. I am not saying I am great at picking but when you see them later and they are not doing justice to the job it really bothers. We have to have a way to be picky as it is our future we are dealing with. I hope I am coming across the way I would like to have this viewed and not as a harsh or crabby person because that is not the case at all. // Thank you and I applaud you for the outstanding proposal. There is great potential here and I will be willing to do whatever I can to help make it happen. /

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** Use of virtual reality and completing clinical rounds in all areas both seem innovative

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** It seems to address these. Not sure about accreditation, not sure if it will get buy in from existing Faculty

**Documentation of Need Rating:**

**Documentation of Need Comments:** There is need for more teachers. Not sure if this would specifically focus on the need for STEM faculty

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Should there be an "exit" strategy built into the program for those who decide that education is not a good fit or for those who faculty/mentors indicate may not be suited for teaching? Are the experiences early in the program so that those who exit don't lose too many credits, investment in time and money? // It indicated "completing clinical rounds in all areas". How much time will this take? Will other coursework/competencies be removed or will it add time to completion to the program? //

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** credits may not be transferable to other degree programs. // virtual reality technologies to simulate parent teacher engagement are there some people who would not be able to use VR? cost of headsets?

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** it seems like an interesting way to address increasing number of teachers

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Highly innovative and addresses a pressing need for our state's schools!

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** Innovative to reach out to high school students and pursue concurrent credits...

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposal addresses many indicators in some degree or another.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** As the proposal suggests, only six districts currently work with UW to provide student teaching opportunities...with the new requirements asking for a full year of internship, I'm not sure if it will provide a service throughout Wyoming.

**Literature Review Rating:** 3

**Literature Review Comments:** There is literary evidence provided; however, I also believe that there are numerous variables that will impact the outcomes which are specific to Wyoming (rural nature of the state, small number of students pursuing education, funding, etc...).

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** I did not see any suggestions in regards to students who are also active in extra curricular or co curricular activities with the university. There are numerous students that pursue education which are also members of athletic teams or band/cheer and so forth...how would the year long residency impact these students?

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** I don't think 'risk' is an appropriate term, I do see that some challenges that may present themselves...such as what happens when a student in a year long residency isn't performing to the level expected? Or what happens if they behave in an unprofessional manner?

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I appreciate the committee's efforts to think outside the box and do believe that you may have some great candidates...the marketing of this program will be crucial in its success, especially for those smaller communities that haven't been as involved but that need educators. I have concerns with the university's ability to retain professors, and provide pedagogical content that is relative to today's students. In addition, I have concerns with students looking at more online opportunities that are quicker and more conducive to their day to day lives...flexible around work, families, and so forth...

**Summary Comments:** Please see previous...



## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** UW E4 has the ability to attract more high quality educators to work in Wyoming. By starting in high school, students will see that education is a highly valued profession. The mentoring component will be a huge asset for the fellows. Collaborating with an established mentor will offer immense insight and guidance that far exceeds anything learned in a traditional college lecture format.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposal meets nearly all of the key performance indicators. It could potentially meet all of the indicators but I was uncertain of number 6, National Accreditation. The proposal has detailed a plan for promoting perceptions of excellence by University of Wyoming's College of Education. By allowing the hosting school districts the first opportunity to hire the fellows, school districts will feel safe investing in the fellows and want to partner with U.W.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The documentation of need was a little too general. They cited teacher shortages from across the country; I am curious to know if there are specific areas of Wyoming facing these shortages or if the shortages are occurring in other districts that have factors Wyoming does not; such as inner city schools or low salaries for teachers. // They did note the decline of education students enrolled at University of Wyoming. This proposal would help increase enrollment and retention of skilled teachers.

**Literature Review Rating:** 3

**Literature Review Comments:** They established the value of this type of fellow and mentor program to achieve the desired outcomes.

**Leading Programs Rating:** 4

**Leading Programs Comments:** Several similar programs have been identified. Finland has a similar program and their educational system is widely recognized as being one of the most advanced. They are highly skilled at recruiting and retaining passionate educators so utilizing part of their model was a wise choice.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** The biggest contextual restraint is that of U.W.'s current partnership with school districts throughout the state. However, it has been identified as a problem the Education department is focused on addressing. Without that change, this program would be less effective throughout the state, however it would still be very valuable for a limited number of districts that are partnered with U.W. already.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The risks identified are accurate. However, the greatest risk is for the University of Wyoming and their ability to restructure their current education programs. It would be incredibly beneficial for the entire state for this proposal to be implemented but I am concerned that there will be too much pushback from U.W. faculty. As educators, we must do what is right for students, regardless of how uncomfortable or challenging it may be.

**Funding Rating:** 3

**Funding Comments:** It may be beneficial to look at how vital the summer institute is for the fellows. While it would elevate the program to one of prestige and foster enthusiasm for education, removing it would dramatically lower the costs. Perhaps the summer institute could be re evaluated with that in mind.

**Narrative Comments:** Each of the phases are deliberately designed and well thought out with the intent of recruiting high quality teachers and then retaining them in Wyoming. This proposal would give Wyoming the opportunity to rise far beyond other states and be a leading model for the U.S.

**Summary Comments:** This proposal is ambitious and has unique challenges. The proposal has identified innovations that have significant impact for recruitment and retention of educators; an issue that we are currently facing. It is my belief that this proposal should move forward as it will dramatically transform education within our state; thereby creating a stronger state that is recognized across the country for its dedication to education.



## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The model itself with early induction of high school age students into a feeder program is not uncommon, but the level of commitment to the program in high school is pretty significant. I wonder about the risk of attrition from the program. To recruit students this early in their education will likely require very intelligent and strategic marketing that elevates the teaching profession. I am especially intrigued and supportive of the emphasis on character building through a much greater emphasis on parent engagement and looking at the whole child and his/her environment. I am also supportive of developing a strong, solid, broad foundation on education before having fellows declare a specialty.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** Specific regions in Wyoming weren't called out in the proposal, nor where the types of teaching needs specified in detail.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:** Multiple external programs were cited, but there was not detail about the specific strengths of the external program would apply to Wyoming. For example, what were the strengths in the Sanford Inspire Program or of international teacher training in Finland that can result in promising results here in Wyoming?

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** The proposal is such a dramatic change from the current paradigm for education students, professors, school districts that I have some concern about its viability. Not that the proposed approach is not correct (because I think it is correct), but that I'm concerned about the quantity of buy in needed by all stakeholders to make it successful. I wonder if there could be a proposed phasing.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** With regard to local placements of student teachers and identified promising high school students in the program I wonder if there can and should be a stronger connection and alignment with Wyoming community colleges.

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There seems to be the risk that the content areas, particularly STEM areas will not have enough sequential semesters to complete their content hours by meeting pre requisites. It appears that there is only 2 to 3 years of full time enrollment to meet these.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** The narrative explains all of the components of the proposal.

**Summary Comments:** After close study, It appears that Phase Seven and Phase Eight address content. It states that content courses will be completed by fellows in Phase Eight. Is that only two years to address content? This is not clear.

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** I do not know of any other university utilizing this approach and I believe that connecting with young people prior to joining our program is extremely innovative and would more effectively support the development of quality teachers in Wyoming.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This is a very exciting option and one that should be supported through the TEI initiative.

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** The full year residency is a magnificent idea. This model provides a great way for high school students to get a jump on their career preparation. / / I'm still concerned about the fundraising in local communities.

## 2017-05 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Although approximately 37 school districts out of 49 in Wyoming have some variation of a Childhood Development/Textiles/Early Childhood Career CTE Course Pathway (Education, Child Development & Family Services), twelve did not. In my quick browsing of the statewide list of district CTE pathway course offerings, of those offering courses in this pathway, only a small number offer courses in early childhood development. None of districts offered a course specifically for promoting careers in education.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:** Unfortunately I didn't have time to study the success and effectiveness of these leading programs within the time constraints of this survey evaluation. I'm so sorry.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** I feel that the highest potential risk identified in this proposal, as wonderful as it sounds, is the reality that no Wyoming school district may want to establish an Educator Rising local chapter, especially when you look at the short list of only 5 official CTSOs (student organizations) in Wyoming's CTE programming with none currently focusing on education as a career. / Districts will also want to know "what's in it for them" and why should they desire a partnership with UWCOE for the full year residency. / Getting buy in by school districts for the implementation of this idea will take a lot of innovative advertising and promotion. / I believe that the offering of opportunities for students to explore the field of teaching while in high school will help recruit more young adults into the education profession, but Districts will need to acquire a desire for either adding the education pathway to their CTE program list or viewing this proposal as "welcomed support" in districts where limited coursework in the Education/Childhood Development/Family Services pathway is offered.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** I am not familiar enough with the whole concept of Educators Rising and the University's budget constraints to make a judgment on whether the budget presented addresses all the key areas. Sorry.

**Narrative Comments:**

**Summary Comments:** Although I believe in the strategies presented in this proposal, I wonder how long it will actually take for districts to buy into this proposal's ideas as well as the University's COE to see increased recruitment numbers in its education program and degree programming.



## 2017-05 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating: 3

**Innovation Comments:** This proposal is similar to other reform efforts in including a year long residency, an induction program. It is similar to the other proposals I read in focusing on character development (the Sanford Inspire Program) as well as content knowledge and teaching skills. A very innovative element of this program is the inclusion of working with the Theater Department and I would like to know more about what / expectations there are from this work. I would like to see more information about the development of content knowledge and how rising high school students will be identified, and how the faculty will control for the fact that most students select elementary education rather than the high need areas of the state and the country. /

#### Performance Indicator Rating: 3

**Performance Indicator Comments:** UW E4 Key performance indicators. / 1. Assuming success of the program, the plan will enhance statewide perceptions of U of Wyoming COE by meeting state needs, partnering with more communities. / 2. Assuming success of the program, the enrolment of Wyoming residents in the COE will increase through engagement of high school students / 3. The plan provides for continuous improvement protocols but does not indicate criteria for success or how "improvement" is defined. / 4. I don't see a plan for executing active clinical partnership agreements. These agreements are assumed and noted as a challenge for achieving the success of the program / 5. Assuming success of the program, the plan will lead to employment of U of W graduates in U of W schools. There is a plan for penalizing defaults. / 6. The plan does not address accreditation and CAEP would require more than standard 4. However, there is a plan for program impact. I did not see a plan for evaluating the impact nor did I see a plan for obtaining information on the satisfaction of employers. / 7. It appears that the plan will use the technology capabilities of the SOE to monitor development of candidate teaching skills, but I did not see the method of evaluation of success of the development of these skills (e.g., The Measuring Effective Teaching Project (MET) of Kane et.al., list five instruments in this report: / 1. Framework for Teaching (or FFT, developed by Charlotte Danielson of the Danielson Group), / 2. Classroom Assessment Scoring System (or CLASS, developed by Robert Pianta, Karen La Paro, and Bridget Hamre at the University of Virginia), / 3. Protocol for Language Arts Teaching Observations (or PLATO, developed by Pam Grossman at Stanford University), / 4. Mathematical Quality of Instruction (or MQI, developed by Heather Hill of Harvard University), and / 5. UTeach Teacher Observation Protocol (or UTOP, developed by Michael Marder and Candace Walkington at the University of Texas Austin). / / It is not clear how the faculty of the SOE and the faculty engaged in the proposed work will collaborate with each other or how changes in the climate of the SOE will change as a result of the program. /

#### Documentation of Need Rating: 4

**Documentation of Need Comments:** UW E4 / The need for teachers in Wyoming is clearly documented and the declining pipeline for students enrolling in education is noted. However, the shortages are in specific areas. It is not clear how the faculty will convince high school students to pursue majors in the high need areas. See Learning Policy Institute Report, 2016: [https://learningpolicyinstitute.org/product/coming\\_crisis\\_teaching](https://learningpolicyinstitute.org/product/coming_crisis_teaching) / Attrition is a major factor in explaining the shortages and the program will penalize candidates who drop out. / / The need for teachers with good character is less well documented and it is not clear what evidence there is that the Sanford Inspire programs successfully builds character. The need for teachers with strong pedagogical content knowledge has been well documented since the 1980's. (Shulman, L. S. (1987). "Knowledge and teaching: Foundations of the new reform." Harvard Educational Review Feb. 1987: 1 22. /

#### Literature Review Rating: 2

**Literature Review Comments:** UW E4 / The plan states that clinical rounds will be used but doesn't cite the work of Joseph McDonald on protocols for evaluating those rounds. See Going Online with Protocols: New Tools for Teaching and Learning (Teachers College Press, 2012). With Janet Mannheimer Zydney, Alan Dichter, and Beth McDonald. (link) / / The proposal calls for working with the theater department to build parent teacher engagement but doesn't cite work of Ben Dotger at the University of Syracuse on using the "standardized patient" method for teaching future teachers to work with parents. See: Dotger, B. (2013). "I had no idea!": Clinical Simulations for Teacher Development. Charlotte, NC: Information Age Publishing. / / Other articles that may be of use: / Allen, M., Coble, C., & Crowe, E. (2014). Building an evidence based system for teacher preparation. Washington, DC: Council for the Accreditation of Educator Preparation. / Coffman, A.N., Patterson, R., Raabe, B., & Eubanks, S. (2014). Teacher residencies: Redefining preparation through partnerships. Washington, DC: National Education Association. / Council of Chief State School Officers Task Force on Educator Preparation and Entry into the Profession. (2012). Our responsibility, our promise: Transforming educator preparation and entry into the profession. Washington, DC: Council of Chief State School Officers. / Crowe, E. (2010, July). Measuring what matters: A stronger accountability model for teacher education. Washington, DC: Center for American

## 2017-05 Feedback and National Reviews

Progress. Retrieved from: <https://www.americanprogress.org/issues/education/report/2010/07/29/8066/measuring-what-matters/> / Interstate Teacher Assessment and Support Consortium. (2011, April). Model core teaching standards: A resource for state dialogue. Washington, DC: Council of Chief State School Officers. / National Research Council. (2000). How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. / Teacher Preparation Analytics (2016). A Guide to the Key Effectiveness Indicators (November 22, 2016) / /

### Leading Programs Rating: 2

**Leading Programs Comments:** Leading programs that have implemented residency programs and used the Sanford Inspire program are listed, but missing is any exemplar of high school to college programs (early colleges could be explored), who successfully recruit and retain high quality teachers whose students achieve. Educators Rising (Nebraska, Ohio, Arizona etc. may be a useful model. I was not able to find any evidence of its success. The faculty also might look at the University of Michigan which has a program for community college students.

### Contextual Constraints Rating:

**Contextual Constraints Comments:** I do not know how the Wyoming Professional Teaching Standards match up to other standards (e.g., INTASC (2011): [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) adopted by many teacher preparation programs and by CAEP. It will be important to identify what learning outcomes are expected and how attainment of these objectives will be assessed. / / Engagement with the District (and earning their trust) appears to be a major challenge and constraint. It is not clear what the faculty (or SOE or University) plan will be to engage the District and develop a deep partnership, as will be required for the success of the program. /

### Risk Assessment Rating: 3

**Risk Assessment Comments:** UW E4 / A number of risks are listed, but no plan for mitigation is presented. I wondered also how they will overcome the risk of students who are too young (high school) to make an informed decision about a career, and should be counseled out; some may persist for financial reasons. Also, I think the risk of lack of adequate content knowledge is significant, given that they will take three years of course work in the SOE and it is not clear how they will get the content courses they need. It is also not clear how they will avoid the trend of so many going into elementary or early childhood, when the need is in other fields of certification. / / Engaging the College of Arts and Sciences to meet the content (and pedagogical content) knowledge of the candidates will be essential. Is the University administration willing to help with this great challenge to all schools of education? / / Other administrative challenges listed will require University engagement in the necessary changes (affiliation agreements, moving from a credit based system of financial accounting, dual enrollments, staffing during the summer, etc. will need University support and buy in. Within the SOE structures for rewarding faculty will need to be examined and aligned with the goals of the proposals like this one. / / The faculty note that the State does not allow "disaggregation of student assessment outcomes by teacher." This, I assume refers to outcome data from state standardized testing of P 12 students. The SOE and University leadership could pursue an agreement to reveal data aggregated by certification area; while some teachers in Wyoming will not be from the U of W, growth scores could be calculated as a rough indicator of changes in P 12 learning as the program progresses. Other SOEs that do not have access to state data are also finding innovative ways to assess learning outcome. See for example, CAEP discussion of Standard 4 on program impact (file:///Users/marybrabeck/Documents/caepstd4faq.pdf) and / /

### Funding Rating:

**Funding Comments:** I would like to see a breakdown by categories of costs: How much to support the candidates, the administrative costs, the faculty? It was not clear how summer institute funds are being divided.

**Narrative Comments:** I would like to see in the narrative, more information on how the modules are going to be developed and the quality of modules judged. It would be useful to know how they will articulate the coordination between SOE and the College of Arts and Sciences with the certification requirements of the State. Around 2005, the CUNY system developed a program to bring high school students into the profession; there was a change in leadership at CUNY and the program failed. The main difficulty they faced was that high school students don't know what they want and change their mind a lot. Perhaps something might be learned from this experience. The plan requires that students complete 4 years of high school, 4 years of college with a residency year and 4 years of an induction program. I would like to see a plan for addressing the inevitable attrition.

## 2017-05 Feedback and National Reviews

**Summary Comments:** The need is clear and getting more teachers from high school who want to and will become teachers is an important goal. My significant hesitation about this program is that there are few metrics for judging formative and summative success. I would like to see a plan where there are clear goals (how many students? What level of success on what measures? By what time in the program? Etc.), unexpected challenges (what if there is a major economic decline and Wyoming citizens must stop to work, and cannot afford even a funded program in higher education? ) and plans for addressing shortfalls and failed expectations (as there surely will be). / This is an ambitious program with many risks involved, the primary one being attrition. I also would like to see more specific goals and metrics for assessing the success of the program. These metrics should be applied developmentally. For example, specific numerical goals could be set for numbers of students at different phases of the program, monitored, and corrective action taken to address any attrition throughout the program. Likewise, I would like to see specific goals for character development (e.g., scores on Duckworth's measure of grit), accomplishments of grades in content courses, performance on observational measure (e.g., EdTPA, CLASS, etc.), and other outcome measures. These metrics were not requested in the proposal (that I could tell), but how will the program assess successes along the 12 year period of implementation?

## 2017-05 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating: 3

**Innovation Comments:** This is not a new idea, but I do like the thoughtful way that you are thinking through transitioning the students from high school to college...so the idea makes real sense in terms of growing your own teacher talent. // I also like the fact that you are thinking about the specific admission's criteria for the students that you want to recruit but I am not certain that a dispositional assessment is the right approach...The academic criteria that you have seem fine...but I would try to look for other ways to assess the dispositional attributes of the students that you want to attract...such as, the student must evidence a certain amount of time working with young children and have feedback from a knowledgeable adult about the ability of the student to effectively interact with young people...I would, in essence, DISCOURAGE the use of a paper assessment and ENCOURAGE the use of other ways of observing the potential teacher to assess his or her disposition to success in the classroom. If you have a strong academic student using the measures that you define ( e.g., college ready ACT and SAT scores...) coupled with the observational assessments that I am recommending, I think you will come closer to your goal... // I like the focus on helping the teacher candidates build their skills regarding developing character and grit and civic engagement in the students that they potentially will be teaching...this is NOT easy to do and if the program does it successfully, it will be accomplishing something quite innovative. That said, if you use Paul Tough's work, he argues that the real key is for the teacher to create an environment that fosters competence, autonomy and relatedness...and these are fostered by teachers who know how to connect with students...See Tough's piece in The Atlantic ( August 2017)... "How Kids Learn Resilience" // My point is, I am more confident that you will get the teachers that you want in this program IF you find a way to really assess whether they can connect and interact at a deep level with students...and some type of paper and pencil dispositional assessment is not going to get you to that goal...in essence, that approach is NOT very innovative. // I am also concerned with the professional development that you plan to provide the cooperating teachers...will the program that the students matriculate through expose the students to selected high leverage teaching strategies and will those same strategies be taught to the cooperating teachers?...that is how you get real impact....the teacher candidates learn a defined set of high leverage teaching strategies in their classes....and the cooperating teachers learn and use those same strategies so that candidates see them in situ...here is how they present it at the U of M:  
[http://www.soe.umich.edu/academics/bachelors/elementary teacher education/high leverage practices/](http://www.soe.umich.edu/academics/bachelors/elementary%20teacher%20education/high%20leverage%20practices/) /

#### Performance Indicator Rating: 3

**Performance Indicator Comments:** I like the fact that candidates can complete their coursework at either UW or at a partner community college, but this places a BIG burden on the program designers and implementers to make certain that there is agreement in terms of the content of the modules, which is why I am suggesting that you identify and make explicit the high leverage teaching strategies that you want the students to exhibit when they exit the program ...again, something similar to what they do at the University of Michigan:  
[http://www.soe.umich.edu/academics/bachelors/elementary teacher education/high leverage practices/](http://www.soe.umich.edu/academics/bachelors/elementary%20teacher%20education/high%20leverage%20practices/) /  
Unless you do this ( or something like it) I am very concerned with the fidelity of the clinical and field placements that are implemented with partner school districts. This will be especially important in an area such as classroom management...this is something that most teacher prep institutions do poorly...and this occurs because they really don't teach the students to use and to see in practice the classroom management skills that they need in order to effectively deal with the range of student behaviors that they will see as teachers.. // I like the co teaching proposed as part of the residency experience....several IHEs around the country have been using this model/approach with modest success ( e.g., St Cloud State in MN, and I think Montclair State is also using it)) and those using the model have learned a lot over the past 10-20 years: [http://www.edweek.org/tm/articles/2014/10/15/ctq\\_sacks\\_coteaching.html](http://www.edweek.org/tm/articles/2014/10/15/ctq_sacks_coteaching.html) / I assume that you will draw on those experiences and would even encourage site visits for you to see what can be learned and incorporated in the UW model that would make your implementation of co teaching more successful. // I like the idea of using the Panopto technology to store lessons and then access those for reflection, analysis and coaching...you need to be thinking, though, of how those reflection and coaching sessions will be conducted and structured....there are different levels of reflection ( e.g., starting with reflection on the actual teaching strategies that a teacher uses)...to achieve the outcome that you want, and you need to be thinking about how to structure the coaching... /

#### Documentation of Need Rating: 3

**Documentation of Need Comments:** I would have liked to see more information on the specific areas of licensure that Wyoming is struggling to secure and make certain that you have available for employment...I don't think enough emphasis is placed on the in demand licensure areas ( e.g., math and science) that may be needed in your schools...I don't know what the teacher supply and demand looks like for Wyoming but my guess is that there are some licensure areas

## 2017-05 Feedback and National Reviews

where schools districts are having more challenges in finding candidates than others...if that is the case, I think it needs to be addressed or else you could be preparing candidates for areas for which there are no jobs or you have teaching areas for which there are jobs but an insufficient number of candidates.

### Literature Review Rating: 2

**Literature Review Comments:** I found the literature review to be weak... / I would have liked for them to reference at least some of the following... / Deborah Ball's work:

[http://blogs.edweek.org/edweek/teacherbeat/2011/10/high\\_leverage\\_teaching\\_practices.html](http://blogs.edweek.org/edweek/teacherbeat/2011/10/high_leverage_teaching_practices.html) / Doug Lemov's teaching strategies for "champion teachers":[http://www.nytimes.com/2010/03/07/magazine/07Teachers\\_t.html](http://www.nytimes.com/2010/03/07/magazine/07Teachers_t.html) / Barnett Berry's work on preparing next generation teachers:[https://www.teachingquality.org/about/barnett\\_berry](https://www.teachingquality.org/about/barnett_berry) / NCTQ examples of strong teacher preparation programs:<https://www.usnews.com/education/nctq>

### Leading Programs Rating: 3

**Leading Programs Comments:** As I shared in my last response...I would have liked for them to reference at least some of the work that has been or is being done by others around the country...my examples included... / Deborah Ball's work: [http://blogs.edweek.org/edweek/teacherbeat/2011/10/high\\_leverage\\_teaching\\_practices.html](http://blogs.edweek.org/edweek/teacherbeat/2011/10/high_leverage_teaching_practices.html) / Doug Lemov's teaching strategies for "champion teachers":[http://www.nytimes.com/2010/03/07/magazine/07Teachers\\_t.html](http://www.nytimes.com/2010/03/07/magazine/07Teachers_t.html) / Barnett Berry's work on preparing next generation teachers:[https://www.teachingquality.org/about/barnett\\_berry](https://www.teachingquality.org/about/barnett_berry) / NCTQ examples of strong teacher preparation programs:<https://www.usnews.com/education/nctq> / If you look at the literature they review, it does not include what I believe to be any of the key teacher educator researchers in the country...I agree that Ingersoll is significant, but his he is really know for all his work around teacher shortages and turnover:[http://repository.upenn.edu/cgi/viewcontent.cgi?article=1093&context=gse\\_pubs&sei=1&referer=http%3A%2F%2Fwww.bing.com%2Fsearch%3Fq%3Drichard%2Bingersoll%2Bteacher%2Bturnover%26src%3DIE\\_SearchBox%26FORM%3DIENTSR#search=%22richard%20ingersoll%20teacher%20turnover%22](http://repository.upenn.edu/cgi/viewcontent.cgi?article=1093&context=gse_pubs&sei=1&referer=http%3A%2F%2Fwww.bing.com%2Fsearch%3Fq%3Drichard%2Bingersoll%2Bteacher%2Bturnover%26src%3DIE_SearchBox%26FORM%3DIENTSR#search=%22richard%20ingersoll%20teacher%20turnover%22) / I understand that NCTQ has political issues associated with it, but, again, I would have liked to at least see that the program developers look at what other putatively high performing teacher education programs are doing... /

### Contextual Constraints Rating:

**Contextual Constraints Comments:**

### Risk Assessment Rating:

**Risk Assessment Comments:**

### Funding Rating:

**Funding Comments:**

### Narrative Comments:

### Summary Comments:

## 2017-05 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating: 3

**Innovation Comments:** I like several aspects of this E4 program....of particular note are the following... / / 1 The emphasis of the early identification of the participants as UW E4 Fellows...connecting with the students in high school is a great way to begin to create the future workforce of the future that you are going to need in Wyoming. / / 2 The use of virtual clinical experiences is somewhat innovative, but a lot depends on the quality of those clinical modules that you use...I would tend to prefer having the students engage in more real life experiences with students ( i.e., using them as tutors or as mentors ) to see if they really like working with young people and to determine if they are good at it....do they have the right skills and dispositions? Still, the virtual clinicals offer a real opportunity / / 3

#### Performance Indicator Rating: 4

**Performance Indicator Comments:** This proposal does address several of the TEI Performance Indicators...I especially like... / / ....the Educators Rising approach as a way of creating the pipeline and the early recruitment of promising youth for teaching... / / ....the use of guided fieldwork observations...if this is done correctly, it could be powerful ( but see below, the second concern)... / / ....the use of the on line character education modules...though I am not convinced that the Sanford Inspired modules are the best option / / I have a couple of concerns, though, with the proposal as articulated... / / First, I like the fact that they are going to be using Wyoming teachers to mentor the UW educator candidates....that makes real sense...and I like the fact that they are going to have the mentors go through a focused and intensive professional development program....but what is not clear is if the teachers serving as mentors will be using teaching strategies that match what is being taught in the teacher preparation programs....as I indicated on my P3 evaluation, I really think that they should explore the identification of selected high leverage teaching strategies that the emerging candidates will learn and that the teacher mentors will model....similar to what is evidenced at the University of Michigan:[http://blogs.edweek.org/edweek/teacherbeat/2011/10/high\\_leverage\\_teaching\\_practices.html](http://blogs.edweek.org/edweek/teacherbeat/2011/10/high_leverage_teaching_practices.html) / / Second, I encourage the program developers to look at Barnett Berry's work in Teaching 2030, and especially his concept of "teacherpreneurism." See:[https://www.youtube.com/watch?v=vk\\_auHXHymQ](https://www.youtube.com/watch?v=vk_auHXHymQ) / My point is that for this program to be truly innovative these candidates are going to have to be exposed to innovative practices...this could occur through either finding Wyoming teachers who are innovative OR by bringing in for the Summer Institutes persons like Barnett Berry who are exploring what next generation teachers will be able to do... / / I love the idea that they are connecting with the theatre programs, but they really need to be thoughtful in implementing this and I do encourage them to look at the work of others ( e.g., Bruce Joyce) who have played with this idea of helping teachers understand that there is a certain "drama" to teaching...though as technology becomes more evident in teaching, it begins to call into question whether next generation teachers will really "be on stage" as they have in the past...

#### Documentation of Need Rating: 3

**Documentation of Need Comments:** They clearly suggest that there is a need to attract additional teachers, but what I find missing is the documentation as to the level of need by specific licensure field. They do suggest that there is a documented need in the STEM fields, which is certainly a national issue, but to what degree is this a problem in the Wyoming schools...and to what degree is the problem regional...I would like to know more about the specific magnitude of the need by licensure field. This is important because if the state is experiencing acute shortages in selected areas then the recruitment process needs to be focused on identifying teacher candidates for specific licensure fields...I have concerns with thinking about a general shortage of teachers when in most states the shortage is significantly more pronounced in selected areas...and a truly innovative program would be one that tries to address that circumstance...OTHERWISE, you could implement this program and have a lot of teacher recruits BUT you would still have the shortage situation in selected areas... / / They talk in the proposal about concerns with the clinical preparation of UW candidates, but I don't know what that means....are they suggesting that no clinical preparation is occurring OR that they have no real comfort with the quality of the clinical practices that are in place in the IHE? In other words, they suggest that there is a need, but I am not exactly sure what the exact nature of the need is... / / I like the fact that they are going to support character development for the teachers through engagement with parents and families...I am unclear as to whether the Sanford Inspire modules allow for or foster that to occur...I am not inclined to think that you can teach candidates the character traits that you want them to evidence...that, to me, is something that they possess or do not possess...I think you want to have a process in place that identifies candidates who evidence already the traits that you want them to possess and then you use the Sanford Inspire modules to reinforce those traits and to help the candidates learn how to foster grit and honesty and other positive non cognitive dispositions in the students that they teach...see especially:[https://consortium.uchicago.edu/publications/teaching adolescents become learners role noncognitive factors shaping school](https://consortium.uchicago.edu/publications/teaching%20adolescents%20become%20learners%20role%20noncognitive%20factors%20shaping%20school) / FYI: If you look at the research, high school grades are a better predictor of college success than ACT/SAT scores or class rank or family background....you might want to make certain that the students that you recruit to the

## 2017-05 Feedback and National Reviews

program evidence the specific traits you want them to encourage and foster in students:

<https://consortium.uchicago.edu/sites/default/files/publications/VUE%20Noncognitive%20Factors.pdf>

### Literature Review Rating: 3

**Literature Review Comments:** They have a reasonable amount of evidence but I question whether they have the RIGHT evidence....for example... // 1 They have Ingersoll and Strong as part of their literature review on mentoring and I agree that they have done work on this but I would have liked to see more recent research such as some of the work by Ellen Moir....this is really her area of specialty and I think she knows the actual efficacy of the mentoring practices better than someone like Richard

Ingersoll:[http://blogs.edweek.org/teachers/teaching\\_now/2017/06/new\\_teacher\\_center\\_mentor\\_study.html](http://blogs.edweek.org/teachers/teaching_now/2017/06/new_teacher_center_mentor_study.html) // 2 I am not sure how helpful the research from Finland might be in terms of informing mentoring practices in Wyoming...Finland draws from the top 5% of the college graduates for the teachers that they place in the classroom...mentoring there is much different than what you would find in the US....or in Wyoming....so I have a concern with the relevance of the research that they cite....again I would tend to rely more on the work of... // Ellen Moir:

<https://eric.ed.gov/?id=ED515444> ( BTW: if you proceed with this effort, Ellen is a terrific resource!!!) // Carol Pelletier:

<https://www.americanbookwarehouse.com/131935/> // 3 The STEM teacher shortage area is one where citing Ingersoll and referencing his work makes sense...the citation that they have is from a journal that I would not consider to be a primary source...I would have cited some of Ingersoll's work here because he has done a lot of work on teacher shortage areas...here is a somewhat dated citation:<http://www.cpre.org/mathematics> and science teacher shortage fact and myth / ...and here is a citation for a program in California that is dealing with the same issue that is highlighted in Wyoming:<https://edsources.org/2017/fresno-tackles-its-shortage-of-math-and-science-teachers/581342/> //

### Leading Programs Rating: 4

**Leading Programs Comments:** Clearly they have looked at some other programs...so I gave them a very positive evaluation in that regard... // My concern is with HOW they decided WHICH programs to review. // I know that this will be controversial, but I don't think of Cleveland State as having a strong and innovative teacher preparation program...why did they decide to look at it? The Corbin and Western Oregon programs are strong from what I know of them...and when I looked at the NCTQ site I noticed that they surfaced there as strong

programs:<http://www.nctq.org/teacherPrep/2016/findings/home.do> // My point is that I would like to know HOW they decided to include a school as a "leading" program? // I would have looked at the NCTQ site for their rating of programs and I would have also looked at programs such as the University of Michigan because of Deb Ball and their use of high leverage teaching strategies, especially in specific teaching content areas AND/OR the University of Pennsylvania because of the unique partnerships that they have created with schools...and there are others... // It appears a bit haphazard and random in terms of how they selected their leading programs to review and explore...and if I am wrong in that assessment, I would like to know how they did decide to include a program.

### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** I agree that the broad dispersion of the population represents a risk, but I don't see issues like that as being the biggest risks to successful program implementation... // They capture a variety of risks and here are the ones that I see as most significant... // The districts that are currently not engaged with UW are a problem....how will those districts know ( and their teachers know) what teaching practices that they need to be evidencing if they assume responsibility for taking on a student teacher? This is why I am strongly advocating that UW identify specific high leverage teaching practices that it plans to make certain that graduates of the program will have learned and will have observed in classrooms...again, see the Uof M program that I have previously referenced... // IF you are going to have the students repay a full year of tuition and all their living expenses, then you better make certain that you have great selection protocols in place....this can be a mess if students decide not to fulfill their obligations...I know this from experience...recovering these dollars is a problem...put in place procedures for this early on and really make this clear to students in terms of what will occur if they do not teach in Wyoming. // IF the E4 model works....it should positively impact your traditional programs...I agree that it will require effort to maintain both, but it should also strengthen your current programs... // A BIG risk is the involvement of A&S faculty...the key to mitigating that risk is to know exactly what you want them to do to assist you...what are the specific expectations that you have for the A&S faculty?...and also make certain that the UW Provost embraces those expectations....and is publicly supportive!!! // Moving to the use of modules does represent a risk...it is too easy to not have the contact with students that you need to make the assessments that are required...make certain that as you move to modules that you are also connecting directly with the students in ways that permit you to clearly assess their performance... // How are you marketing this to all your stakeholders?...I agree that buy in is essential but for that buy in to occur people need to see that this really does

## 2017-05 Feedback and National Reviews

represent a new and positive next generation model for teacher education and teacher placement. You need to take the time to make certain that you have the right key early adopters on board who can help in "selling" the program to others...and are your senior IHE leaders absolutely committed to this effort?...and are they going to help message it?

### Risk Assessment Rating: 2

**Risk Assessment Comments:** I agree that there are some risks associated with this program, but I think that they are all manageable...and in some cases I don't really see that the identified risk represents a realistic threat. // For example, I can't conceive that NO Wyoming school district will want to pursue the development of an Educators Rising chapter...many will likely not have problems with securing teachers and I can see that they will "pass" on participation, but I cannot conceive that NO district will be engaged, especially if you work with the supts to help them understand what you are trying to do and why you are trying to do it...this is a messaging and marketing issue...and if that is done correctly, then the risk of "no school district participants" should disappear. // I am also not particularly concerned with fidelity of the implementation of this program IF the faculty are being actively engaged in the new program's development...if this is being imposed, I see problems, but if faculty are being recruited to help design and implement it and have "ownership" in the new model, then you will minimize the risk... // The E4 proposal references that the new program is competency based and not a "traditional course based approach." To some degree, even traditional course based programs are competency based...those traditional courses have goals and expectations and outcomes that are associated with their successful completion...I would suggest you not think of these as two different programs but rather as two different ways to deliver to teacher candidates the same program...If you have one set of teaching skills being delivered by different program models, that, to me, is NOT a risk issue...it is a research opportunity! BUT if you have two different programs with different expectations and outcomes, then that is more than a risk issue...indeed, that raises issues about the overall integrity of the work that you are doing... // I agree that the seamless transfer of classes can be an issue, but if your senior administrators are embracing what you are doing around the transfer and articulation of coursework, and are advocating for procedures to be put in place to make that occur, then this should not be a risk issue...

### Funding Rating: 3

**Funding Comments:** I think that the budget as proposed does address the primary program costs that will be incurred....but I see two issues with the proposed expenses... // First, I am VERY concerned with the dollars being set aside for the PD relative to the Educating Rising sponsors and for the mentor teachers....for this program to work, these participants really need to understand and buy into the program that you are proposing...and these dollars really don't look sufficient to me given the scale of the program that you are proposing. Think seriously about increasing the PD dollars!....I would think that you could take some dollars from the Institute speaker stipends....those fees look a bit high to me, UNLESS you think you need to bring in outside consultants to do all this speaking work.Regardless, think about increasing the PD dollars! // Second, I think the overall budget for this appears to be too modest...IF your intention is to do this program well, then invest more dollars in the areas where you have the greatest associated risks, especially in PD and marketing. One of your identified risks is whether school districts will participate in sufficient numbers and whether you will have sufficient numbers of candidates, YET YOU HAVE A VERY LIMITED MARKETING BUDGET...I would try to place more dollars in PD and marketing...to make certain that the participants really have solid grounding in the program expectations and that you have sufficient numbers of participants. // // // Second, // //

**Narrative Comments:** The problem that I have is that the narrative describes a program that has lots of complexity and moving parts and yet the implementation BUDGET for the program is VERY modest...I just don't see how you can accomplish something that is this dramatically different with the limited dollar investment that you are proposing...PLEASE find more dollars because the following are going to take funding if they are to be implemented with fidelity.. // ...the early recruitment of the RIGHT candidates is going to take a lot of marketing effort to ensure that partner school districts know exactly what type of candidate you are looking for...INVEST MORE DOLLARS AND EFFORT IN MARKETING // ...the coaching and mentoring of the candidates means that you have to have the right persons in those roles and they need to have the right skills to be successful. This needs a lot more attention and focus if it is going to be successful...INVEST MORE DOLLARS AND EFFORT INTO THE PD EFFORTS THAT YOU PUT IN PLACE FOR THE MENTOR TEACHERS...if you don't have the right people in these roles and if they don't have the right skills, this program will not be successful. // ...identify what high leverage teaching skills you want the students to observe and focus on during their field and clinical placements. The candidates should not simply be observing how different teachers teach...THEY SHOULD BE LEARNING SOME SPECIFIC HIGH LEVERAGE TEACHING STRATEGIES THAT THEY WILL BE ABLE TO USE ONCE THEY TEACH..... and they need to see these strategies being used and modeled in situ. // ...you indicate that you want the Fellows to be paired with mentor teachers so that they can co teach and share responsibility for planning and instructional differentiation....this is really hard to do unless there is agreement about what types of differentiation



## 2017-05 Feedback and National Reviews

teaching practices will be used in the classroom...I really like this idea that is being proposed...my point is that it is quite hard to do this with success unless you are clear about exactly what instructional differentiation skills you want the mentor teachers and Fellows to be able to use in the classroom...TRY TO IDENTIFY SOME SPECIFIC PLANNING, INSTRUCTIONAL SKILLS AND ASSESSMENT TECHNIQUES THAT YOU WANT EVERYONE TO BE ABLE TO USE...and then make certain that all the key participants are able to model those in real classrooms. // ...I like the idea of having the local schools doing some of the fundraising to make this mentoring effort impactful....you might want to beta test this approach in a couple of early adopter districts and then use those as potential best practice sites as you expand the concept statewide...IN ESSENCE, START WITH SOME SPECIFIC AND PURPOSEFULLY SELECTED BEST PRACTICE SITES //

**Summary Comments:** This is a very ambitious program proposal...my concerns, as you will see in my previous responses, are that I think they are simply trying to do too much...and I am convinced that there are not sufficient funds being budgeted to ensure that this will be accomplished with fidelity...please reconsider the dollar allocations for things like mentor PD and marketing if you decide to proceed with this.. // I am also concerned with the degree to which senior leaders are embracing this model...that is, senior leaders at UW and senior K 12 leaders...IF they really have ownership for the success of this program and buy into the goals and implementation, then I have some optimism, but if that is not evidenced and if the funding is not increased, I simply cannot envision that this program will achieve what it hopes to accomplish!

## 2017-05 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating: 4

**Innovation Comments:** Year long residency is still limited in it's national use, but it shows good evidence of success / The idea of going into high schools to attract talent is a huge win for Wyoming kids. / That you've thought through each cohort with several phases is great, I'd encourage trying to keep the candidates together once they reach UW so they can help each other through the process.

#### Performance Indicator Rating: 4

**Performance Indicator Comments:** For CAEP accreditation it will be important to put a plan in place to track how these teachers are doing once they're in the classroom. I think there are many options for doing so, but it'll be important since you have a long term project here, that you gather the data. / This will be a big shift for faculty. It directly addresses number 7, but I think the risk you've identified about faculty shifts is a huge one, and I'm not sure the plan adequately addresses how to deal with that change. / This should result in more Wyoming districts wanting clinical agreements. I think the harder sell will be to allow those candidates into classrooms before they choose their area of focus. I think it's a really important part of the program, but I'm unclear how districts benefit.

#### Documentation of Need Rating: 3

**Documentation of Need Comments:** I know a bit about Wyoming's challenges from working with the State Superintendent, but I'd be interesting in learning more about how you accommodate candidates from different parts of Wyoming. This proposal is good, and makes sense with the kids from Cheyenne, and Laramie, but how do you engage rural kids into a future educators' chapter when there may be a smaller number of candidates possible / I think the evidence is strong nationally that we must "grow our own" in many of these places, so the approach taken here aligns with that.

#### Literature Review Rating: 4

**Literature Review Comments:** I'm not an academic, so the literature referenced would be important for others to review as well, but I'm quite familiar with the evidence presented. I think it covers the need for students to develop skills that are different than the ones currently grown in our current candidates. / I'm interested in learning how the Tough book fits into this. I've read that and I agree that those skills are important. Could it be more explicit how the program will grow those skills?

#### Leading Programs Rating: 4

**Leading Programs Comments:** The proposal indicates review of other programs and does reference conclusions from those programs. / I'd be interested in adding a program from Louisiana, who, in my opinion, has done the best job of thinking about year long residency as a state. / The Arizona State program is also doing a good job of having educators in the classroom for a longer period of time.

#### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** I'm wondering if the Standards Board in Wyoming really understands how big a shift is proposed here and if they are willing to grant licenses in a different way than they have in the past. / I don't know how you will address the issue of only having 6 districts. It seems like a huge issue that needs a longer explanation.

#### Risk Assessment Rating: 3

**Risk Assessment Comments:** The early field work is a big risk for districts that should require some initial conversation with districts before proceeding. I think it's a really important part of the process that could get scrapped if not careful during implementation. / The faculty changes are going to need to be implemented in a way that allow faculty to change and see the benefits of having candidates learn this way.

#### Funding Rating: 2

**Funding Comments:** I believe the budget is too small for the proposed activities. Although, the in kind from districts is probably a piece that isn't outlined in the budget. / I encourage really thinking about how this will be funded long term. These type of projects fail to continue in many places due to lack of funding continuity.

**Narrative Comments:** I really like the way the proposal talks about recruiting high school students to experience what it's like to be a future educator. / I like the way it works in phases and keeps the groups together throughout those cohorts. I

## **2017-05 Feedback and National Reviews**

like the induction phase as well, which would help teachers transition in. We know many teachers leave in the first few years due to lack of support / I think the overall design is very thoughtful, I'd encourage thinking about whether the budget is adequate, and whether the University is ready for this shift. Also, the shift for districts will be big. I think there should be separate plans on changing the University program and engaging districts in a new way.

**Summary Comments:** Good proposal, very aggressive. I think the challenges identified in the previous box will be the big ones to address.

## **2017-05 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 3.175

**Innovation Comments:**

**Performance Indicator Rating:** 3.481

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.923

**Documentation of Need Comments:**

**Literature Review Rating:** 3.019

**Literature Review Comments:**

**Leading Programs Rating:** 3.509

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.020

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.500

**Risk Assessment Comments:**

**Funding Rating:** 3.157

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** FACULTY AVERAGE RATING

**Innovation Rating:** 2.500

**Innovation Comments:**

**Performance Indicator Rating:** 3.000

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.111

**Documentation of Need Comments:**

**Literature Review Rating:** 2.778

**Literature Review Comments:**

**Leading Programs Rating:** 3.125

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.778

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.125

**Risk Assessment Comments:**

**Funding Rating:** 3.125

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3.326

**Innovation Comments:**

**Performance Indicator Rating:** 3.571

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.077

**Documentation of Need Comments:**

**Literature Review Rating:** 3.100

**Literature Review Comments:**

**Leading Programs Rating:** 3.610

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.075

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.561

**Risk Assessment Comments:**

**Funding Rating:** 3.195

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-05 Feedback and National Reviews**

**Response Representing:** NATIONAL REVIEW AVERAGE RATING

**Innovation Rating:** 3.250

**Innovation Comments:**

**Performance Indicator Rating:** 3.500

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.250

**Documentation of Need Comments:**

**Literature Review Rating:** 2.750

**Literature Review Comments:**

**Leading Programs Rating:** 3.250

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.000

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.667

**Risk Assessment Comments:**

**Funding Rating:** 2.500

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



# Research Work Group Proposed Innovation Form

---

## Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

---

## Initiative Group Name

Breakthrough Innovation Team

**Submitted by** Rebecca Watts  
**Contact Email** rwatts3@uwyo.edu  
**Contact Phone** 307-766-5461 or mobile 740-591-3377  
**Submission Date** August 3, 2017

## Group Member Names

Dave Bostrom

Tom Botts

John McKinley

Mark Northam

Rebecca Watts

\_\_\_\_\_

---

## Proposed Innovation (Title/Brief Description)

The University of Wyoming Partnership for Pathways to the Profession (UW-P<sup>3</sup>) is one of three proposed innovations pathways that, together, would comprise the Wyoming Educator Academy. UW-P<sup>3</sup> combines multiple innovations to provide access to professional educator preparation programs to Wyoming residents who hold a high school diploma or an associate degree who also have a passion for teaching and a strong



commitment to their communities. UW-P<sup>3</sup> is designed to build a pipeline of education professions who are currently placebound.

Feedback from TEI Town Hall Meetings identified an urgent need for access to UWCOE programs statewide. Currently the only distance programs provided by the College of Education are at the graduate level, leaving a significant gap of opportunity for those individuals anxious to pursue professional preparation as educators at the undergraduate level. This innovation would partner with Wyoming community colleges in the delivery of programs to holistically prepare educator candidates to teach, develop, and support the success of P-12 students as they gain the requisite skills, knowledge, character, grit, and skills to become contributing members of an engaged citizenry. The proposed multi-faceted model would address Wyoming's localized supply and demand needs, open access to individuals who have previously faced insurmountable barriers to postsecondary education access or who have engaged in postsecondary education through online universities or out-of-state universities. Further, the proposal adopts new approaches to strengthen candidate clinical preparation, and creates a formalized induction and mentoring support system for the first four years of novice educators in the profession.

#### **Detailed description of how this practice would be *innovative*:**

This proposal leverages multiple innovations to create a unique UW-P<sup>3</sup> Fellows model built on strong, unique partnerships between UW and Wyoming's community colleges to co-deliver programs that provide engagement with national innovators on character education and developing P-12 student persistence and grit, use of virtual reality to provide early clinical experiences, delay declaration of an educational speciality until completing clinical rounds in all areas (built on the medical model), the use of modules and competency-based approaches to assure mastery of knowledge and skills, a full-year residency capstone experience in embedded partnerships with Wyoming school districts; and a formalized four-year induction and mentoring program for Fellows following initial preparation.

---

### **Alignment to Key Performance Indicator(s)<sup>1</sup>**

*(Check all that apply.)*

- ☒ **Statewide perceptions** of the University of Wyoming College of Education
- ☒ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☒ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☒ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☒ **Employment of University of Wyoming graduates** in Wyoming schools

---

<sup>1</sup> List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

☐

**National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.

☐

**State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

---

## Documentation of Need

☒

Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. [The Condition of Future Educators](#): Interest among ACT-tested graduates in becoming educators continues to decline at an alarming rate, with special concerns: in Science/Technology/Engineering/Mathematics (STEM) areas; among males; and among diverse populations.
2. Tough, P. (2012). [How Children Succeed](#). New York, NY: Houghton Mifflin Harcourt. The author asserts that the qualities that matter most to individual success are character, e.g. skills in perseverance, curiosity, conscientiousness, optimism, and self-control. Yet, children who are not supported in character development struggle in school and in long-term success.
3. [Understanding and Addressing Teacher Shortages in the United States: The Hamilton Project \(2017\)](#). This policy brief recommends that school districts address teacher shortages through early recruiting efforts and through innovative student teaching placements in anticipation of hiring needs.
4. [TEI Town Hall Meeting Participant Feedback Analysis \(2017\)](#): Participants cited concerns with student teacher preparation through early fieldwork and clinical experiences prior to student teaching.
5. [UW Enrollment Data](#) show that baccalaureate enrollment for primary and secondary majors in education decreased by 33 percent from 2008 to 2015 (1,066 total in 2008, 716 total in 2015).
6. [Friesen, L., & Purc-Stephenson, R.J. \(2016\) Should I stay or should I go? Perceived barriers to pursuing a university education for persons in rural areas. \*Canadian Journal of Higher Education\*, 46\(1\), 138-155.](#)
7. [Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-2017. U.S. Department of Education Office of Postsecondary Education.](#)  
[http://www.uwyo.edu/trust\\_edu\\_init/tei\\_governance\\_structure/docs/usdoe\\_teachers\\_shortages.pdf](http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/usdoe_teachers_shortages.pdf)
8. \_\_\_\_\_
9. \_\_\_\_\_

### Summary of documentation of need:

Multiple research sources document: A) an urgent need to increase the number of individuals entering the education profession nationally and in Wyoming who have a commitment to their communities leading to longevity of service in the education profession in their community's schools; B) an urgent need to provide effective induction and mentoring for novice educators; C) Wyoming school leader concerns with the clinical preparation of UW candidates; D) the power of preparing teachers to support character development in P-12 students through effective strategies, including engagement with parents and families; D) barriers to achieving postsecondary educational attainment for people in rural areas.

The 2016-2017 report of Teacher Shortages in Wyoming include: Elementary Grades (Core Subjects); English, including Middle Language Arts; English Learner Education; Family and Consumer Science; Gifted and Talented; Health; Mathematics; Music; Secondary Sciences; Spanish; and Special Education. In identifying school district sites for partnerships, TEI will work with the Wyoming Department of Education and with Wyoming school districts to identify regional needs related to the specific teaching areas for which there is a shortage of professional educators.

---

### Evidence Supporting Proposed Innovation: Literature Review



**Reviewed and analyzed relevant current literature on the best practices for preparing professional educators**

#### *Literature Citations:*

1. Bailey, T., et al (2017). Policy levers to strengthen community college transfer student success in Texas. Community College Research Center, January, 2017.
2. Ammentorp, L., & Madden, L. (2014). Partnered placements: Creating and supporting successful collaboration among preservice teachers. *Journal of Early Childhood Teacher Education*, 35(2) 135-149. doi:10.1080/1090127.2014.905805
3. Childre, A.L., & VanRie, G.L. (2015). Mentor teacher training: A hybrid model to promote partnering in candidate development. *Rural Special Education Quarterly*, 34(1), 10-16.
4. Westerlund, J.F., Radcliffe, R.A., Smith, D.A., Lemke, M.R., & West, S.S. (2011). Profiles of U.S. science teacher candidates: Safeguards amidst the gathering storm. *International Journal of Environmental and Science Education*, 6(3), 213-226.
5. Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Consortium for Policy Research in Education. [http://www.cpre.org/sites/default/files/researchreport/2018\\_prepeffects2014.pdf](http://www.cpre.org/sites/default/files/researchreport/2018_prepeffects2014.pdf)

6. Practices of Teacher Induction in Finland: Education of Mentors (2012). Conference Session at European Educational Research Association 2012 Conference, "The Need for Educational REsearch to Champion Freedom, Education and Development for All.
7. Guha, R., Hyler, M., & Darling-Hammond, L. (2016) The teacher residency: An innovative model for preparing teachers. Learning Policy Institute. [http://www.uwyo.edu/trust\\_edu\\_init/tei\\_governance\\_structure/docs/teacher\\_residency\\_innovative\\_model\\_preparing\\_teachers\\_report.pdf](http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/teacher_residency_innovative_model_preparing_teachers_report.pdf)
8. Ball, D. (2017) Teaching Works, University of Michigan. <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

### Summary of Literature Review:

The body of literature supports the design and implementation of highly effective policies and strategies to strengthen and broaden postsecondary access to placebound individuals in rural communities. Further, the research supports the embedding of character development strategies, skills and knowledge into educator preparation programs to support holistic child development and success. Finally, multiple studies have shown that strengthening the pedagogical skills of candidates through clinical practice and provision of a robust induction and mentoring program results in educator persistence in the profession and the success of their P-12 learners.

Initial research is promising as to the impact residencies can have on increasing the diversity of the teaching force, improving retention of new teachers, and promoting gains in student learning. Residencies support the development of the profession by acknowledging that the complexity of teaching requires rigorous preparation in line with the high levels of skill and knowledge needed in the profession. Residencies also build professional capacity by providing professional learning and leadership opportunities for accomplished teachers in the field, as they support the growth and development of new teachers. These elements of strengthening the teaching profession can create long-term benefits for districts, schools, and, most importantly, the students they serve.

In her work at University of Michigan, Deborah Ball sets forth a set of high-leverage practices that when used constantly are critical to helping students learn and to develop socially and emotionally. In preparing highly effective educators, it will be critical to identify and embed high-leverage practices into the pedagogical and dispositional development of each Fellow.

---

### Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

*(Check all that apply.)*



**Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States**

#### Programs Reviewed:



**Traditional educator preparation programs in public and private universities across the United States**

***Please list names and locations of traditional programs studied:***

- [The Ohio Transfer Module](#) assures course-for-course transfer credit among the state's 37 community colleges and public universities (+24 university regional campuses) based on a common set of learning outcomes/competencies for each course.
- [Arizona State University \(Sanford Inspire Program\) to Prepare Candidates with Skills in Character Development of P-12 Learners](#)
- [Ohio Resident Educator Program \(Induction and Mentoring Program for Novice Educators\)](#)
- \_\_\_\_\_



**Alternative educator preparation programs**

***Please list names and locations of alternative programs studied:***

- [Santiago Canyon College, California:   
https://www.sccollege.edu/Departments/Pathways/Pages/default.aspx](#)
- [Tunxis Community College, Connecticut:   
http://www.tunxis.edu/program/pathway-to-teaching-careers/](#)
- [Central New Mexico Community College:   
https://www.cnm.edu/programs-of-study/all-programs-a-z/alternative-teacher-licensure/alternative-pathways-teaching](#)



**International educator preparation programs**

***Please list names and locations of international programs studied:***

- [Practices of teacher induction in Finland](#)
- \_\_\_\_\_

**Summary of Evaluation of Other Programs:**

[Guaranteed articulation of postsecondary education credit from community colleges to universities provides assurance that residents of rural regions have access to meaningful, affordable, accessible postsecondary opportunities that lead to baccalaureate completion and preparation for in-demand careers.](#)

[An analysis of traditional, alternative, and international educator preparation and induction models show that a multi-faceted approach combining multiple innovative practices is predicted to yield positive effects on the pipeline of educators who remain in the profession and employ practices that result in highly effective holistic outcomes for P-12 learners. Specifically, early engagement and recruitment strategies elevate awareness of educational careers among promising high school students. Preparing candidates to support character development among P-12 learners elevates P-12 student learning outcomes.](#)

---

## Contextual Constraint Analysis



**Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

--The broad geographic dispersion of population centers and school districts in Wyoming will present challenges to implementation of the proposed model, however, through innovative uses of technology and partnership, these challenges will not present obstacles to success.

--The Wyoming Professional Teaching Standards Board will need to review the proposed program components to assure that the Fellows' learning outcomes meet the requirements for an approved licensure preparation program in Wyoming.

--The current context of the University of Wyoming's statewide partnerships will provide an initial perception obstacle that UW-P3 will need to address directly with information and action. UW currently does not place student teachers in the vast majority of the state (only 6 of 49 school districts). Districts that have no student teachers are disengaged from UWCOE at this time. Addressing that issue is not an innovation and will not go through TEI; it is a necessary improvement the College of Education plans to address. TEI will have to be aware that innovation must be built on mutual trust.

NOTE: Each of these constraints will be addressed through communication and collaboration with key partners in Wyoming, including but not limited to the Wyoming Professional Teaching Standards Board, Wyoming school districts, the Wyoming School Board Association, and the Wyoming Association of School Administrators.

---

## Risk Assessment



**Please list all identified potential risks to College of Education Candidates:**

--There is a risk that if a UW-P3 Fellow decided to leave the program for another academic program at UW or another university, s/he might need to take additional coursework to meet the other program's requirements.

--There is risk that if a UW-P3 Fellow decides that s/he wishes to be employed in a school district outside Wyoming, s/he will be required to repay a full year of tuition and a full year of cost-of-living stipends.



**Please list all identified potential risks to the UW College of Education:**

--Developing and implementing the multi-pronged UW-P<sup>3</sup> model simultaneous to teaching existing candidates under the historic traditional model will require significant effort from existing UW College of Education faculty and staff.

--Revising the structure and requirements of the College's academic programs will require engagement in the University's processes for "course" revisions, which could cause delays in implementing the proposed model.

NOTE: This risk is mitigated by operating the program as a component of a Wyoming Educator Academy parallel to the existing programs at the UW College of Education.



**Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

--The residency portion of the model cannot guarantee that it will result in addressing locally specific Wyoming school district needs for specialized areas, e.g., special education, STEM fields, although the UW-T<sup>3</sup> proposal within the proposed UW Educator Academy would address high-need areas.

--The proposed UW-P<sup>3</sup> model will require the engagement of the College of Arts and Sciences to sequence the delivery of content courses for Fellows to support the sequence of the UW-P<sup>3</sup> Fellowship model.

--There is risk to the early fieldwork experiences for UW-P<sup>3</sup> Fellows in their home school districts. There will be privacy and confidentiality issues that each district must address in allowing high school students access to the learning environment of other community residents.

--School districts will need to assess the need to require a background check on potential participants in the program.



**Please list all identified potential risks to the UW Trustees Education Initiative:**

--The greatest risk for TEI for the UW-P<sup>3</sup> model is establishing assured course-for-course or module-for-module transfer credit for work completed at a Wyoming community college. UW currently has articulation agreements in place for some courses in some programs, however, there is not an transfer module or any established statewide transfer assurance guides for particular program (career) pathways.

--An important measure of the effectiveness of any educator preparation model is the P-12 student learning outcomes of teachers prepared within a particular model. Wyoming statute prevents access to disaggregation of student assessment outcomes by teacher. Therefore, the metrics designed to measure the effectiveness of the preparation model will be negatively affected by the lack of access to this data point. NOTE: This risk can be mitigated by the adoption of a set of common indicators for measuring the effectiveness of the program. Deans for Impact proposes a set of Common Indicators. TEI Proposal 2017-12 proposes the adoption of these Common Indicators to measure the effectiveness of University of Wyoming educator preparation programs.

\_\_\_\_\_



**Please list all identified potential risks to other stakeholders:**

--There is risk to the University of Wyoming at large regarding the success of this multi-pronged innovative model. As challenges arise through design and implementation (which is a certainty), it will be essential for UWTEI to keep University leaders apprised so that they are aware of concerns that may arise throughout the state. NOTE: This risk can be mitigated through real-time monitoring and reporting of challenges to relevant leaders and representatives at the University of Wyoming, Wyoming Professional Teaching Standards Board, Wyoming Department of Education, and Wyoming School Districts.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



---

## Funding Request to Support Pilot Innovation Implementation

<u>\$39,500.00</u>	<b>2017-2018 Total Request</b>	
	Subtotal Amount: <u>\$32,000.00</u>	Purpose: <u>Program, Course, Module Design</u>
	Subtotal Amount: <u>\$7,500.00</u>	Purpose: <u>Marketing / Recruitment</u>
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
 <u>\$84,500.00</u>	 <b>2018-2019 Total Request</b>	
	Subtotal Amount: <u>\$40,000.00</u>	Purpose: <u>Course Instruction (UW and CC)</u>
	Subtotal Amount: <u>\$20,000.00</u>	Purpose: <u>Prof Dev for P3 Faculty</u>
	Subtotal Amount: <u>\$12,000.00</u>	Purpose: <u>Scholarships for P3 Fellows</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Marketing / Recruitment</u>
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____
 <u>\$113,500.00</u>	 <b>2019-2020 Total Request</b>	
	Subtotal Amount: <u>\$40,000.00</u>	Purpose: <u>Course Instruction (UW and CC)</u>
	Subtotal Amount: <u>\$36,000.00</u>	Purpose: <u>Scholarships for P3 Fellows</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>UW and CC Faculty Collaboration</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Marketing / Recruitment</u>
	Subtotal Amount: <u>\$12,500.00</u>	Purpose: <u>Prof Dev District Mentors</u>
	Subtotal Amount: _____	Purpose: _____
	Subtotal Amount: _____	Purpose: _____

### Budget Narrative to Support Funding Request:

NOTE: A detailed eight-year budget inclusive of annual outcomes goals is provided at the end of this proposal.

In 2017-2018 education experts will complete the initial program design. Marketing and recruiting for community college and school district partners will occur in this period.

In 2018-2019, selected P3 Fellows will begin the program, completing courses and modules. All UW and community college faculty participating in the program will complete focused professional development. P3 Fellows will receive scholarships to support their tuition and other expenses. Recruitment and marketing will expand to school districts to identify mentors for residency placements in UW-P3 school districts.

Additional activities beginning 2019-2020, will include professional development for school district mentors who will support UW-P3 Fellows during their residencies. In addition, financial support will be provided for formalized collaboration between UW and community college faculty.

Beginning in 2020-2021, additional activities include financial support for Residency Mentors.

In 2021-2022, the first UW-P3 Fellows will begin their service as professional educators. This cohort of Fellows will be the first to receive professional induction and mentoring support from Induction Mentors. Each Induction Mentor will receive a stipend for the work they do with the novice educator Fellows.

In 2022-2023 and beyond, the expansion of the budget solely reflects the increased scope of work as a cohort of UW-P3 Fellows the program each year.

A budget worksheet for the period 2017 through 2025 is provided as an attachment.

---

## **Proposed Innovation Narrative:**

The University of Wyoming Partnership Pathways to the Profession (UW-P<sup>3</sup>) enhances access to professional educator preparation for placebound individuals in rural settings. In addition, this pathway includes innovations addressing educator skills related to developing character, grit, and civic engagement among P-12 learners; leveraging technology to strengthen clinical preparation for teaching, classroom management, parent engagement, and peer support; deferring Fellow declaration of a special area within education until having experienced guided fieldwork experiences across all grade bands and subject areas; extensive fieldwork in each year of preparation; completion of coursework and fieldwork by the conclusion of the third year of the program; implementation of a full-year residency in the capstone year of college enrollment, with supporting cost-of-living stipend for UW-P<sup>3</sup> Fellows, stipends for mentors collaborating with Fellows in co-teaching model in Wyoming schools; and a structured induction and mentoring program to support novice educators for their first four years in the profession following completion of their initial preparation. Throughout the program there will be an emphasis on high-leverage teaching practices (Ball, D. 2017) that support student learning and social and emotional development..

The Wyoming teachers selected to mentor UW educator candidates as well as those who will serve as peer mentors to novice educators who have completed the first three phases of UW-P<sup>3</sup> will complete a focused, intensive professional development program to develop coaching and mentoring skills. Additionally, Fellowship mentors and Induction mentors will collaborate closely with UW College of Education faculty members.

In Phase One, potential UW-P<sup>3</sup> Fellows are recruited throughout Wyoming. Eligibility requirements include a high school diploma with a grade point average of 3.0 or higher, OR completion of an associate degree with a grade point average of 3.0 or higher, OR demonstration of college readiness on an ACT, SAT, Accuplacer, or ETS Praxis CORE assessment. In addition to the academic preparedness requirements, successful applicants must complete a dispositional assessment to determine their commitment to the profession of teaching and their belief that all children can succeed.

In Phase Two, UW-P3 Fellows who do not already hold an associate degree must successfully complete all required General Education courses at a Wyoming community college or at the University of Wyoming. For those completing the requirements at a community college, there is a guaranteed articulation of credit earned to UW. In addition to completing General Education requirements, Fellows in Phase Two complete Sanford Inspire modules to build educator skills related to developing character, grit, and civic engagement among P-12 students. Fellows receive scholarship support for tuition and books in Phase Two. Guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty.

In Phase Three, UW-P<sup>3</sup> Fellows enroll full-time as education majors at UW, but do not yet declare a specialty/licensure area for their professional pathway. Fellows complete introductory education modules/courses either at UW or at a partner community college site through a UW partnership for delivery of Education courses at the community college site. Modules/courses include embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education.

Phase Four requires UW-P<sup>3</sup> Fellows to declare their education specialty/licensure area and program. In this Phase Fellows complete the required content and specialized teaching methods courses/modules for their specific program, at the UW campus, at a UW partner community college site, or through distance learning technologies.

With Phase Five, UW-P<sup>3</sup> Fellows complete a full academic year residency in a Wyoming school district in a cohort model to provide peer collaboration and support in their residency settings. Each Fellow is paired with a Mentor teacher; the Fellow and Mentor co-teach the P-12 learners, with shared responsibility for planning, assessment, instructional differentiation, and collaboration with other members of the school's team. Fellows receive a tuition scholarship for the academic year as well as a cost-of-living stipend. The Mentor teacher receives a stipend. It is proposed that fundraising with connections to the local community be conducted to support the stipends for Fellows and Mentors in each site. Fellows are observed and coached by UW faculty members through the use of Panopto technology, through which teaching sessions of candidates in field experiences and of partnering classroom teachers are viewed, recorded and stored on Panopto's servers, and can be accessed through the WyoCourses learning management system. This will allow students and faculty to revisit all aspects of the sessions for reflection, analysis, and coaching.

By accepting the Phase Five tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school district for four years in Phase Ten of UW-P<sup>3</sup>. The host Wyoming school district has the first option at hiring Fellows placed in its district. If the host district does not offer employment to a UW-P<sup>3</sup> Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a Fellow opts to accept employment outside Wyoming s/he must re-pay the one-year tuition scholarship and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow's completion of Phase Five, s/he is released from an obligation to re-pay all Phase Five tuition scholarship dollars and cost-of-living stipend.

In Phase Six, UW-P<sup>3</sup> Fellows complete a four-year formalized mentoring and induction program wherein they receive support beginning with two years of instructional mentoring, continuing with two years of professional development opportunities aligned with their home district's strategic priorities. Fellows engage with other UW-P<sup>3</sup> Fellows in Phase Six to leverage the benefits of peer support. District teachers who serve as UW-P<sup>3</sup> Mentors receive a stipend for their support of the Fellows and their engagement with UW Educator Preparation Academy faculty.

UW-P<sup>3</sup> Fellows who fail to complete the Phase Five Residency and a subsequent four years of service as a novice educator in a Wyoming school must repay the Phase Five scholarship and cost-of-living stipend they received. The repayment would occur at the Federal loan repayment rate and terms.

The diagram below is provided for those who benefit from a visual schematic representation. If such a diagram does not benefit you, please ignore it.

## University of Wyoming Partnership Pathways to the Profession p<sup>3</sup>

### Phase One:

UW-p<sup>3</sup> Recruiting and Admissions  
Recruit p<sup>3</sup> Fellow applicants through advertising and marketing to high school graduates and associate degree holders throughout Wyoming, including non-traditional students.

Eligibility requirements include a high school diploma (GPA  $\geq 3.0$ ), OR completion of an associate degree (GPA  $\geq 3.0$ ), OR either a HS diploma or Associate Degree combined with demonstration of college readiness on an ACT, SAT, Accuplacer, or ETS Praxis CORE Assessment. In addition, applicants will be required to complete a dispositional assessment to determine their commitment to teaching and their belief that all children can succeed.

### Phase Two:

UW-p<sup>3</sup> Completion of Postsecondary General Education Core Courses

UW p<sup>3</sup> Fellows who do not hold an associate degree successfully complete all General Education Core Course Requirements at a Wyoming Community College or at the University of Wyoming.

All General Education Core Course credits articulate as degree credits to the University of Wyoming.

Fellows complete Sanford Inspire modules to address educator skills related to developing character, grit, and civic engagement among P-12 students.

Fellows receive a scholarship to support tuition and book costs.

### Phase Three:

UW-p<sup>3</sup> Full-Time Enrollment Early Courses/Modules and Fieldwork  
Fellows enroll full-time at UW as Education Majors WITH NO SPECIALTY AREA DECLARED

Fellows complete introductory education modules/courses either at UW or at a partner community college site. Modules/courses include embedded guided fieldwork observations across all education specialty areas, e.g., Early Childhood, Elementary, Secondary (All Areas), Special Education, Art, Music, Physical Education

Guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty.

### Phase Four:

UW-p<sup>3</sup> Full-Time Enrollment / Specialty Declaration / Mid-Level Courses / Modules and Fieldwork

Fellows declare education specialty area / licensure program

Fellows complete content courses / modules required for specialty area at UW or at UWCOE Partner Community College

### Phase Five:

UW-p<sup>3</sup> Fellows Complete Co-Teaching Residency in a High-Need Wyoming Classroom

Fellows complete a one-year Co-Teaching Residency with a p<sup>3</sup> Mentor Teacher in a High-Need Wyoming Classroom. Fellows are assigned to partner Wyoming School Districts in cohorts of at least three. Fellows are evaluated by both the Mentor Teacher and a University of Wyoming p<sup>3</sup> Regional Coordinator.

Fellows receive a tuition scholarship and a cost-of-living stipend during the residency.

### Phase Six:

UW-p<sup>3</sup> Fellows Mentored as Employed Novice Educators in High-Need Wyoming Schools

UW T<sup>3</sup> Fellows begin their required receive formalized mentoring and induction support through a comprehensive, four-year induction program, beginning with two years of instructional mentoring, continuing with professional development opportunities focused on the district's strategic priorities

Regional cohort engagement of Fellows to leverage the benefits of peer support

District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UW-p<sup>3</sup> faculty and leaders

Fellows who fail to complete the Co-Teaching Residency and Four Years of Service as a Novice Educator in a Wyoming School must repay the tuition scholarship and cost-of-living stipends received in Phase Five.



#	Unit Cost	Year	Purpose
<b>2017-2018</b>			
8	\$ 4,000.00	\$ 32,000.00	Program Planning and Design
3	\$2,500.00	\$ 7,500.00	Marketing/Recruitment
		<b>\$ 39,500.00</b>	<b>FY TOTAL</b>

<b>2018-2019</b>			
10	\$4,000.00	\$ 40,000.00	Course and Module Design
8	\$2,500.00	\$ 20,000.00	Professional Development for All Faculty
12	\$1,000.00	\$ 12,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	Marketing/Recruitment
		<b>\$ 84,500.00</b>	<b>FY TOTAL</b>

<b>2019-2020</b>			
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)
24	\$1,500.00	\$ 36,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
5	\$2,500.00	\$ 12,500.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
		<b>\$ 113,500.00</b>	<b>FY TOTAL</b>

<b>2020-2021</b>			
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)
24	\$1,000.00	\$ 24,000.00	Fellows Scholarships
5	\$2,500.00	\$ 12,500.00	UW and CC Faculty Collaboration
5	\$2,500.00	\$ 12,500.00	Marketing/Recruitment
12	\$3,000.00	\$ 36,000.00	Residency Mentor Stipends
5	\$2,500.00	\$ 12,500.00	Professional Development District Mentors
		<b>\$ 137,500.00</b>	<b>FY TOTAL</b>

<b>2021-2022</b>			
10	\$4,000.00	\$ 40,000.00	Course Instruction (UW and CC)

<b>P3</b>	<b>BUDGET 2017-2021</b>	<b>\$ 375,000.00</b>
	<b>BUDGET 2022-2025</b>	<b>\$ 1,052,000.00</b>
	<b>TOTAL BUDGET 2017-2025</b>	<b>\$ 1,427,000.00</b>

#### Productivity

12 Educators Per Year in High-Need Districts  
Beginning 2021-2022

24	\$1,500.00	\$	36,000.00	Fellows Scholarships
5	\$2,500.00	\$	12,500.00	UW and CC Faculty Collaboration
6	\$2,500.00	\$	15,000.00	Marketing/Recruitment
5	\$2,500.00	\$	12,500.00	Professional Development District Mentors
12	\$3,000.00	\$	36,000.00	Residency Mentor Stipends
12	\$3,000.00	\$	36,000.00	Induction Mentor Stipends
3	\$10,000.00	\$	30,000.00	Regional Coordinators
		<b>\$ 218,000.00</b>	<b>FY TOTAL</b>	

2022-2023			Purpose
10	\$4,000.00	\$	40,000.00 Course Instruction (UW and CC)
5	\$2,500.00	\$	12,500.00 UW and CC Faculty Collaboration
24	\$1,000.00	\$	24,000.00 Fellows Scholarships
6	\$2,500.00	\$	15,000.00 Marketing/Recruitment
5	\$2,500.00	\$	12,500.00 Professional Development District Mentors
12	\$3,000.00	\$	36,000.00 Residency Mentor Stipends
3	\$10,000.00	\$	30,000.00 Regional Coordinators
24	\$3,000.00	\$	72,000.00 Induction Mentor Stipends
		<b>\$ 242,000.00</b>	<b>FY TOTAL</b>

2023-2024			Purpose
10	\$4,000.00	\$	40,000.00 Course Instruction (UW and CC)
24	\$1,000.00	\$	24,000.00 Fellows Scholarships
5	\$2,500.00	\$	12,500.00 UW and CC Faculty Collaboration
6	\$2,500.00	\$	15,000.00 Marketing/Recruitment
5	\$2,500.00	\$	12,500.00 Professional Development District Mentors
12	\$3,000.00	\$	36,000.00 Residency Mentor Stipends
3	\$10,000.00	\$	30,000.00 Regional Coordinators
36	\$3,000.00	\$	108,000.00 Induction Mentor Stipends
		<b>\$ 278,000.00</b>	<b>FY TOTAL</b>

2024-2025			Purpose
10	\$4,000.00	\$	40,000.00 Course Instruction (UW and CC)

24	\$1,000.00	\$	24,000.00	Fellows Scholarships
5	\$2,500.00	\$	12,500.00	UW and CC Faculty Collaboration
6	\$2,500.00	\$	15,000.00	Marketing/Recruitment
5	\$2,500.00	\$	12,500.00	Professional Development District Mentors
12	\$3,000.00	\$	36,000.00	Residency Mentor Stipends
3	\$10,000.00	\$	30,000.00	Regional Coordinators
48	\$3,000.00	\$	144,000.00	Induction Mentor Stipends
			<b>\$ 314,000.00</b>	<b>FY TOTAL</b>



## 2017-06 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

### **Innovation Rating:** 1

**Innovation Comments:** This proposal is based on the notion that there is a great need for it, "feedback from TEI Town Hall Meetings identified an urgent need for access to UWCOE programs statewide." These are called anecdotes, and they are wrong. We launched and sunsetted a statewide program for place bound elementary education. We too were told for years about this "urgent need." It never materialized. We ran the program for 5 years. To be sustainable, it needed about 33 students per cohort, but in reality the numbers were around 12, and not all these students completed, so it was even less. We did lots to recruit and deliver. It didn't work. The Dean's office and/or previous elementary education dept heads and college administrators should have the document disseminated when we terminated this program. It documents we tried hard to make it work, spent lots of time and money, and only have a few dozen more graduates to show for it. Additionally, the quality of students entering this pipeline was questionable, not their character, but their academic/intellectual aptitudes. // "Currently the only distance programs provided by the College of Education (sic) are at the graduate level, leaving a significant gap of opportunity for those individuals anxious to pursue professional preparation as educators at the undergraduate level." This proposal excerpt is true, and it's an area where we can and should grow. E.g., if we could launch a distance delivered master's program for teachers that could be accessed anywhere students had internet access, we could triple our enrollments. That is more of a need than a new version of a failed program.

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:**

### **Documentation of Need Rating:** 1

**Documentation of Need Comments:** There isn't a need for this program, and as these potential teachers are place bound, I have even more concern about them being able to get jobs in their specific WY communities.

### **Literature Review Rating:** 2

**Literature Review Comments:** The proposal claims: "Multiple research sources document: A) an urgent need to increase the number of individuals entering the education profession nationally and in Wyoming who have a commitment to their communities leading to longevity of service in the education profession in their community's schools." Please share this information with faculty. I have not seen, heard, or read about an urgent need in our state. In fact, it appears many of our recent, high quality graduates are having difficulty getting work in our state. I know of a handful of 2017 grads that accepted positions in CO because they couldn't get interviews in WY. // The lit review does not support the expenditure of major amounts of time and funds on this program, at least not in WY.

### **Leading Programs Rating:**

**Leading Programs Comments:** AZ and OH have documented teacher shortages.

### **Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The identified constraints are real, but the biggest one is that these folks are not likely to get jobs in the communities in which they are place bound. What happens then?

### **Risk Assessment Rating:**

**Risk Assessment Comments:** I've addressed this in other proposal feedback, but the risk that this will be hard to do in tandem with maintaining our current program (which needs updating), is real. It will spread us too thin. Therefore, I suggest we don't do it, and instead innovate within our current programs.

### **Funding Rating:**

**Funding Comments:** Same comment as on other proposals, budget is fine, but not sustainable. We've already poured a lot of money in this hole, and it hasn't come back out.

**Narrative Comments:** Narrative is fine, and I have (in reviews of the other two proposals) already expressed my concerns about year long residency, relinquishing control over important parts of our program to individuals I feel less capable/prepared, and I continue to be concerned about the real need for this program and the ability of potential graduates to get jobs.

## **2017-06 Feedback and National Reviews**

**Summary Comments:** As noted in prior responses, we have tried a much simpler (but still logistically very complex) version of this "serve the place bound students" model. It was a failure. I now see even less need for a program of this sort, considering our state's dire financial situation.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:** 3

**Innovation Comments:** I like how this initiative provides teacher education for place bound individuals. I like the full year residency and the cost of living stipend and tuition scholarship. The module approach also sounds good. Better articulation between community colleges and UW College of Education is needed and addressed in this proposal.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** This is much needed in a state with one four year university in a distant corner of the state.

**Literature Review Rating:** 3

**Literature Review Comments:** Would like more specifics.

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Well thought through

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Thorough and clearly stated.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:** 1

**Innovation Comments:** We had a distance education program in Elementary Education. After a few years there was not enough interest. If you are place bound in a rural community, you would need to get a job in that community. If there are no openings in a small rural school, you don't have a job. It doesn't seem right to encourage place bound individual to complete a degree that very well might not lead to employment. This didn't work before, why would it work now? You should cite the failure of the previous program in your proposal.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** If students are taking a large chunk of classes at community colleges and only junior year at UW, it is hard to say if this will improve perceptions of UW College of Education.

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** The need only last 1 2 years in the past. This programs doesn't seem sustainable.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:** Ohio is the only program really considered. The Sanford Aspire Program is about content.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** List constraints, but no concrete solutions provided for them.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This is not an innovative proposal. Not only is this being done across the country, we tried it. There are many online programs and other ways for place bound students to get degrees. There is a likelihood that they won't get jobs in their communities.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Education Elem Ed Faculty

### **Innovation Rating:** 2

**Innovation Comments:** In some respects, this is an innovative proposal. However, in many other respects, this proposal is parallel to a distance education model that the Elem Ed program had in place for 7 years and ultimately pulled the plug on because it was clearly not working. I am quite familiar with the previous program because I was department head for the last 5 years of the program and I can say unequivocally that the program was a failure but not for a lack of investment or effort. The previous distance program positively hemorrhaged money (much of which came from Outreach), never attracted the expected number of students, did not attract high quality candidates, was actively undermined by the community colleges, and produced very few teachers in the end. / There is a lot of popular mythology around the need for a program like this people like to say it is a must for the state and that there are dozens and dozens of potential students out there who would gravitate to such a program. In short, there is absolutely no evidence to support those conclusions. We tried this already and it simply didn't work. Generally, the number of students in the distance program hovered around 10-12 per year and (with some exceptions) they were not very promising. Most of these students had tremendous difficulty staying on track in the program and the great majority of those who started the program never finished despite our making multiple exceptions to allow them to keep moving forward. Past experience clearly indicates that both the perceived need / demand for a distance teacher education program and that the potential return on investment for the program were grossly overstated and wildly off base. I say that knowing that by far the simplest program to run over distance platforms is an elementary program. That is what we tried and it failed. Such a program would be much more challenging when trying to deliver all of the additional content needed for a secondary major. All of that content cannot be delivered at the community colleges (they are generally allowed to only offer coursework at the 1000 and 2000 level), nor would we want these students to get all of the content at the community college level. The references in the proposal to guaranteed transfer of community college coursework are already in place (2 + 2 agreements) and those hinge on students completing the rest of the requirements through UW. There is no expectation in the 2 + 2 agreements that students will be able to complete their degrees via distance delivery, they are expected to come to campus. Frankly, that arrangement is something that faculty (both in education and outside of our college) support and reflects our philosophy of education. Honestly, I have extraordinary difficulty believing that there are many faculty members who would support a distance teacher education option like the one proposed. / In a nutshell, this proposal recommends spending almost \$400,000 on 9 students. That strikes me as an absurd use of this money. In my opinion, we would be much better served by investing in the existing programs that serve several hundred students every year. / As is true for more comments on the other proposals I do not understand the allure of year long residency. Clearly, what gets short changed in such a format are multiple elements of the existing program while banking on the idea that students will get everything else they need by working with an outstanding mentor teacher for a year. In an absolute best case scenario, that may be true but I have supervised hundreds of student teachers in my time at UW and that would not be the case for the overwhelming majority of those residency students. As is true for the other proposals, I question committing so much money to so few students. I also question that perceived need for this program and the assumption that these students will get jobs in Wyoming. A trend that has become quite pronounced in recent years is experienced teachers from neighboring states taking jobs in Wyoming school districts. / Overall, this proposal strikes me as a pricey solution in search of a problem that may not exist in this state.

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** Although the proposal addresses a handful of TEI indicators, I don't think that makes it a worthwhile idea.

### **Documentation of Need Rating:** 2

**Documentation of Need Comments:** I see some general statements regarding teacher shortages and need but there is not much here that sheds light on the situation in Wyoming. For instance, there is no shortage of elementary teachers or biology / life science teachers in this state would these individuals be eligible for this program? I would think not, but that is unclear. Also, since some of the more difficult teaching positions to fill in this state are in isolated rural districts, is the program going to be limited to only place bound students in those types of communities? It doesn't make much sense to commit this kind of money to a place bound student in Cheyenne that school district has no problem filling all of its teaching vacancies.

### **Literature Review Rating:** 2

**Literature Review Comments:** This is fine but I don't see much here that supports the idea that year long residency is a superior model. Also, the community college collaboration cited is already largely in place with the 2+2 agreements, and I have big trouble supporting a larger role for community college faculty (who already have full time positions) in delivering

## 2017-06 Feedback and National Reviews

more of this proposed program. Finally, I don't see anything in this literature review that supports the idea that there is a significant number of place bound students in Wyoming who are passionate about the teaching profession and who could solve the actual, very specific teacher shortage issues (chemistry, physics, isolated rural districts, etc) in this state.

### **Leading Programs Rating: 4**

**Leading Programs Comments:** There are several programs reviewed here which are relevant to the proposal in varying degrees. To make a counter argument I would suggest that there are hundreds of traditional programs (including ours) that are functioning at a high level. No doubt all of those programs could benefit from some minor adjustments but I seriously doubt that any of those programs would choose to commit this much money to a new program that benefits 9 students.

### **Contextual Constraints Rating: 2**

**Contextual Constraints Comments:** Several constraints listed here. Many of those are valid. I will reiterate an earlier point this seems to be a solution in search of a problem.

### **Risk Assessment Rating: 2**

**Risk Assessment Comments:** I would say that with a program like this a major risk is that the particular target group for students may not materialize. As I stated earlier, we have 7 years of experience managing a program like this and it failed. Without question, part of that failure can be attributed to the type of student who expressed an interest in joining the program most were average to below average. We spent a lot of money on them and, in the end, had very little that we could point to with pride.

### **Funding Rating: 3**

**Funding Comments:** 9 students, \$387,000. Wow! I would think we could do a lot of good with \$387,000 across our programs, and we would be able to reach several hundred students. Cannot understand committing this sort of money to 9 students. Also, is it even remotely conceivable that these 9 students will help solve those hard to fill teaching vacancies in isolated, rural school districts in this state? We have no idea who these prospective students are, where they live, etc. Making the argument that this proposal helps to address those needs is a stretch. / No plan for how to sustain this program in the long term.

### **Narrative Comments:**

### **Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:** 4

**Innovation Comments:** For many years the UW College of Education and Wyoming community colleges have put forward efforts in articulation of credits earned at a community college to the UW. Despite the effort, strong collaboration and partnerships have been a challenge. A thorough and detailed planned described in the proposal in terms of how the collaboration would actually happen is highly innovative. Engaging Wyoming community college faculty as adjunct faculty members in the UW COE will provide a pathway to many possibilities for students and faculties at both community colleges and at the UW COE. // A plan on how we would track our students after they transfer to track whether or not students' credits transferred, and the extent to which they are successful in the UW COE would be helpful. // A plan on for better alignment and advising between Wyoming community colleges and the UW COE would be helpful. How would we integrate and align the WY community colleges and the UW COE systems into a seamless and navigable system so as to avoid confusion and frustration of students as they attempt to successfully transition between education levels? //

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Wyoming community college and the UW COE systems are still separated and it causes problems for students who want to transfer to a university to earn their four year degree. The proposal provides evidence of need throughout Wyoming.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The necessity for UW faculty to embrace the concept of regional adjunct faculty to work with Fellows and Teacher Mentors during the residency is undeniable. How would we exactly do that? // What about the misconceptions that UW faculty tend to have about their colleagues at the UW community colleges, and the quality of work done by community college students? How would we address issues like this?

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** The proposal reflects a thorough and successful plan. I would appreciate reading more about how WY community colleges and UW COE faculty and its leaders will come together to define statewide articulation agreements that would allow community college students to transfer without losing credits. //

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Ed School of Teacher Education Faculty

**Innovation Rating:** 1

**Innovation Comments:** This resembles the failed computerized program elementary established for place bound students.

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The suggested drop in enrollments could be economy related as our enrollments in 2008 were fairly high due to the economy. Another situation is the increasing number of transfer students who are now appearing and who don't carry four years of UW COE enrollment. Another numerical possibility is the number of post baccalaureate students in our program who will not appear in our undergraduate numbers. These won't also appear in the T<sup>3</sup> proposed program. If it is all about the numbers then better use of the numbers (or a more careful approach) would be useful. Your case is not made as it is currently stated.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:** The Ohio program listed sounds similar to our current CC/UW transfer agreements for A & S. More work needs to be done with CC faculty to ensure they actually understand more than elementary teaching. Flexibility on both sides is critical.

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:** There is no mention of the huge amount of work that will have to be done with CC in Education and Arts and Sciences articulation. Most A & S departments work closely with their counterparts in CC's. The Education CC faculty do not address secondary classroom issues as most are trained to teach elementary education. At articulation meetings, CC faculty do not engage in any discussions about secondary majors. UW/CC was one of the few that worked to get secondary teachers. Support from CC administration is critical to getting CC faculty to consider changing their over inflated credit hour courses so that students can matriculate in a timely manner. I did not see any contextual constraints relating to CC Education faculty. In my field, no CC offers a mathematics class that covers students appropriately beyond fall of the sophomore year for mathematics majors. I've worked with the mathematics faculty at the mathematics articulation meetings to attract transfer students but I found that there are not consistent offerings past Differential Equations due to low enrollments and high enrollments in developmental mathematics coursework that CCs quite appropriately need to dedicate their faculty loads to teaching. These constraints are not addressed.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:** I am concerned that faculty loads will not support the amount of coursework required for the small numbers we have generated in previous attempts to address this issue in this manner. I would love to be wrong.

**Narrative Comments:** Each community college would need to partner in this work and have support from administrations that consisted of more than what has been delivered in the past. We need to get people beyond the notion of keeping hours and to helping students to finish in a timely manner with great content taught with expertise.

**Summary Comments:** This is interesting but not innovative.



## 2017-06 Feedback and National Reviews

**Response Representing:** CoEd No Faculty

**Innovation Rating:** 2

**Innovation Comments:** Getting people to show interest in K 12 education and teaching is important. However, the idea of "place based" teaching certifications is good on paper, but not good in reality. The logistics of consistent messaging, strong research integration, and the like for many places around Wyoming will be difficult. For example, look at what is already happening with UW Laramie and UW Casper students, and this is just a small sample of what will happen with an idea such as this one. It's not innovative. It's naive.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** The idea has merit in that it has the potential to address indicators and help the university's perception.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** What disciplines are needing UW to expand to "place based certification centers?" The university already produces more teachers than can get teaching positions in every subject area K 12. If this is not the case, then I would like to see the data on graduates versus those seeking Wyoming jobs over the last 10 years.

**Literature Review Rating:** 1

**Literature Review Comments:** Again, national data does not reflect Wyoming data. Yes, we need K 12 teachers, but we do not need place based certification centers throughout Wyoming. If a person is not willing to come to Casper or Laramie for coursework, then he/she will not be willing to move to get a teaching job. How many jobs of any particular subject are in any particular location?

**Leading Programs Rating:** 3

**Leading Programs Comments:** Ideas from other universities in more populated areas were used.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** There are many contextual constraints that are not addressed in the proposal. First, how will "place based students" receive the same type of instruction with many centers? Technology will not magically overcome this barrier. Second, what does mentoring mean? Is this more work for the new teacher? Third, a year long residency placement is good, but coursework should be dispersed throughout that time to leverage the K 12 classroom happenings with university classroom teachings. Also, articulation from CC's is fine with some courses. However, centers across the state should have Ph.D./Ed.D. instructors that can bring research integration into education content as well as former teachers to highlight K 12 classroom pedagogical effectiveness. These ideas sound good on paper, but seeing it actually happen will involve negotiations and some conflict resolution which is not mentioned in the proposal.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** By providing place based teaching certifications, UW is at high risk. This whole place based proposal puts UW at risk for negative statewide perceptions. For example, as it is now both the K 12 mentor teacher and university supervisor are "in charge" of the student teacher resident. However, when there is a disagreement between the K 12 mentor teacher and the university supervisor what happens? There should always be someone in charge even if a group is involved in the process. If implemented will the "place based centers" be brought slowly into the existing programs? Is there a trial period? It is important to ask, and I don't see evidence presented, on why we need "place based centers" to create new teachers for Wyoming?

**Funding Rating:** 2

**Funding Comments:** Budget is too high with little impact on teaching in Wyoming.

**Narrative Comments:** Overall, I don't see evidence to support a "pathway designed to engage place bound individuals throughout Wyoming who have a passion for teaching, and a commitment to their communities." This idea sounds great on paper, but why do it? What subject areas show teacher shortages in Wyoming? It is a small, targeted list, yet this is not mentioned. The idea with the most merit is the concept of year long student teaching residency, but it should be laced with educational courses for maximum effect. If this concept comes to fruition, then the idea of new teacher mentoring and support, although good, needs explanation on how it will actually mentor and support (instead of causing the new teacher more work).

## 2017-06 Feedback and National Reviews

**Summary Comments:** See previous comments, but this is a high risk idea with little impact for Wyoming teachers or students. (I would like to see data that shows how many Wyoming principals hire Wyoming graduates versus graduates of other programs and why.)

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** We live in a time that online learning is a part of what we are doing and people are looking for less disruption in getting what they need/want. Many people need some life experience before they embark on a career, and an education career is no different. This program would allow "non traditional" students to pursue education without having to move to Laramie to do so. Also, the idea of competency based instruction is fantastic versus traditional tracking of student progress.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** All but 6 and 7

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The proposed innovation for partnership with Community Colleges and the capstone piece are very strong, but the use of technology to reach across the state could be strengthened in order to have a full scope innovation.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** Very well aligned

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:** Do you have literature or programmatic base for the four year commitment in exchange for stipend and tuition works?

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There are risks associated with defaulting on the "loan" by leaving the state/district/profession before the 4 years are up.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I think this is a very strong proposal but that there are risks to participants that haven't been fully explored, and that the role of technology is underutilized in this piece.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** I think this is something that will improve the quality of education in Wyoming.

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Working with local schools and community colleges is a unique opportunity for educating future teachers. Although this has been done at other institutions, it is relatively new to UW CoE.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** The most relevant indicators addressed in this proposal are 2, 3, and 4.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** This is an area of need in WY

**Literature Review Rating:** 3

**Literature Review Comments:** Literature review cited relevant information

**Leading Programs Rating:** 3

**Leading Programs Comments:** National programs were cited

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Specific attention needs to be given to selection of effective mentors in the various locations and content areas.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Risk was identified

**Funding Rating:** 3

**Funding Comments:** A budget was provided

**Narrative Comments:** The narrative was clear.

**Summary Comments:** The content areas of music, art, and physical education were mentioned. These areas are not directly under the control of CoE. When working with these content areas, it would behoove the CoE to seek recommendations for quality mentors.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The use of technologies for increased "field" placements and clinical practice will likely be a support for our students to gain more classroom experiences. I also like the stronger partnership with the Community Colleges. It's my understanding that students at the Community Colleges in the traditional track already engage in more practicum hours and time in classrooms than students at UW. Will the use of technologies replace that classroom time or be done in addition to that time?

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposed plan meets the indicators outlined and provides a broadening of impact for UW across the whole state as opposed to just the partnership districts.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** Statement B indicates the need for induction/mentoring, but that doesn't seem to be addressed in the documented literature unless it is addressed in the Hamilton work. It's not clear.

**Literature Review Rating:** 2

**Literature Review Comments:** There is support for mentoring and induction, which I believe is well supported in the literature. The remaining sources only address some of the content areas impacted or part of this work. Is there further support across domains of teaching?

**Leading Programs Rating:** 4

**Leading Programs Comments:** It seems that multiple external programs traditional, alternative, international have been evaluated and recommendations made, however, I would like to know more about the impacts of these programs on teacher preparedness. For example, the work of Tough on perseverance and grit has been supported by some and challenged by others. Also, there have been a lot of questions about the preparedness of teachers moving through alternative programs like these. Is there outcome data for the external programs here?

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** It seems that solutions have been provided for the first two contextual constraints, but the constraint of state perception has been left more vague...the solution is in someone else's hands. How will this program work to alleviate the constraint?

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** I think the biggest risk here is to the COE faculty. It's unclear how this pathway (and the other two) integrate with the existing traditional path. That is, it seems like the faculty are just going to be asked to do more. // This proposal also clearly states that students who are not offered employment will not be responsible for repayment. That is good. //

**Funding Rating:** 3

**Funding Comments:** I think the budget is sound overall, however, only one person will be charged with developing the learning outcomes/objectives of the program? Wouldn't you want a small group to represent a broader array of domain knowledge?

**Narrative Comments:** I think the narrative is well articulated overall. I like the specified entrance criteria, the use of technologies, the increased field experiences, and the use of clinical rounds.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** This is a positive innovation working at the community college level and in the distribution of teacher development throughout the state of Wyoming.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I agree with the proposal.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** Evidence of need is appropriate.

**Leading Programs Rating:** 3

**Leading Programs Comments:** Evidence of leading programs is evident.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** This risk is in the area of community college willingness to participate where are their letters of support?

**Funding Rating:** 1

**Funding Comments:** The proposed budget does not adequately address the needs of mentors, coaches, and those in the field.

**Narrative Comments:** This proposal is a good first draft. The proposal needs to come back with a larger distributed budget for those in the field, a more active monitoring framework, and letters of support and participation from the community college community.

**Summary Comments:** see previous

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Although innovative, the length for training and preparation seems longer than the traditional route.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** Since Wyoming does not have a current teacher shortage, I worry there will not be placements for the graduates.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The articles are too broad and not specific for the design of this program.

**Literature Review Rating:** 2

**Literature Review Comments:** I really wonder if school leaders have concerns about the quality of UW teachers.

**Leading Programs Rating:** 3

**Leading Programs Comments:** I agree that mentors could support teachers but feel it is the districts and individual school that should foster professional learning communities instead of intervention by a university. /

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** I perceive this as a high risk due to the fact the pre-service teachers might leave the program and be responsible for paying fees.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** There is excellent detail in the outline of the six phases. Although innovative, I worry that this proposal will be hard to implement and not yield the results we are looking for compared to the cost of the program.

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Based upon the input I received while helping draft our state's ESSA plan there was significant desire for a pipeline for place bound paras and high school students who were interested in education to be able to gain teaching credentials and experience without leaving their communities.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The program is innovative for Wyoming and backed by evidence based research studied by the committee from a variety of well cited sources including a study from Finland on teacher induction.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposal addresses all but 6 and 7 of the TEI Key Performance Indicators.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** The proposal documents the need for an increase in education majors who want to work in Wyoming school districts upon graduation.

**Literature Review Rating:** 3

**Literature Review Comments:** The proposal's literature review was well documented.

**Leading Programs Rating:** 4

**Leading Programs Comments:** The proposal's evidence gathered through evaluation of leading programs was well documented. What is not provided in the proposal is how the evidence cited was evaluated by proposal author's, making it difficult to assess the validity of the literature cited in the proposal and of the practical application of the leading proposal outcomes to the University of Wyoming Education program. Did the review team conduct state surveys of educators and educator administration in every school district in Wyoming and assess results? Did the review team interview, or conduct site visits to other innovative sites for a hands on study of proposed program objectives? Where is the buy in from current state administrators/faculty/school boards for the proposed program?

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** The proposal successfully identified possible obstacles to the proposed program objectives and included strategies to address them.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The proposal did identify stakeholder risk and proposed strategies to overcome the perception of, or actual risk to stakeholders.

**Funding Rating:** 4

**Funding Comments:** The budget funding request was appropriate for the proposed program objectives.

**Narrative Comments:** As previously stated in the first survey four years of mentoring is unnecessary and unrealistic. It is also inappropriate to require education majors to study K 12 and Special Ed prior to declaring an education major. If that component is implemented, UW will bleed students to South Dakota and surrounding Universities. The Community College and return adult learners component certainly needs to be addressed at UW. The expectation that school districts will raise funds toward this is unrealistic, especially given the districts that currently accept student teachers as stated and cited in the proposal. Where are the surveys with return adult learners and current community college and UW student education majors regarding proposed proposal objectives and implementation strategies? Without talking to constituents, how valid are the proposed program objectives? Top down decisions without constituent feedback often do not have successful outcomes.

**Summary Comments:** The proposal provided well cited literature, an appropriate budget, and well identified possible obstacles to program objectives with strategies proposed to address the obstacles. Please see previous comments regarding proposal objectives and implementation.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Since community colleges are throughout the state and have tried to align with UW (common course numbering), this seems like an extension of previous work

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** Will there be accreditation concerns with the program? / Will graduates from the program be able to teach in other states?

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** there is need in Wyoming for people to be able to complete a degree in or near their home community. There are many reasons why people cannot travel to Laramie to complete their education

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:** Was there any evaluation of places where this type of program did not work?

**Contextual Constraints Rating:** 99

**Contextual Constraints Comments:** What will happen to those who exit the program? how can there be ways to assure that they do not get penalized too much for changing their mind? Will that be a detriment to people enrolling in the program?

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I personally feel it is crucial to offer education to people where they live. Many potential students in this program may be non traditional we cannot expect people to drop their life become educators

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I don't see a KPI that relates to the positive relationship and support thereby the strengthening of the community college system. Does successful performance require commitment/buy in/participation from community colleges?

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There may be a risk that those using the community college system will not be able to move to where the required residency is located particularly true for "non traditional" students who may be married, have family, have job.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Outstanding and innovative. From my experience, the process of credits, class approval and financial aid between a community college and UW is far from easy or clearly understood by all faculty and support staff. Seems like that would need to be a key factor in achieving the success of this initiative.

**Summary Comments:** See previous comments.



## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:** I think that this proposal describes a program that is not currently present in its proposed form in Wyoming. However the description of the proposal says, "Currently the only distance programs provided by the College of Education are at the graduate level, leaving a significant gap of opportunity for those individuals anxious to pursue professional preparation as educators at the undergraduate level." This doesn't acknowledge the teacher education (bachelors degree) programs that are currently available at the University of Wyoming Casper. Although those programs are also campus based, they are offered in a more central location and are available to students from one of the more populous regions of Wyoming. In addition, the Distance Education program calls the Elementary Ed program at UW C a distance program. So my questions are a) why is this program not acknowledged? and b) how will the proposed UW P3 program interface with both the existing programs at UW Laramie and UW Casper?

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:** I would have given this a 4, except that programs based outside of Wyoming don't always experience Wyoming specific issues.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** An additional risk that has not been addressed for the UW College of Education is the chance for lesser numbers of enrollment in existing programs; this would put those programs at risk for program review within the university, with ultimately the chance that programs would be eliminated. This applies most specifically to those programs that have historically struggled with enrollment both at UW and across the nation but are high need, such as Secondary Mathematics Education, Secondary Science Education, Secondary Modern Languages Education, etc. In addition, some consideration of how the UW C Elementary Education will be involved in this proposal is critical, since it is an existing distance education program at the undergraduate level. // In addition, I am greatly concerned about the "significant effort" that is mentioned coming from CoE faculty and staff. In a time of budget cuts, with faculty leaving and not being replaced, our faculty are currently stretched to the limit. Engagement of faculty with TEI Research Work Groups (by itself, not considering faculty engagement in this program should it be approved) further reduces the capacity of faculty to handle course loads and other service requirements in existing programs. Instead of creating NEW programs that would need to be staffed by EXISTING personnel, I would strongly suggest embedding specific aspects of this proposal in EXISTING programs. The same issue will hold true for the engagement of College of Arts and Sciences faculty, who likewise are stretched thin, with limited resources and capacity. The fact that there are no UW faculty members on the "Breakthrough Innovation Team" has ensured that these concerns were not thought of or addressed prior to the submission of this proposal. // Another key issue to address is the existing course for course and program specific articulations (see 2+2 agreements) with community colleges. The existing articulations seem not to have been examined for the sake of this proposal. // In terms of requiring "faculty to revise every aspect of their programs," my question is how many students would this benefit? Is the investment in a small number of distance students worth the complete revamping of our on campus program, which serves approximately 700 students? Instead, I would prefer to see that specific aspects of this proposal be considered for embedding in current programs. Alternatively, this program could represent a separate strand from existing programs, such that existing programs already in the process of being reviewed and evaluated would not be so dramatically impacted for such a small number of students.

**Funding Rating:** 3

## 2017-06 Feedback and National Reviews

**Funding Comments:** I'm concerned that this program seems to support only 9 fellows per year. Is the support for 9 fellows worth the complete upheaval of existing programs?

**Narrative Comments:** These are the aspects of the proposal that I could see being supported and embedded in current programs: // 1. Recruiting and marketing efforts. Since the eligibility requirements for UW P3 are almost identical to those required for undergraduate students in the CoE, there could be a stronger recruitment and marketing emphasis put in place. // 2. Full year academic residency. This could be offered to a small number of students (or fellows) based on set criteria. // 3. Panopto technology. // 4. Induction four year mentoring. // I would also like to see a timeline focused on students in this proposal. Will an individual be able to complete a four year degree in four years with a year long residency? At this point, I don't see it. In addition, if students are to receive a degree (as well as eligibility for licensure), they will need to show that they are meeting at UW requirements. Without again engaging with UW faculty in the development of these programs, that specificity is lacking here.

**Summary Comments:** At this point, my concerns regarding this proposal have to do with the outlay of expense for the relatively small number of students who would benefit. In addition, the lack of input from faculty in developing this proposal has resulted in a dearth of information regarding existing programs and agreements, as well as a lack of specificity in terms of degree requirements. I would say that this proposal should be re examined.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** This may be fairly innovative for the state of Wyoming but not, perhaps, compared to other states.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I will be curious to see how this approach would handle accreditation issues given the transfer of instructional responsibilities to various localities with community colleges.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Having one state university, not centrally located in a state with a large rural population, is an issue that affects need throughout the state.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** The wide geographical dispersion issue can be handled in a variety of ways. Meeting professional standards through a competency based program will be a challenge, but it is one that is long overdue. Expanding student teacher placements will pose certain problems, but, again, none that can't be handled. There are many qualified educators around the state who could provide excellent supervision given distance or site based training.

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** It would seem that one of the greatest risks is getting UW faculty to do the hard work involved with moving to a competency based approach. Module development will consume a good bit of time and resources unless effective models exist in other university programs. The attitudinal barriers related to switching from a traditional approach to a competency based approach will be significant but worthwhile. I hope that course for course credit transfer will not stall an attempt to move in this direction. There will be potential problems with students who transfer, without completing all modules, to other universities/colleges, perhaps, but this approach is critical in a state with one university and multiple regional community colleges.

**Funding Rating:** 1

**Funding Comments:** I'm not a money guy, but the proposed budget seems to be too little to accommodate the work that will be required to change the sequencing and nature of courses (competency based) that will be required to do the job with excellence.

**Narrative Comments:**

**Summary Comments:** This proposal makes so much sense in a state that has one university and multiple regional community colleges. It is time to move the education dept. to a competency based approach when public schools themselves are being required to demonstrate proficiency in the achievement of specific standards. Standards based scoring poses challenges, but, again, the payoff is worthwhile and will probably be a much more reliable predictor of success for future teachers than the rather subjective, traditional courses currently in use.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** Funding for marketing in year 3 seems to low to sustain the program enrollment

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** There is a teacher shortage around the country and a shortage here in Wyoming for teachers in specialized fields.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This proposal excites me. I would love to see more professionals entering the profession and I feel this proposal will assist in recruiting and maintain excellent candidates.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 1

**Innovation Comments:** Nothing really new here as seen from the colleges cited, it is new for Wyoming.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** Primarily designed for rural areas in Wyoming, which is most of the state. More outreach and concurrent programming with Community Colleges is needed in all areas.

**Literature Review Rating:** 2

**Literature Review Comments:** College and university sources are primarily states with large urban centers and some rural localities. the community colleges cited were from states with well established post secondary programs. Wyoming has a small population and has limited resources at the community college and university to provide much statistical data for predictability.

**Leading Programs Rating:** 4

**Leading Programs Comments:** See previous statement regarding sources.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Solutions proposed are contingent upon all the players agreement to proceed in the same manner, highly unlikely.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Largest risk is for the possible transfer out of the program or state. Credit transfer agreements between the community colleges and th University must be vigorously adhered to or the whole program will fail. Faculty assignments and pay must be established with the fiscal concerns of all entities is paramount.

**Funding Rating:** 2

**Funding Comments:** Cost of actual implementation of program is not included, who is teaching the courses and who is paying for the teachers? Is the student paying UW fees for the classes or the community college fees? These could have a major impact on buy in.

**Narrative Comments:** Good ideas, long needed to improve transfer of credits from CC's to UW, cost and sustainability remain my top concerns.

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 2

**Innovation Comments:** The fundamental changes that should occur (e.g. courses articulated for easy transfer and transfer agreements with community colleges) do not necessarily fit with the definition of "innovation."

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** I think a more thorough plan for sustainability of this program would be helpful.

**Narrative Comments:**

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** There is a need for students to have a clear pathway and focus for getting an educational certificate in Wyoming. Is this pathway going to have a foundation laid out for in/out of state students (transfers)?

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Concern with paying back tuition and stipend if student doesn't find employment in Wyoming.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** The visual of Phase One shows a grade point average for HS diploma or Associate Degree to be less than or equal to a 3.0 which does not represent a minimum grade point of 3.0 as stated in the proposal.

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** I think that the University of Wyoming is looking at multiple mechanisms to provide access for any student who wants to be an educator in our state.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The research gathered set the stage to the development of a strong educational experience for prospective students. The foundation set is a strong one. Careful planning will lead to great results.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** This is very clear and concise.

**Literature Review Rating:** 4

**Literature Review Comments:** again, UW is off to a great start. There will be tweaks along the way, but that is expected.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Sometimes it is hard to prognosticate. As data is collected the UW will adjust the rudder, if needed.

**Risk Assessment Rating:** 4

**Risk Assessment Comments:** The greatest risk would be to do nothing. UW should be commended on their efforts, hard work, and creativity.

**Funding Rating:** 4

**Funding Comments:** I am not sure if we can predict at 100% if appropriate funding to support the initiative will be realized. What is provided appears to be very comprehensive.

**Narrative Comments:** I just want to thank UW for their work.

**Summary Comments:** Let's do it! I will help any way I can!

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** I like the concept of allowing motivated persons the opportunity to become education professionals. I also like the "formalized induction and mentoring support system". If a relationship between UW and the community colleges could be established to where all institution credits were transferable in addition to a willingness to participate from the districts/schools, and suitable distance education curriculum would be developed, this might be possible. The use of Panopto Technology is a good idea.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I like the detailed phased in approach.

**Summary Comments:** May limit the prospective "talent pool" if the person(s) have to terminate current employment to participate in the program.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 1

**Innovation Comments:** The only innovation seen is the use of the Sanford Inspire modules. What is the cost associated with them? How will they be funded? Are these modules widely used across the US? Are these modules being used to compensate for the lack of ability by UW professors in the COE? These are questions I can foresee by faculty.

**Performance Indicator Rating:** 1

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 1

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** Identifying fellows for the University of Wyoming's education program two years before they begin studying at the university is innovative but the proposal appears to be limited.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** I agree with most of the indicators identified in the proposal. However, I disagree with the "Employment of University of Wyoming graduates in Wyoming schools" indicator because there is not enough structure within this proposal to ensure that UW education graduates continue to stay and work in Wyoming schools.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The documentation of need is broad and most of it does not specifically correlate to the proposal.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:** Similar mentor programs are already in place within some school districts, such as LCSD #1 in Cheyenne. These programs seem to be effective in mentoring new teachers.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Requiring fellows who take jobs outside of Wyoming to repay their stipend and tuition for a year would help encourage them to stay. However, after a year, it would be very easy for them to leave and take all of U.W.'s investment with them.

**Funding Rating:** 3

**Funding Comments:** The budget is very thorough and thoughtful in using funds to establish the correct structure for this proposal.

**Narrative Comments:** The narrative states that the mentors will also be trained in the full UW P3 program. When will these trainings occur? I did not see it clearly identified in the proposal. Requiring a fellow to have a GPA of 3.0 or higher will establish this innovation as rigorous, challenging and somewhat elite. It is unclear as to how the proposal increase grit among preservice teachers in a way that is different than what UECOE already provides. Giving stipends to the fellows and their mentors as the program increases would be motivating for students to strive towards becoming a fellow before entering college.

**Summary Comments:** The proposal is very solid and meets many of the requirements needed. However, it seems incredibly similar to what UWCOE already has in place for its students so I am unsure if this innovation is creative enough to really effect change within Wyoming's education. That being said, it would be fairly easy to implement as much of the structures needed is already in place.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** The narrative accurately describes the proposal.

**Summary Comments:** When Fellows fail to complete the Co Teaching Residency and the Four years of service how do you collect the tuition scholarship and cost of living stipends? There are concerns with this proposal, in it's design, to meet the content area requirements.

## **2017-06 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:** The mentorship and follow up provided during first four years of teaching is innovative.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Education is spelled wrong on pg 2. On pg 11, fourth full paragraph down, the word delivery needs a y. / I am confused and concerned by the fundraising in connection with local communities. With budget cuts across our state, stipends are being cut for extra assignments, such as mentors. A fundraiser for a specific type of mentor from a specific location may not go over well. I'm also concerned with someone being "released" from paying back tuition and cost of living if they are not hired by a Wyoming school. Might that reward some that shouldn't be rewarded?

**Summary Comments:**

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** I can appreciate the issue of placing pre service teachers throughout the state meeting the needs of rural areas. However, I have some concerns regarding placing pre service teachers in districts that struggle with systemic issue. For example districts that are have accreditation issues or those that are placed in "Needs Intervention."

**Summary Comments:** Overall the proposal is quite strong. Good incentive for training WY students and keeping them in WY to teach.

## 2017-06 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:** 4

**Innovation Comments:** The proposal is highly innovative in comparison to educational routes currently available in the state. The guaranteed articulation of credit from partner community colleges in the endeavor will be a large step forward in the availability and consistent quality of professional educator training, development and attainment of a bachelor's degree. Because of the long term commitment to complete the UW P3 program, I'm especially supportive of the dispositional assessment of commitment to and belief that all children can succeed. I would recommend that the dispositional assessment also be a component of the UW E4 program (and all programs through or in partnership with the UW College of Education.)

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** The proposal design inherently acknowledges that locally based provision of this education will improve the pool of qualified and skilled educators throughout the state, P12. I am hopeful that very high needs areas, like Fremont County and the Wind River Reservation, will be prioritized for community college partnerships. Additionally, that the partnerships are sincerely and respectfully developed and designed jointly by the community college and UW to address the most pressing educational needs of the respective communities.

**Literature Review Rating:** 3

**Literature Review Comments:** Student learning outcome is just one possible measure of teacher effectiveness, and statute doesn't allow disaggregation of student scores by teacher. One suggestion is to utilize measurement tools like CLASS (developed by Teach Stone) that instead evaluate/score the quality of interaction between student and teacher in areas of social emotional support, classroom management and instructional support. Tools like CLASS are used in classrooms preschool 12th grade and its basic areas of evaluation could provide a framework for educator training.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:** As I said in my comments on UW E4, there are risks for all stakeholders (students, professors, school districts...) because it's such a profound change from the current structure of teacher education in the state and through UW. An additional stakeholder in this proposal is community colleges. Change management and cultivating buy in will be critical for the proposal's success.

**Funding Rating:** 3

**Funding Comments:** What isn't clear in the proposal is how large of a cohort UW P3 is scaled to. This is a thought I had when looking at the budget for scholarships, tuition, books and Fellow cost of living stipends.

**Narrative Comments:** I was interested in understanding and reading more in depth about findings/gleanings from the alternative educator preparation programs cited. What specifically were the characteristics that were promising for Wyoming?

**Summary Comments:** I'm very supportive of this proposal because of its potential to provide quality teacher education and training in local communities in the state, beyond UW. The articulation of credits from community college to UW is so important to meet this objective. The elements I was pleased to see include the dispositional assessment of UW P3 candidates, the ability to complete coursework and practicum in one's local community for part of the program, the scholarships and cost of living stipends in recognition of completing coursework outside of their area at UW, inclusion of character building and parent engagement in the bachelor's level coursework (perhaps also review Angela Duckworth's work/research for more on this).

## 2017-06 Feedback and National Reviews

**Response Representing:** Nat Expert

### **Innovation Rating:** 2

**Innovation Comments:** This proposal includes a year long residency and an induction program. The faculty propose to use the Sanford Inspire Program, clinical rounds, and competency based modules. I would like to see more information about the development of content knowledge, how they will ensure that the community college students have had rigorous training in the subjects they will teach, and how the faculty will control for the fact that most students select elementary education rather than the high need areas of the state and the country. / /

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** 1. Assuming success of the program, the plan will enhance statewide perceptions of U of Wyoming COE by meeting state needs, partnering with more communities, / 2. Assuming success of the program, the enrollment of Wyoming residents in the COE will increase / 3. The plan provides for continuous improvement protocols but does not indicate criteria for success or how "improvement" is defined. / 4. I don't see a plan for executing active clinical partnership agreements. These agreements are assumed and noted as a challenge for achieving the success of the program / 5. Assuming success of the program, the plan will lead to employment of U of W graduates in U of W schools. There is a plan for penalizing defaults. / 6. The plan does not address accreditation and CAEP would require more than standard 4. However, there is a plan for program impact. I did not see a plan for evaluating the impact nor did I see a plan for obtaining information on the satisfaction of employers. / 7. It appears that the faculty will use the technology capabilities of the SOE to monitor development of candidate teaching skills, but I did not see the method of evaluation of success of the development of these skills (e.g., The Measuring Effective Teaching Project (MET) of Kane et.al., list five instruments in this report: / 1. Framework for Teaching (or FFT, developed by Charlotte Danielson of the Danielson Group), / 2. Classroom Assessment Scoring System (or CLASS, developed by Robert Pianta, Karen La Paro, and Bridget Hamre at the University of Virginia), / 3. Protocol for Language Arts Teaching Observations (or PLATO, developed by Pam Grossman at Stanford University), / 4. Mathematical Quality of Instruction (or MQI, developed by Heather Hill of Harvard University), and / 5. UTeach Teacher Observation Protocol (or UTOP, developed by Michael Marder and Candace Walkington at the University of Texas Austin). / / It is not clear how the faculty of the SOE and the faculty engaged in the proposed work will collaborate with each other or how changes in the climate of the SOE will change as a result of the program. /

### **Documentation of Need Rating:** 3

**Documentation of Need Comments:** The need for teachers in Wyoming is clearly documented and the declining pipeline for students enrolling in education is noted. However, the shortages are in specific areas. It is not clear how the faculty will convince high school students to pursue majors in the high need areas. See Learning Policy Institute Report, 2016: <https://learningpolicyinstitute.org/product/c1o1m1i1n1g1 1c1r1i1s1i1s1 1t1e1a1c1h1i1n1g1 1/1 1/1 1A1t1t1r1i1t1i1o1n1 1i1s1 1a1 1m1a1j1o1r1 1f1a1c1t1o1r1 1i1n1 1e1x1p1l1a1i1n1i1n1g1 1t1h1e1 1s1h1o1r1t1a1g1e1s1 1a1n1d1 1t1h1e1 1p1r1o1g1r1a1m1 1w1i1l1l1 1p1e1n1a1l1i1z1e1 1c1a1n1d1d1a1t1e1s1 1w1h1o1 1d1r1o1p1 1o1u1t1.1 1/1 1/1 1T1h1e1 1n1e1e1d1 1f1o1r1 1t1e1a1c1h1e1r1s1 1w1i1t1h1 1g1o1o1d1 1c1h1a1r1a1c1t1e1r1 1i1s1 1l1e1s1s1 1w1e1l1l1 1d1o1c1u1m1e1n1t1e1d1 1a1n1d1 1i1t1 1i1s1 1n1o1t1 1c1l1e1a1r1 1w1h1a1t1 1e1v1i1d1e1n1c1e1 1t1h1e1r1e1 1i1s1 1t1h1a1t1 1t1h1e1 1S1a1n1f1o1r1d1 1l1n1s1p1i1r1e1 1p1>

### **Literature Review Rating:** 2

**Literature Review Comments:** / The resources offered by community colleges and work to link them with education is well documented. / / The plan states that clinical rounds will be used. See Joseph McDonald on protocols for evaluating those rounds. See Going Online with Protocols: New Tools for Teaching and Learning (Teachers College Press, 2012). With Janet Mannheimer Zydner, Alan Dichter, and Beth McDonald. / / / Other articles that may be of use: / Allen, M., Coble, C., & Crowe, E. (2014). Building an evidence based system for teacher preparation. Washington, DC: Council for the Accreditation of Educator Preparation. / Coffman, A.N., Patterson, R., Raabe, B., & Eubanks, S. (2014). Teacher residencies: Redefining preparation through partnerships. Washington, DC: National Education Association. / Council of Chief State School Officers Task Force on Educator Preparation and Entry into the Profession. (2012). Our responsibility, our promise: Transforming educator preparation and entry into the profession. Washington, DC: Council of Chief State School Officers. / Crowe, E. (2010, July). Measuring what matters: A stronger accountability model for teacher education. Washington, DC: Center for American Progress. Retrieved from: <https://www.americanprogress.org/issues/education/report/2010/07/29/8066/measuring-what-matters/> / Interstate Teacher Assessment and Support Consortium. (2011, April). Model core teaching standards: A resource for state dialogue. Washington, DC: Council of Chief State School Officers. / National Research Council. (2000). How People

## 2017-06 Feedback and National Reviews

Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. / Teacher Preparation Analytics (2016). A Guide to the Key Effectiveness Indicators (November 22, 2016) /

### Leading Programs Rating: 3

**Leading Programs Comments:** The references to community colleges make sense but it would be good to know what ideas were taken from these sources.

### Contextual Constraints Rating: 2

**Contextual Constraints Comments:** Attrition clearly is a risk and potential constraint, but what do the faculty intend to do to mitigate its effects? // How will the faculty help students meet the content standards articulated in documents such as the InTASC standards:

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) It will be important to identify what learning outcomes are expected and how attainment of these objectives will be assessed. How will the SOE work with College of Arts and Sciences? // Engagement with the District (and earning their trust) appears to be a major challenge and constraint. It is not clear what the faculty (or SOE or University) plan will be to engage the District and develop a deep partnership, as will be required for the success of the program. /

### Risk Assessment Rating: 2

**Risk Assessment Comments:** A number of risks are listed, but no plan for mitigation is presented. I wondered also how they will overcome the risk of poor preparation from community colleges. Also, I think the risk of lack of adequate content knowledge is significant, given that they will be involved in a number of placements, transfer courses in from community colleges, have a year long residency. How will they meet the standards of majors the students pursue? It is also not clear how they will avoid the trend of so many going into elementary or early childhood, when the need is in other fields of certification. // Engaging the College of Arts and Sciences to meet the content (and pedagogical content) knowledge of the candidates will be essential. Is the University administration willing to help with this great challenge to all schools of education? / Other administrative challenges listed will require University engagement in the necessary changes (affiliation agreements, moving from a credit based system of financial accounting, dual enrollments, staffing during the summer, etc. will need University support and buy in. Within the SOE structures for rewarding faculty will need to be examined and aligned with the goals of the proposals like this one. //

### Funding Rating: 4

**Funding Comments:** I would like to see a percentile breakdown of the funding that goes to support students, faculty, district, schools, administrative costs, and a plan for the accountability of each of these groups of recipients of funding. / The stipends and tuition awards to attract and retain teacher candidates appear to be appropriate, but what % of their college expenses will this program cover? What debt will they graduate with? /

**Narrative Comments:** I would like to see in the narrative, more information on how the modules are going to be developed and the quality of modules judged. It would be useful to know how they will coordinate SOE classes in pedagogy and the College of Arts and Sciences content classes. And how these courses fit with the certification requirements of the State. The plan requires that students do not declare a certification area until they have had experiences "with all education specialty areas. How will students manage the time for these out of class experiences and the demands of content majors? This will be especially important for those who want to teach high school level courses, but the elementary programs in the country are full of teachers who do not have enough content knowledge in the areas they teach. // The faculty propose 10 phases but only describe six. The commitment they ask of students is considerable: Four years of college with a full year residency (will they take content classes during this year?) and four years of teaching or repay the one year stipend and tuition scholarship. Will there be a differentiation between those who quit after one year and after three years? /

**Summary Comments:** Community college students and graduates of high schools with high gpa's are an excellent resource pool for aspiring teachers. Identifying those who want to become teachers is an important goal. My significant hesitation about this program is that there are few metrics for judging formative and summative success. I would like to see a plan where there are clear goals (how many students? What level of success on what measures? // I would like to see specific numerical goals could be set for numbers of students at different phases of the program, monitored, and corrective action taken to address any attrition throughout the program. Likewise, I would like to see specific goals for character development (e.g., scores on Duckworth's measure of grit?), accomplishments of grades in content courses, performance on the observational measure (e.g., EdTPA, CLASS, etc.), and other outcome measures. These metrics were

## **2017-06 Feedback and National Reviews**

not requested in the proposal (that I could tell), but how will the program assess successes along the 12 year period of implementation? /



## 2017-06 Feedback and National Reviews

**Response Representing:** Nat Expert

### **Innovation Rating:** 3

**Innovation Comments:** I like the idea behind this proposal...the idea of growing your own through the use of some type of FTA model makes real sense. This model is being tried and explored in other states, including Ohio, but certainly not to the degree that I see evidenced here....so there is great potential. I am not certain that I agree with the focus on character education as part of the overall structure of the program....it seems to me that this would represent one of the high leverage teaching skills that teachers should be able to evidence once they complete the program but I don't see it as something that would occur as you partner with school districts ( except that you want the cooperating teachers to evidence the skills relative to character development that you will want the candidates to observe during their clinicals) ...the ability to teach character education seems like something you would look for in the dispositions of the young people that you recruit....do the recruited candidates, in Tough's words, have the ability to foster competence, autonomy and relatedness in the students that they will be teaching? In that regard: I don't like the use of a dispositional assessment instrument...I have never seen a good instrument of this type...and would prefer that they use a combination of interviews and documentation of real life experiences of individuals who know how to work with young people in an affirming and empowering way... Delaying declaration of the educational specialty is interesting, but it makes me wonder how they are going to structure the clinical rounds...the best book that I know of on "rounds" is City and Elmore's "Instructional Rounds in Education" ...[https://www.amazon.com/Instructional Rounds Education Approach Improving/dp/1934742163](https://www.amazon.com/Instructional-Rounds-Education-Approach-Improving/dp/1934742163) I don't understand how you can have effective rounds if you allow students to delay declaration of their educational specialty area....makes no sense to me, particularly if you look at the basic principles associated with effective rounds and one of them relates to what the teacher's actually DO to teach content..and that means that they know the content and they know how to teach it...seems like for this to occur, the candidate needs to have declared a specialty area!!

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** I have two concerns relative to these indicators... First, how are you going to develop effective clinical experiences if you allow the candidates to delay declaring their specialty or licensure area? I agree that you can do some clinical and field work with candidates as they gain exposure to the profession and try to decide on their AREA OF SPECIALTY, but the delay that you are recommending would seem to make it difficult if not impossible to implement with fidelity the types of clinicals that are described in the proposal.... I am strongly recommending that you have the students matriculating through this program declare earlier their licensure area. Second, when you structure the agreements with the partner schools, are the schools making a commitment to ensure that their cooperating teachers evidence the high leverage teaching skills that your candidates are learning in their course modules?...AND, are your IHEs going to make those high leverage strategies explicit? I am a BIG believer in IHEs making explicit the high leverage teaching skills that they want candidates to practice and for the candidates to see when they are in clinical and field sites...similar to what they do at the University of Michigan (see Deb Ball's work):[http://www.soe.umich.edu/academics/bachelors/elementary teacher education/high leverage practices/](http://www.soe.umich.edu/academics/bachelors/elementary_teacher_education/high_leverage_practices/)

### **Documentation of Need Rating:** 2

**Documentation of Need Comments:** I don't think enough information is provided regarding the supply and demand needs for teachers in Wyoming...does more detailed information exist about the demand for teachers in the different licensure areas? Has a supply and demand study been conducted so that you know what your in demand licensure areas are? Have the school districts that are going to be the partners indicated what their teacher shortage areas are going to be? I would like to know more about whether this is a regional problem or a statewide issue... They do have one study listed that shows the lower UW enrollment data for undergraduate majors but it is hard to tell if this addresses specific licensure areas....and it does not shed light on teachers migrating into and out of the state...And they have a study that discusses the overall status of teacher shortages in the United States, but that provides a national picture and not a statewide view...I also don't know, for example, how many teachers enter the field in WY through alternate paths...

### **Literature Review Rating:** 3

**Literature Review Comments:** I thought that the research evidence provide was relatively weak... The research on mentoring includes citations by Ingersoll, who is known much more for his work on teacher turnover...and supply and demand....and another reference to the of Childre and VanRie, which is from a regional special education journal...I would have liked to see references to the work of Carol Pelletier at Boston College or Ellen Moir at the New Teacher Center .. I would also like for them to think about using high leverage teaching strategies, which is why I referenced the work of Deb Ball at the University of Michigan. IF they are going to align this program with partner school districts, they really need to be thinking about what high leverage strategies the teacher candidates will use and that the cooperating teachers will

## 2017-06 Feedback and National Reviews

evidence when they enter partner school district classrooms. In essence, I thought that the literature that they provide to support the proposal was thin...and often did not even represent some of the significant contributors to the literature that I would expect for a forward thinking program...

### Leading Programs Rating: 3

**Leading Programs Comments:** I gave them a bit of the benefit of the doubt on this measure...I think that I can see that they at least looked at a couple of external programs, but I would have liked for them to look at others including some of those listed below... The University of Michigan's program that emphasizes high leverage teaching strategies: [http://www.soe.umich.edu/academics/bachelors/elementary teacher education/high leverage practices/](http://www.soe.umich.edu/academics/bachelors/elementary%20teacher%20education/high%20leverage%20practices/) The NCTQ teacher education program review that ranks the quality of teacher education programs based on defined criteria: <http://www.nctq.org/teacherPrep/2016/home.do> The St Cloud University co teaching model...St Cloud was one of the first universities in the US to use a co teaching model: <https://www.stcloudstate.edu/soe/coteaching/> My point is that there have been several efforts to develop and identify next generation teacher education programs that involve practices such as co teaching...and I would like to see that they have looked at and explored where there are some best practices that they can use as they develop this program... I also know that more and more institutions are using the Doug Lemov teaching strategies or the ideas of John Hattie....the Lemov and Hattie approaches are variations on the UofM model... <http://teachlikeachampion.com/about/contact/> [https://visible learning.org/](https://visiblelearning.org/)

### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** I agree that the geographic challenge can be addressed through the implementation of different types of technology solutions...assuming that the tech solutions are well designed and implemented I agree that the Professional Teaching Standards Board, by reviewing the program components, can assure that the learning outcomes of the Fellows are being achieved....this makes sense... The contextual issue of disengaged districts is a concern...the proposal suggests that dealing with this issue is not an innovation but rather a "necessary improvement" that the College simply needs to address...and what follows that statement is that "innovation must be built on mutual trust"...SO, I ended up confused...is innovation in terms of engaging disengaged districts something that requires innovative thinking...and I believe that it does. or is there simply some type "necessary improvement" that needs to be put in place...I am not sure from what is captured in this proposal what they intend to do...BUT, I believe that this contextual problem of dealing with disengaged districts is critical.

### Risk Assessment Rating: 3

**Risk Assessment Comments:** The risks that are articulated in the proposal seem logical... The risk of having to take additional coursework if an individual leaves the program is logical, as is the issue of repaying the tuition and stipend....that said, collecting those dollars is easier said than done...and in the ideal you want very few, if any, students who have to do this...so I would add to the risk the problem of setting up an appropriate structural mechanism for actually recovering lost dollars should a student decide to leave the state. I see the big risks as... ..an efficient process for making course revisions....On some campuses this can be nightmarish...will UW be able to do this quickly and efficiently? ...the alignment of and engagement with the College of Arts and Sciences can be a problem...I see this as a BIG risk unless the Dean of the College and some of the key A&S faculty are willing to make the new course sequence happen... ..not sure I understand the background check issue...I would simply make it clear that at the point of entry into the program a requisite BCI will occur and then at point of entry into Phase 3 of the program another BCI will occur...just make it clear that at each of these two points a BCI will occur ...I understand the transfer credit issue, but that seems solvable if all the parties want to address the issue...MY bigger concern is implementing the program with fidelity and integrity...and I have concerns here because the literature review and program review process that they outlined seems weak...I would have more confidence with the fidelity issue if I thought that they had really studied the literature and identified the characteristics of best practice programs..

### Funding Rating: 3

**Funding Comments:** I don't think that they have allocated nearly enough dollars for the marketing...this program's success is going to depend on recruiting the right talent and that means that there will be a LOT of messaging that is required...have they talked through a marketing plan with someone with that type of expertise? For example, for Phase 1 they have \$7500 allocated and that is VERY little funding...if you are going to have real experts involved who really KNOW how to market ideas and programs, I cannot conceive that enough dollars have been allocated...I would think that this figure, for a statewide program, needs to be at least in the 25 50K range....are you going to do geofencing and/or use other social media? I checked with at least one marketing firm in my area and they could not conceive that \$7500 would be even close to the right figure For Phase 2 I don't think you need as many marketing dollars, but once again, \$2000 is

## 2017-06 Feedback and National Reviews

not even in the ballpark...did they have anyone with marketing background assist with the dollar computations? The dollars allocated for the district level mentors also looks too low...I say this because I don't see any PD costs for the mentors and yet their involvement is critical to the success of the program...they are also going to need PD, which is provided for relative to the Community College faculty and the UWCOE faculty. All the other dollar figures appear somewhat logical but generally and overall, a bit low...I am concerned that not nearly enough funding is being requested to deliver this program effectively...

**Narrative Comments:** My main concern with the proposal narrative was the lack of detail on how some of the work would be accomplished, and the questions I had were particularly evident given that I was not especially satisfied with the literature review or program detail...For example, there is a lot of professional development and mentoring to occur but it is quite unclear what the conceptual grounding for that work will be... They need to be clear about what the focus will be for the PD and what skills that the students will be expected to understand and exhibit as teachers. That is why I am suggesting that they ground this program on selected high leverage teaching strategies (similar to what is occurring at U of M), so that it is crystal clear what the instructional focus of the program will be and what teacher candidates will learn and that the cooperating teachers will practice in situ....here are a couple of sites that may be of use:

[http://www.teachingworks.org/images/files/11212\\_IACTE.pdf](http://www.teachingworks.org/images/files/11212_IACTE.pdf) [http://www.teachingworks.org/work of teaching/high leverage practices](http://www.teachingworks.org/work%20of%20teaching/high%20leverage%20practices) I am also concerned about the focus on grit and character development...they have bought into the

Sanford Inspire modules, which I am not familiar with but I did go to the website to look at the Sanford Inspire material and it looks reasonably good...BUT I wonder if they did look at other resources that can be used to foster noncognitive skill development in students...For example, did they examine the University of Chicago CCSR material on teaching adolescents to be learners?...I have seen this being used in school districts with some real success...

[https://consortium.uchicago.edu/publications/teaching adolescents become learners role noncognitive factors shaping school](https://consortium.uchicago.edu/publications/teaching%20adolescents%20become%20learners%20role%20noncognitive%20factors%20shaping%20school) Even if they decide to stay with the Sanford modules, they should look at other resources as they decide how best to teach prospective teachers the essential noncognitive skills that students need to learn. Finally, they have some interesting ideas in this proposal that are simply not developed to the point where I could assess what they planned to do...as one example, they indicate that they are going to create simulated observations for parent engagement and per observation with UW theatre majors and faculty...I have no idea what this actually might entail, but I know that it will involve a lot of work and complexity, and yet I am not certain where this is going to be covered in the budget...I can make some guesses, but they would be guesses...and to do this well will take resources! SO, I would tend to cut things like this UNLESS they really have a clear sense of what to do and how to do it...limit what you do but do what you decide you can do WELL!

**Summary Comments:** I like what they are trying to do with this program: Recruit and prepare the next generation of teachers for Wyoming classrooms...that goal makes great sense... To be successful, though, I think that they will need to:

- 1 Develop a much stronger and strategic marketing campaign...it is unclear how they will structure their marketing and they have very limited dollars allocated for this part of the program...I don't see it as being successful
- 2 Identify the specific high leverage teaching skills that they want the teacher candidates to learn as they matriculate through the program and that they want the cooperating teachers and mentors to be able to model and reinforce within the classrooms that the candidates are using for their clinical and field work...
- 3 Develop selection criteria for candidates that allow UW to assess whether the candidates actually possess some of the critical dispositions that they want their future teachers to manifest....I don't know of any research that supports effectively assessing the dispositions of candidates around selected character traits using paper and pencil approaches...
- 4 Determine whether it is really appropriate to delay declaration of the educational specialty till after clinical rounds...and I was not clear about what model they plan to use to structure their rounds...if they use a model similar to what Elizabeth City and Richard Elmore at Harvard suggest, I don't think delaying declaration makes any sense...please rethink this position...I strongly recommend that some of the rounds be completed AFTER the specialty is declared...if you want more on the City and Elmore instructional rounds model please see:[http://hepg.org/hepg home/books/instructional rounds in education](http://hepg.org/hepg%20home/books/instructional%20rounds%20in%20education) I like a lot of things about what is proposed, especially the residency component...that could be powerful ....and I also like the co teaching emphasis...both of these approaches offer great potential...my only concern is whether they have allocated the resources needed to adequately fund and implement both of these components...

## 2017-06 Feedback and National Reviews

**Response Representing:** Nat Expert

### **Innovation Rating:** 2

**Innovation Comments:** I think this is a common problem across the country. The process looks like a good one, however, the recruitment of these individuals will be the key and also the innovation. I'd like the proposers to think in more detail about how they will get these folks into the program. / There are ideas from other states, but they mostly involve going into each community. I'm unsure of the UW structure, but creating incentives within the community to learn and take classes in their own place (or a short drive) will be very important.

### **Performance Indicator Rating:** 4

**Performance Indicator Comments:** I think the idea aligns with many of these indicators that are listed in the proposal. Again, the partnership with districts and changing how preparation is done are big keys for this proposal.

### **Documentation of Need Rating:** 3

**Documentation of Need Comments:** Rural is definitely the focus of this proposal. Since there are multiple regions where this will be important, the University may want to think about a phased rollout because it will take effort to go into regions across the state. / The scope of smaller districts is something to consider here. There may need to be a cohort model in certain parts of the state, maybe you don't start each year, but every other year, or something like that.

### **Literature Review Rating:** 3

**Literature Review Comments:** Evidence provided is the same as the other proposal, I think it creates a compelling case for the change in teacher preparation. The mandate for individuals who train teachers now is much different than even 10 years ago. We have multiple career individuals in the profession, how do we provide the training in a way they can access it, and still allow them into the classroom as soon as possible. The evidence backs up that desire for change.

### **Leading Programs Rating:** 4

**Leading Programs Comments:** The proposal indicates review of several programs. I'd like to understand better what the team learned based on these reviews that is specific to the rural nature of Wyoming's needs.

### **Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The requirement to change the way UW accepts credits and how the faculty teaches these students seems to be the biggest need in the constraints identified. I'd be interested in seeing how the current school of education thinks of these challenges. If they are ready to change and teach either virtually or travel to different regions of the state, then maybe that's the solution. / I didn't see recruitment into these programs as a challenge, and I think it is the biggest challenge for these type of programs nationally. How do you get someone to make a long term commitment into this? I think the 4 year commitment is too long for these type of programs, we should be thinking about supporting new teachers out of this program, and if they leave, that means we likely didn't do our job on the support side rather than forcing them to stay with financial incentives.

### **Risk Assessment Rating:** 3

**Risk Assessment Comments:** The risks listed in this proposal line up with the other proposals. I'd highlight that I think the faculty risk is huge along with the partnering district risk. The biggest risk not listed that is specific to this proposal is the recruitment challenge in rural areas. Similar to the high school student recruitment issue, the idea of getting someone into the program in a rural area is a big one. I'd like to see some focus on innovative recruitment techniques, including some community based efforts.

### **Funding Rating:** 2

**Funding Comments:** I think the recruitment budget is low as it's not mentioned here. The community college partnership line may be the resources needed to do that recruitment, but I'd encourage thinking about a specific recruitment effort.

**Narrative Comments:** I think the narrative sets up a good process for career changers into the profession. I'm excited that the University thinks it's obligation is to train and recruit these people into the profession. I find the process to be fairly standard, and a good one. As you can tell from my other comments, the issue of recruitment is not explored in a detailed way, and in my thinking, is the make or break issue for this piece of the program. I would like to see the budget reflect that as well as thinking about how you truly influence people into the profession. Without that, you will have a nice program, with very few candidates.

## 2017-06 Feedback and National Reviews

**Summary Comments:** I think my previous comments on the narrative sum it up. It's a really good idea, but worry few will be interested without a serious effort to get people into the program.

## **2017-06 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 2.841

**Innovation Comments:**

**Performance Indicator Rating:** 3.477

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.909

**Documentation of Need Comments:**

**Literature Review Rating:** 2.977

**Literature Review Comments:**

**Leading Programs Rating:** 3.524

**Leading Programs Comments:**

**Contextual Constraints Rating:** 5.182

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.488

**Risk Assessment Comments:**

**Funding Rating:** 3.070

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** FACULTY AVERAGE RATING

**Innovation Rating:** 2.000

**Innovation Comments:**

**Performance Indicator Rating:** 3.143

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.143

**Documentation of Need Comments:**

**Literature Review Rating:** 2.286

**Literature Review Comments:**

**Leading Programs Rating:** 3.000

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.429

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.333

**Risk Assessment Comments:**

**Funding Rating:** 3.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-06 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3.059

**Innovation Comments:**

**Performance Indicator Rating:** 3.559

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.088

**Documentation of Need Comments:**

**Literature Review Rating:** 3.152

**Literature Review Comments:**

**Leading Programs Rating:** 3.636

**Leading Programs Comments:**

**Contextual Constraints Rating:** 5.971

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.500

**Risk Assessment Comments:**

**Funding Rating:** 3.088

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **2017-06 Feedback and National Reviews**

**Response Representing:** NATIONAL REVIEW AVERAGE RATING

**Innovation Rating:** 2.333

**Innovation Comments:**

**Performance Indicator Rating:** 3.333

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.667

**Documentation of Need Comments:**

**Literature Review Rating:** 2.667

**Literature Review Comments:**

**Leading Programs Rating:** 3.333

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.667

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.667

**Risk Assessment Comments:**

**Funding Rating:** 3.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



# Research Work Group Proposed Innovation Form

---

## Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

---

## Initiative Research Work Group Name

Breakthrough Innovation Team

**Submitted by** Rebecca Watts  
**Contact Email** rwatts3@uwyo.edu  
**Contact Phone** 307-766-5461  
**Submission Date** 08/03/2017

## Research Work Group Member Names

Dave Bostrom  
Tom Botts  
John McKinley  
Mark Northam  
Rebecca Watts

---

## Proposed Innovation (Title/Brief Description)

The University of Wyoming Targeted Transition to Teaching (UW-T<sup>3</sup>) Model within the UW Educator Preparation Academy focuses on recruiting career changers who have strong content mastery in high-need teaching subjects, e.g., science, technology, engineering, and mathematics (STEM) fields.

UW-T<sup>3</sup> is designed to deploy an accelerated, practicum-based educator preparation model to build a pipeline of career changers who have the content knowledge to address documented high need teaching fields in Wyoming. Further, the proposed innovation model would adopt new approaches to clinical

preparation and create an induction and mentoring support system for novice educators as they enter the profession.

**Detailed description of how this practice would be *innovative*:**

This proposal leverages multiple innovations to create a unique UW-T<sup>3</sup> Fellows model for baccalaureate-degree-holding career changers who completed an accelerated preparation model leading to a master's degree in education. Fellows would be required to commit to serving in a high-need field in a high-need Wyoming school for a minimum of four years following their residency. Further, the model would provide engagement with national innovators on character education and developing P-12 student persistence and grit; the use of virtual reality to provide early clinical experiences; the use of modules and competency-based approaches to assure mastery of knowledge and skills; a full-year co-teaching residency capstone experience in embedded partnerships with Wyoming school districts; and a formalized four-year induction and mentoring program for Fellows following initial preparation.

---

### Alignment to Key Performance Indicator(s)<sup>1</sup>

*(Check all that apply.)*

- ☒ **Statewide perceptions** of the University of Wyoming College of Education
- ☒ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☒ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☒ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☒ **Employment of University of Wyoming graduates** in Wyoming schools
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☐ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

---

<sup>1</sup> List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

---

## Documentation of Need



Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:

1. United States Department of Education Office of Postsecondary Education (2016). Teacher shortage areas nationwide listing 1990-1991 through 2016-2017. Wyoming details, pp. 176-178. <http://www2.ed.gov/about/offices/list/oep/pol/tsa.doc>
2. Cowan, J., Goldhaber, D., Hayes, K., & Theobald, R. (2016). Missing elements in the discussion of teacher shortages. Educational Researcher, 45, 8, 460-462.
3. Aragon, S. (2016). Teacher shortages: What we know. Education Commission of the States.
4. Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-2017. U.S. Department of Education Office of Postsecondary Education. [http://www.uwyo.edu/trust\\_edu\\_init/tei\\_governance\\_structure/docs/usdoe\\_teachers\\_shortages.pdf](http://www.uwyo.edu/trust_edu_init/tei_governance_structure/docs/usdoe_teachers_shortages.pdf)
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Summary of documentation of need:

The need to recruit knowledgeable experts who are motivated to move into a professional teaching career is well-documented. Further, the profound needs within specific subject areas and in high-poverty, rural, and low-achieving schools are clear in the data.

The 2016-2017 report of Teacher Shortages in Wyoming include: Elementary Grades (Core Subjects); English, including Middle Language Arts; English Learner Education; Family and Consumer Science; Gifted and Talented; Health; Mathematics; Music; Secondary Sciences; Spanish; and Special Education. In identifying school district sites for partnerships, TEI will work with the Wyoming Department of Education and with Wyoming school districts to identify regional needs related to the specific teaching areas for which there is a shortage of professional educators.

---

## Evidence Supporting Proposed Innovation: Literature Review



**Reviewed and analyzed relevant current literature on the best practices for preparing professional educators**

### *Literature Citations:*

1. Woodrow Wilson National Fellowship Foundation (2017). The Woodrow Wilson Ohio teaching fellowship: A five-year statewide investment to improve teacher preparation.
2. Williams, J., & Forgasz, H. (2009) The motivations of career changers: students in teacher education, Asia-Pacific Journal of Teacher Education, 37:1, 95-108, DOI: 10.1080/13598660802607673
3. Childre, A.L., & VanRie, G.L. (2015). Mentor teacher training: A hybrid model to promote partnering in candidate development. Rural Special Education Quarterly, 34(1), 10-16.
4. Westerlund, J.F., Radcliffe, R.A., Smith, D.A., Lemke, M.R., & West, S.S. (2011). Profiles of U.S. science teacher candidates: Safeguards amidst the gathering storm. International Journal of Environmental and Science Education, 6(3), 213-226.
5. Ingersoll, R. & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Consortium for Policy Research in Education. [http://www.cpre.org/sites/default/files/researchreport/2018\\_prepeffects2014.pdf](http://www.cpre.org/sites/default/files/researchreport/2018_prepeffects2014.pdf)
6. Practices of Teacher Induction in Finland: Education of Mentors (2012). Conference Session at European Educational Research Association 2012 Conference, "The Need for Educational REsearch to Champion Freedom, Education and Development for All.
7. \_\_\_\_\_
8. \_\_\_\_\_

### **Summary of Literature Review:**

Research shows: A) positive effects of recruiting career changers who have a deep intrinsic motivation to teach to the field of education; B) an urgent need to provide effective induction and mentoring for novice educators; C) the power of preparing teachers to support character development in P-12 students through effective strategies, including engagement with parents and families; and D) effectiveness in addressing achievement gaps particularly in STEM subjects in high-need schools through teaching fellowship models for career changers.

Initial research is promising as to the impact residencies can have on increasing the diversity of the teaching force, improving retention of new teachers, and promoting gains in student learning. Residencies support the development of the profession by acknowledging that the complexity of teaching requires rigorous preparation in line with the high levels of skill and knowledge needed in the profession. Residencies also build professional capacity by providing professional learning and

leadership opportunities for accomplished teachers in the field, as they support the growth and development of new teachers. These elements of strengthening the teaching profession can create long-term benefits for districts, schools, and, most importantly, the students they serve.

Researchers have concluded that a powerful way to address teacher shortages in areas of special need is to identify, recruit, train, and support individuals from the local area.

---

## **Evidence Supporting Proposed Innovation: Evaluation of Leading Programs**

*(Check all that apply.)*



**Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States**

### **Programs Reviewed:**



**Traditional educator preparation programs in public and private universities across the United States**

***Please list names and locations of traditional programs studied:***

- Georgia State University Secondary Science Teacher Certification Programs
- Indiana Transition to Teaching Programs: <https://www.doe.in.gov/licensing/approved-transition-teaching-programs>
- Arizona State University (Sanford Inspire Program) to Prepare Candidates with Skills in Character Development of P-12 Learners
- Ohio Resident Educator Program (Induction and Mentoring Program for Novice Educators)
- \_\_\_\_\_
- \_\_\_\_\_



**Alternative educator preparation programs**

***Please list names and locations of alternative programs studied:***

- Woodrow Wilson Teaching Fellowships: <http://woodrow.org/fellowships/ww-teaching-fellowships/>
- \_\_\_\_\_
- \_\_\_\_\_



**International educator preparation programs**

***Please list names and locations of international programs studied:***

- Practices of teacher induction in Finland
- \_\_\_\_\_

### Summary of Evaluation of Other Programs:

Alternative pathway programs provided by traditional educator preparation programs have had success in recruiting, preparing, and placing highly knowledgeable educators in high need teaching fields, including STEM. The recruitment process is critical in these models, assuring that the candidates have a high level of content knowledge and a deep passion for teaching.

---

### Contextual Constraint Analysis



**Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

--Identifying a pipeline of individuals with mastery of content knowledge in STEM and other high need fields who also have a strong desire to transition to a teaching career will be a critical and potentially difficult step in fully developing and implementing this model.

--The Wyoming Professional Teaching Standards Board will need to review the proposed program components to assure that the Fellows' learning outcomes meet the requirements for an approved licensure preparation program in Wyoming.

\_\_\_\_\_  
\_\_\_\_\_

---

## Risk Assessment



**Please list all identified potential risks to College of Education Candidates:**

--There is risk that if a UW-T<sup>3</sup> Fellow decides that s/he wishes to be employed in a school district outside Wyoming, or in a Wyoming school that is not a high-need school, s/he will be required to repay a full year of tuition and a full year of cost-of-living stipends. NOTE: This risk is mitigated by the opportunity for Fellows to select out of the program prior to completing the year-long residency without consequence.

\_\_\_\_\_

\_\_\_\_\_



**Please list all identified potential risks to the UW College of Education:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

--School district partners must commit to support the preparation of the UW-T<sup>3</sup> candidates by providing co-teaching opportunities and Mentors to support the Fellows during their residencies.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Please list all identified potential risks to the UW Trustees Education Initiative:**

The greatest risk to TEI for the UW-T<sup>3</sup> model is recruiting a cadre of individuals with exceptional content knowledge who are motivated to teach and will commit to teaching in a high-need subject in a high-need Wyoming school.

--An important measure of the effectiveness of any educator preparation model is the P-12 student learning outcomes of teachers prepared within a particular model. Wyoming statute prevents access to disaggregation of student assessment outcomes by teacher. Therefore, the metrics designed to measure the effectiveness of the preparation model will be negatively affected by the lack of access to this data point.

\_\_\_\_\_



**Please list all identified potential risks to other stakeholders:**

--There is risk to the University of Wyoming at large regarding the success of this multi-pronged innovative model. As challenges arise through design and implementation (which is a certainty), it will be essential for UWTEI to keep University leaders apprised so that they are aware of concerns that may arise throughout the state.



---

## Funding Request to Support Pilot Innovation Implementation

### \$37,000.00    2017-2018 Total Request

Subtotal Amount: \$32,000.00

Purpose: Pedagogical Institute Design

Subtotal Amount: \$5,000.00

Purpose: Marketing / Recruitment

### \$237,000.00    2018-2019 Total Request

Subtotal Amount: \$32,000.00

Purpose: Pedagogical Institute Delivery

Subtotal Amount: \$12,000.00

Purpose: Fellows Scholarships

Subtotal Amount: \$120,000.00

Purpose: Fellows Living Stipends

Subtotal Amount: \$20,000.00

Purpose: Marketing / Recruitment

Subtotal Amount: \$15,000.00

Purpose: Professional Dev District Mentors

Subtotal Amount: \$30,000.00

Purpose: Regional Coordinators

Subtotal Amount: \$8,000.00

Purpose: Residency Mentor Stipends

### \$261,000.00    2019-2020 Total Request

Subtotal Amount: \$32,000.00

Purpose: Pedagogical Institute Delivery

Subtotal Amount: \$12,000.00

Purpose: Fellows Scholarships

Subtotal Amount: \$120,000.00

Purpose: Fellows Living Stipends

Subtotal Amount: \$20,000.00

Purpose: Marketing / Recruitment

Subtotal Amount: \$15,000.00

Purpose: Professional Dev District Mentors

Subtotal Amount: \$30,000.00

Purpose: Regional Coordinators

Subtotal Amount: \$8,000.00

Purpose: Residency Mentor Stipends

Subtotal Amount: \$24,000.00

Purpose: Induction Mentor Stipends

## Budget Narrative to Support Funding Request:

NOTE: A detailed eight-year budget inclusive of annual outcomes goals is provided at the end of this proposal.

In 2017-2018, expert educators would design the Pedagogical Institute. In this period, marketing and recruitment of high-need Wyoming school districts with specific teaching shortages would be recruited.

In 2018-2019, UW-T<sup>3</sup> would provide professional development to Residency Mentors in partner school districts. In Summer 2019, the first Pedagogical Institute would be held. In Fall 2019, UW-T<sup>3</sup> Fellows would begin a one-year residency in a high-need Wyoming school, supported by a Mentor at that school as well as a UW-T<sup>3</sup> Regional Coordinator. Marketing and recruitment for the program would be ongoing to build the next cohort of UW-T<sup>3</sup> Fellows.

From 2020-2021 the program would expand in scope, as there would be annual growth in the number of UW-T<sup>3</sup> Fellows beginning their professional teaching careers in high-need Wyoming schools. These Fellows would be supported by a formalized Induction and Mentoring Program provided through a partnerships of the Wyoming Educator Academy and the partner school district.

---

### **Proposed Innovation Narrative:**

The University of Wyoming Targeted Transition to Teaching (UW-T<sup>3</sup>) Program creates a preparation pathway for individuals who minimally hold a baccalaureate degree in a content area that aligns with a high-need teaching field in Wyoming. The accelerated program leverages the expertise of the Fellows and provides intensive pedagogical preparation prior to immersion in a teaching setting in a high-need Wyoming school. In addition, this pathway includes innovations addressing educator skills related to developing character, grit, and civic engagement among P-12 learners; leveraging technology to strengthen clinical preparation for teaching, classroom management, parent engagement, and peer support; implementation of a full-year residency with supporting cost-of-living stipend for Fellows and stipends for mentors collaborating with Fellows in co-teaching model in Wyoming schools; and a structured induction and mentoring program to support novice educators for their first four years in the profession following completion of their initial preparation.

The Wyoming teachers selected to mentor UW educator candidates as well as those who will serve as peer mentors to novice educators who have completed the first three phases of UW-T<sup>3</sup> will complete a focused, intensive professional development program to develop coaching and mentoring skills. Additionally, Fellowship mentors and Induction mentors will collaborate closely with UW College of Education faculty members.

In Phase One, potential Fellows are recruited throughout Wyoming and neighboring states. Eligibility requirements include completion of a baccalaureate degree with a grade point average (GPA) of >3.25 in a content area that is a documented high-need teaching field in Wyoming, e.g., STEM. In addition to the academic preparedness requirements, successful applicants must complete a dispositional assessment to determine their commitment to the profession of teaching and their belief that all children can succeed.

In Phase Two, UW-T<sup>3</sup> Fellows successfully complete the UW T<sup>3</sup> Pedagogical Immersion Process (PIP), in an eight-week summer period. This phase is the portion of the program in which Fellows learn the art and science of teaching, including planning, assessment, differentiation of instruction to meet the needs of all

learners, classroom management, communication with parents, collaboration with peers, and engagement with community members and resources. Further, PIP includes completion of Sanford Inspire modules to build educator skills related to developing character, grit, and civic engagement among P-12 students.

Fellows receive scholarship support for tuition and books in Phase Two. Guided fieldwork observations utilize virtual reality simulations, and simulated observations for parental engagement and peer collaboration with UW theater majors and faculty. T<sup>3</sup> Fellows receive a tuition scholarship.

In Phase Three, UW-T<sup>3</sup> Fellows complete a one-year residency in which they co-teach with a mentor teacher in a high-need subject in a high-need Wyoming school. Fellows are placed in cohorts of at least three Fellows in a Wyoming school district to facilitate peer support and collaboration. Fellows engage with UW faculty to earn graduate credit toward a master's degree during the residency. Fellows receive a tuition scholarship and a cost-of-living stipend during the one-year residency. In the residency placements, UW faculty will use the Panopto video management system. Two fixed classroom video conferencing systems will be installed in the College of Education, with 10 portable systems deployed in multiple educational settings across the state. Faculty will be able to use the systems to share live teaching sessions in P-12 schools with candidates as a part of their coursework. In addition, candidates will be able to engage with guest speakers. The video management system also will provide real-time field experience and residency supervision for candidates. A

video library of classroom cases will be made from recorded classroom sessions, covering a range of grade levels, subject areas, school settings, times of year, and instructional practices. UW students will access the database to refine their own practices and skills by analyzing a variety of educational experiences.

In Phase Four, UW-T<sup>3</sup> Fellows complete a four-year formalized mentoring and induction program wherein they receive support beginning with two years of instructional mentoring, continuing with two years of professional development opportunities aligned with their home district's strategic priorities. Fellows engage with other UW-T<sup>3</sup> Fellows to leverage the benefits of peer support. District teachers who serve as UW-T<sup>3</sup> Fellows Mentors receive a stipend for their support of the Fellows and their engagement with UW Educator Preparation Academy faculty.

UW-T<sup>3</sup> Fellows who fail to complete the Phase Five Residency and a subsequent four years of service as a novice educator in a Wyoming school must repay the Phase Five scholarship and cost-of-living stipend they received.

By accepting the UW-T<sup>3</sup> tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a high-need subject area in a high-need Wyoming school district for four years. The host Wyoming school district has the first option at hiring Fellows placed in its district. If the host district does not offer employment to a Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a Fellow opts to accept employment outside Wyoming s/he must re-pay all tuition scholarship funds and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow's completion of Phase Three, s/he is released from an obligation to re-pay all tuition scholarship dollars and cost-of-living stipends.

A schematic diagram of each phase is provided on the following page for those who benefit from a visual support to the narrative. If such a diagram does not benefit you, please ignore it.

## University of Wyoming Targeted Transition to Teaching T<sup>3</sup>

### Phase One:

#### UW T<sup>3</sup> Recruiting and Admissions

*Recruit T<sup>3</sup> Fellow applicants through advertising and marketing to holders of baccalaureate degrees in the region.*

*Priority for admissions will be for those who commit to teach for a minimum of four years in a high-need Wyoming classroom, e.g., STEM, Special Education, or a classroom in high-poverty schools (<65% on Free/Reduced Lunch) following completion of the Fellowship*

*Fellow eligibility requires completion of a content-focused baccalaureate degree with a grade point average of 3.25 or higher.*

### Phase Two:

#### UW-T<sup>3</sup> Pedagogical Immersion Process (PIP)

*UW T<sup>3</sup> Fellows successfully complete the UW T<sup>3</sup> Pedagogical Immersion Process (PIP) in an eight-week summer period. PIP includes modules on educational theory, pedagogical methods, classroom management strategies, analyzing student needs, and differentiating instruction to meet the needs of all learners.*

*PIP also includes guided fieldwork simulations through Mursion® technology, guided fieldwork observations in P-12 summer school settings, and completion of Sanford Inspire modules.*

*Fellows declare a specialty area and receive graduate credit toward an Education master's degree in the specialty.*

*Fellows receive a tuition scholarship*

### Phase Three:

#### Co-Teaching Residency in a High-Need Wyoming Classroom

*Following completion of UW-T<sup>3</sup> PIP, Fellows complete a one-year Co-Teaching Residency with a T<sup>3</sup> Mentor Teacher in a High-Need Wyoming Classroom. T<sup>3</sup> Fellows are assigned to T3 partner Wyoming School Districts in cohorts of at least three. Fellows are evaluated by both the Mentor Teacher and a University of Wyoming T<sup>3</sup> Regional Coordinator.*

*Fellows receive a tuition scholarship and a cost-of-living stipend during the residency.*

*Fellows successfully completing all the requirements earn a master's degree in Education in the specific field in which they teach.*

### Phase Four:

#### UW T<sup>3</sup> Fellows Mentored as Employed Novice Educators in High-Need Wyoming Schools

*UW T<sup>3</sup> Fellows begin their required formalized mentoring and induction support through a comprehensive, four-year induction program, beginning with two years of instructional mentoring, continuing with professional development opportunities focused on the district's strategic priorities*

*Regional cohort engagement of Fellows to support peer support*

*District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UWE<sup>4</sup> faculty and leaders*

*Fellows who fail to complete the Co-Teaching Residency and Four Years of Service as a Novice Educator in a High-Need Wyoming School must repay the tuition scholarships and all cost-of-living stipends paid to them through UW-T<sup>3</sup>.*

#	Unit Cost	Year	Purpose
<b>2017-2018</b>			
4	\$8,000	\$ 32,000.00	Pedagogical Institute Design
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
		<b>\$ 37,000.00</b>	<b>FY TOTAL</b>

<b>2018-2019</b>			
8	\$4,000.00	\$ 32,000.00	Pedagogical Institute Delivery
8	\$1,500.00	\$ 12,000.00	Fellows Scholarships
8	\$15,000.00	\$ 120,000.00	Fellows Living Stipends
8	\$2,500.00	\$ 20,000.00	Marketing/Recruitment
6	\$2,500.00	\$ 15,000.00	Professional Development District Mentors
3	\$10,000.00	\$ 30,000.00	Regional Coordinator Stipends
8	\$1,000.00	\$ 8,000.00	Residency Mentor Stipends
		<b>\$ 237,000.00</b>	<b>FY TOTAL</b>

<b>2019-2020</b>			
8	\$4,000.00	\$ 32,000.00	Pedagogical Institute Design and Delivery
8	\$1,500.00	\$ 12,000.00	Fellows Scholarships
8	\$15,000.00	\$ 120,000.00	Fellows Living Stipends
8	\$2,500.00	\$ 20,000.00	Marketing/Recruitment
6	\$2,500.00	\$ 15,000.00	Professional Development District Mentors
3	\$10,000.00	\$ 30,000.00	Regional Coordinator Stipends
8	\$1,000.00	\$ 8,000.00	Residency Mentor Stipends
8	\$3,000.00	\$ 24,000.00	Induction Mentor Stipends
		<b>\$ 261,000.00</b>	<b>FY TOTAL</b>

<b>2020-2021</b>			
8	\$4,000.00	\$ 32,000.00	Pedagogical Institute Design and Delivery
8	\$1,500.00	\$ 12,000.00	Fellows Scholarships
8	\$15,000.00	\$ 120,000.00	Fellows Living Stipends
8	\$2,500.00	\$ 20,000.00	Marketing/Recruitment

<b>T3 BUDGET 2017-2021</b>	<b>\$ 836,000.00</b>
<b>BUDGET 2022-2025</b>	<b>\$ 1,367,000.00</b>
<b>TOTAL BUDGET 2017-2025</b>	<b>\$ 2,203,000.00</b>

#### Productivity

8 Educators Per Year for High-Need Schools and  
Subject Areas Per Year Beginning 2019-2020

6	\$2,500.00	\$ 15,000.00	Professional Development District Mentors
3	\$10,000.00	\$ 30,000.00	Regional Coordinator Stipends
8	\$3,000.00	\$ 24,000.00	Residency Co-Teacher/Mentor Stipends
16	\$3,000.00	\$ 48,000.00	Induction Mentor Stipends
<b>\$ 301,000.00</b>			<b>FY TOTAL</b>

<b>2021-2022</b>			
8	\$4,000.00	\$ 32,000.00	Pedagogical Institute Design and Delivery
8	\$1,500.00	\$ 12,000.00	Fellows Scholarships
8	\$15,000.00	\$ 120,000.00	Fellows Living Stipends
8	\$2,500.00	\$ 20,000.00	Marketing/Recruitment
6	\$2,500.00	\$ 15,000.00	Professional Development District Mentors
3	\$10,000.00	\$ 30,000.00	Regional Coordinator Stipends
8	\$3,000.00	\$ 24,000.00	Residency Co-Teacher/Mentor Stipends
24	\$3,000.00	\$ 72,000.00	Induction Mentor Stipends
<b>\$ 325,000.00</b>			<b>FY TOTAL</b>

<b>2022-2023</b>			<b>Purpose</b>
8	\$4,000.00	\$ 32,000.00	Pedagogical Institute Design and Delivery
8	\$1,500.00	\$ 12,000.00	Fellows Scholarships
8	\$15,000.00	\$ 120,000.00	Fellows Living Stipends
6	\$2,500.00	\$ 15,000.00	Marketing/Recruitment
6	\$2,500.00	\$ 15,000.00	Professional Development District Mentors
3	\$10,000.00	\$ 30,000.00	Regional Coordinator Stipends
8	\$3,000.00	\$ 24,000.00	Residency Co-Teacher/Mentor Stipends
32	\$3,000.00	\$ 96,000.00	Induction Mentor Stipends
<b>\$ 344,000.00</b>			<b>FY TOTAL</b>

<b>2023-2024</b>			<b>Purpose</b>
8	\$4,000.00	\$ 32,000.00	Pedagogical Institute Design and Delivery
8	\$1,500.00	\$ 12,000.00	Fellows Scholarships
8	\$15,000.00	\$ 120,000.00	Fellows Living Stipends
8	\$2,500.00	\$ 20,000.00	Marketing/Recruitment

6	\$2,500.00	\$	15,000.00	Professional Development District Mentors
3	\$10,000.00	\$	30,000.00	Regional Coordinator Stipends
8	\$3,000.00	\$	24,000.00	Residency Co-Teacher/Mentor Stipends
32	\$3,000.00	\$	96,000.00	Induction Mentor Stipends
<b>\$ 349,000.00</b>				<b>FY TOTAL</b>

<b>2024-2025</b>				<b>Purpose</b>
8	\$4,000.00	\$	32,000.00	Pedgagogical Institute Design and Delivery
8	\$1,500.00	\$	12,000.00	Fellows Scholarships
8	\$15,000.00	\$	120,000.00	Fellows Living Stipends
8	\$2,500.00	\$	20,000.00	Marketing/Recruitment
6	\$2,500.00	\$	15,000.00	Professional Development District Mentors
3	\$10,000.00	\$	30,000.00	Regional Coordinator Stipends
8	\$3,000.00	\$	24,000.00	Residency Co-Teacher/Mentor Stipends
32	\$3,000.00	\$	96,000.00	Induction Mentor Stipends
<b>\$ 349,000.00</b>				<b>FY TOTAL</b>



## 2017-07 Feedback and National Reviews

**Response Representing:** School of Teacher Education Faculty

**Innovation Rating:** 2

**Innovation Comments:** We already have a program for individuals with bachelor's degrees in content areas that want to become teachers, it's called the "Post Baccalaureate Program." As opposed to implementing this similar but parallel track, I suggest we bolster and improve the extant program.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The proposal states, "The need to recruit knowledgeable experts who are motivated to move into a professional teaching career is well documented." I don't find any of that documentation in this proposal. / / My biggest concern related to need: "is there a need for these teachers in WY once they complete?" I see an Ohio program is mentioned as an example. Ohio, in some areas, has a teacher shortage. Wyoming, largely, does not. We do have shortages in Special Education, ESL, and some sciences. We could recruit and target individuals wanting to teach in these areas into a reinvigorated post bac program, and that would be more economically feasible and sustainable.

**Literature Review Rating:** 2

**Literature Review Comments:** The proposal includes things like induction. It's important. Done right, it's expensive. Good induction should be a goal for all of our early career teachers, not just those in this track. Induction is also more in the purview of school districts than it is teacher education programs'. / / The proposal, like the others, makes some vague mention of character education. Much more info needed. If by character development we are talking about the development of democratic skills and dispositions, like those advocated by the late John Goodlad, a dear friend of the college, please count me in. If we are talking about implementing a canned character education program designed mostly to indoctrinate and subordinate our students, no thanks. / / Goodlad also by the way avoided the term "fellows." He called participants in his group "leadership associates," a more palatable and gender neutral term.

**Leading Programs Rating:** 1

**Leading Programs Comments:** Included programs aren't really evaluated, but if we want to include another exemplar, and one we could and should evaluate and update, then we should look to our own Post bac option.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** One identified constraint is recruitment, and if there aren't jobs for these graduates (especially outside the few high needs areas), maybe we shouldn't be recruiting them. / /

**Risk Assessment Rating:**

**Risk Assessment Comments:** The proposal notes, "the greatest risk for TEI is the inherent reliance on UW College of Education faculty and staff to embrace and implement with fidelity and integrity the proposed model." For sure, and if we want the faculty embrace and implement with fidelity, we'll need to convince them that these ideas are sound and will lead to the graduation of better teachers. Faculty involvement thus far in the initiative (including in the development of these 3 proposals) has been lacking. I am a long time public school teacher and teacher educator. Those initiatives that have the best chance of succeeding are those that people buy in to, and that they themselves see as needed and better than the current status quo. That's hard to achieve when these ideas are external, top down. /

**Funding Rating:** 3

**Funding Comments:** The budget seems reasonable, but my concern is sustainability. What happens when the money runs out in 2020? I have been a part of many excellent education initiatives that didn't have sustainable funding sources. When the money ran out, the programs ceased, despite the fact that they were working and that many people had invested many hours. / / I'd prefer putting the time, funding and energy into improving a program we already have in place (post bac). This improvement could include targeting candidates for the highest need content areas, as well as targeting candidates willing to teach in areas of our state experiencing the most difficulty hiring and retaining quality teachers.

**Narrative Comments:** Proposal narrative is fine. It includes description of the 8 week PIP. That seems thin to me, and sounds like TFA. I realize those making these proposals are (at least as far as I know) not, nor have ever been, public school teachers or teacher educators, and so they might not be familiar with Lee Shulamn's notion of pedagogical content

## 2017-07 Feedback and National Reviews

knowledge. Generally, knowing a subject in depth is one thing, but knowing how to effectively teach it to groups of diverse students is a completely different thing, and it's highly complex. I doubt an 8 week cram course will adequately prepare these folks for the complex realities of teaching in a multicultural society.

**Summary Comments:** Mostly all mentioned in previous responses. My preference is to fold some of these ideas into the current post bac program, making that program stronger as opposed to creating a parallel program in which we compete with ourselves for students. // Additionally, and this applies to all proposals, I am not a fan of calling these efforts an "academy." To me, that term means rigid and militaristic, and these are not descriptors I value in a teacher education program.

## 2017-07 Feedback and National Reviews

**Response Representing:** Education School of Teacher Education Faculty

### **Innovation Rating:**3

**Innovation Comments:** I like the idea of providing experts in needed content fields the much needed training in teaching, assessment, and classroom management strategies. The year long residency is an essential. Using avatar and human simulations is great, but practicum placements in real classrooms with real students is essential. While focused observations are important, experience teaching individuals, small groups, and whole classes with mentor teacher feedback is essential. Presently, our COE students get their first real practicum experience at the end of their junior year which is too late. / I like that the pre service teachers will receive a cost of living stipend and a tuition scholarship and, depending on job availability, will pay this back by agreeing to teach for 4 years in a Wyoming school. I like the mentoring provided for the first four years of teaching. I think it is important for mentor teachers to have training in using co teaching strategies and in effectively mentoring pre service teachers (there are many mentor teachers who are excellent teachers, but don't have any training or guidance in how to mentor pre service teachers). Mentor teachers should receive a much larger stipend than they currently do the work they do is difficult and time consuming.

### **Performance Indicator Rating:** 4

**Performance Indicator Comments:**

### **Documentation of Need Rating:** 3

**Documentation of Need Comments:** Would like more specifics.

### **Literature Review Rating:** 3

**Literature Review Comments:** Would like more specifics.

### **Leading Programs Rating:** 3

**Leading Programs Comments:** Would like more specifics.

### **Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Many contextual constraints are identified. One huge contextual constraint is that schools are under so much pressure to produce high standardized scores that they often don't want to bother with the extra burden of mentoring pre service teachers. Schools and mentor teachers will need to be convinced of the value of having more teachers in their classrooms and the benefits of co teaching strategies for them and their K 12 students. Often innovative, student centered, engaging, intrinsically motivating, memorable, and highly effective teaching strategies that emphasize critical thinking are de emphasized or eliminated altogether as teachers and schools strive to raise standardized test scores. When pre service teachers are exposed to these more teacher centered, bland, and joyless classrooms, what are they learning? How we do prevent the passing down of these more ineffective teaching strategies?

### **Risk Assessment Rating:** 3

**Risk Assessment Comments:** Well thought through

### **Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Education School of Teacher Education Faculty

**Innovation Rating:**1

**Innovation Comments:** We have a post bac program that is similar to this proposal.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 1

**Leading Programs Comments:** The proposal lists the programs, but the summary has no detail about what is learned from these programs. This section needs more development to show how these programs are models for us.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** We have this program already. There are more constraints than you list. It would be important to discuss our own program with faculty and students.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Consider the risks of year long residency to students.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** This narrative sounds similar to the program we have. You can't provide mentorship training only to teachers in this program. We have other students in schools and all teachers need to be addressed.

**Summary Comments:**

## 2017-07 Feedback and National Reviews

**Response Representing:** College of Education Science and Mathematics Teaching Center Faculty

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I have taken a little over an hour to review the proposal on two different occasions – so, not as much time as I would like, but what I have for now. Things that I like full year supported residency – I feel that I learned the most on the job, and in a supported situation and that this will provide that support – in addition, having a living stipend provided is also critical in terms of being able to focus on the process. I also like that you have thought about having students be in school districts in cohorts – I think for them preservice teachers AND the school districts, this is also important. // Things to think about in this situation as well – as a former practitioner with many, many preservice teachers in my classroom, I found that in order to mentor properly and make the experience what the preservice teacher and my students needed, it was exhausting and taxing. The stipend I was offered was usually so small, it was insignificant. Even offering more \$ may not get you the mentors you really want. On the other hand, in Wyoming, we have been lax in terms of getting the most out of our teacher leaders – we have MANY wonderful teachers in this state, many nationally board certified teachers, and many others who would like to work on board certification and master's degrees. I would recommend thinking about the teachers in cohorts as well and working with them on their own personal PD goals. // In addition, having a good (let alone top notch) 4 year induction program will take a lot of work and support from UW or other outside providers. To not provide this would be, in my opinion, irresponsible. This is another place where working within the school districts and with the cohorts of teachers would be important (in addition to the administrators, who usually don't know what they don't know and don't realize how much the same information would be helpful for them). Again, working in a system that also rewards and provides for the mentors to work alongside (differentiated as needed), with choices about outcomes for themselves (certificates, credits, degrees) would be a way to enhance this. // One of my major concerns is the master's degree that does not seem to include any research component. If you look at programs in Finland, their teacher programs include research within their initial teaching degrees, and I find that the teachers who come and work on our SMTC Master's degrees grow exponentially in their understanding of teaching and learning through the process of research. I think this is a critical component of any Master's degree (that is, becoming a master of some aspect of your profession in particular) and would encourage you to incorporate this into the 3rd program. // In addition, I spent a little time on the Mursion website and think that while it may be a good addition to the program, from what I could tell, the mode I saw in all the videos was teacher directed and teacher centered. As a science teacher and a teacher of science teachers, this is definitely NOT what I want my preservice teachers learning how to do (run teacher centered classrooms). I am not sure it is possible to do student centered work in this type of simulation – and it would require the actors to have had their own experiences in these types of classrooms (unfortunately, still not common in HS

## 2017-07 Feedback and National Reviews

and even more rare at the undergraduate level) – and possibly would be very difficult to pull off. I think this is something that should be considered carefully before a lot of \$ is spent on a system like this. // I am also concerned that the major message was that this is the best mode for learning like this because the preservice teachers would be “wasting the students time”. As you know, teaching and learning is a messy process, learning (conceptual change) and reflecting (both for teachers and students), model building, communicating, learning how to think critically – all of these processes are way more complex than could be simulated. This is learned on both sides in real time situations. This message also implies that the preservice teacher has nothing new to offer to the students or the classroom – which I believe is an incorrect assumption. I always learned something from the preservice teachers who came into my classroom – and hopefully, vice versa. And even in the worst situations, I know my students also learned something. And as the mentor, it was my responsibly to make sure this occurred. // I appreciate the work that has gone into this – though I am also concerned that other than yourself, there were no educators on this team (though I cannot find a bio for Thomas Botts, so I could be mistaken). Wava Tully (also board member) has a background in education... I am sure that the reasoning is complex, but this frustration for me comes out of one of the more exasperating aspects of being in Science/STEM on campus. We have been left out of all of the conversations (we have summarily been dismissed as a college on several occasions) that the scientists are having about teaching and learning science. Watching them “discover” ideas that John Dewey and others proposed over 100 years ago is a little humorous.

## 2017-07 Feedback and National Reviews

**Response Representing:** EducationSchool of Teacher Education Faculty

**Innovation Rating:**4

**Innovation Comments:** While the proposal mirrors the current UW COE postbac program, its detail plans are highly innovative.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**/

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** How would we ensure that those entering teaching through alternate route described in the proposal will feel competent in several areas of teaching besides their content area? Given that many who enter alternate routes to teaching are traditionally order, how would we address a possible gap while they are in the education program? /

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** Given the reality that there is a high demand for teachers in rural areas as well as in inner cities in content areas such as mathematics, sciences, engineering and technology, the plans in the proposal is highly innovative and necessary. / / /

## 2017-07 Feedback and National Reviews

**Response Representing:** Education Teacher Education Faculty

**Innovation Rating:** 4

**Innovation Comments:** The model provides different pathways into education for people at various stages of their lives. It gives faculty a unique opportunity to rethink and try out new pedagogical approaches for preparing teachers.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** The proposal does an excellent job of demonstrating the need for the academy. In particular, it does an excellent job at helping to fill areas of teacher shortage and address concerns in rural areas.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** I think the proposal does the best it can with this short of actually engaging in the implementation. Clearly there is an awareness of contextual constraints and solutions are considered. However, the approach is also flexible and I think has been clearly thought out to the point that there is nothing left to do but implement it. Based on the level of thought and detail, constraints will be relatively easy to handle.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** The students clearly have some risk in this as they are entering a new program that will be refined along the way. However, the program is clearly committed to ensuring that all students have the best experience possible.

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** I am very excited about these initiatives. They propose a clear and innovative way to bring more teachers into the profession. However, there is also a support mechanism in place to ensure that we work towards having our students be high quality teachers, and this is an important point. Quantity will not be sufficient. We must do what is needed to ensure quality as well. This proposal does this while allowing those who are involved the opportunity to engage students in new and meaningful ways.

**Summary Comments:**



## 2017-07 Feedback and National Reviews

**Response Representing:** Ed School of Teacher Education Faculty

### **Innovation Rating:**3

**Innovation Comments:** Of the three proposals, this is of most interest to me. It is very similar however to our post bac program with additional observations included via distance. I hope it works better than the distance classrooms I tried to supervise via technology last year. I found myself getting more out of a live visit than when I used the computer for my non partnership placements. I also like the mentoring work over the extended time range.

### **Performance Indicator Rating:** 3

**Performance Indicator Comments:** Mentoring (and finding excellent mentors) is critical for these to be met. My experiences with mentor teachers are varied my residents have had some really great mentors but sometimes bad mentorships can occur. Sometimes these are with really respected teachers who do not understand that one can learn to teach but patience is required for some residents. CAEP and my SPA will not be met by not following the requirements for placements and attending to the content knowledge required.

### **Documentation of Need Rating:** 2

**Documentation of Need Comments:** If you want great science and mathematics teachers, you need to consider what industry is offering salary wise because many leave the profession after a few years because they can make more money with less stress outside of teaching. You list STEM education throughout the proposal without addressing what engineering and technology prepared students will teach. While I agree that there is a perception out in the US that these are mathematically intensive majors, in reality most engineering professors will agree that mathematics is just used, but not understood by many engineers. Most engineering majors and computer science majors do not have mathematics preparation beyond Calculus and Differential Equations. These are the sophomore level required courses that provide preparation for the courses mathematics educators need for teaching mathematics as well as providing for SPA accreditation and CAEP accreditation. PTSB requires SPA accreditation. There are two years of content coursework beyond that level in our current program which ensures a bachelors in mathematics and mathematics education. In our current post bac program, many mathematics majors do not have two required courses that they must take in the program Geometry (a senior level proof intensive course) and History of Mathematics which both fulfill many SPA content requirements. When considering Engineering for Science majors, I imagine there is some overlap but again, maybe some content might be required. I only know of a few districts that offer one course that deal with engineering topics and there isn't a PTSB content area major that qualifies teachers to teach these they are more experimental coursework. They do not fulfill mathematics requirements at this time. The engineering courses I have seen so far are very limited in mathematics. Technology majors such as computer science could prepare to teach computer science but even in our largest Wyoming districts there are not the number of courses so that a full time load for this could occur.

### **Literature Review Rating:** 3

**Literature Review Comments:**

### **Leading Programs Rating:** 3

**Leading Programs Comments:**

### **Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Mentoring the mentors will be exciting. It is a critical aspect of this proposal as is the continuation of work into their teaching careers.

### **Risk Assessment Rating:** 2

**Risk Assessment Comments:**

### **Funding Rating:** 4

**Funding Comments:** Interesting I like how this budget is delineated.

**Narrative Comments:** This is the proposal that interests me the most. I see it as viable and, I hope, sustainable past the grant.

**Summary Comments:** Interesting ideas. More explanations of STEM beyond the buzz word would be needed for NSF funding.

## 2017-07 Feedback and National Reviews

**Response Representing:** Ed Sch Teacher Ed Faculty

**Innovation Rating:**1

**Innovation Comments:** UW already has four programs that do what is in this proposal on campus. One is WITS an NSF Noyce grant (Wyoming Interns to Teacher Scholars) led by Leonard. Two is SWARMS an NSF Noyce grant (Sustaining Wyoming's Advancing Reach in Mathematics and Science) led by Burrows. Three is the post bac program through the Office of Teacher Education, which is a three semester program (fast tracked for those holding degrees) championed by Hutchison and Krieger. Four is LAMP a science initiative opportunity (Learning Actively Mentoring Program) led by Watson. Were any of these individuals, or the teams that they work with, contacted for this proposal?

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** It addressed the indicators.

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** The programs that are in place (post bac through OTE) could provide data on the need for this type of program. The funding for students is a good idea (and needed) since they are often career changers and have families to support.

**Literature Review Rating:** 2

**Literature Review Comments:** Because of a lack to leverage the existing programs, limited evidence was supplied for this proposal.

**Leading Programs Rating:** 2

**Leading Programs Comments:** The lack of using the programs in place at UW shows little reflection on how this type of program could work.

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:** There are many contextual constraints not addressed in this proposal, and leveraging the programs on UW's campus could aid in this section.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There is always an university perception risk as well as new teacher burnout risk (with even more requirements during their first few years).

**Funding Rating:** 2

**Funding Comments:** The proposal should address other areas of need, but funding students is important.

**Narrative Comments:** The people involved and the opportunities involved with these potential students will make or break this type of proposal. More attention to those points should be included.

**Summary Comments:** This idea is a good one, and several people on campus are already doing this type of work. However, attention to how it is implemented (especially by looking at the lesson learned by programs already in place) is extremely important.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**2

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** All but 6 and 7

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Depending on the population center, so people may not even have folks interested.

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** I am concerned about the cost when we could have other solutions to get these STEM folks prepared. Many already have degrees in Science and Tech, so I am not convinced this is a good program for us. Maybe we need to consider a program like other states consider that just provides an expedited teaching certification for PIC people.

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I think this could help to meet the need in some of our hard to fill areas of K 12 education.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** This type of program has been successful in many other areas of the nation. Those programs will provide the CoE guidance.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** The most relevant indicators addressed in this proposal are 2, 3, and 4.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** WY has moderate need of this type of program offering.

**Literature Review Rating:** 3

**Literature Review Comments:** Adequate literature was provided

**Leading Programs Rating:** 3

**Leading Programs Comments:** Adequate support was provided

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** It is absolutely necessary that outstanding mentors be identified. The proposal states that 3 students will comprise a cohort in a school district. What if there are not 3 students in a specific school district?

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** It is unclear as to why identifying interested parties is a risk....the first risk listed.

**Funding Rating:** 3

**Funding Comments:** A budget was provided

**Narrative Comments:** The narrative was clear

**Summary Comments:** Identification of outstanding mentors is crucial. Is special education an area of need in WY?

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-07 Feedback and National Reviews

### Response Representing: Stakeholder

#### Innovation Rating: 2

**Innovation Comments:** This proposal is largely a duplication of a program that we have had in place for more than 10 years the post baccalaureate program. That existing program has always been more attractive to / The focus on STEM is somewhat different, but post baccalaureate students in the STEM fields have always had access to the existing program and a number of those have earned eligibility for certification through the existing program. It may be worthwhile to look into how many students with undergraduate degrees in the School of Teacher Education fields have completed the existing program. If it is a respectable number, I see no reason to create a parallel program. If it is not a significant number of students, we might be better served by marketing the existing program more effectively to the target population. / The part about this program leading to a masters degree also duplicates what we already have in place. Essentially, students who complete the existing post baccalaureate program have roughly one half of the credits that can be applied to a C and I masters degree program. / I also have serious reservations about a year long residency. How does that work with methods? If the answer is that they will have methods prior to the year long experience, where does that happen? If the answer is some combination of methods delivered by community college faculty, the faculty at the student's placement site and/or delivered by UW faculty via distance technology, I do not view that as a terribly effective model. Furthermore, I am not familiar with much research that supports the idea that year long residency is a superior model, and there is no research cited in the proposal that indicates that is so.

#### Performance Indicator Rating: 4

**Performance Indicator Comments:** Proposal addresses a number of the indicators but that does not necessarily merit the creation of a program that is essentially parallel to something we already have in place.

#### Documentation of Need Rating: 1

**Documentation of Need Comments:** Don't really see a need to create a parallel track to the existing post baccalaureate program.

#### Literature Review Rating: 3

**Literature Review Comments:**

#### Leading Programs Rating:

**Leading Programs Comments:**

#### Contextual Constraints Rating:

**Contextual Constraints Comments:**

#### Risk Assessment Rating:

**Risk Assessment Comments:**

#### Funding Rating:

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## 2017-07 Feedback and National Reviews

### Response Representing: Stakeholder

#### Innovation Rating:

**Innovation Comments:** Please see my previous comments for this section. I was trying to preview the questions and I reached the end where my feedback was submitted and I could not go back. Pete Moran

#### Performance Indicator Rating:

#### Performance Indicator Comments:

#### Documentation of Need Rating:

**Documentation of Need Comments:** Would love to see something here that addresses the needs in Wyoming specifically. These students are going to be required to teach in Wyoming for 4 years it would be helpful to see the areas of greatest need, both in terms of content areas and which Wyoming school districts are most affected.

#### Literature Review Rating: 2

**Literature Review Comments:** Don't see much in this literature review that supports the idea of year long residency as a superior model to what we are already doing. I have real doubts that just because the experience is longer, it is necessarily better. If feedback from our students counts for anything here, it would be worthwhile to survey their perspectives on year long residency. I can absolutely assure you that substantial numbers of our student teachers believe that 16 weeks of residency is more than adequate. One redeeming quality of this proposal is that these students will be paid if we ever move toward a year long model (not that I would ever advocate for such a change), we going to have to figure out some ways to pay students in residency.

#### Leading Programs Rating:

**Leading Programs Comments:** I agree that these sorts of alternative programs are popular and many institutions (including UW College of Education) have developed something like this. / I also agree with the statement about recruitment. My question here is why do we not devote our attention to recruiting STEM students more effectively for the existing post baccalaureate program.

#### Contextual Constraints Rating: 2

**Contextual Constraints Comments:** I think the constraint of working with PTSB around certification issues is critical. This proposal does not address those issues. For instance, there are a couple of math courses that are required for certification in this state but are not required for the mathematics degree in A & S. / I also agree that identifying the STEM students who might join a teacher certification program (like our existing program) is critical, but I don't understand why we would not channel those students into our existing program.

#### Risk Assessment Rating: 2

**Risk Assessment Comments:** Need to make sure that these students will be employable in Wyoming. I recognize that some STEM areas are in high demand but I doubt that assures that all of these students will end up in teaching positions in Wyoming. For instance, there is no shortage of biology / life science teachers in this state. Furthermore, given the fiscal climate of the state, several school districts have actually implemented reduction in force mechanisms that have eliminated teaching positions. / To my mind, there is great risk that our faculty will not support a proposal of this sort for a variety of reasons: duplication of an existing program, reservations about the efficacy of year long residency, lack of clarity about how methods are delivered to these students, etc. In some respects, the references to faculty losing some control over critical elements of our current programs could be interpreted as an affront to what the faculty here have to offer and take great pride in doing well. If this proposal, in practice, strips faculty of significant elements of what they do (i.e. teach the methods courses), then I think it is particularly bold to expect faculty to willingly vote themselves off the island. I have significant concerns about methods and other major elements of teacher preparation being delivered in an 8 week period. / There is a lot of faith placed in modules, VR simulations, etc in this proposal. I am too old school to be a big fan of those. I believe there is much more value in face to face interactions with a real person.

#### Funding Rating:

**Funding Comments:** There certainly seems to be enough budgeted here to cover a total of 18 students. Makes me question the long term viability of a program of this sort what happens after 2 years?

#### Narrative Comments:

## 2017-07 Feedback and National Reviews

**Summary Comments:** I think I have noted my reservations on previous screens. I think this will be a very hard sell to our faculty. The proposal diminishes the role and expertise of the faculty in ways that I find objectionable, largely duplicates an existing program, moves residency to a format that few of our faculty support, profoundly favors particular slices of our student population (STEM) over all others and at levels of monetary commitment that are hard to justify. / One final comment, I suspect that the faculty will object strongly to this proposal because it was developed by a group that is comprised of individuals with no experience in teacher education and who lack an even rudimentary understanding of our programs. Given the extraordinary efforts to include diverse stakeholders and varied points of view on all of the other initiative working groups, I find it highly unusual that this proposal was developed without any representation from the faculty who work in our teacher education programs.

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** I think you do a better job of establishing need than in supporting the innovation. Why were the particular traditional programs chosen to inform the innovation? Where is the evidence base for the chosen interventions?

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Phase 1 could use further elaboration. How will you identify potential candidates? What will the recruitment mechanism be, particularly among STEM professionals who have been out of school for a while?

**Summary Comments:** I think this is a critical need addressed with innovation. I have the same concerns as with the other 4 year commitment proposal there is a significant risk of default and exit from Wyoming. That could be addressed through recruitment of individuals with strong ties to the state, however, should be addressed more clearly in the proposal.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**

**Innovation Comments:**

**Performance Indicator Rating:**

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-07 Feedback and National Reviews

### Response Representing: Stakeholder

#### Innovation Rating: 3

**Innovation Comments:** The use of technologies for clinical and field placements are innovative, but other parts are solutions that I think have been addressed in other contexts.

#### Performance Indicator Rating: 4

**Performance Indicator Comments:** The proposal, if carried out as specified, would meet most of the indicators.

#### Documentation of Need Rating: 4

**Documentation of Need Comments:** The need for these positions is clear in WY and the nation. Is there sufficient evidence that the recruited teachers acquire the necessary skills in alternative preparations as well as the incentives to stay (e.g., lower salaries and more hours compared to other jobs they could get in other fields)?

#### Literature Review Rating: 3

**Literature Review Comments:** Teacher shortages have been a focus of research and scholarship for a while. There seems to be sufficient evidence for the need, but I wonder about the comparative evidence of the alternative preparation programs. Are they showing significantly different outcomes than traditional routes?

#### Leading Programs Rating: 4

**Leading Programs Comments:** Several programs external to UW and the state have been evaluated. I notice that Finland's program has been evaluated for all three pathways. I think it is important to keep in mind that Finland is a different country than we are with different economic, social, and cultural beliefs and approaches than we often hold in the US, e.g., salaries, benefits, curriculum, assessment, when schooling begins, etc.

#### Contextual Constraints Rating: 4

**Contextual Constraints Comments:** I think you have identified contextual constraints and solutions. It seems that it is not only qualified candidates that have a desire to teach, but also a desire to work and live in rural environments. Many of the novice teachers I have worked with since being here are looking for the bigger towns in WY or looking elsewhere because they are looking for more than the small, rural town life offers.

#### Risk Assessment Rating: 2

**Risk Assessment Comments:** I think risks have been addressed, especially the changes to the current COE structures and programs.

#### Funding Rating: 3

**Funding Comments:** Overall the budget seems sound, but I wonder about having only one person develop the program objectives and experiences. Would this be better as a small group?

**Narrative Comments:** I think the narrative is clear overall. All three proposals have extensive field experiences and 4 year mentoring/induction. Are these also going to be components of the traditional pathway to teacher preparation? If not, it seems that these three pathways would eventually put the other traditional pathway "out of business." If they are going to be parts of all 4 pathways to licensure, it puts tremendous weight and ownership on the school districts as well. I think this is a good ideal but something that needs to be approached strategically.

#### Summary Comments:

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** This proposal is good and moderate in its innovation.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** I agree with the proposal's indicators.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** The proposal seriously underfunds district mentors.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** The proposal lacks letters of support and involvement from the K 12 community thus unclear as to the buy in and acceptance of proposal. Places an additional burden on districts for development of teachers that may be unwanted as well as seriously underfunds teacher mentors.

**Funding Rating:** 3

**Funding Comments:** Underfunds teacher mentors.

**Narrative Comments:** See previous comments

**Summary Comments:** See previous comments

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:** Professional from the workforce outside of education could provide an added plus to the education of Wyoming students.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** Need appears to be a national struggle but I am unsure if Wyoming has the shortage to support the need to more teachers.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** This program has potential to provide additional teachers who come from a diverse workforce background. My only worry is that there could be the potential of those teachers not having positions within the school district they were trained.

**Summary Comments:**



## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**2

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** Based upon actual feedback and research done within our state, I do not determine the need for STEM educators to be as great as the current documented shortage of special education teachers and an impending shortage of CTE teachers.

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** The proposal objectives are moderately innovative. Teach for America has been in operation for years.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** The proposal is aligned with 5 of the TEI performance Indicators.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The data in the proposal showed zero statistics documenting the need. The statements in the narrative regarding the need were broad and not backed up by citations.

**Literature Review Rating:** 3

**Literature Review Comments:** The literature review in the proposal was well cited. The sources were well documented; the narrative did not clearly demonstrate that practices predicted to yield desired outcomes.

**Leading Programs Rating:** 4

**Leading Programs Comments:** Multiple sources were documented in the proposal. Evaluation methodology of source evidence was not provided in the proposal, making the validity of evidence review conclusions and proposal recommendations difficult to assess.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** The proposal identified potential obstacles and also identified strategies to address projected obstacles to proposal implementation.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The risk assessment provided in the proposal was likely realistic.

**Funding Rating:** 4

**Funding Comments:** The budget request and supporting narrative fully addressed the areas of need addressed in proposal objectives and implementation.

**Narrative Comments:** The proposal narrative does not address privacy/confidentiality of students in creating video libraries by the software provided for Panopto. The proposal narrative does not sufficiently cite statistics regarding the need and Wyoming statistics in particular compared to national statistics was not addressed. There is a need for non education majors to become teachers if they so desire. Mentoring by district administration (i.e. principals) and fellow teachers of cross over career educators is also needed. Teach for America lessons learned was not thoroughly discussed in the proposal narrative. Four years of mentoring is not practical or necessary. I personally know of a UW elementary education graduate who has failed the Praxis 5 years in a row and was recommended after student teaching that she not be hired. She is still working as a teacher in a classroom. There are many people with bachelor's degrees that I know that could take the Praxis and pass it without studying. The proposal has innovative ideas. The question is, are the activities recommended practical? People who want to go into teaching after successful careers in other areas will not jump through the many required hoops proposed in this proposal. They can easily go to another state to teach. Cross over career educators need support, definitely. They need mentoring in how to teach students in a classroom in a school. They also need to be able to not lose income by deciding midstream career changes and to be able to get into teaching quickly, with a smooth transition. I know of three non education majors who are successful teachers in Wyoming. They became successful teachers because of mentoring from their principal and from fellow teachers, none of whom were paid any extra to mentor highly intelligent people who decided to go into teaching. The proposal objectives seem like punishment, rather than support, for people who want to become teachers who don't have an education degree.

**Summary Comments:** Please see previous comment.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** Why are the arts not included STEAM?

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:** I am not able to view the research

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** Is the cost of living stipend appropriate for all areas of Wyoming?

**Narrative Comments:**

**Summary Comments:** Interesting to know why the arts aren't included

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**2

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Will individuals who already hold a BS degree and want to transition to teaching be willing to commit to the entire program summer, four years and one year residency? Individuals who have been successful in their profession may not be prepared to engage in such a long term transition process.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** This initiative would help develop excellent teachers however, the transition itself from one profession to another is a significant commitment. Even with stipends and scholarship assistance, will there be individuals who are interested?

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** There have been alternative certification programs used in WY and elsewhere. / / "four year formalized mentoring and induction program" Are people paid by the district? is the amount paid similar to a teaching salary? Would it be sufficient for someone with a family to be able to afford to do this?

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** Would want to be sure the participant in the program would be able to get certified in another state.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:** Would like to see some information about places where this did not work for comparison

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** Would like to be sure the participant can move to other states certification? Will this work for someone who may not be able to spend 8 weeks (single parent, other job requirements to support family)?

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** can someone pay their own way and go to another state? Would this be a draw for someone who does not plan to be in WY? Does it need to be restricted to WY only?

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I think there may be many second career people who would be interested in this

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-07 Feedback and National Reviews

### Response Representing: Stakeholder

#### Innovation Rating: 2

**Innovation Comments:** The innovation in this proposal is largely housed in the same levers as in the other two proposals related to the "UW Educator Preparation Academy" modules, virtual reality, full year residency, four year induction program. The provision of a program for bachelors degree holders repeats one that is already present and thriving at UW the two Graduate Certificates, Teaching in the Elementary School (TES) and Teaching Secondary Content (TSC).

#### Performance Indicator Rating: 2

##### Performance Indicator Comments:

#### Documentation of Need Rating: 1

**Documentation of Need Comments:** The evidence provided here is all at a national level, instead of providing evidence of need in Wyoming. From my own research, I know that the areas of need in terms of teachers is focused on special education, math and science education. It's not clear from this proposal what programs or licensure areas are being targeted.

#### Literature Review Rating: 3

##### Literature Review Comments:

#### Leading Programs Rating: 4

**Leading Programs Comments:** External programs are cited; however, several of them are urban in nature. This doesn't necessarily match with Wyoming's cultural and geographic realities.

#### Contextual Constraints Rating: 3

##### Contextual Constraints Comments:

#### Risk Assessment Rating: 2

**Risk Assessment Comments:** Again, the issue of "significant effort from existing UW College of Education faculty and staff" is one that bears further examination. In a cash strapped environment with high tension and low capacity, is this the time to be asking more of people who have not had a raise in about 8 years? / Another risk is to the existing post baccalaureate licensure programs for elementary and secondary licensure: Teaching in the Elementary School and Teaching Secondary Content. These programs have been in place for over a decade, and have been producing teachers particularly at the secondary level for that entire time. I'm guessing that the Breakthrough Innovation Team, which has no UW CoE faculty on it, was not made aware of these programs. If the UW T3 program is instituted, what happens to these well established and relatively popular programs, programs that make the best use of existing faculty and ensure high quality teachers? / /

#### Funding Rating: 3

##### Funding Comments:

**Narrative Comments:** I'm very concerned about Phase Two, which provides very little content specific pedagogical guidance for this program prior to sending students out to classrooms for their residency. I'm concerned that there will be significant burn outs, because students will not have sufficient preparation for classroom settings. This will not be in the best interest of students.

**Summary Comments:** There are some meritorious aspects of this proposal. Instead of creating a new and competing! program, I would prefer to see elements of this proposal embedded in the existing post baccalaureate licensure programs.



## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** This concept is not new. However, a quality compressed (immersion) approach supplemented by use of technology to monitor quality seems somewhat innovative.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** In some rural areas, STEM subjects are not the only ones where there are/will be shortages. I would plan for an expansion to other content areas not currently identified as high need.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:** Identifying a pipeline (make that pipelines) of qualified and motivated individuals will be a challenge, but I'm convinced that advertisement of opportunities in specific arenas and through general media appeals will reveal a good number of individuals that are ready and able to make a career switch. It will be difficult to ascertain the potential candidates' level of intrinsic motivation, but an intensive, immersive training experience can "weed out" many of the candidates who would likely not succeed. The mentoring provides a backup plan for identifying qualified individuals.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Getting cooperation from districts around Wyoming may be a challenge, but with excellent communication and promotion, I think the support will be there. There will be attitudinal barriers individuals who had to do the "whole" program, folks who think the "lack" of preparation may jeopardize children. However, the risk is worth it. I have a colleague (from another state) who not only met a need in a hard to fill rural teaching position but excelled to the point of being that state's teacher of the year. The individual entered the profession through Teach for America and was recognized (after only a couple of years) as being among the best of the best.

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** We would be missing out on a lot of talent that could meet very real needs if we ignore this approach to recruiting quality individuals into the profession. I would encourage the eventual broadening of the scope of content areas. Rural areas with small schools often lack decent core area (and elective area) teachers simply because of the fact that they are rural.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:** Not enough marketing money minimal in year one non existent in years 2 and 3.

**Narrative Comments:**

**Summary Comments:** Does not address how you find students.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:** Minimal risk is to be expected

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**2

**Innovation Comments:** Teach America has been in place for several years with mixed results, no data from it was reported.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** Though national shortages are addressed it does not break it down to specific regions or school districts in Wyoming to assess need.

**Literature Review Rating:** 2

**Literature Review Comments:** The Teach America program is very similar to this proposal and has shown mixed results, data on results of this program would have been useful.

**Leading Programs Rating:** 4

**Leading Programs Comments:** The programs cited were again from states with large urban areas which could significantly impact the number of STEM professionals available to recruit.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** I see the biggest constraint as financial. \$25,000 a year to leave a much more lucrative profession in STEM careers is hardly much of an incentive. You are either going to recruit one of two type of people: 1. a person who is burned out on his job or retired or 2. a person who is willing to take a substantial reduction to follow their passion to teach. A very limited number of potential participants remain.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** The student who transfers from the program or teaches out of state.

**Funding Rating:** 2

**Funding Comments:** \$25,000 for a stipend to leave their current career and pursue a less lucrative career is not much of an incentive.

**Narrative Comments:** Programs similar to this have shown mixed results. Wyoming would have a very small potential pool to draw from and is the expenditure of \$700,000.00 for a maybe program a good fiscal risk to take?

**Summary Comments:**

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** The proposal references "content experts" multiple times, especially in the context of recruiting. A very keen and thorough understanding of what STEM education is and how it can be integrated into ANY content area is very important and key to this proposal. Also, a better explanation of how existing state partnerships and resources can be leveraged for this project would be helpful. There are multiple efforts in the state currently to engage K 12 educators in STEM (Wyoming Afterschool Alliance, Wyoming Department of Education). Rather than duplicating efforts, it would make sense to collaborate effectively to support this initiative holistically. Finally, a plan for sustainability of this initiative would be helpful.

**Summary Comments:**



## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:** I am excited about this proposal. Some of the best teachers are those who have real world experiences!

**Performance Indicator Rating:** 4

**Performance Indicator Comments:** Proposal is clear, meaningful, and realistic. It hits the targets.

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** Thanks for gathering all of the research for the initiative.

**Literature Review Rating:** 4

**Literature Review Comments:** Evidence is realistic and well thought out.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:** Some constraints will raise their head as the initiative progresses. I am confident that UW will respond in a proactive manner.

**Risk Assessment Rating:** 4

**Risk Assessment Comments:** Comprehensive!

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:** Thanks UW for all of your hard work!

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:** I would be interested in seeing such a program.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I would recommend considering distant learning opportunities for those being considered for this program. Most will already be employed while looking at transitioning. If the course work... was made available (evenings/nights/weekends) more would be willing to make this transition as it would be from steady employment to steady employment. Just something to consider.

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**1

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** Essentially the same as the current Post Bac program with the exception of the 1 year residency. I can see push back occurring from the year long residency requirement.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 1

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** What are Wyoming's specific needs? Where is the data showing what areas have teacher shortages. What content areas have specific shortages? How is the data collected and what does it say.

**Literature Review Rating:** 2

**Literature Review Comments:** I did not find information that the provided practices will yield desired outcomes, specifically in the state of Wyoming.

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** What are the high need teaching fields in Wyoming. Is data available to demonstrate these shortages? Are they consistent across the state? The need that seems to be addressed in this proposal is not clear.

**Summary Comments:** Why are these fellows placed in High Need Schools to start their teaching careers. Some of these positions could drive the Fellows directly out of the field of Education.

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** The evidence is not specific to Wyoming. Only three articles were cited as being the evidence for need.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:** Woodrow Fellowships and Finland's process seem to be the most authentic leading programs for this.

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** I agree that finding individuals who have expertise in the content area but also have a strong desire to teach will be a challenge. One thing that was not listed under constraints would be the potential financial cost for those individuals. Depending on the field, they likely have higher earning potential than a teacher and would not only have to return to school but would also have to take a pay cut.

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** This component is very thorough and while the budget is quite large, it should be able to completely cover the program.

**Narrative Comments:** Having perspective fellows take an aptitude test to determine if they will enjoy teaching is a good basis but this needs another step. Teaching is so much more than just enjoying content or believing all children can learn. / It was wise to include the escape clause for fellows who are not offered a position. / The length of this program appears to be too long; four years to achieve a masters? The mentoring component is important but it should be tied in another way as four years is too long to ask someone with a BA in STEM topics to consider changing careers.

**Summary Comments:** Recruiting individuals who are strong in STEM content is innovative and will serve UW well.

However, as written in another comment, finding people willing to leave their current situations and become a full time student will be an immense challenge. The innovation proposal itself is creative and could bring a higher rigor to STEM content within schools.

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:** Using the terms "historic traditional" together seem to add a bit of negativity in reference to the College of Education's current practices. I do not think the term "historic" is needed.

**Summary Comments:** I am very interested in what the focused, intensive professional development program to develop coaching and mentoring might entail. Again, that June 1st date to release individuals of paying back is still concerning to me. Should it be June first of the following year? There seems to be a "loop hole" or "easy way out" for the unmotivated and ineffective with the proposed structure.

## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Good proposal. I appreciate that after the completion of PIP the student attends the year long residency in a school district. Co teaching is an incredibly effective way to meet diverse needs of students, however how will it be determined that a district is implementing co teaching with fidelity. Many educators believe they are co teaching but it's not truly co teaching. How will districts/mentors be chosen to ensure pre service teachers are teaching in a true co teaching model?

**Summary Comments:** The proposal is strong. The PIP is a great way to train pre service teachers, the only concern is the instructional strategies, how and who will determine the strategies are effective?



## 2017-07 Feedback and National Reviews

**Response Representing:** Stakeholder

**Innovation Rating:**4

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:** Curious if the recruitment will result in more out of state graduates being a part of UW T3.

**Documentation of Need Rating:** 3

**Documentation of Need Comments:** The proposal appears to focus on needs with STEM instruction. There's not specific data in the proposal of how much STEM instruction is a need/gap throughout Wyoming compared to other disciplines.

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 1

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:** While the proposal budget addresses a smaller cohort of 9 graduates, I believe that the marketing budget of \$2,500 is not adequate. Particularly since I think this program might have more interest with out of state college grads.

**Narrative Comments:**

**Summary Comments:** A dispositional assessment would be an important element in identifying and recruiting the most suitable college graduates into the program.

## 2017-07 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating:3

**Innovation Comments:** This proposal includes a year long residency and an induction program. The candidates would engage in “Pedagogical Immersion Program” (PIP), an eight week summer term in which Fellows would be prepared in teaching methods, assessment and data literacy, classroom management, and skills in differentiating instruction. Is 8 weeks enough time? Lessons from Teach for America indicate it is not. The idea that candidates will be embedded in a co teaching model with a mentor Wyoming teacher, is innovative and may be mutually beneficial to the candidate and the mentor teacher IF there is proper experiences, feedback, and modeling. Fellows would be supported by a formalized induction and mentoring program for their first four years of teaching in a Wyoming school. The candidates will also complete Sanford Inspire Program.

#### Performance Indicator Rating: 3

**Performance Indicator Comments:** Performance indicators are ‘checked’ but it is not clear what the targets (e.g., how positive should state perceptions be?) or that they are monitored (e.g., how will you know state perceptions have changed?) / 1. Assuming success of the program, the plan will enhance statewide perceptions of U of Wyoming COE by meeting state needs in a high need area of STEM fields. / 2. Assuming success of the program, the enrollment of Wyoming residents in the COE will increase through engaging career changers. / 3. The plan provides for continuous improvement protocols but does not indicate criteria for success or how “improvement” is defined. / 4. I don’t see a plan for executing active clinical partnership agreements. / 5. Assuming success of the program, the plan will lead to employment of U of W graduates in U of W schools. There is a plan for penalizing defaults. / 6. The plan does not address accreditation and CAEP would require more than standard 4. However, there is not a plan for program impact. I did not see a plan for evaluating the impact nor did I see a plan for obtaining information on the satisfaction of employers. / 7. It appears that the plan will use the technology capabilities of the SOE to monitor development of candidate teaching skills, but I did not see the method of evaluation of success of the development of these skills (e.g., The Measuring Effective Teaching Project (MET) of Kane et.al., list five instruments in this report) / / It is not clear how the faculty of the SOE and the faculty engaged in the proposed work will collaborate with each other or how changes in the climate of the SOE will change as a result of the program. / The need for STEM teachers in Wyoming is clearly documented. However, attrition is a major factor in explaining the shortages; the program will penalize candidates who drop out, but Teach for America shows us engaging high quality content rich STEM teachers is a huge challenge. What is the plan to retain these career changers?

#### Documentation of Need Rating: 3

**Documentation of Need Comments:** The need for STEM teachers in Wyoming is clearly documented. However, attrition is a major factor in explaining the shortages; the program will penalize candidates who drop out, but Teach for America shows us engaging high quality content rich STEM teachers is a huge challenge. What is the plan to retain these career changers? / / The need for teachers with good character is less well documented and it is not clear what evidence there is that the Sanford Inspire programs successfully builds character. / / The need for teachers with strong pedagogical content knowledge has been well documented since the 1980’s. (Shulman, L. S. (1987). “Knowledge and teaching: Foundations of the new reform.” Harvard Educational Review Feb. 1987: 1 22. But pedagogical content knowledge is not the same thing that content knowledge is. Some of the worst taught courses are in colleges and university classrooms taught by brilliant leaders in their discipline, but no knowledge of content pedagogy. How will the faculty instill these skills? How will they know their candidates are successful? /

#### Literature Review Rating: 3

**Literature Review Comments:** The literature review cites a number of seminal texts on teacher preparation in STEM; fields., career changers, and mentoring and induction programs. What is not clear is which ideas are taken from these sources that have informed the Fellows program. See also: / / National Research Council (2005). How Students Learn: History, Mathematics, and Science in the Classroom. Washington DC: The National Academies Press. / National Research Council, 2005. How Students Learn: Science in the Classroom. . Washington DC: The National Academies Press. / Allen, M., Coble, C., & Crowe, E. (2014). Building an evidence based system for teacher preparation. Washington, DC: Council for the Accreditation of Educator Preparation. / Coffman, A.N., Patterson, R., Raabe, B., & Eubanks, S. (2014). Teacher residencies: Redefining preparation through partnerships. Washington, DC: National Education Association. / / Parent engagement is cited as important and the faculty might examine the work of Ben Dotger at the University of Syracuse on using the “standardized patient” method for teaching future teachers to work with parents. See: Dotger, B. (2013). “I had no idea!”: Clinical Simulations for Teacher Development. Charlotte, NC: Information Age Publishing. /

#### Leading Programs Rating: 4

## 2017-07 Feedback and National Reviews

**Leading Programs Comments:** The faculty cite appropriate programs, but it is not clear which aspects of the programs reviewed and literature cited has been incorporated into the plans.

### **Contextual Constraints Rating: 3**

**Contextual Constraints Comments:** The plan does not acknowledge the significant problem of recruiting STEM educated individuals into education programs. The faculty seem to assume that anyone with a major in these fields has “mastery of content knowledge in STEM.” That may not be the case as there is clearly variability in training in these fields. How will mastery of STEM content be assessed?

### **Risk Assessment Rating: 2**

**Risk Assessment Comments:** A number of risks are listed, but no plan for mitigation is presented. / If candidates do not teach in a high need school, they will have to repay tuition and stipend. / / The faculty do not acknowledge the risk that modules will not adequately prepare candidates for the high need schools that candidates are expected to enter. The challenges to the SOE faculty are acknowledged. / / This proposal (and all the proposals I read) see a risk in the state statute that “prevents access to disaggregation of student assessment outcome by teacher.” Programs can evaluate their effectiveness without these data (See CAEP website on meeting Standard 4). /

### **Funding Rating:**

**Funding Comments:** The stipends and tuition awards to attract and retain teacher candidates appear to be appropriate, but what % of their college expenses will this program cover? What debt will they graduate with? / / I would like to see a percentile breakdown of the funding that goes to support students, faculty, district, schools, administrative costs, and a plan for the accountability of each of these groups of recipients of funding. /

**Narrative Comments:** / I would like to see in the narrative, more information on how the modules are going to be developed and the quality of modules judged. There is a lot about what the components of the curriculum will be (e.g., 8 week immersion; Sanford program; modules,) but not much information of the content, goals, outcome expectations, and ways that they will evaluate success in (or development toward) attainment of the goals. / /

**Summary Comments:** / Career changers with backgrounds in STEM fields are an excellent resource pool for aspiring teachers. Identifying those who have expertise in these fields, and want to become teachers is an important goal. How will the quality of these candidates be assessed? How will they be identified and recruited? / / I would like to see specific numerical goals could be set for numbers of students at different phases of the program, monitored, and corrective action taken to address any attrition throughout the program. How will teaching skills be assessed? The technology license for Panopto will be purchased, but it is only as good as the criteria for judging candidate performance. Will the faculty monitor the development of candidates using observational measures (e.g., EdTPA, CLASS, etc.)? These outcome targets and metrics were not requested in the proposal (that I could tell), but how will the program assess successes of candidates in the residency year, and throughout the induction program? Some like will leave and others should be encouraged to leave, but there is no plan for attrition (or failure of candidates). / /

## 2017-07 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating:3

**Innovation Comments:**My comments on this review will be similar to the P3 section because I find the challenges very similar. I'm not sure they need to be separate proposals. In the recruitment of rural individuals, you are running into similar challenges (I imagine) to that you will run into with career switchers. The process outlined is innovative, but won't have individuals in the programs unless there is more care taken to how you incentivize them into the profession. I'd rather see more front end incentives and less on the back end (once in the school) because if we support teachers well, they'll stay, they will not need the incentives on the back end.

#### Performance Indicator Rating: 3

**Performance Indicator Comments:** Recruiting career switchers benefits the University as well as the individual candidates. I think it applies to the ones that are marked in the proposal.

#### Documentation of Need Rating: 3

**Documentation of Need Comments:** Similar to the other proposals, the evidence matches that we need to think about preparing teachers different than we do now. The compelling narrative that the career of teaching itself is changing and we need to make it easier to be prepared to be a good teacher. I applaud the program for looking at these ideas.

#### Literature Review Rating: 3

**Literature Review Comments:** #NAME?

#### Leading Programs Rating: 4

**Leading Programs Comments:** Woodrow Wilson is one of the best programs to look at for career switchers, I was glad to see that reviewed. Tapping into employment networks that are less about staffing, but more about careers is key to get the right candidates into these programs.

#### Contextual Constraints Rating: 2

**Contextual Constraints Comments:** There are two constraints listed but no solutions listed. Seems to me that the two that are listed are exactly right, we've seen that in other states. There are ways to mitigate, but the proposal doesn't talk about them in detail. I'd like to see recruitment and the work with the standards board spelled out as how you would tackle those concerns. They seem like big deals and are critical activities for success of the project.

#### Risk Assessment Rating: 3

**Risk Assessment Comments:**It seems the risks listed are consistent with the other two proposals. Helping the faculty understand how to shift their instruction and techniques will be critical. Career switchers will only be interested in what they need to learn to actually teach in the classroom. The general ED courses should be looked at to ensure they all are necessary for career switchers. / Recruiting isn't addressed through the budget or the narrative. I think the proposal should outline how you will get access to these potential career changers.

#### Funding Rating: 2

**Funding Comments:**I'd budget directly for recruiting, I think it's absolutely essential for this project. / I do think this budget is more realistic than the other two proposals. / I like including money for stipends on the front end, versus incentives on the back end. /

**Narrative Comments:** The narrative is clear, and it sets up a good process for engaging career switchers. I think the proposals are a good package together. I'd like to see more attention to the budget, and more detailed plan for recruitment of individuals. /

**Summary Comments:**Overall, the three proposals together paint a complete picture. I think the narrative for this proposal is good. I'm unsure that the budget conveys the scope of what's needed to complete the work. I also think the recruitment of individuals into this program requires more detail, and the budget represents the size of the recruitment challenge.

## 2017-07 Feedback and National Reviews

### Response Representing: Nat Review

#### Innovation Rating: 2

**Innovation Comments:** This is very much like what is occurring through the Woodrow Wilson Teaching Fellows program...and even has similarities to other programs such as Teach for America ( e.g., the use of intensive summer professional training) and Building a Pipeline of Student Teachers for Bay Area Charters. // I see that they have reviewed other IHE programs that created programs for helping career professionals with degrees in STEM areas secure certification to teach ( e.g., Georgia State)...but I have two cautions... // First, my own experience with transition programs is that the candidate yield of SUCCESSFUL candidates is low...that is, a LOT of people sign up but a lot who sign up are not right for the program BECAUSE... // Problem 1: They have not really worked enough with kids to determine if they enjoy being with kids and if kids are responding positively to them as adults in their lives...So my suggestion is to make certain that you build into the selection process some means of measuring or assessing whether the candidates are a good fit!! You might suggest that candidates have to show proof of a certain amount of time spent in working relationships with young people before they are admitted to candidacy...this could be time they have taught in church or after school programs....or that they have served in some time of mentoring role..what would be really innovative is your ability to create a selection process that ensured that candidates could PROVE that they have already had some type successful set of experiences with students/young people! // Problem 2: They do possess the content background that you want the candidates to possess in order to teach, especially in a STEM area....you will be amazed at the types of people who show up claiming to be math majors ( e.g., people with psychology degrees with statistics courses) or biology degrees ( e.g., people with general education degrees with a couple of biology classes) and wanting to teach in STEM areas...My point is that you need to make certain that you define what you mean by "strong content mastery" because this IS going to be an issue... // So, I like the approach...it is not innovative so please try to learn all that you can from programs such as the Woodrow Wilson Teaching Fellows Program...asked the WWTF program administrators to identify for you their best practice sites and connect with a couple of those before you move this too far forward...

#### Performance Indicator Rating: 4

**Performance Indicator Comments:** I agree that this addresses several of the defined TEI performance indicators... // The program should draw attention to the work of the UW College of Education and it should be a great way to connect with second career individuals who want to explore and pursue a career in teaching...in addition, because many of the participants in this program will already have established lives as adults, most will likely want to stay in Wyoming...my own experience with two different programs like the one proposed through UW T3 is that the candidates who complete the program will want to stay in the community that they are already located within...SO, I gave this high marks on the TEI indicators evidenced scale.... // The real issue is with how you are going to select the candidates...this is going to be so critical to the success of this program...BELIEVE me, I have coordinated two programs that look very much like UW T3....and in both we had the same problem....finding the right candidates ( we found lots of interested people, but a lot of interested folks are either not suited to teaching or not in possession of the content background that you want)...Spend lots of time thinking through the selection process!! // I also have concerns with the heavy focus on character education and K 12 persistence...this makes sense if you are going to try to identify candidates with the right dispositions but it makes no sense if you are not clear about what type of person you are going to enroll...character education and fostering growth mindsets in students is one thing with adults with student friendly dispositions, but quite another with adults who fail to understand the craft nature of the teaching act... //

#### Documentation of Need Rating: 2

**Documentation of Need Comments:** Has there been a supply and demand study for teachers in Wyoming?....I can't see that in the documentation that they provide in this proposal....I have no doubts that they are having some teacher shortages in the STEM areas because this is a national issue, but when I checked on what I could find about teacher shortage issues in Wyoming I found mixed signals with some even suggesting that the shortage issues are not as bad as they have been projected: <http://wyomingpublicmedia.org/post/wyoming-faces-impending-teacher-shortage>. // ...or that there may not be shortage at all: [http://billingsgazette.com/news/state-and-regional/wyoming/teacher-shortage-looms-but-not-in-wyo/article\\_c0e2d081-143f-59dc-ab2a-73c6736101a2.html](http://billingsgazette.com/news/state-and-regional/wyoming/teacher-shortage-looms-but-not-in-wyo/article_c0e2d081-143f-59dc-ab2a-73c6736101a2.html) // These both are a bit dated, but so, too, are several of the references that are provided such as the Williams and Forgasz ( 2009 ) and the Ingersoll and Strong ( 2011)... // Other states have documented their shortage areas and then have put together specific programs for dealing with the areas of need....here is an example:[http://tea.texas.gov/About\\_TEA/News\\_and\\_Multimedia/Correspondence/TAA\\_Letters/2016-2017\\_Teacher\\_Shortage\\_Areas\\_and\\_Loan\\_Forgiveness\\_Programs/](http://tea.texas.gov/About_TEA/News_and_Multimedia/Correspondence/TAA_Letters/2016-2017_Teacher_Shortage_Areas_and_Loan_Forgiveness_Programs/) // My point is that I have no doubts that there are or will be some teacher shortage issues in Wyoming because many states that are not "over producers" are having this problem, but I don't really see that there is a clear documentation of the real and projected shortage areas...and if you are

## 2017-07 Feedback and National Reviews

going to create a specific program to attract second career individuals to teaching, which is what I see with UW T3, then you need to make certain that there are going to be jobs for these people who leave one career to enter teaching... // I am also unclear as to the grounding for the assertion that is made on page 4 relative to: "effectiveness in addressing achievement gaps particularly in STEM subjects in high need schools through teaching fellowship models for career changers." What research are they using to ground that claim? //

### Literature Review Rating: 2

**Literature Review Comments:** I am really not convinced that the necessary review of the literature has occurred with this program. // I like the fact that they have reviewed the Woodrow Wilson Teaching Fellows program but I really think that they need to look in detail at some of the specific high performing WWTF sites....I have heard great things about the Montclair State program from several people and would encourage a closer look at it:<http://www.montclair.edu/cehs/academics/wwnjtf/>...and look at a couple of the Indiana sites also, especially Ball State: <http://cms.bsu.edu/academics/collegesanddepartments/teachers/academicprog/wwfellows> // I also think that you need to talk to some of the people who have spent a LOT of time working with WWTF institutions for the purpose of getting their input and advice...for example, connect with Jim Frazier, who used to be with the Woodrow Wilson Foundation...here is the most recent email that I have for Jim: [fraser@woodrow.org](mailto:fraser@woodrow.org)...Another person you should connect with is Ellen Moir ([emoir@newteachercenter.org](mailto:emoir@newteachercenter.org)). No one knows this "space" better than Ellen and I think she can help you avoid a lot of mistakes....you don't have to hire her as a consultant, just spend an hour with her on the phone! // I would have also liked to see some references to the old Transition to Teaching programs...we had one at my IHE and it had modest success...here are a couple of citations:<https://www2.ed.gov/programs/transitionteach/index.html> and <http://ohiot2t.org/> // My point is that there have been a lot of efforts to do UW T3 type programming and I am not certain that the some of that experience is being leveraged effectively as this program is being developed... // I would especially ask the program developers to identify the research support that they have relative to preparing teachers to support character development in P 12 students....I think I know the literature fairly well but I could not find anything that really fit here....there is a LOT on character development but I could not find much at all on the idea that they are proposing...did they look at the What Works sites?...<https://www2.ed.gov/programs/charactered/resources.html> // In essence, I think the evidence provided is weak...

### Leading Programs Rating: 4

**Leading Programs Comments:** They clearly identified some other programs that are in place around the country and that are focused on transitioning working adults into teaching careers...my question relates to the process that they used to select these "programs to study"... // I understand the selection of the WWTF programs because they mirror what they are trying to do with UW T3...I would have liked for them to also have looked at some of the transition to teaching programs that have been in place for years in lots of different states....this one is from Indiana: [http://www.doe.in.gov/licensing/transition teaching](http://www.doe.in.gov/licensing/transition%20teaching) // I understand why they focused on the ASU Sanford Inspire program....makes great sense given the emphasis that they are going to have on character development in the UW T3 program... // The focus on an international program such as Finland makes some sense, though Finland is SO selective that I question whether it is the right one to look at...still, understandable... // My question related to the use of Piedmont College....according to NCTQ the secondary prep programs there are not particularly strong: <http://www.nctq.org/teacherPrep/2016/findings/programRanking.do?universityId=346&programId=3> // If you are going to select institutions to study and learn about, I would go with places like Montclair State in New Jersey, which, I believe, also have WWTF program: <http://www.nctq.org/teacherPrep/2016/findings/programRanking.do?universityId=834&programId=4> //

### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** I agree that the identification of the individuals who have a mastery of the content and want to teach will be both critical and difficult...indeed, if this program proceeds this contextual issue should be the one that is the real focus of the program administrators' efforts...I have a lot of experience with these types of alternative preparation programs and have run both transition to teaching programs and a WWTF program...and in both instances the BIGGEST issue that we confronted was recruiting the right candidates...lots of people were interested...some with failed first careers, some with serious personal mental health issues, some who wanted their summers off....getting the right people to apply and stay with the program is the BIG issue that will need to be addressed... // I agree that some of the program completers may decide to teach elsewhere, but my experience is that this is not a major issue....most of the candidates already will have settled homes and they are not looking for ways to leave the state...so, I don't see this contextual factor as a big risk... // Not sure that I understand the contextual factor on page 5 about developing and implementing the multi pronged UW P3 model....should this read UW T3....or am I missing something? // I agree that

## 2017-07 Feedback and National Reviews

revising requirements of the college's academic programs will foster challenges, which is why I would want to make certain that the Provost is clearly on board with this UW T3 effort...he/she cannot make things happen, but he/she and other senior administrators should be able to facilitate the course revision process!! /

### Risk Assessment Rating: 2

**Risk Assessment Comments:** I absolutely agree that the biggest risk is recruiting a cadre of acceptable and viable candidates...the experience that I have had with these types of UW T3 programs is that getting viable candidates into and through the programs is a BIG challenge...indeed is THE biggest challenge! // I found the next risk that they identify as a bit troubling...that is, having the faculty embrace and implement the model with fidelity...it led me to question the degree to which the faculty is buying into ( or may buy into ) this approach...is it being imposed?...OR, are faculty owning ( or being encourage and incentivized to own ) the innovation? If there is reasonable faculty buy in, then I think this risk will be mitigated, but if the faculty are not, within reason, all in, then I think that this is, as they indicate in the proposal, a RISK! The faculty will not see it as a loss of control IF they are actively involved in designing it and implementing it. This is going to take some administrative acumen to engage the faculty in ways that they clearly see that this program is THEIR program and that they still own and control it even if there is a reliance on more regional faculty...you will need to find ways to connect the regional faculty with the regular faculty... // I agree with the data access risk...sad to see that this is the circumstance in Wyoming, but it is not the only state that approaches access to student data in this way...that means that more focus needs to be placed on the other ways in which teacher performance is being evaluated...use this as a reason to enhance the quality and fidelity of the other measures that are available to assess teacher performance....you might want to look at some of the NCTQ materials that are posted relative to evaluating teacher performance...here is an example: [http://www.nctq.org/docs/70 07.pdf](http://www.nctq.org/docs/70%2007.pdf) // I absolutely agree that keeping UW leaders apprised is essential...but I think it is MORE THAN keeping them apprised...they need to embrace and buy into this work! I am not optimistic that you can be successful UNLESS that occurs. //

### Funding Rating: 3

**Funding Comments:** As I indicated earlier, my big concern is with the identification of the right candidates for this program and that is going to take marketing and recruitment dollars...they have allocated \$2500 for this purpose, which is really like allocating NO dollars for marketing....please think seriously about how you are going to go about identifying and recruiting candidates for this program...and then determine dollars needed to achieve that goal...I suggest talking with others who have created these types of transition programs to determine the marketing funds that you might need to have allocated for UW T3... // I am glad to see that you have set aside some dollars for the Fellows' scholarships...my own experience is that you will need those dollars and probably more in order to get the candidates that you want. The cost of living stipends are essential, but you are also going to need scholarship dollars...the students who show up for these programs are typically financially challenged and the scholarship dollars are essential! // To me the big challenge here is not the curricular implementation but the recruitment of the right candidates...without the right candidates the program loses its viability...SO, figure out how to invest more dollars on the two things that are most connected with the program's success: marketing to get the message out to candidates and scholarship dollars to actually get them to enroll and complete the program... // The dollar allocations for all the other program elements ( e.g., faculty consulting and district mentor stipends) appear to make sense or at least seem to be reasonable...

**Narrative Comments:** I like the fact that you are going after candidates who already hold a degree in a content area of high need...make certain that you are clear about what those high need areas are and, more importantly, make certain that you are clear about what the actual degree needs to be...a degree in geology is not a degree in biology EVEN if the geology major has had a couple of biology courses...that is what you are going to find to be true for a lot of the candidates...people with all types of degrees are going to show up and claim that they are eligible....be prepared to deal with this by being clear about the expectations in terms of the content degree that individuals need to possess. // I am concerned about the intensive pedagogical preparation UNLESS you are crystal clear about the high leverage teaching strategies that you want the candidates to evidence in order for them to be successful in a high need school...so what classroom management skills are they going to learn and then practice during their clinicals (e.g., will they learn interventionist strategies or interactional management techniques, etc. )?.... OR are you going to go with one of the popular "canned" approaches that are now being embraced by school districts:<https://www.loveandlogic.com/articles/advice/how-to-create-a-love-and-logic-classroom/> // I agree that the mentor teachers need to learn coaching skills, but you also need to ensure that they can model the practices that your candidates have learned as part of their program matriculation...if you identify a few high leverage teaching strategies your PD with the mentors can focus on those skills and then you can better ensure that what your candidates have learned in the program matches with what they will see modeled in the classrooms that they are a part of in the program....and once they are in schools... // Unless you are

## 2017-07 Feedback and National Reviews

already doing some of the program elements that you describe in the narrative ( e.g., guided fieldwork observations and utilizing virtual reality simulations and simulated parent engagement exercises) I would rethink trying or rolling out all of these innovations...implementing instructional innovations can be costly and VERY time consuming...I am nervous about the ability of the program implementers to do all of these things well...they all sound great, but the delta between an idea and its efficacious implementation can be great...SO, my suggestion is that if you really want your candidates to understand the CRAFT of teaching, do less but do what you do with fidelity... / / I like the idea of the residency and of having the Fellows in cohorts...innovative and doable...and potentially impactful...BUT you need to have someone who oversees that process... and has that been budgeted? I did this with WWTFs ( i.e., worked with cohorts ) and it really does take at least someone occasionally connecting to make certain that the cohorts are meeting and engaging. / / Again, I like the video conferencing idea BUT I think that you have too much going on...this, in and of itself, is complicated...why add this to a program that already has a lot of complexity...I would focus on the cohorts and enhancing their viability rather than adding something like the video conferencing...the video conferencing also has all sorts of hidden complexity ( e.g., release forms, etc.)....again, reconsider if this is really going to get you the ROI you want... / / I think 4 years is too long for the required employment experience in order to forgive the tuition scholarship and cost of living stipend...I would go with what Woodrow Wilson uses....three years...

**Summary Comments:** Of the three proposals that I have reviewed, this one gives me the most concerns... / / I have been involved in creating and implementing both a Transition to Teaching program and a Woodrow Wilson Teaching Fellows program and both have similarities to what is being proposed with the UW T3 program...the real issue for these types of programs is attracting viable candidates...and then finding good field placements for the candidates...the second career adults you are trying to attract will bring more to the table and will create very different demands on the program than what you will find with more traditional students or with non traditional students who are older ( but not second career)...the transition candidates you are trying to attract have degrees and jobs and lives and attracting the right people is tough...SO, if you proceed with this UW T3, then think seriously about how you are going to comprehensively market the program and select the candidates who respond...THAT TO ME IS THE REAL CHALLENGE...getting the right students and the right placements!!



## **2017-07 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:**3.021

**Innovation Comments:**

**Performance Indicator Rating:** 3.638

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.809

**Documentation of Need Comments:**

**Literature Review Rating:** 2.978

**Literature Review Comments:**

**Leading Programs Rating:** 3.444

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.935

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.587

**Risk Assessment Comments:**

**Funding Rating:** 3.047

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** FACULTY AVERAGE RATING

**Innovation Rating:**2.625

**Innovation Comments:**

**Performance Indicator Rating:** 3.625

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.500

**Documentation of Need Comments:**

**Literature Review Rating:** 2.875

**Literature Review Comments:**

**Leading Programs Rating:** 2.625

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.750

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.714

**Risk Assessment Comments:**

**Funding Rating:** 3.375

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:**3.139

**Innovation Comments:**

**Performance Indicator Rating:** 3.667

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:** 3.029

**Literature Review Comments:**

**Leading Programs Rating:** 3.588

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.000

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.583

**Risk Assessment Comments:**

**Funding Rating:** 3.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-07 Feedback and National Reviews**

**Response Representing:** NATIONAL REVIEW AVERAGE RATING

**Innovation Rating:**2.667

**Innovation Comments:**

**Performance Indicator Rating:** 3.333

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.667

**Documentation of Need Comments:**

**Literature Review Rating:** 2.667

**Literature Review Comments:**

**Leading Programs Rating:** 4.000

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.667

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.333

**Risk Assessment Comments:**

**Funding Rating:** 2.500

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



**Early Childhood Education Work Group Proposal for  
Wyoming Center for Excellence in Early Childhood Education**

---

**Initiative Research Objectives**

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
  - Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
  - Develop or adapt and refine highly effective innovative practices for implementation in Wyoming
- 

**Initiative Research Work Group Name: Counselor Education**

**Submitted by: Jeanette Joyce and David Yanoski, Marzano Research**

**Contact email: [jeanette.joyce@marzanoresearch.com](mailto:jeanette.joyce@marzanoresearch.com) or [david.yanoski@marzanoresearch.com](mailto:david.yanoski@marzanoresearch.com)**

**Contact Phone: 303-799-9199 ext. 306. 335**

**Submission Date: September 13, 2017**

**Research Work Group Member Names**

**Tricia Johnson**

**Mark Bittner**

**Lety Liera**

**Nicole Novotny Smith**

**Amy Ready**

**Tim Shepard**

**Becca Steinhoff**

**Nick Whynott**

**Jennifer Zook**

---

**Proposed Innovation**

**Why is this practice innovative?**



The Early Childhood Education Research Work group proposes the development of the Wyoming Center for Excellence in Early Childhood Education (WyCEECE). Although the research center concept is not particularly innovative (the University of Denver has an excellent center called the Marsico Center), this research center would be unprecedented in a focus on serving the needs of early childhood educators in rural settings. Furthermore, it will serve Wyoming's needs by placing a unique, state need specific focus on rural early childhood education dynamics and issues.

In addition to a focus on research, the proposed center will oversee the development of an undergraduate Early Childhood program at the University of Wyoming and most importantly, act as organizing body to provide and make existing professional development opportunities available to all EC educators as well as establish a degree pathway across the state. The overarching goal is to support a highly qualified early childhood workforce in the state and not limit access to early childhood education excellence because of economic hurdles related to compensation, higher education degree/workforce credential attainment, and early childhood care scopes of service.

This multi-modal focus on different aspects of the ECE field, including research in rural settings, teacher preparation, and practical, applicable early childhood workforce training creates a unique opportunity for the University of Wyoming to become the national leader in developing and supporting EC educators for rural settings.

The WyCEECE is a progressive endeavor, establishing a platform to unify ECE businesses, organizations, agencies, and workers across the state, as they collaborate, share resources, and work on issues of mutual interest. This model also facilitates the discovery and development of a statewide vision, goals, and metrics for ECE that include all stakeholders such as parents, educators, business and industry, as well as, government leaders.

The overall goal of the WyCEECE is:

To provide high quality support and education for Wyoming's current and future early childhood workforce in order to improve services to underserved and rural populations to enhance kindergarten readiness and to generate widespread public awareness of the importance of early childhood education.

### **What is the proposed innovation?**

School The Wyoming Center for Excellence in Early Childhood Education is composed of three complementary components: 1. The Early Childhood Outreach Network (ECON), 2. A Bachelor of Arts program in Early Childhood with a concurrent major in Human Development available through the University of Wyoming, and 3. a research center in Rural ECE housed at the University of Wyoming.

### **Early Childhood Outreach Network (ECON)**

The primary role of the ECON is to provide a more seamless system of professional development opportunities to providers across the state. Current professional development opportunities are largely available only to



providers working within systems such Head Start or Child Development Services, with those available to others requiring extensive travel. Because of the rural scope of the state, providing a streamlined opportunity for professional development can be a major challenge.

ECON would work to alleviate the uneven access to professional development by not only providing professional development opportunities, but also by leveraging the resources already available in the state, such as existing provider systems, Department of Family Services systems, the University of Wyoming, local and community systems, and other informal opportunities around the state. The intent of ECON is not to replace these existing opportunities, but rather work with them to make them available to all providers regardless of the location, type of system, or education level. ECON can accomplish this by taking advantage of the expertise, technology and support available from the University of Wyoming. By utilizing the reach of the University of Wyoming, all early child educators would have access to the high quality professional development opportunities being offered across the state.

There are two sub-components in the proposed network. First, the development of a system that allows the University of Wyoming to place students enrolled in undergraduate programs in unique placement opportunities, including licensed home-based ECE environments, Reservation Head Start centers and CDCs, and mobile early childhood classrooms, among others, to increase and improve field experiences. A strong emphasis would be on placement in home settings, not only because of the high percentage of home providers, but also as a means to provide professional development for these providers who otherwise may not have PD options. This innovation would create a fieldwork placement system that allows family childcare providers to have a UW preservice education student placed with them, and to receive training and support in tandem with their students. Students experience a unique placement and integrate learning skills and knowledge with mentored application. Mentors have additional manpower and access to coursework that they might not otherwise undertake.

The WyCEECE would work with home-based providers and other early childhood organizations to develop a list of interested providers around the state. Then, once students are ready to be placed, they have an option of working within the school system, within provider organizations, or in a home-based environment. This allows students the option of working within their hometown, reducing housing barriers, and empowering community systems. Providers would receive a stipend for their participation in the program, as well as full access to professional development opportunities offered to both the student and provider. Classes can be targeted at population specific needs or individual preference, and providers could receive STARS credit or college credit. Courses would be offered online, and professional learning communities would be created through collaborations with community colleges. Students would take a fully online semester of courses focused on content areas such as, parent partnerships, leadership, special education, and curriculum development.

An important aspect of these experiences would be the provision of family resource support. Preservice teachers and providers would be provided with training in working directly with families, and preservice teachers, under the direction of providers and with support from UW faculty, would create and run family education offerings, both to individual families and also to groups. Content of these training may include child development, as well as enrichment activities to support health child growth and development. Specific training



for both preservice teachers and providers would allow students to address specific needs that have been identified through processes already in place via the county CDC or HeadStart, or that the students themselves discover through their placements. In addition to parent education, pre-service teachers would also conduct supervised home visits. This aspect of the program could be aligned with HeadStart and CDC partnerships, as well as other early care and education facilities, with these organizations providing training for both home-based providers and pre-service teachers.

As the network develops, hubs would be established at local community colleges throughout the state. A coordinator at each location would oversee the field experiences, provide coaching for both pre-service teacher and candidate, provide professional development, and link providers to available professional development opportunities whether in person or provided virtually. These community colleges would also create a gateway into the UW educational system, providing opportunities for providers to work towards AA/BA degrees. The use of the community colleges as hubs allows WyCEECE to meet regional needs and ensure the unique perspective, resources, culture and needs of the community are considered.

The second sub-component of the ECON is the development of a professional development partnership between existing provider systems such as (but not limited to):

- Wyoming Kids First <http://wyokidsfirst.org/>
- Workforce Services <http://www.wyomingworkforce.org/>
- WDE <https://edu.wyoming.gov/>
- Department of Health <https://health.wyo.gov/>
- Wyoming Department of Family Services <http://dfsweb.wyo.gov/>
- Community Colleges and campus child care centers <http://www.uwyo.edu/ecec/>
- Wyoming Head Start Association <http://wyomingchild.org/index.php?/main/services/C19>
- Child Development Services <http://www.cdswy.org/>
- BOCES <http://www.crb2.k12.wy.us/boces/kindergarten.html>
- TANF <http://dfsweb.wyo.gov/economic-assistance/tanf>
- STARS <http://wyostars.com/>
- Wyoming Early Childhood Association <http://www.wyeca.com/>
- PIC/PEN [http://www.wpen.net/PAT\\_State.html](http://www.wpen.net/PAT_State.html)

WyCEECE would work collaboratively with these partners to make high quality professional development activities more available to all practitioners in Wyoming. The goal of WyCEECE would be to join the effort to improve professional development activities in Wyoming for ECE providers. The ECON would support regularly scheduled meetings that would provide a platform to share resources and to reduce duplication of efforts, and to make these professional development opportunities accessible. In addition, ECON would host train the trainer workshops run by existing provider organizations to strengthen the community and statewide professional development system. The wider access to thoughtful, cutting edge professional development has benefits not only to providers, and the environments and facilities in which they work, but it also has the benefit of leveraging relationships and resources across a dispersed early childhood system.

**Bachelor of Arts in Early Childhood Education provided by the University of Wyoming**





The WyCEECE would work with the University to design an undergraduate program in early-childhood education. Although the development of such a program is outside the scope of the Early Childhood Research Work Group, the ECE RWG does have suggestions for what that program might entail and how it can connect to the ECON and Research Center.

First, the ECE RWG suggests that the program take advantage of existing programs from both the College of Education and the College of Agriculture. The program would be a Bachelor of Arts in Early Childhood Education with a concurrent major in Human Development and Family Sciences. The program would be housed in the College of Education. The focus of the program would be the preparation of teachers with expertise in rural early childhood issues, family partnerships, and cultural competence. Teacher candidates would take a range of courses that lead to a new teacher certification through PTSB (Early Childhood Education, Birth through 3rd Grade).

Field experiences would be embedded throughout the state with existing providers across the state. All students majoring in Early Childhood Education would participate in practicum experiences from their first year in all EC courses. Students would have two semesters of intensive study through ECON that would differ based on their area of concentration.

The WyCEECE would be involved in providing training and coaching to candidates as well as providers on diverse topics. Professional development modules would be provided to mentor teachers to take alongside students in practicum classes. Potential topics might include: challenging behaviors, aligning curriculum with WY ELG/ELF, family partnerships, cultural competence, and differentiated learning, among others. A diverse set of experiences can be provided to candidates including exposure to a variety of settings.

In order to accommodate the widest variety of needs, the ECE RWG proposes the development of a number of concentration areas within the program. These may include:

1. Honors: Students in the Honors minor would meet all requirements of the Honors College. A diverse and challenging set of Honors courses would be available each year to students in this concentration. Those earning a minor through the Honors College would engage in the following unique experiences:
  - Research with faculty from the Research Center beginning freshman year and continuing for credit or as a work study position
  - Internship opportunity conducting research in rural communities
  - International internship (birth to age 5 or student teaching) with partners in Japan, Australia, UK, New Zealand, Nepal, Fiji, Canada
2. EC Special Education/Developmental Differences: Students would focus attention in their program on differentiation with early childhood education. They would have courses that would be the starting point for an ECSE endorsement.



- Sophomore or junior year 6 credit Internship with Developmental Centers throughout the state. This internship would include Part C home-visiting and Part B classroom-based experiences, while taking 3 additional courses related to ECSE endorsement.
  - Senior year students teaching in an inclusive early childhood classroom
3. American Indian ECE: Students would take courses in American Indian Education, differentiating instruction, family partnerships, community-based programs. 2 practicum/internship experiences on a Reservation. These internship experiences would be supported with a living stipend.
4. Parent Education and Community Partnerships: Students would do one internship in a home child care setting and one in a community-based program servicing families/home-visiting.
- Sophomore or Junior Year intensive in family and community partnerships. Live in a rural Wyoming community and take a 6- credit internship along with 3 additional online courses related to families and communities.
  - Senior year residency in a rural Wyoming community
5. International Early Childhood Studies: students would study international trends, engage in up to two international practicum/internships or student teaching abroad.
6. Early Childhood Leadership and Administration: Because 60% of services are provided through family child care, it is vitally important that students interested in operating a licensed early care and education center have educational opportunities to develop skills and knowledge in business administration. In addition to receiving their Birth to 3rd grade teaching license, students will participate in an administrative internship, focus on small business development, non-profit organizations, and management. Students in this option would take courses through the College of Business.

WyCEECE would create training hubs at community colleges that would oversee operations in surrounding communities. These hubs will also insure the unique perspective, resources, culture and needs of the community are considered. They would support practicum and internships in a variety of placements and provide mentor teachers with resources and insure access to targeted classes through contracted trainers and distance learning opportunities.

### **Research Center in Rural Early Childhood Education**

The WyCEECE would also contain a research center. The research center would conduct research addressing the specific needs and challenges of delivering early childhood education services in rural communities. Although the research base in early childhood education is relatively strong, there is a lack of research that focuses on early childhood education in rural settings. In addition to having a focus on rural education, the center would conduct research into a variety of areas that affect early childhood education, including underserved populations.

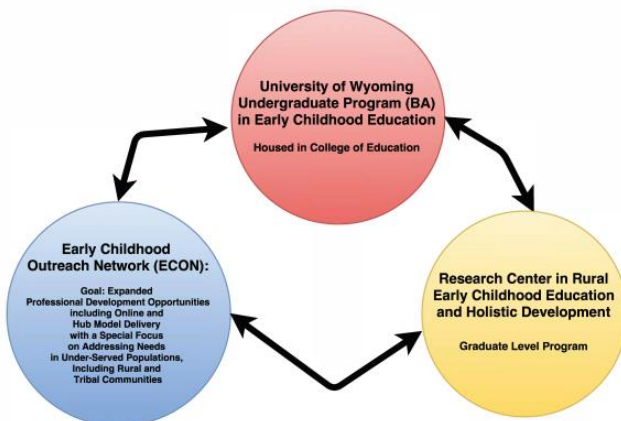


Practitioners will be a vital partner in conducting useful and relevant research. By partnering with teachers currently in the field, the center would ensure that the research being conducted at the Center would provide direct support to those already working in early childhood education. It is possible that in addition to faculty interest, practitioner need could drive the research that is produced by the center. In this way, the center could also develop into a home-grown source for technical assistance and professional development, utilizing the community college hubs and ECON to provide these services. Eventually, the research center would fundraise and pursue grant funding in order to fund faculty and community based research and support ECON by bringing in speakers and visiting scholars. The research center could also support the development of graduate programs in ECE and an endowed chair. The research center planning committee would be responsible for fully describing the activities on this center.

### What are we proposing?



#### Overview of Proposal for: Wyoming Center for Excellence in Early Childhood Education (WYEECEC)



### Planning year

The ECE RWG proposes the funding of two planning committees and the hiring of an administrative director to coordinate and oversee the process of developing the various components of the WYCEECE. Funding for the planning committees would be available for one year.

**Administrative Director.** The ECE RWG proposes the hiring of an administrative director to oversee the work of the two planning committees, by coordinating the work of the two committees, and then to run the WYCEECE once it is up and running. Funding for the position would be provided by TEI for the first year and then the Center would be expected to secure funding for operations.



***ECON planning committee.*** The ECE RWG proposes the funding of a planning committee composed of stakeholders, representatives from UW and from early childhood based organizations. Work of this planning committee would begin with a 4-day working retreat to ensure shared understanding, common goals, and stakeholder buy in. It would then continue with monthly meetings around the state.

This committee is responsible for designing and implementing ECON and accomplishing the following tasks:

- Describe broad strokes of Center
- Further develop the details based on this initial thinking
- Development of professional development network
  - Share available professional development opportunities
  - Prioritize state needs for PD
  - Put together training modules utilizing existing resources
  - Determine delivery systems (online, in-person, coaching)
  - Determine costs and fees associated with PD
  - Develop “catalog” of PD opportunities
- Recommendations for a BA degree at UW
  - Create field experiences network. Although a BA program does not currently exist, this network could be used to provide additional field experience opportunities to students in the existing programs. The focus in the first years could be on family education and working with families to take advantage of the potential strengths of the network
  - Develop recommendations for BA program based on needs of the field

***Research center planning committee.*** The committee would be housed at UW and be responsible for designing and setting up the research center. Duties would include the following:

- Discuss possibility of endowed chair
- Grant opportunities and other funding sources such as a naming sponsor
- Development of research agenda
- Staffing needs over short and long term
- Dissemination/training opportunities
- Visiting scholar

---

## Documentation of Need

The field of Early Childhood education is fragmented across the nation in terms of the variety of funding sources, providers, and governmental regulatory agencies supporting the work (Gable, 2015). Based on our committee’s research, Wyoming is certainly no exception to this fragmentation phenomenon in ECE.

Currently, more than 60% of all childcare providers in Wyoming are family or group childcare home providers. Specifically, per the Department of Family Services Resource and Referral division, Wyoming is home to 698 licensed childcare facilities as of July 6, 2017. These are broken down as follows:

- Childcare Centers – 274 (39%)



## TEI Proposal 2017-08

9

- Family Childcare Centers – 149 (21%)
- Family Childcare Homes – 275 (40%)

Wyoming is an extremely rural state with a low population in comparison to its land size. With this in mind, obtaining training is difficult for many professionals across the state. While programs such as Head Start or Child Development Centers may have access to specific trainings, other private centers and home providers are left to find/develop training on their own which can create a very segmented and difficult to navigate system state-wide. Some online services are available, such as the ECHO network, however, awareness of these resources is low, relying exclusively on online professional development limits the face-to-face opportunity for classroom networking. Not only is awareness of these resources low, but several of them fail to account for the ability of ECE providers to participate. For example, the ECHO network hosts opportunities in the middle of Friday mornings, making it inaccessible to family childcare providers unless they have the finances and support network to hire a substitute for part of their day.

Wyoming's early childhood education programs are currently housed in the College of Education and the College of Agriculture. Although these programs have slightly different foci, there is a great deal of overlap.

---

### Alignment to Key Performance Indicators

1. **Statewide perceptions of the University of Wyoming College of Education**
2. **Continuous Improvement Protocols for field and clinical experiences**

---

### Evidence Supporting Proposed Innovation: Literature Review

Tribal and rural outreach:

National Center for Rural Early Childhood Learning Initiatives. (2006). Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning. Little Rock, AR. Rural Early Childhood Report No. 2. Mississippi State, MS: Mississippi State University Early Childhood Institute.

<http://files.eric.ed.gov/fulltext/ED498834.pdf>

Difference in rural and non-rural early childhood education:

Gable, S. (2015, April 13). America's Fragmented Child Care and Early Education System. Retrieved from Council on Contemporary Families: <https://contemporaryfamilies.org/ccf-briefing-report-fragmented-child-care/>

Green, Nicole C.& Nolan, Andrea; Preparing the Australian Early Childhood Workforce for Rural and Remote Settings: A Review of the Literature. Australian Journal of Teacher Education, v36 n12 p83-96 Dec 2011



Maher, E. J., Frestedt, B., & Grace, C. (2008). Differences in Child Care Quality in Rural and Non-Rural Areas, *Journal of Research in Rural Education*, 23(4). <http://jrre.vhost.psu.edu/wp-content/uploads/2014/02/23-4.pdf>

Miller, P., Votruba-Drzal, E., & Setodji, C.M, Family Income and Early Achievement across the Urban-Rural Continuum. *Developmental Psychology*, 00121649, 20130801, Vol. 49, Issue 8

### **Summary of Literature Review:**

Early childhood education that is affordable, convenient, and high-quality (with high-quality and prepared teachers) is difficult for families in rural settings to find (Gable, 2015). Green and Nolan (2011) suggest that teachers moving to rural settings must be familiar with how to work in these settings, but are often not properly prepared. Teacher training in rural contexts is needed, but lack of offerings and cost of travelling to a rural setting prevent this. “Adequately preparing the workforce to be confident and comfortable teaching in rural and remote early childhood settings will need to be one goal within this wider agenda” (Green & Nolan, p. 92, 2011). The authors also mention that there are teacher shortages and low teacher retention rates in rural settings due to the unattractive perspective on rural settings.

Another goal then would be to create a new perspective on rural schools in order to attract and keep good teachers. Maher, Frestedt, and Grace (2008) suggest that because there are teacher shortages, there are fewer adults per child available in rural early childhood settings. There is a lower quality of care because of this. They also mention that there are fewer facilities available because of the high cost of opening and operating them. Availability of licensed child care is less as well and many employers are compelled to lower standards to staff the building. Miller, Votruba-Drzal, and Setodji (2013) did a study that suggested that because availability to resources is limited, even when families have enough money, they are unable to utilize it for early childhood services because they are still not readily available in rural settings. This shortage of licensed centers may lead to a reliance on in home childcare.

A subgroup often discussed as underserved are Native Americans. According to The National Center for Rural Early Childhood Learning Initiatives (2006), many American Indians or Alaska Natives live in rural settings (p. 4). There are shortages of high quality teachers, higher costs for transporting students, limited economic opportunities, and increased concentrations of poverty in rural settings (p. 4). “Understanding the specific contexts in which Indian education takes place, including both the challenges and assets posed by the rural context, is a crucial part of developing a better understanding of promising models and practices to improve the life chances of Native children, and of ensuring the continued social, cultural and economic vitality of the communities of which they are a part” (p. 4-5).

---

### **Proposed Innovation: Program Evaluation**

At the end of the planning year, the Committees would present a detailed plan for establishment and maintenance of the WyCEECE to both the Board of Trustees and the UW Administration. This plan could be evaluated externally for soundness and feasibility.





### Proposed Budget

We seek a total investment of \$206,450.00 for this comprehensive one-year planning project for innovation.

Costs	Estimated Total Cost
<b>Administrative Director</b>	<b>78,650</b>
Salary	55,000
Fringe calculated at 43%	23,650
<b>ECON Planning Committee (15 members)</b>	<b>81,000</b>
Facilities for initial retreat 15 @ \$1,000	15,000
Travel for retreat, site visits, and monthly meetings (some will be via ZOOM)	36,000
Stipend for Committee Members 15 @ \$2,000	30,000
<b>Research Center Planning Committee (6 members)</b>	<b>46,800</b>
Facilities for initial retreat 6 @ \$1,000	6,000
Travel for retreat, site visits, and monthly meetings (some will be via ZOOM)	28,800
Stipend for Committee Members 6 @ \$2,000	12,000
<b>TOTAL: \$ 206,450</b>	



---

## **Evidence Supporting Proposed Innovation: Evaluation of Leading Programs**

### **Programs Reviewed:**

#### **Traditional educator preparation programs in public and private universities across the United States**

*Please list names and locations of traditional programs studied:*

- South Dakota State University Early Childhood Education-Birth to 8 Specialization  
<https://www.sdstate.edu/programs/undergraduate/early-childhood-education-bs-birth-8-specialization>
- University of Northern Colorado Early Childhood Education  
<http://www.unco.edu/programs/early-childhood/>
- Warner School of Education at the University of Rochester Early Childhood Program  
<https://www.warner.rochester.edu/programs/earlychildhood>

#### **Alternative educator preparation programs**

*Please list names and locations of alternative programs studied:*

- Capella University, MN University of Denver Marsico Institute for Early Learning and Literacy  
<https://www.du.edu/marsicoinstitute/>
- The State University of New York at Buffalo Early Childhood Research Center  
<http://ecrc.buffalo.edu/>
- University of Denver Tribal Early Childhood Research Center  
<http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/trc/Pages/TRC.aspx>

#### **International educator preparation programs**

*Please list names and locations of international programs studied:*

- Edith Cowan University Australia Centre for Research in Early Childhood  
<http://www.ecu.edu.au/schools/education/research-activity/centre-for-research-in-early-childhood>
- University of New Brunswick Early Childhood Education Centre  
<http://www.unb.ca/fredericton/education/ecc/>

#### **Summary of Evaluation of Other Programs:**





In a brief examination of other programs across the country and internationally, the Research Work Group did not find any programs with a similar innovative approach. Although there currently exist both Birth to 8 BA programs and Research Centers for Early Childhood that the plan can draw from, there does at present not exist a comprehensive program that integrates educator development and research within a rural context.

---

### Contextual Constraint Analysis

Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other

As this proposal is to fund a planning year, the only limits are in locating stakeholders that are willing to commit to the effort. Careful recruitment, the opportunity to network with other stakeholders, and the availability of a stipend should ensure participation of the right individuals.

---

### Risk Assessment

Please list all identified potential risks to College of Education Candidates:

None

Please list all identified potential risks to the UW College of Education:

Participating faculty might encounter tension between active participation in their Committee and other duties. A course release may be needed to offset this risk.

Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:

None

Please list all identified potential risks to the UW Trustees Education Initiative:

None

Please list all identified potential risks to other stakeholders:

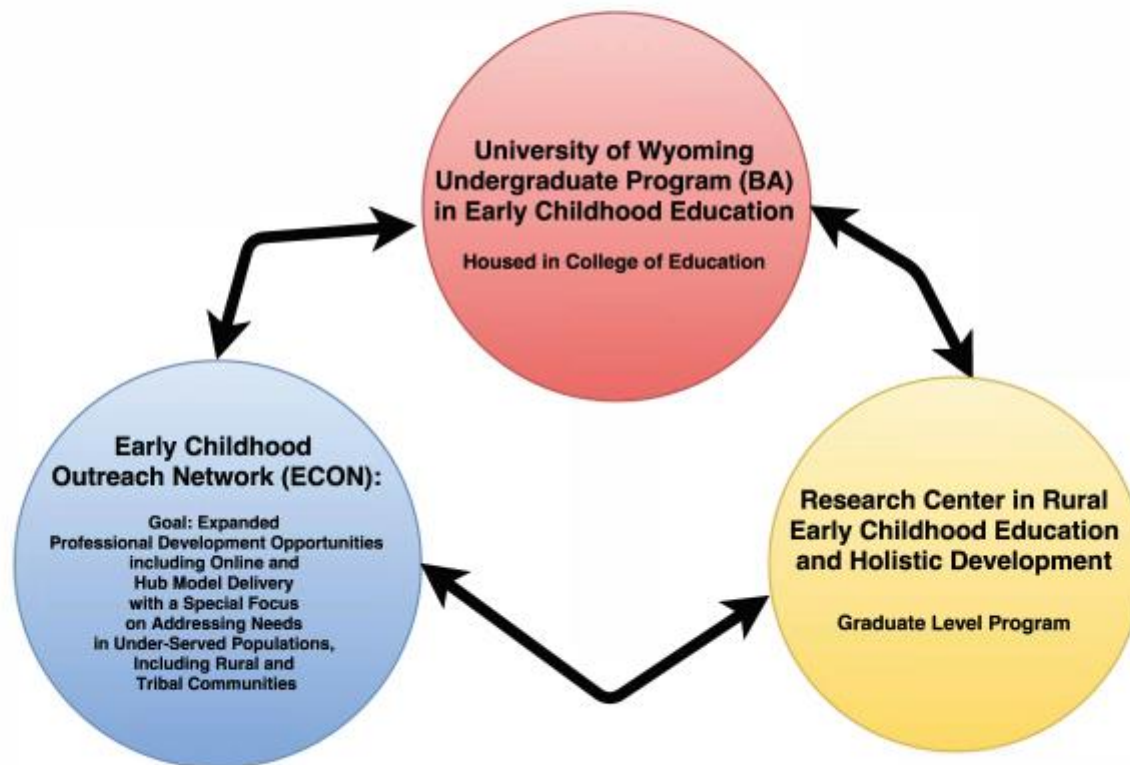
None



**Appendix A: Graphic Overview of Proposal**



**Overview of Proposal for:  
Wyoming Center for Excellence in Early Childhood Education  
(WYEECEC)**



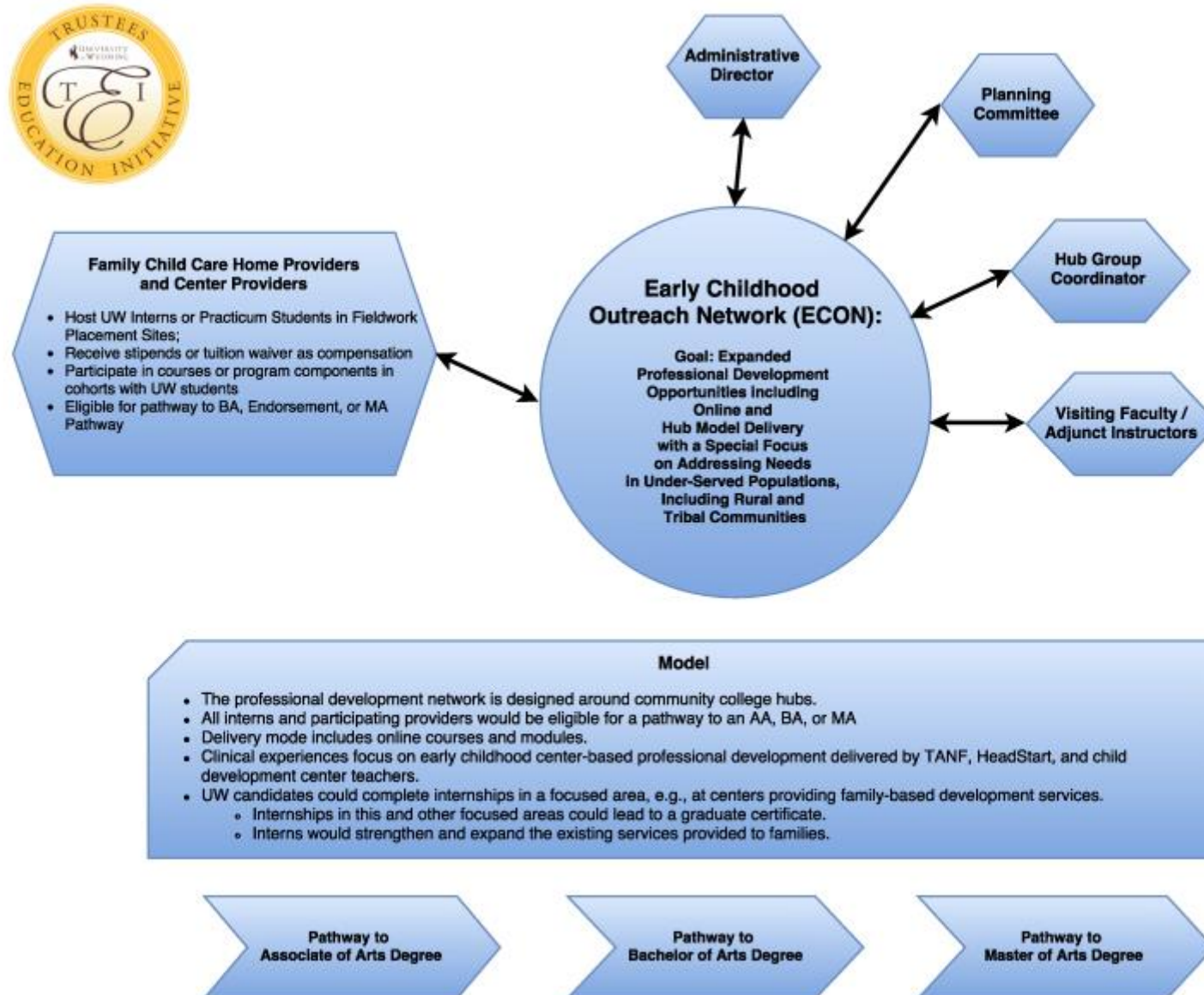


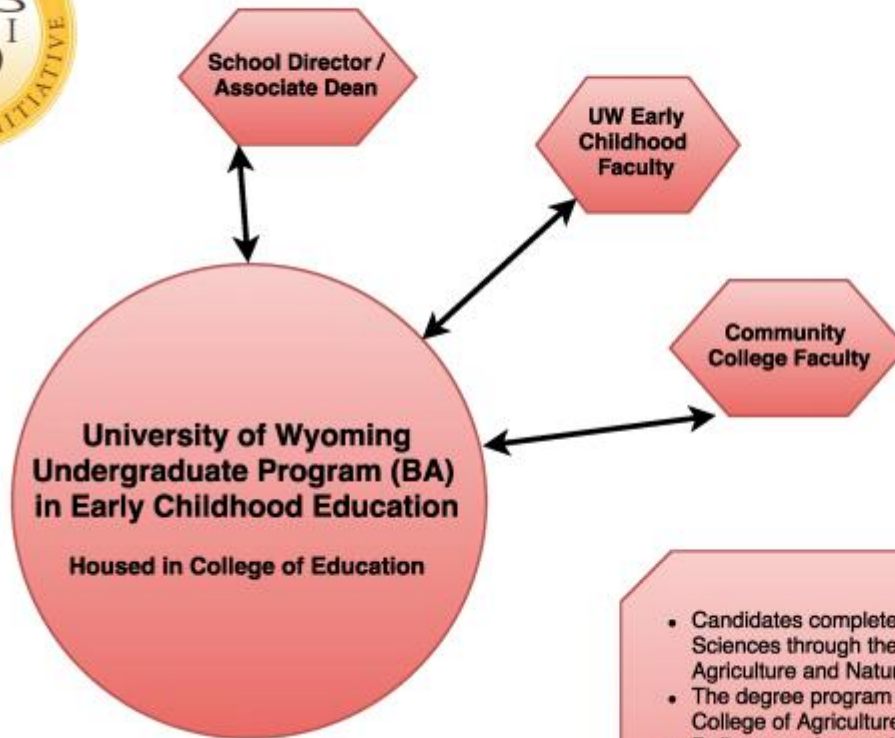
## **TEI Proposal 2017-08**



## TEI Proposal 2017-08

16





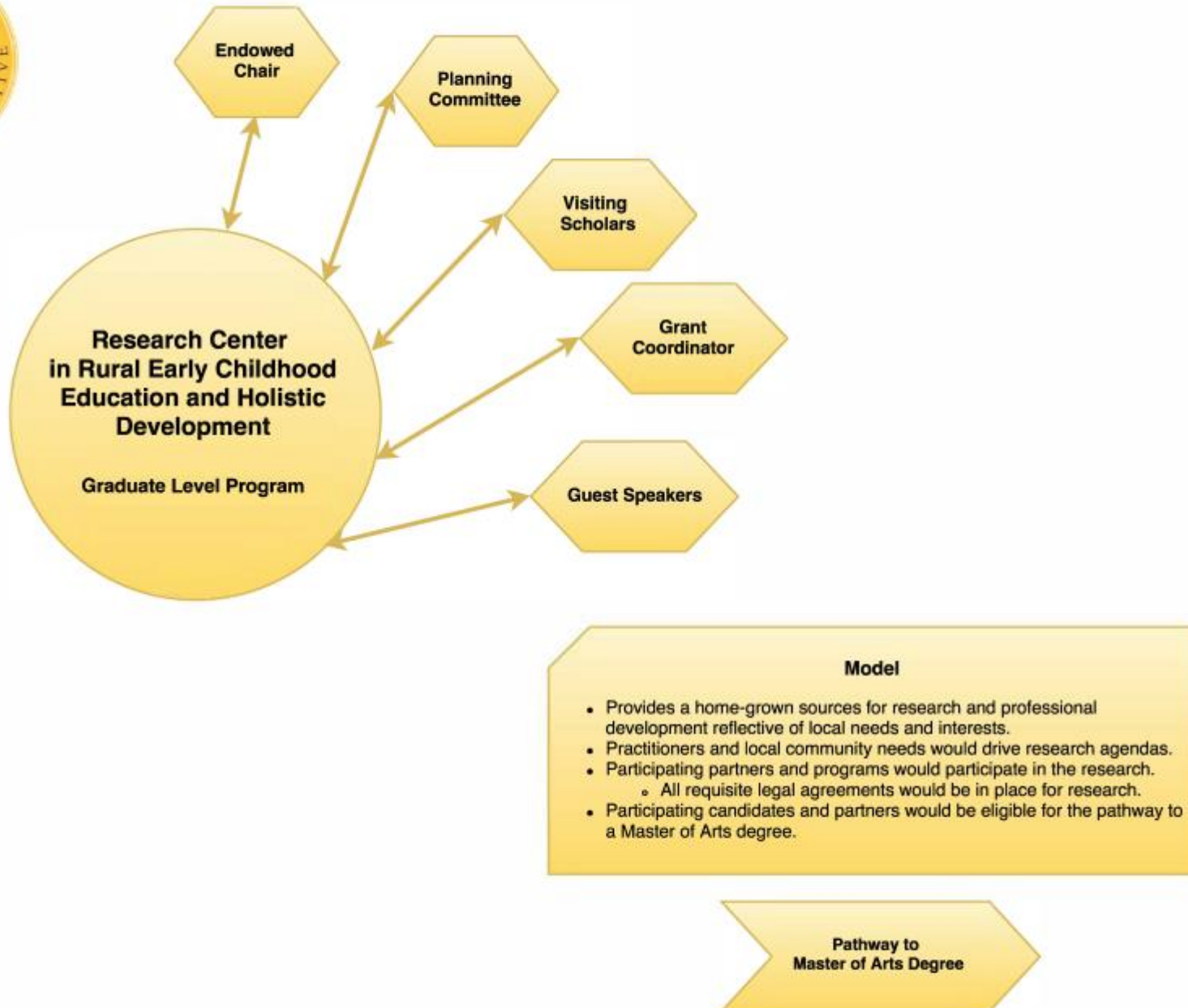
### Policy Issues to Address with the Wyoming Professional Teaching Standards Board (PTSB):

- New Wyoming Teacher License for Birth to Grade 3
- Student Teaching Permitted in Early Childhood Centers

### Model

- Candidates complete a concurrent major in Human Development and Family Sciences through the Department of Family and Consumer Sciences in College of Agriculture and Natural Resources.
- The degree program would leverage existing resources in College of Education and College of Agriculture and Natural Resources.
- Delivery modes would include online courses and modules.
- Candidates would be required to complete two semesters of modular-designed intensive study based on a chosen area of concentration, e.g., Early Childhood Special Ed and Developmental Differences; American Indian Education; Parent Education and Community Partnerships; Honors/Research Focus; International Early Childhood Studies (2 Study Abroad); Early Childhood Leadership and Administration
- Community college hubs would find candidate practicum/internship placements in their regions and assure alignment with the unique needs of the community.
  - Placements focus on rural regions.
  - Placements would emphasize family resource support.
- Candidates successfully completing the program would be eligible for a Wyoming License to Teach Birth to Grade 3.
  - See Policy Issues to Address with PTSB.





## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## 2017-08 Feedback and National Reviews

### Response Representing: Stakeholder Feedback Group

#### **Innovation Rating: 3**

**Innovation Comments:** This proposal is a new and innovative idea for the University of Wyoming and rural settings. It mirrors other things happening across the US in terms of ECE but is new for our region.

#### **Performance Indicator Rating: 3**

**Performance Indicator Comments:** The proposal has potential to improve statewide perceptions by reaching out to rural communities and by creating a degree program in Early Childhood Education. The creation of the degree program could increase enrollment. There is a strong indication of partnering with many various state and local entities.

#### **Documentation of Need Rating: 3**

**Documentation of Need Comments:** The only thing keeping this from a "4" is that it all tends to remain housed at UW with outreach occurring from home base. There is substantial evidence of outreach that should not be discounted, however.

#### **Literature Review Rating: 4**

**Literature Review Comments:** Research supports the proposal being presented.

#### **Leading Programs Rating: 4**

**Leading Programs Comments:** There is evidence of evaluation of leading programs in the area of educator preparation and ECE.

#### **Contextual Constraints Rating: 1**

**Contextual Constraints Comments:** The discussion of contextual constraints is limited.

#### **Risk Assessment Rating: 4**

**Risk Assessment Comments:** The proposal identifies very low risk. The discussion and identification of risk is quite limited, though.

#### **Funding Rating: 3**

**Funding Comments:**

#### **Narrative Comments:**

**Summary Comments:** The proposal addresses and area of need and provides evidence of some innovation in terms of positive growth to the program and to the university.



## 2017-08 Feedback and National Reviews

### Response Representing: Stakeholder Feedback Group

#### **Innovation Rating: 3**

**Innovation Comments:** While the proposal is very good and provides insight into development of a quality program it still has the outside appearance of what education has always been. Some of the components which would make maybe a stronger program is to develop liaisons for the communities who have established instructional centers. We should not and can't go in to the rural areas and create a threatening environment for their program but establish a relationship with them and then work to align their instruction and commitment to the goals and values of the district so there is established continuity and trust between all. We can't appear to have all the answers for all the situations out there. The true learning takes place when the trained actually are faced with the reality of working in the community.

#### **Performance Indicator Rating: 3**

**Performance Indicator Comments:** I see great attempts to address probably 4 of the indicators but there are some which are not valuable to this movement. National accreditation is not valuable to our state as much as getting our students employed in our state and developing the quality relationships between what is currently there and the future. I am not sure of the value of State of the art College of Education organizational structure and all the indicators.

#### **Documentation of Need Rating: 4**

**Documentation of Need Comments:** Clearly there is a need for help in this area.

#### **Literature Review Rating: 4**

**Literature Review Comments:** Definitely plenty of resources supporting the suggested outcomes.

#### **Leading Programs Rating: 4**

**Leading Programs Comments:** Plenty of evidence gathered.

#### **Contextual Constraints Rating: 3**

**Contextual Constraints Comments:** There are probably other constraints but until the program runs some may not be easily identified.

#### **Risk Assessment Rating: 3**

**Risk Assessment Comments:** I am not sure it is risk as much as inconveniences. .

#### **Funding Rating: 3**

**Funding Comments:** There was narrative in some of the proposal but I did not see it clearly and it was reasonable.

**Narrative Comments:** Nice work by the committee.

**Summary Comments:** There is promise to the proposal but there are a lot of outliers when it comes to working with this program and there will be difficult challenges as it is implemented.

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 2

**Performance Indicator Comments:** Although this proposal addresses two indicators, it seems to be a huge risk to start a program in light of the financial straits of Wyoming at this time. To start a program with the knowledge that outside funding would be required to continue the program is very risky....particularly without specific funding being identified.

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:** Although some contextual constraints were addressed, this reviewer does not feel that the authors are being realistic in the massive constraint of starting a program with out first securing funding for continuation

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** Again, risk has been identified, but without seeming to understand the immensity of continuation risk.

**Funding Rating:** 2

**Funding Comments:** Continued funding is the concern

**Narrative Comments:** Reasonable

**Summary Comments:** extreme concerns about funding

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:**

**Innovation Comments:**

**Performance Indicator Rating:**

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:**

**Innovation Comments:**

**Performance Indicator Rating:**

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:** You may want to look at the ECHO system, which is here on the University of Wyoming campus, for delivery of face to face communication. It is highly innovative and shows extreme promise in working with rural communities.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:**

**Innovation Comments:**

**Performance Indicator Rating:**

**Performance Indicator Comments:**

**Documentation of Need Rating:**

**Documentation of Need Comments:**

**Literature Review Rating:**

**Literature Review Comments:**

**Leading Programs Rating:**

**Leading Programs Comments:**

**Contextual Constraints Rating:**

**Contextual Constraints Comments:**

**Risk Assessment Rating:**

**Risk Assessment Comments:**

**Funding Rating:**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 2

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **2017-08 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:** The use of existing services to support implementation is innovative from my perspective.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:**

**Literature Review Rating:** 4

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Effective early childhood education is critical for Wyoming's children with their overall well-being and academic growth.

**Summary Comments:** Thank you!

## **2017-08 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 2.875

**Innovation Comments:**

**Performance Indicator Rating:** 3.125

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.125

**Documentation of Need Comments:**

**Literature Review Rating:** 3.25

**Literature Review Comments:**

**Leading Programs Rating:** 3.25

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.625

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2.875

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-08 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 2.875

**Innovation Comments:**

**Performance Indicator Rating:** 3.125

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.125

**Documentation of Need Comments:**

**Literature Review Rating:** 3.25

**Literature Review Comments:**

**Leading Programs Rating:** 3.25

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.625

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2.875

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## College of Education Research Work Group Proposal for Ethical Educator Program

---

### Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
  - Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
  - Develop or adapt and refine highly effective innovative practices for implementation in Wyoming
- 

### Initiative Research Work Group Name: College of Education

Submitted by: Jeanette Joyce and David Yanoski, Marzano Research

Contact email: [jeanette.joyce@marzanoresearch.com](mailto:jeanette.joyce@marzanoresearch.com) or [david.yanoski@marzanoresearch.com](mailto:david.yanoski@marzanoresearch.com)

Contact Phone: 303-799-9199 ext. 306. 335

Submission Date: September 14, 2017

#### Research Work Group Member Names

Cynthia Brock

John Hansen

Leslie Rush

Jan Segerstrom

---

### Proposed Innovation

#### Why is this practice innovative?

Although there is national agreement that ethical behavior is a critical part of teaching (Tom, 1984), there is little empirical research on the best practices for increasing ethical awareness in young educators (Maxwell & Schwimmer, 2016). There are Schools of Education such as University of Michigan and Kansas State University that focus on elements of ethical development using an online module system known as ProEthica (<https://www.ets.org/proethica>), but there is no comprehensive program that puts awareness of ethics at the center of teacher development. University of Wyoming has the unique opportunity to develop and integrate an innovative ethical educator strand within their existing teacher preparation programs.

#### What is the proposed innovation?

The College of Education proposes the development and integration of an ethics awareness strand throughout their teacher preparation program. Elements of this strand will be based on the Model Code of Ethics for Educators (MCEE), developed by the National Association of State Directors of Teacher Education and Certification ([http://www.nasdtc.net/?page=MCEE\\_Doc](http://www.nasdtc.net/?page=MCEE_Doc)). The MCEE standards are built on 5 principles:



## TEI Proposal 2017-09

2

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology

The proposed Ethical Educator program is composed of four components and a Summer Ethics Institute. The four components will be integrated into existing coursework, field experiences, and College of Education policies and procedures. Specifically:

- students and faculty will receive a Certificate of Achievement after completing the ProEthica modules,
- faculty will develop case studies and students will have the opportunity to discuss and reflect on ethics-based case studies embedded within appropriate coursework,
- supervisors will model ethics awareness in fieldwork, and students will observe and reflect on ethics in their placements,
- students will complete an oath and be awarded a pin upon successful completion of the program, and
- a few distinguished students will be invited to participate in an ethical education presentation at the Shepherd Symposium or similar conference.

This proposal funds access to ProEthica for the first three years, stipends for faculty and consultants who participate in the Summer Ethics Institute, and conference participation at the Shepard Symposium. In addition to increasing the awareness of ethics in education for the Education students at University of Wyoming, this proposal has the potential of contributing to the accreditation process for the University as well as bringing national attention to the innovative program created.

### **Component 1: ProEthica**

The program will begin with the implementation of the ProEthica module system. ProEthica is a system of online modules on educator ethics developed and offered by the Educational Testing Service (ETS), based on the MCEE standards. ProEthica contains six modules:

- The Professional Educator
- The Professional Educator and the Student
- The Professional Educator and the School
- The Professional Educator and the Community
- The Professional Educator and Technology (available September 2017).
- Ethical Decision Making for the Professional Educator.

The College of Education will provide access to ProEthica for all incoming students. Because it is available online, students will be able to complete the modules on their own time and using their own device. Students must successfully complete the training and submit the printed certification of completion to the administrative office before they begin working inside P-12 classrooms.

Each module contains online situations related to teacher interactions with students, schools, and the community. The modules are designed to have students consider and respond to various ethical dilemmas,



allowing students to see possible consequences of their decisions. Modules include written scenarios, resource documents, “mini-games” and other activities, as well as guiding questions to encourage student reflection. Visual indicators embedded in each module provide feedback to students based on their current performance relative to the MCEE standards. These indicators change with every decision a student has made, giving the student a real-time assessment of their current standing. The final assessment for each module is a 12-question multiple choice test. These scores are then reported to the University.

Each module is designed to take around 30 minutes and must be completed in order. Once a module is completed, the next module will be available to complete. In Year one, all admitted and enrolled students would complete this requirement. In Years Two and Three, the cycle would be established for all freshman and transfer students in the College of Education. Additionally, in Year Three, the program would be expanded to include the Educational Leadership degree program and potentially other interested programs.

### **Component 2: Integrated case analysis**

In order to further student awareness of ethical issues, case studies for discussion and reflection will be embedded in designated courses throughout the first three years of a student’s coursework. Each designated course will include one case study. The goal is to mentor students towards individual interpretation and reflection of ethical concerns, which will then follow with a faculty led discussion. It is anticipated that the presentation, reflection and discussion of the case would take no more than two total hours of course time. All case studies will be based on the Model Code of Ethics for Educators (MCEE) developed by the National Association of State Directors of Teacher Education and Certification ([http://www.nasdtc.net/?page=MCEE\\_Doc](http://www.nasdtc.net/?page=MCEE_Doc) ).

Case studies will be developed by the faculty at a Summer Ethics Institute, which is described in greater detail below. The developed case studies will be based on a common template, which will include examples specific to course content. Training and support for the effective use of these cases will be provided to all faculty teaching designated courses. During the Summer Ethics Institute, faculty may also develop targeted Mursion modules, with technical support, for the University purchased system. Mursion (<https://mursion.com/>) is a virtual reality simulator where students can practice specific instructional practices related to subject areas. For example, the faculty might develop a module that simulates a parent bringing an ethical concern to a teacher’s attention so that students could contemplate and practice appropriate responses.

### **Component 3: Integration into field experiences**

Skills regarding ethical concerns in teaching practices will be further enhanced through fieldwork experiences. Beginning in Year Two, during the student teaching semester, mentor teachers and supervisors will provide guided observations and reflections in which the student will observe and assess potential ethical issues under the guidance of the mentor/supervisor team. The program will culminate with students completing a reflective essay as part of the edTPA, the performance-based assessment used to measure candidate’s readiness to teach (<https://www.uwyo.edu/ted/livetext/edtpa.html>). In this essay, candidates would examine an observed or potential ethical tension from their fieldwork.



Mentor teachers and supervising faculty will be engaged in training through the Summer Ethics Institute in Year One, provided through consultants as needed. In addition, faculty participating in the institute will develop observations guides and reflection questions to support mentor teachers and supervising faculty.

## Component 4: Recognition

Each student who has successfully completed the ProEthica modules, integrated case studies and fieldwork by Year Three of the Ethical Educator program will be given the opportunity to sign an oath prior to graduation. Students who sign will also be presented with an Ethical Educator pin or other token upon graduation. Selected students who successfully complete the program and create edTPA essays that are deemed particularly thoughtful and insightful will be awarded an Ethical Educator with Distinction, and will be invited to participate in a teaching ethics panel at the Shepard Symposium. Potential for a named session within the Shepard Symposium, in which leading ethics education research is presented, will be examined during Year One and piloted Year Two. The potential for teaching ethics panel to be expanded to other UW symposia/conferences will be explored during the Year Two Summer Ethics Institute.

## Implementation Plan:

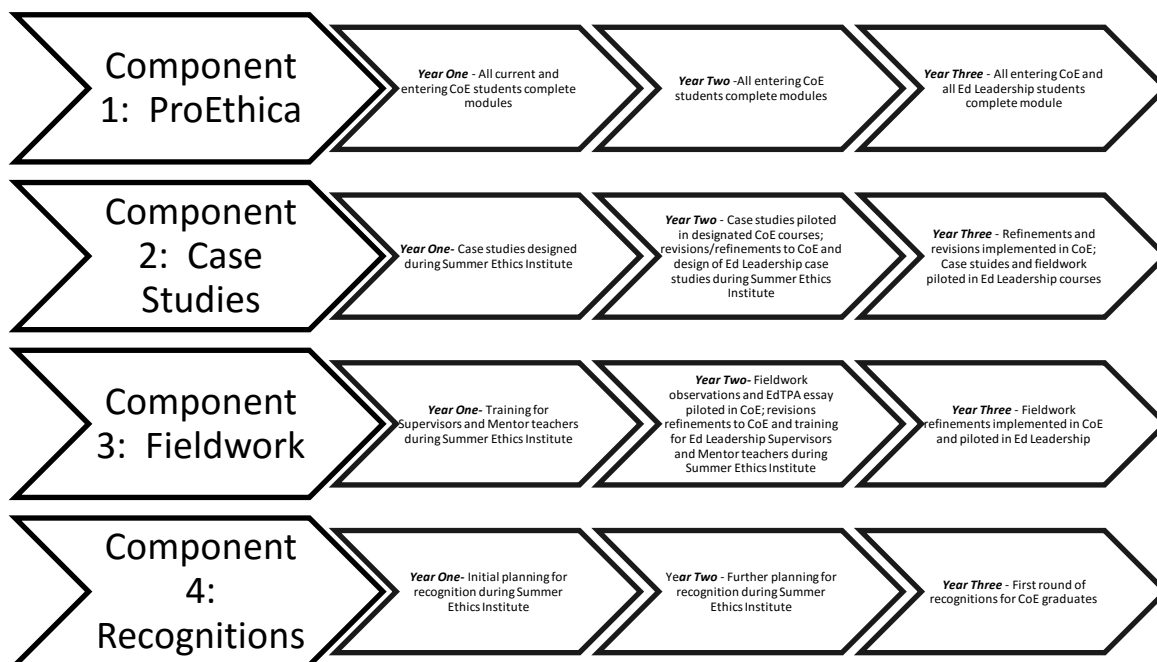


Figure 1. Timeline of proposal components.

In Year One, the ProEthica modules will be completed by students and selected faculty. Additionally, a faculty team will be involved in a five-day Summer Ethics Institute to develop case studies for students. The Summer



Institute in Year 1 would bring together key faculty as well as key stakeholders (e.g. P-12 educators and administrators, WDE personnel, and Community College faculty and administration) to:

1. create course cases, activities, and observation guides
2. explore the need and design potential Mursion modules,
3. script the oath,
4. design a scoring rubric for the edTPA essay,
5. design essential training for faculty, supervisors, and mentor teachers, and to
6. begin to liaise with the Shepherd Conference in order to plan April participation.

If deemed necessary, consultants identified through ProEthica could be brought in to facilitate these tasks.

In Year Two, ProEthica would continue for incoming students and selected faculty, the case studies would be piloted in selected CoE courses during the academic year, and fieldwork application would begin in the spring semester. There would be a shorter refinement summer institute for the same group as Year 1 in order to make revisions/improvements from the pilot year, and to continue to plan for the recognition component. Also in Year Two, there would be a similar ProEthica roll-out for Educational Leadership students. Additionally, there would be a case study and fieldwork development process for the Educational Leadership faculty and community stakeholders during the Summer Ethics Institute. The structure of the second Summer Ethics Institute would be two and a half days for the returning group, and two and a half days for the smaller Educational Leadership group.

In Year Three, revisions and refinements from the Summer Ethics Institute would be implemented for the College of Education, and case studies and fieldwork would be piloted for Ed Leadership. The first round of oaths and recognition would be implemented in the College of Education, and the first participants would be invited to the Shepard Symposium.

This proposal funds the purchase of access to ProEthica for the first three years, stipends to participants in the summer institutes, a faculty supervisor and graduate assistant for three years, and conference participation at the Shepard Symposium.

---

### Documentation of Need

Maxwell, B., Tremblay-Laprise, A. A., Filion, M., Boon, H., Daly, C., van den Hoven, M., ... & Walters, S. (2016). A five-country survey on ethics education in preservice teaching programs. *Journal of Teacher Education*, 67(2), 135-151.

Maxwell, B. & Schwimmer, M. (2016). Professional Ethics Education for Future Teachers: A Narrative Review of the Scholarly Writings. *Journal of Moral Education*, 45(3), 345-371.

Tom, A. R. (1980). Teaching as a Moral Craft: A Metaphor for Teaching and Teaching Education. *Curriculum Inquiry*, 10, 317-323

### Summary of documentation of need:





In a survey of 5 countries, researchers found that administrators and instructors agree "...that ethics is an important aspect of preservice teacher education and that an ethics-related course can have a positive impact on students' ethical behavior and development as teachers" (Maxwell et al, p. 143, 2016). However, several obstacles were identified to providing effective ethics instruction, including lack of time in program schedules for a separate course, faculty members lacking the skills to teach ethics, and lack of an established curriculum. Most existing pre-service programs require only a single course, rather than an integrated approach.

---

### Alignment to Key Performance Indicators

1. **Statewide perceptions of the University of Wyoming College of Education**
2. **Enrollment of Wyoming residents in University of Wyoming College of Education**
3. **Continuous Improvement Protocols for field and clinical experiences**

---

### Evidence Supporting Proposed Innovation: Literature Review

- Association of American Educators. (2017). *Code of Ethics for Educators*. Retrieved from AAE About Us: <https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics>
- Ayeni, M. A., & Adeleye, J. O. (2014). Teacher Education and Social Ethics. *International Journal of Education & Literacy Studies*, 2(2), 1.
- Benninga, J. S. (2003). Moral and Ethical Issues in Teacher Education. ERIC Digest.
- Bergman, D. J. (2013). Pre-Service Teachers' Perceptions about Ethical Practices in Student Evaluation. *Issues in Teacher Education*, 22(1), 29.
- Boon, H. (2011). Raising the bar: Ethics education for quality teachers. *Australian Journal of Teacher Education*, 36(7), 76-93.
- Cameron, R. A., & O'Leary, C. (2015). Improving ethical attitudes or simply teaching ethical codes? The reality of accounting ethics education. *Accounting Education*, 24(4), 275-290.
- Council for Exceptional Children. (2017). *Ethical Principles and Professional Practice Standards for Special Educators*. Retrieved from CEC Standards: <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- Cummings, R., Harlow, S., & Maddux, C. D. (2007). Moral reasoning of in- service and pre- service teachers: a review of the research. *Journal of Moral Education*, 36(1), 67-78.
- Erie, D. J. (2013). *The Role of General Education in the Development of Ethical Reasoning in College Students: A Qualitative Study on the Faculty Perspective* (Doctoral dissertation, The University of Nebraska-Lincoln).
- Gluchmanova, M. (2015). The importance of ethics in the teaching profession. *Procedia-Social and Behavioral Sciences*, 176, 509-513.



Mc Danel de García, M. A. (2013). Enhancing Moral and Ethical Judgment through the Use of Case Histories: An Ethics Course for Pre-Service Teachers. *GIST Education and Learning Research Journal*, 7, 93-114.

National Association of State Directors of Teacher Education and Certification. (2015). *Model Code of Ethics for Educators*. Retrieved from NASDTEC: [http://www.nasdtec.net/?page=MCEE\\_Doc](http://www.nasdtec.net/?page=MCEE_Doc)

National Education Association. (2017). *Code of Ethics*. Retrieved from NEA Mission, Vision, and Values: <http://www.nea.org/home/30442.htm>

Thiel, C. E., Connelly, S., Harkrider, L., Devenport, L. D., Bagdasarov, Z., Johnson, J. F., & Mumford, M. D. (2013). Case-based knowledge and ethics education: Improving learning and transfer through emotionally rich cases. *Science and engineering ethics*, 19(1), 265-286.

### Summary of Literature Review:

There have been multiple attempts to define a code of ethics for educators, most of which revolve around four key principles: Responsibility to the Profession, Responsibility for Competence, Responsibility to Students, and Responsibility to the Community (Association of American Educators, 2017; National Association of State Directors of Teacher Education and Certification, 2015; National Education Association, 2015). More recent versions of these ethical principles specifically target technology as an area in which ethical education practices are needed (NASDTEC, 2015). Additionally, organizations that represent subgroups, such as the Council for Exceptional Children, have developed more specific ethical guidelines (2017). However, there is a lack of empirical research on guidelines for preparing pre-service teachers to be ethical educators (Cummings, Harlow, & Maddux, 2007). There is some research on how to develop ethical reasoning in all college coursework (Erie, 2013) and some attempts to add ethics instruction to teacher preparation courses (Bergman, 2013; University of Michigan, 2015), but there are no studies that describe a systematic approach to developing ethical educators integrated into an already developed teacher preparation program.

There is, however, a body of literature that stresses the importance of ethical practice in teaching (Ayeni & Adeleye, 2014; Benninga, 2017; Boon, 2011; Gluchmanova, 2015; and research that describes the effectiveness of using case studies to develop ethical practice in both education (McDanel de Garcia, 2013) and business (Cameron & O'Leary, 2015; Thiel et al, 2013). Furthermore, a strong body of research supports the use of case studies and video analysis as a component of instruction in teacher preparation (Gale, Trief & Lenzel, 2010; Sanagata & Angelici, 2010; Tal, 2010). For example, using videotape analysis with structured expert coaching and self-evaluation, Capizzi, Wehby, and Sandmel (2010) noted significant improvement in pre-service teachers' instruction and classroom management. Other studies have used blogs, enhanced podcasts and video-based case examples to help pre-service teachers learn to manage the complex demands of instruction and classroom behavior (Stover, Yearta & Sease, 2014; Kennedy, Hart, & Kellems, 2011; Sun & van Es, 2015). In addition, the use of observational frameworks appears to be a critical element in supporting and guiding new learning through cases (Santagata & Angelici, 2010). These studies form a foundation for developing the use of case studies in an integrated ethical educator program.



---

### Proposed Innovation: Program Evaluation

Increase in student awareness of ethics in education through the innovation would be assessed in multiple ways:

ProEthica data is available to the University for analysis.

Multiple choice questions would be designed for an assessment to be administered in the first and last course students take, and scores would be compared.

A short exit survey would be administered to all graduates asking them to comment on changes in their awareness of ethical issues in education.

---

### Proposed Budget

We seek a total investment of \$315,526.00 for the three-year rollout of the Ethical Educator Program.

Costs	Estimated Total Cost
<b>Faculty Coordinator</b>	<b>19,650</b>
One faculty member from the College of Education will be provided with a one-course buyout per semester (\$6,550) to serve as the coordinator of the Program, which will include working with faculty members or teachers, liaising with Shepard Symposium staff, coordinating with Mursion development support, and other responsibilities as needed.	
<b>Graduate Assistant</b>	<b>97,868</b>
Three years @ 31,350 with 3% annual increase: A GA position will be created to assist the faculty supervisor, and to conduct the evaluation plan	



## TEI Proposal 2017-09

<b>ProEthica Access</b>	<b>73,150</b>
Year 1 (\$50 x 700 students and 35 faculty/stakeholders)	36,750
Years 2 and 3 (\$50 x 200 students and 20 faculty/stakeholders)	22,000
Annual Administrative Support (5hrs a week @ \$20/hr for each of 3 years)	14,400
<b>Curriculum Development</b>	<b>117,858</b>
Summer Ethics Institute Year 1	65,128
Stipends \$4,000 per 12 SEI participants	48,000
Housing and food for participants	4,128
Consultant fees and travel 2 @ \$5,000	10,000
Technology support (Mursion module development)	3,000
Summer Ethics Institute Year 2	52,730
Stipends \$2,000 per 12 SEI participants \$3,000 per 5 SEI participants	39,000
Housing and food for participants	2,730
Consultant fees and travel 2 @ \$5,000	10,000
Technology support (Mursion module development)	1,000
<b>Recognition</b>	<b>7,000</b>
Graduation Items (Pin and Oath Certificate)	3,000
Conference expenses (\$1,000 x 4 students)	4,000



**TOTAL: \$ 315,526**

## **Evidence Supporting Proposed Innovation: Evaluation of Leading Programs**

### **Programs Reviewed:**

**Traditional educator preparation programs in public and private universities across the United States**

*Please list names and locations of traditional programs studied:*

- Colorado State University Fort Collins, CO
- Montana State University Bozeman, MT
- University of Idaho Moscow, ID

### **Alternative educator preparation programs**

*Please list names and locations of alternative programs studied:*

- University of Michigan
- Kansas State University

### **International educator preparation programs**

*Please list names and locations of international programs studied:*

- Australian Preservice Teacher Programs (across 24 universities)
- Teacher Education in Nigeria (policy review)

### **Summary of Evaluation of Other Programs:**

Although some programs reviewed have a single course or an ethics statement as part of the curriculum, no program has an integrated, comprehensive curriculum focused on educator ethics.

## **Contextual Constraint Analysis**

Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other

Faculty buy-in and fidelity of implementation are critical to the success of the implementation of the innovation. Since the proposal involves selected faculty who will opt to participate and will be supported and compensated for designing coursework, we do not anticipate this presenting a significant barrier. Long term funding is a consideration. Once evidence is gathered that the program is successful in increasing awareness of ethics in education, there is potential for identification of a funder with the option of naming



the program and/or the recognition in exchange for ongoing funding. There is also the potential of marketing any UW developed Mursion ethics to other universities or school districts. After Year 3, ongoing costs will include continued access to ProEthica, ongoing training as needed, and recognition costs. It is possible that the College of Education can institute course or program fees to cover all or a portion of these costs. The major development costs will not be needed.

---

### Risk Assessment

#### **Please list all identified potential risks to College of Education Candidates:**

Some case studies may be uncomfortable for particular students. Faculty would have to be prepared to issue trigger warnings and prepare alternative pathways to success. Engagement with on campus or distance counseling/mental health support may be warranted.

Student teachers may encounter ethical issues of consequence in their placements and would require support and counseling in terms of reporting. The faculty coordinator would be responsible for addressing these needs and making appropriate referrals.

#### **Please list all identified potential risks to the UW College of Education:**

Although unlikely, potential candidates may decide not to pursue their degree at UW if the idea of engaging with ethical problems seems unattractive.

Students may bring to light unethical behaviors in their placements which would then need to be addressed by the University and may have legal consequences. Although this is possible even without the training, it is perhaps more likely as the students are now more attuned to notice transgressions. Again, the faculty coordinator would be responsible for addressing these needs and making appropriate referrals.

#### **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

Mentor teachers may be uncomfortable being the subject of ethical observations and should be adequately prepared by supervisors. Student teachers would have to be coached to be reflective and not judgmental.

#### **Please list all identified potential risks to the UW Trustees Education Initiative:**

There is a slight potential that if a graduate of the program exhibits unethical behavior that it could reflect poorly on the TEI. However, the program stresses increasing awareness of ethics in education rather than ensuring development of an ethical educator. Therefore, any negative reflection on the program should be minimal.



## **TEI Proposal 2017-09**

12

**Please list all identified potential risks to other stakeholders:**

None identified.

## 2017-09 Feedback and National Reviews

### Response Representing: National Expert Reviewer

#### Innovation Rating: 1

**Innovation Comments:** At the core, the proposal is for the College of Education to join an existing effort. The effort itself - the Deans for Impact initiative to research the utility of using a shared set of tools across institutions to attempt to identify the the most salient characteristics of effective programs -- is quite innovative. However, from the proposal and supporting materials, it appears that the College of Education of the University of Wyoming has not been involved in the conceptualization of this initiative, nor has it been involved in vetting and selecting the tools to be used. While it may be a laudable goal to join this effort, what would have made this proposal innovative is if a plan had been presented to build buy-in from the faculty and to utilize the data gathered for the purposes of improving the program at the University of Wyoming. Neither of these attributes seem to apply to this proposal.

#### Performance Indicator Rating: 3

**Performance Indicator Comments:** It is difficult to determine which key performance indicators would be met by the proposal. Certainly joining a consortium as proposed would affect 1) statewide perceptions of the College of Education, likely in a positive manner. It would also likely require 4) executed active clinical partnerships in order to gather the data required. It MIGHT help with 6) national CAEP accreditation. It is unclear whether joining a consortium to gather experimental data would affect any of the other key performance indicators.

#### Documentation of Need Rating: 1

**Documentation of Need Comments:** The evidence of need is provided very generally, in terms of doing benefit to the field. The participation of the University of Wyoming in the Deans for Impact study would certainly help the Deans for Impact study, but it is unclear from the proposal how it would help the University or the state of Wyoming. There is no indication that work has been done to create the type of faculty coalition that would be required in order to successfully participate in the Deans for Impact initiative. In addition, there is no indication that there are plans to use the data beyond what is required for the study. That means that a lot of work will go into an effort that will not have any immediate impact on the University of Wyoming College of Education or its graduates.

#### Literature Review Rating: 4

**Literature Review Comments:** The issue with this proposal is not that the practices will not yield desired outcomes, it is simply that the desired outcomes are advancement of the field of teacher education research in determining the utility of particular tools chosen by external parties, rather than advancement of the programs of the college of education. The proposal indicates multiple times that it is important to begin with the end in mind. But what is the end for the University of Wyoming College of Education? If the data that will be gathered for the study are to have any utility to the College, work must first be done to bring together a group of University of Wyoming faculty to identify the core outcomes desired for the College's graduates. Those outcomes MAY match or have significant overlap with those of the Deans for Impact initiative, but without the identification of those ends -- what is most important to the faculty of the University of Wyoming College of Education -- the participation in the study has little potential to assist the College in its continuous improvement efforts.

#### Leading Programs Rating: 4

**Leading Programs Comments:** Again, the Deans for Impact study has evaluated many external programs to select the core set of tools for assessment of a common set of program metrics. However, there is no indication that the faculty at the University of Wyoming College of Education have any buy-in to these tools or these metrics. The Wyoming faculty were not involved in the development of the Deans for Impact initiative, and there is no indication that there has been groundwork laid (or planned) to build the type of buy-in necessary for the results of the study to have any impact on the programs of the College. In other words, it may very well be a good thing for the field of teacher education for many universities to come together and test a core set of shared tools and metrics. However, for the participation of the University of Wyoming to be a good thing for the University and for Wyoming, those core set of shared tools and metrics must be aligned to the continuous improvement goals of a significant subset of the faculty of the College.

#### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** There are two very significant issues with the contextual constraints identified in the proposal. First, the financial impact of the work as described is limited to faculty training and part-time data analysis staffing. What is missing here is the huge financial burden of taking on the collection and storage and analytical capacity of massive amounts of quantitative and qualitative data. This will be sure to have a significant technology cost as well as staffing costs in gathering, entering, processing, and cleaning the data so that it is valid and reliable enough to be used for



## 2017-09 Feedback and National Reviews

the study. Second, the "state policy and statute forbidding the collection of teacher effectiveness measures connected to P-12 student achievement outcomes in the state of Wyoming" is sure to be a significant barrier, if not for the study itself, for the application of this work to continuous improvement efforts for the College of Education. If the College is truly seeking to "begin with the end in mind", certainly the end would be producing teachers that have a significant positive effect on student outcomes! If this cannot even be measured, it seems highly improbable that participation in the study will have a significant impact on the College's continuous improvement abilities.

### **Risk Assessment Rating: 1**

**Risk Assessment Comments:** Data privacy is a serious issue, and simply saying that "we will insist that the data be used..." is not enough to address these concerns. Clear documentation and technology infrastructure to protect candidate, teacher, and student privacy would be necessary, if not for participation in the study, certainly for the use of the data gathered beyond the study. This would require additional technology, staffing, and financial resources not described in the proposal.

### **Funding Rating: 1**

**Funding Comments:** The proposal budgets for the training of faculty to be involved in the study. While this may be satisfactory for the purposes of joining a study, this proposal is not viable unless the result of the work has some immediate and/or long-term benefit for the University, the College, and the state of Wyoming. The identification of factors that might relate to the effectiveness of programs in the aggregate does not provide direct benefits for the University, the College, or the state of Wyoming unless other structures are put in place to use the data for the purposes of continuous improvement of the College. In order to put those structures in place, a significantly greater financial investment would be required -- for privacy protections, data gathering, data input, data cleaning, data matching, data analysis, and the technology infrastructure required for all of this. In addition, there is a personnel cost that is not addressed in the proposal at all -- there is no indication that a significant subset of faculty at the University of Wyoming College of Education are even in agreement that the core set of tools and metrics identified by the Deans for Impact are the most appropriate tools and metrics for the College and its programs. Without this buy-in prior to engagement in the initiative, it is unlikely that there will be much long-term benefit for the institution to participating in the study, even if the study does result in material that is helpful to the field in general.

**Narrative Comments:** The narrative makes clear why it is important to have a common core of data across educator preparation programs, and why the Deans for Impact initiative has chosen the indicators it has chosen. What is not clear is why joining this initiative would be an innovative and beneficial investment for the University of Wyoming College of Education. What is the success metric here? Why will faculty buy in? How much will it cost to move from study participation to results that can actually be implemented locally? What will the University, the College, its programs, and the state of Wyoming gain from participation in this initiative? Without answers to these questions, it is unclear whether the investment in funds, personnel, technology, time and other resources is worth the cost.

**Summary Comments:** The proposal presents an intriguing idea: the University of Wyoming College of Education could join the Deans for Impact effort to identify a common set of tools and performance metrics to improve teacher education programs. However, it stops short of explaining why this would be a benefit to the University, the College, its programs, and the state of Wyoming. Certainly there is potential for this to be locally helpful, but the types of structures necessary for that to happen - data privacy protections, faculty buy-in, agreement on the "ends" that the college is trying to achieve through its programs - are missing from the proposal. Therefore, it is unclear how joining the Deans for Impact initiative, as suggested by this proposal, would result in local innovation.

## 2017-09 Feedback and National Reviews

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:** Cost containment should be viewed positively as an opportunity to level set by investing in the programs that are most important and impactful while eliminate those that are ineffective. This would allow for a positive environment and better buy-in in the various communities. Too often education is viewed as hide bound and more concerned with teacher and administrator compensation than in student performance. Making these strategic at a local level could be hugely important.

**Narrative Comments:** Please see earlier comments.

**Summary Comments:** This is a particularly important time in our state to make wise use of our funding for education. It is a time to be clear and vocal in the decision making process. Any tax increase will be met with a very negative reaction in most communities. Since the boom years ended both business and industry have become much more efficient, but education is largely unchanged.

## **2017-09 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-09 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 2.333

**Innovation Comments:**

**Performance Indicator Rating:** 3.000

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.333

**Documentation of Need Comments:**

**Literature Review Rating:** 3.333

**Literature Review Comments:**

**Leading Programs Rating:** 3.333

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.000

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.333

**Risk Assessment Comments:**

**Funding Rating:** 2.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-09 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3.000

**Innovation Comments:**

**Performance Indicator Rating:** 3.000

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.000

**Documentation of Need Comments:**

**Literature Review Rating:** 3.000

**Literature Review Comments:**

**Leading Programs Rating:** 3.000

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.000

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3.000

**Risk Assessment Comments:**

**Funding Rating:** 2.500

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **School Counselor Education Work Group Proposal for Innovative School Counseling and Athletics Partnership**

---

### **Initiative Research Objectives**

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
  - Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
  - Develop or adapt and refine highly effective innovative practices for implementation in Wyoming
- 

### **Initiative Research Work Group Name: Counselor Education**

**Submitted by: David Yanoski, Marzano Research**

**Contact email: david.yanoski@marzanoresearch.com**

**Contact Phone: 303-799-9199 ext 306**

**Submission Date: September 11, 2017**

### **Research Work Group Member Names**

**Mary Alice Bruce**

**Tonya Gerharter**

**Jason Horsley**

**Missy Nack**

**Steve Staab**

---

### **Proposed Innovation**

#### **Why is this practice innovative?**

Our state-of-the-art innovation provides UW school counseling students with the opportunity to serve, consult, and collaborate with UW student athletes, coaches and staff, as well as Physical Education pre-service teachers, to prepare counseling students to serve P-12 student athletes effectively. Nowhere in the country are school counseling students working as on-site interns and consultants in D1, D2 or D3 sports programs to obtain the knowledge and skills for effective work with P-12 student athletes. Our Wyoming P-12 student athletes experience the same stressors, anxiety, and performance issues that affect their academic achievements and social-emotional wellbeing as do college student athletes.

Our innovation provides opportunities for school counseling students to learn about the culture of athletics, unique needs of student athletes, NCAA rules pertaining to P-12 student athletes hoping to transition to collegiate sports, recruitment expectations for P-12 student athletes and their families, and practical application of knowledge and skills in successfully counseling student athletes. School counseling students will also explore the myriad of careers associated with sports (e.g., trainers, coaches) to share with P-12 student athletes



which will better prepare them to discuss career and coursework paths for high school students.

In addition, Counseling students will have the opportunity to work with the Physical Education Department to gain skills and share knowledge of stress management and fostering development of the whole child. Counseling students will observe and assist as appropriate with interactions in the athletics involving social cohesion, navigation of the university environment, coordination of accommodations, and other issues pertaining to student athlete well-being. Interactions with coaches and staff will also inform the work of the counseling students. Staff of the Athletic Department have already been guest lecturers in several classes, and they look forward to offering knowledge to the school counselors in addition to the role plays and case studies that can lay the groundwork for effective collaboration, consultation and internship work. Physical Education faculty will also be invited to share their expertise for an interdisciplinary, innovative approach.

### **What is the proposed innovation?**

School Counseling Master's students are required to perform 600 hours of internship experiences. This innovation allows students to perform up to 200 hours on campus, learning skills and information of significant concern to counselors working in schools. During this 200 hours, school counseling interns will learn knowledge, skills and application of prevention and intervention strategies in partnership with the UW athletic department. Weekly internship classes will allow students to integrate learnings and practical application. School counseling interns can transfer and apply their learning during the remaining 400 internship hours in placements in schools.

This proposal funds two 3-year (12 months each year) graduate assistant doctoral students from the UW Counselor Education program. One doctoral student will develop and implement a comprehensive program evaluation as well as collect data, analyze results, report effectiveness, and suggest modifications in a formative and summative process. The other doctoral student will supervise school counseling master's students, assist with the weekly class, work with coaches, and offer easily accessible individual/group counseling services located on-site in the UW Athletics Department. The doctoral students will be overseen by a faculty coordinator

School counseling interns, supervised by the doctoral student, can provide prevention/intervention services for student athletes' mental well-being and performance enhancement. Also, school counseling students will offer workshops to coaches and staff regarding evidence-based practices for reducing stress and enhancing well-being of student-athletes. During the 3-credit internship classes that meet weekly with their peers and the supervising faculty instructor, school counseling students will share and reflect upon their activities, experiences, challenges, and implications for their counseling work. Interns will receive faculty clinical supervision and input for improvement as well as discuss implications for P-12 students.

In addition, the weekly class meetings provide the opportunity for supervising faculty, the doctoral students, and personnel from the Athletic Department and the Physical Education Department to provide additional P-12 resources to the counseling students. These may include such topics as NCAA requirements, career opportunities in athletic fields, the provision of academic support, college recruitment, issues related to physical education classes, and family support, among others.

This innovation will also provide additional internship sites for school counseling students that are easily accessible on campus. In addition, as the project proceeds, school counseling students may share their knowledge and experiences with school counseling practitioners by means of conference presentations,



workshops, and professional development sessions across Wyoming. In addition, school counseling students would be available to disseminate relevant information about guidance and emotional wellness to PE pre-service teachers. As indicated by the attached support letter from Tom Burman, UW Athletic Director, the UW Athletic Department is eager for this collaboration, is designating private counseling space in the Athletic Department, and looks forward to promoting the success of UW student-athletes in both their athletic and academic roles as well as our school counseling students.

The supervising doctoral graduate assistant will office in the Athletic Department for 18 hours per week, along with school counseling interns, initially planning to devote 13 hours to the student-athletes and 5 hours with the coaches and staff. The graduate assistant will supervise, plan and organize services to meet student athlete needs. Support for the student-athletes can include group and individual counseling sessions. Work with the coaches and staff of the entire Athletic Department may encompass requested consultations and workshops related to issues such as:

- Academic planning (including Major exploration)
- Career Development and Preparation (including Career Assessment via Myers Briggs Type Indicator [MBTI], Strong Interest Inventory, and Values Card Sort)
- Transitioning from high school to college
- Study habits and test taking skills
- Teamwork, leadership, and diversity
- Anxiety reduction and stress management skills
- Suicidality awareness and prevention
- Healthy coping strategies
- Post-surgical/medical procedure counseling

Additionally, the graduate assistant and school counseling students will work closely with other UW colleagues (e.g., University Counseling Center, Dean of Student Affairs, Physical Education) to provide appropriate referrals and coordinate times for them to come provide presentations on their services and specialty areas to student-athletes and/or staff. The doctoral student evaluating the program will office in the athletic department as space allows and will have an office in the Education Building too. A faculty member of the counselor education program will provide supervision of the doctoral student's weekly and offer any extra support needed to school counseling students as needed. Initially, the faculty supervisor will be Dr. Mary Alice Bruce, a former school counselor, a licensed professional counselor in Wyoming and full professor in the UW Counselor Education program.

Finally, in Year 2, there will be substantial outreach throughout Wyoming. There will be a one credit professional development enrichment course (15 hours) taught by UW faculty and the PhD student that will feature UW Athletic Department guest speakers. This will be video-conferenced throughout the state via zoom technology and will address topics to support P-12 student athletes. Also, there will be shorter workshop sessions video conferenced throughout the state, that will focus on providing important information to coaches, families, teachers, communities, and the athletes themselves.

No other university with a nationally accredited school counseling program is conducting any type of innovative project such as this one to prepare their school counselors to work with student athletes, their families, and coaches. Extensive searches of websites and a comprehensive literature review produced no such





collaborations (Austin, 2016). Only one university, Syracuse University, is just beginning a type of collaboration wherein counseling faculty are in initial discussions with the athletic department as to possible services that can be offered to collegiate athletes. During these tentative discussions, there is not any emphasis placed on supporting school counseling students to gain knowledge or practice in serving P-12 student athletes (Austin, 2016).

---

## **Documentation of Need**

Because this program is innovative, current program data did not reveal a need. The Research Work Group instead relied on the literature to make a case for this need.

School counseling students need to understand how to help P-12 student-athletes who face particular stressors and complex challenges such as balance of time between rigorous athletic schedules and academic/personal demands, maintenance of eligibility, loss of the *star status* as they graduate from high school, fear of possible injuries and arduous rehabilitation, social challenges with outside relationships, and transitions with changing schools/teams.

Decreased athletic and academic performance may emerge for P-12 student athletes' due to resulting struggles with anxiety, depression, violence, substance abuse, and eating disorders. With the U.S. society emphasizing competitive sports, even very young P-12 students can feel the stressors and pressures related to sports performance (Scanlan, Babkes, & Scanlan, 2005; Simon & Martens, 1979). A mixed methods study conducted with more than 120 high school students as well as their teachers, school counselors, and administrators from several highly competitive schools evidenced students reporting significantly reduced academic performance, mental health issues, and resulting substance abuse due to chronic stress (Leonard et al., 2015). According to Beauchemin (2014), mental health concerns continue into higher education and beyond with up to 15% of collegiate student-athletes in-need of counseling services.

Meanwhile, P-12 student athletes also need help to meet National Collegiate Athletic Association (NCAA) requirements academically, to respond appropriately when recruited for collegiate sports, and to negotiate scholarship offers. School counselors must know how to help families be a resource to their student athletes, to realize the implications of stress and pressure, and to facilitate families to take advantage of mental health services as a protective measure for their children. As a result, the stigma often associated with counseling or substance abuse treatment may decrease (Leonard et al., 2015). Also, school counselors can support P-12 students and their families to consider the many careers in athletics that are available including equipment manager, performance coach, and athletic trainer.

The American School Counselor Association Ethical Code states that counselors have a duty to: "Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students" (ASCA, 2016, A.3.b.). However, an often-overlooked group of P-12 students are student-athletes. While school counselors have basic knowledge to offer general counseling support, they need specific knowledge and practical experiences in supporting the unique needs of student athletes, coaches, and families. This innovative project with the UW Athletic Department provides a welcome opportunity for school counseling students to learn needed knowledge and practical application skills during their hands-on internship.



To learn prevention and intervention counseling strategies with various client populations, school counseling students must complete a supervised internship of at least 600 hours with 240 of these as direct client contact, according to national accreditation standards (Council for Accreditation of Counseling & Related Educational Programs [CACREP], 2016). School counseling students must learn how to work with systems of support for P-12 students in the manner that practicing school counselors collaborate and consult with teachers, coaches, administrators, parents and families who support student athletes. Knowledge and practical experience related to NCAA requirements, recruitment strategies, and available resources can be extremely helpful for school counselors as they play an integral role in the system of support. In addition, school counseling students must challenge themselves as to any biases or stereotypes they may hold regarding student athletes.

As for school counseling master's students:

- School counseling students must find approved internship sites. This innovation continues the same requirements for accreditation within the same timeline for school counseling student graduation and is of great benefit in providing additional internship sites.
- Annually, the UW Counselor Education on-campus program admits up to 24 master's students and 6 doctoral students. About half the master's students are interested in school counseling.
- While 400 hours of the 600 total internship hours must be completed in a school system, the other 200 and more can be met by counseling work on campus with the Athletic Department under the supervision of the doctoral graduate assistant. Certainly, with this expertise and experience, UW school counseling graduates will be even more marketable and qualified to serve P-12 students.

As for UW Athletics:

- UW has between 400-450 student-athletes in any given academic year.
- Athletics has created the "student-athlete wellbeing team" which tracks student-athletes with potential wellness issues (student-athletes on this list include ones struggling with injury related emotional issues, typical mental wellness issues related to depression/anxiety/etc..., substance abuse, academic stress, and other issues...). At any one time, this list averages 77 names on it.
- The counseling students can work with UW student-athletes that have run afoul of the UW code of conduct policy and require some level of counseling. In the last calendar year, UW had over 40 student-athletes who presented with a code of conduct issue.

At the same time, the school counseling students will learn about NCAA rules pertaining to P-12 student athletes hoping to transition to collegiate sports, recruitment expectations for P-12 student athletes and their families, the unique culture of athletics, and practical application of knowledge and skills in successfully counseling student athletes. Counseling students will observe and assist as appropriate with interactions in the athletics involving social cohesion, navigation of the university environment, coordination of accommodations, and other issues pertaining to student athlete well-being. Interactions with coaches and staff will also inform the work of the counseling students. Staff of the Athletic Department have already been guest lecturers in several classes, and they look forward to offering knowledge to the school counselors in addition to the role plays and case studies that can lay the groundwork for effective collaboration, consultation and internship work.

This innovation also will provide a benefit of additional internship sites easily accessible on campus for the school counseling master's students, not all of whom have convenient transportation for their internship work.



With a number of school counseling students seeking internship sites, the Athletic Department as an approved site will lessen the stress for the students and allow them to choose carefully their internship work and goals.

---

## **Alignment to Key Performance Indicators**

- 1. Statewide perceptions of the University of Wyoming college of Education**
- 2. Continuous Improvement Protocols for field and clinical experiences**

---

## **Evidence Supporting Proposed Innovation: Literature Review**

- Austin, J. A. (2016). *Exploration of the relationship between a counselor preparation program and a collegiate athletic program* (Order No. 10154310). Available from Dissertations & Theses @ University of Wyoming; ProQuest Dissertations & Theses Full Text; ProQuest Dissertations & Theses Global. (1836101120). Retrieved from <http://libproxy.uwyo.edu/login/?url=https://search-proquest-com.libproxy.uwyo.edu/docview/1836101120?accountid=14793>
- Fletcher, T. B., Benshoff, J. M., & Richburg, M. J. (2003). A systems approach to understanding and counseling college student- athletes. *Journal of College Counseling*, 6(1), 35-45.
- Gill, E. L. (2014). Integrating collegiate sports into social work education. *Journal of Social Work Education*, 50(2), 305-321.
- Goldberg, A. D., & Chandler, T. (1995). Sports counseling: Enhancing the development of the high school student- athlete. *Journal of Counseling & Development*, 74(1), 39-44.
- Nejedlo, R. J., Arredondo, P. M., & Benjamin, L. (1985). *Imagine: A visionary model for the counselors of tomorrow*. Counselors of Tomorrow Interest Network, Association for Counselor Education and Supervision.
- Petitpas, A. J., Buntrock, C. L., Raalte, J. L., & Brewer, B. W. (1995). Counseling athletes: A new specialty in counselor education. *Counselor Education and Supervision*, 34(3), 212-219.
- Sabo, D., Miller, K. E., Melnick, M. J., Farrell, M. P., & Barnes, G. M. (2005). High school athletic participation and adolescent suicide: A nationwide US study. *International review for the sociology of sport*, 40(1), 5-23.
- Scanlan, T. K., Babkes, M. L., & Scanlan, L. A. (2005). Participation in sport: A developmental glimpse at emotion. *Organized activities as contexts of development: Extracurricular activities, after-school and community programs*, 275-309.
- Simon, J. A., & Martens, R. (1979). Children's anxiety in sport and nonsport evaluative activities. *Journal of sport psychology*, 1(2), 160-169.
- Smith, J. D., Pare, D., & Gravelle, F. (2002). Alternatives to School Suspension: An Intervention for At-Risk Students.

**Summary of Literature Review:**

Goldberg and Chandler (1995) made the case for the need for school counselors to recognize unique challenges for student athletes, collaborate with coaches, understand attitudes of parents, and realize how to support the healthy development of all those who participate in athletics. Gil (2014) wrote about the integration of social work education and collegiate sports. While no best practices were identified, social work students began working in the Athletic Departments of East Tennessee State University and North Carolina Central University. Both universities have since reported student athletes earning “national recognition for their academic achievement” (p. 314), Gil purported numerous benefits for social work students including realization of the particular risk factors for student athletes, enhancement of crisis management and counseling skills, understanding of substance use and abuse, consequences of social and economic injustices, effective interventions with groups/organizations, and successful instruction regarding time management skills. School counseling students can expect to reap similar benefits as expressed by Gil’s work with social work students.

Historically, beneficial connections between counselors and athletic departments have been encouraged to enhance counselors’ understanding of the athletic subculture (Fletcher, Benshoff, & Richburg, 2003). According to Nejedlo, Arredondo, & Benjamin (1985), as part of the Counselors of Tomorrow Project under the auspices of the Association for Counselor Education and Supervision, athletic counseling competencies were developed. Petitpas and Buntrock (1995) described an athletic counseling concentration and certification available within a master’s degree in psychology offered by Springfield College in Massachusetts. The focus of the Springfield College program is on the youth, collegiate, and professional levels. However, a paucity of empirical studies exists specifically related to preparing school counselors to support student athletes and their families throughout their P-12 schooling as well as possible transitions into collegiate sports.

Additionally, the literature explores the role of organized sports on the socio-emotional development of P-12 students, as participation in these activities in on the increase. Scanlan, Babkes, & Scanlan (2005) suggested the understanding of the interaction between emotion and sports can be used to better serve pre-puberty students, while Smith, Pare, & Gravelle (2002) suggest that sports participation can be used to remediate behavior problems. Sabo, Miller, Melnick, Farrell, & Barnes (2008) found that while sports participation was associated with lower rates of suicidal ideation in adolescents, that sports-related injuries, without the support of informed counseling, could lead to increased risks.

---

**Proposed Innovation: Program Evaluation****The impact of this proposed project may include:**

- School counseling students will realize stressors experienced by student athletes.
- School counseling students will be able to identify counseling needs of student athletes.
- School counseling students will learn prevention and intervention strategies to manage the unique needs of student athletes
- School counseling students will enhance their learning of substance abuse issues and treatment for student athletes
- School counseling students will be better equipped to support P-12 student athletes, their teachers/coaches, and families
- Knowledge, understanding, and experience related to counseling student-athletes will enhance career-preparation for counseling students
- Stigma related to mental health counseling will be reduced for student-athletes.



- Student athletes will request counseling services.
- Student athletes will be provided more resources for substance abuse counseling.
- Student athletes recovering from serious medical procedures will receive directed mental health care.
- Coaches and staff will realize specific steps they can take to help student-athletes manage and improve their wellbeing.
- Development of campus relationships between Athletics and the Counselors Education program, which will lead to further counseling resources for students and staff.
- Requests will emerge from school counselors as well as schools around Wyoming for professional development sessions, workshops, and delivery of knowledge from this program across the state.
- The success of this innovative project will lead to continuing funding by donors and foundations who are interested in effective support of school counseling students and student athletes.
- Dissemination of information at the Wyoming Counseling Association and the Wyoming School Counseling Association annual conferences.

**Measuring Success:**

Measurable goals and reporting related to the proposal:

- Pre/post tests will demonstrate school counseling students' transference of knowledge, skills and application of their learning experiences with collegiate athletes to P-12 student athletics.
- Pre/post tests will demonstrate school counseling students' increased knowledge regarding unique stressors of student-athletes.
- Pre/post tests will demonstrate school counseling students' increased knowledge related to NCAA rules pertaining to P-12 student athletes hoping to transition to collegiate sports, recruitment expectations for P-12 student athletes and their families, and the unique culture of athletics.
- Analysis of case studies will evidence school counseling students' skills for prevention and intervention strategies with student athletes.
- Overall stigma towards counseling will be significantly reduced.
- The number of student athletes seeking counseling services will increase.
- Pre/post student-athlete annual surveys (adding a section about wellness, mental health, and the GA position to the current survey) will evidence a positive change.
- An exit survey completed by those student-athletes receiving services will indicate a positive change.
- Staff and coach annual surveys (adding a section about wellness, mental health, and the GA position to the current survey) will evidence a positive change.
- Pre/post surveys of the staff including the Team Physician and other appropriate people will indicate a positive change.
- Mental health screening participation numbers for student-athletes will be documented, with the goal of achieving over a 90% participation rate.
- The student-athlete numbers on the wellbeing team list referenced above will likely increase initially and then will decrease after time.
- Adding items regarding eating health/eating disorders to the annual mental health screenings (required for ALL student-athletes) can indicate specific positive changes across time.

---

**Proposed Budget**

We seek a total investment of \$262,987.00 for this 3-year innovative project. Drawing upon the information from <http://www.uwyo.edu/research/proposal-development/proposal-tool-kit/graduate-assistantships.html> and





## 9 **TEI Proposal 2017-10**

calculating a 3% annual increase for the doctoral graduate assistant expenses (initial year GA cost of \$31,350 each).

Costs	Estimated Total Cost
<b>First year total cost of each doctoral GA (31,350)</b>	<b>62,700.00 (2 GAs)</b>
Tuition and Fees (7214.00)	
Health Insurance (1756.00)	
Stipend for PhD Students (22,380.00)	
<b>Year 2: Assumed 3% increase (32290.50)</b>	<b>64,581.00</b>
<b>Year 3: Assumed 3% increase (34,227.94)</b>	<b>68,456.00</b>
<b>Faculty Stipend (3750 x 3 semesters = 11,250)</b>	<b>33,750 (3 years)</b>
<b>Outreach</b>	<b>33,500 (3 years)</b>
Conference Travel for the GAs to present findings (3,500)	
Travel Expenses for guest speakers (10,000)	
Honoraria and Instructor fees for outreach (20,000)	
<b>3-year TOTAL: \$ 262,987</b>	

---

### **Evidence Supporting Proposed Innovation: Evaluation of Leading Programs**

#### **Programs Reviewed:**

**Traditional educator preparation programs in public and private universities across the United States**



*Please list names and locations of traditional programs studied:*

- Syracuse University, NY
- Louisiana State University, LA
- Idaho State University, ID
- East Tennessee State, TN
- North Carolina Central, NC
- Springfield College, MA

#### **Alternative educator preparation programs**

*Please list names and locations of alternative programs studied:*

- Capella University, MN
- Walden University, VA
- Saybrook University, CA

#### **International educator preparation programs**

*Please list names and locations of international programs studied:*

- University of Maryland Outreach to Puerto Rico
- Universidad del Valle de Guatemala
- Makerere University, Uganda

#### **Summary of Evaluation of Other Programs:**

In a brief examination of other programs across the country and internationally, The Research Work Group did not find any programs offering a similar program.

---

## **Contextual Constraint Analysis**

Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other

- Not all students will be able to participate
- The innovation relies on cooperation of various departments (athletics and PE)
- Long term funding will be required to maintain the program after three years

---

## **Risk Assessment**

**Please list all identified potential risks to College of Education Candidates:**

While there is potential risk to students that comes from serving peers in a counseling capacity, strict supervision and confidentiality will be observed as specified in the American Counseling Association Ethics Code (2015) and the Council for Accreditation of Counseling and Related Educational Programs 2016 Standards (2016).

**Please list all identified potential risks to the UW College of Education:**



Lack of appropriate counseling that leads to inappropriate or even potentially serious behaviors on the part of the athletes may involve the University in legal action. Strict supervision and oversight is essential as currently observed by all school counseling students and supervisors with absolutely no incidences of possible legal action during the more than 30 years of program accreditation.

**Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

None

**Please list all identified potential risks to the UW Trustees Education Initiative:**

Should the project not meet the intended outcomes, there is a risk that it will reflect poorly on the reputation of the TEI and its members. The strong evaluation program described above should identify concerns that may be addressed through changes in the intervention.

**Please list all identified potential risks to other stakeholders:**

Athletes receiving the services are at some risk of not having their needs met. Strong supervision and appropriate referrals to professionals will be critical.





---

**Appendix A: Letter of Support from Athletic Department**

Athletic Department  
Dept. 3414 • 1000 E. University Ave. • Laramie, WY 82071  
(307) 766-2292 • fax: (307) 766-5414 • [www.wyomingathletics.com](http://www.wyomingathletics.com)

To the Attention of the UW Trustees Educational Initiative and Colleagues:

Please accept this Letter of Support on behalf of the Department of Intercollegiate Athletics and the Counselor Education program regarding the creation of Graduate Assistantship to address student-athlete mental health/wellbeing. Not only will this position address a significant need within our student-athlete population, but will help to further demonstrate the institution's great commitment to the mental wellbeing of all of its students. We are extremely excited and appreciative of this possibility!

The Department of Intercollegiate Athletics is absolutely committed to the success of its student-athletes. To this end, programming designed to facilitate great academics, athletics, and a well-rounded collegiate experience are already in place for students. However, as national trends and statistics regarding mental health become more readily available, we have identified student-athlete mental health as an integral area of the student-athlete experience that has not been well addressed. Student-athlete surveys overwhelmingly identify mental health themes such as; anxiety, stress, career preparation, and depression as key themes that negatively impact their experience while a student-athlete.

On very few occasions are collegiate administrators provided with an ideal solution to a difficult issue. However here, I believe that this very opportunity has presented itself. The creation of this Graduate Assistantship will result in immediate mental health benefits to over 400 student-athletes as well as provide another teaching/learning avenue for the Counselor Education program. Both departments will stand to gain significant value from the position in a cost effective manner; and students will reap immeasurable benefits as a result.

Thank you for your consideration of this very important request and partnership and if I can be of any further assistance in your review, please do not hesitate to contact me.

A handwritten signature in black ink, appearing to read 'Tom Burman'.

Tom Burman  
Director of Intercollegiate Athletics

## **2017-10 Feedback and National Reviews**

**Response Representing:** National Expert Reviewer

**Innovation Rating:** 3

**Innovation Comments:** The proposed study is new and innovative. Understanding the whole-student or child is very important. I really like the idea of helping with career ideas and pathways. Understanding the stress and transition from P-12 to College is difficult.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** I feel the proposal is well written and addresses a need to support the connection between counselors and student-athletes.

## **2017-10 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** A small additional investment in the arts can yield a significantly higher marginal impact than sports given the high level of funding that exists for sports programs.

**Summary Comments:**

## **2017-10 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 4

**Innovation Comments:** There is little evidence of a similar program in existence in other universities.

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** The proposal thoroughly addresses need and is supporting by the university athletic department at large.

**Literature Review Rating:** 3

**Literature Review Comments:** What is proposed has great potential to yield the desired outcomes. Without comparators it is difficult to predict but the potential exists.

**Leading Programs Rating:** 1

**Leading Programs Comments:** This is misleading. There is simply no program available for comparison so there is no evaluation. This is not a shortcoming of the proposal. It is actually a strength.

**Contextual Constraints Rating:** 4

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** This proposal is distinctly innovative and is a way to create a collaboration between athletics and education that has not existed on our campus.

## **2017-10 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 4

**Innovation Comments:** Intriguing idea and proposal.

**Performance Indicator Rating:** 2

**Performance Indicator Comments:** The two listed were or are probably the only ones as I see it.

**Documentation of Need Rating:** 1

**Documentation of Need Comments:** I feel there is implied evidence but to say there is evidence of need if it is in the proposal it is not strong or I have missed it.

**Literature Review Rating:** 2

**Literature Review Comments:** There is literature in the proposal but not really directly related to the proposal.

**Leading Programs Rating:** 3

**Leading Programs Comments:** This is hard to mark because this is a new idea and therefore the programs to support it are not there. Someone has to start the work and then others can utilize that information. I applaud the efforts of those giving it their best shot.

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:** There are a few possible constraints but the advantages and gains are much stronger than the disadvantages.

**Risk Assessment Rating:** 2

**Risk Assessment Comments:** There are some risks but there are with any proposal so they have been identified and are on the radar. It will be ok.

**Funding Rating:** 3

**Funding Comments:** Budget is reasonable and verifies where the need is.

**Narrative Comments:** Nice narrative and provides great thought and insight into the possible problem and possibly the way to be of help.

**Summary Comments:** This is a good idea and might be a great help to all athletes who use it. Nice job.

## 2017-10 Feedback and National Reviews

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 2

**Innovation Comments:** although the authors identify this proposal as innovative in the country, perhaps they should investigate sport psychology programs such as UWV.

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 1

**Leading Programs Comments:** The authors identified that this program was unique in the country

**Contextual Constraints Rating:** 1

**Contextual Constraints Comments:** A primary contextual constraint is that it does not appear that the physical education program has provided support - as has UW athletics

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** It is concerning that the physical education department has not provided a letter of support - as has UW athletics. It is unclear how physical education pre-service teachers (undergraduates) are to provide 'opportunity to serve, consult and collaborate with' PhD students in counseling education. Unless specific support from PE is provided, including specific requests, this proposal is questionable.

## **2017-10 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 2

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-10 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 4

**Innovation Comments:**

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



## **2017-10 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 4

**Performance Indicator Comments:**

**Documentation of Need Rating:** 4

**Documentation of Need Comments:** In Wyoming K-12 schools large percentages of students participate in sports activities. Making the connection between well-being and academic achievement of the whole child through the avenues of sports and counseling is an opportunity to further explore.

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 4

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:** Innovative idea worth pursuing.

**Summary Comments:**

## **2017-10 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 3.125

**Innovation Comments:**

**Performance Indicator Rating:** 2.875

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.75

**Documentation of Need Comments:**

**Literature Review Rating:** 2.625

**Literature Review Comments:**

**Leading Programs Rating:** 2.75

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.75

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.75

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-10 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3.143

**Innovation Comments:**

**Performance Indicator Rating:** 2.857

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.714

**Documentation of Need Comments:**

**Literature Review Rating:** 2.571

**Literature Review Comments:**

**Leading Programs Rating:** 2.714

**Leading Programs Comments:**

**Contextual Constraints Rating:** 2.714

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.571

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



# Research Work Group Proposed Innovation Form

**TEI Proposal  
2017-11**

---

## Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

---

## Initiative Research Work Group Name

### Educator Professional Growth

**Submitted by** Kate Muir Welsh and the WY-COLA Team (Amy Spiker- UWYO School of Teacher Education, Kate Kniss and Ariane Eicke-Albany County School District #1,

**Contact Email** kmuir@uwyo.edu

**Contact Phone** 307-766-2013

**Submission Date** 9-15-17

### Research Work Group Member Names- Educator Professional Growth

Mark Bowers

David Holbert

Keren Meister-Emerich

Keather Pieratoni

Kathy Vetter

Kate Welsh

---

## Proposed Innovation (Title/Brief Description)



*Wyoming Coaching Laboratory (WY-COLA). The WY-COLA is a year-long intensive professional development experience for pre-service teachers, in-service teacher leaders, aspiring instructional coaches, and instructional coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching.*

### Detailed description of how this practice would be *innovative*:

**WY-COLA's INNOVATION** In this section we discuss the WY-COLA three-part triangle of

innovation (1) enriching pre-service teacher education, (2) developing school-university partnerships, and (3) elevating the craft of practicing professionals.

**Enriching Pre-Service Teacher Education:** The integration of pre-service teachers into the WY-COLA experience will afford them a space to establish, observe, and develop their teaching practice through interaction with growth-oriented teachers. The opportunity to observe a skilled but developing teacher will confront and undermine the prevailing philosophy that teaching is an inherent trait by making visible that even for the most skilled practitioners, the work of improving practice is ongoing and intellectually challenging. They will also be afforded focused coursework and additional practicum hours through direct work with planning and instruction for elementary age students.

**Developing School-University Partnerships:** The WY-COLA will present a forum for University faculty, practicing teachers, and pre-service teachers to collectively study, name, and develop teaching practice. The project will expand the definition of partnerships beyond relationships between players (teachers, parent, students, faculty) directly involved in the project, to a more expansive definition of partnerships in which a rich network between individuals and organizations is continually expanding and evolving.

**Elevating the Craft of Practicing Professionals:** WY- COLA is an innovative program that seeks to simultaneously establish a professional development model for established and emerging instructional coaches and determine the core competencies of instructional coaching. This initiative will do this through a public classroom that will allow coaches to parallel core practices of classroom teaching with those of coaching, while also creating a space in which coaches can practice and hone their craft in real time.

---

## Proposed Innovation Narrative:

[Please note we moved this narrative section to the front of the proposal for ease of reading.]

We propose to create the Wyoming Coaching Laboratory (WY-COLA) program. The WY-COLA is an intensive professional development experience for pre-service candidates, teacher leaders, aspiring coaches, and coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching. Year 1 of the program (2017-18) will be in Laramie and Year 2

will be in Laramie and Powell/Riverton. [The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other education professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.]

WY-COLA's aims are to improve teaching at all levels through improved instructional coaching in Wyoming schools, to strengthen the partnership between UW and Wyoming schools, and to develop a model program for continued partnership and professional growth. These goals are in keeping with the current needs and goals of the University of Wyoming and the College of Education. This proposal details a plan to serve numerous entities in our state and to build strong and lasting partnerships. The University of Wyoming's mission statement outlines a commitment to outreach and service that extends our human talent to serve the people in our state. The Wyoming Coaching Laboratory (WY-COLA) will provide an effective means for providing outreach and service to Wyoming's schools and teachers. WY-COLA will provide an innovative model for providing outreach and professional development in Wyoming schools through work with effective teaching and coaching.

The UW College of Education currently seeks to pursue new levels of outreach and excellence as it works toward establishing a preeminent program. This pursuit will be supported well by WY-COLA. Reaching out to Wyoming and its schools remains a focus for the College of Education and professional development for in-service teachers is a major need. The WY-COLA project outlined presents an effective way to meet this need and to provide mutual benefits for all involved. This work will involve UW faculty actively examining effective teaching and coaching and this will surely carry over into university classrooms and further professional development interactions with Wyoming's in-service teachers.

The College of Education faces the challenge of revitalizing our perception statewide and re-engaging Wyoming schools through professional development. WY-COLA addresses the challenges we face by providing a positive partnership between UW and a local school district that will reach out to the entire state while continuing to provide quality experiences for pre-service teachers.

WY-COLA will make the practice of coaching and teaching visible and open to study and research. The Elementary Mathematics Laboratory (EML) in the Teaching Works program at the University of Michigan (<http://www.teachingworks.org/training/LaboratoryClasses>) provides an example of how this work is being undertaken for the benefit of classroom teachers and researchers. By providing a laboratory classroom in which participants observe teaching and participate in formal professional development grounded in the EML classroom, a venue is created for unpacking and exploring the complex work of teaching. The development of WY-COLA would focus on maintaining the core tenants of the EML: making teaching public, providing opportunities for educators to name practice, and to explore core aspects of the work of teaching (D. Ball, personal communication, 2015).

WY-COLA will be a year-long experience. The year will start with a two-week summer institute. (See below for a schedule of a WY-COLA two-week summer institute typical day.). During the academic year, we propose (and budgeted for) visiting institute participants in their regions at Community Colleges throughout the state. At these academic year meetings, we will reflect on the year's learnings and plan for the following year's events.

## WY-COLA Two Week Summer Institute Typical Day

[Year 1: 2017-18 June 18-29, 2018 Laramie / Year 2: 2018-19 Powell or Riverton]

Time	UW Pre-service Teacher Candidates	Elementary Students (3 <sup>rd</sup> -5 <sup>th</sup> Grade) Summer School	Coaches and Teachers WY-COLA Institute
Morning	Lesson Pre-Brief Lesson Observation Lesson De-brief	Mathematics Lesson	Lesson Pre-Brief Lesson Observation Lesson De-brief
	Lunch	Lunch	Lunch
Afternoon	Tutoring sessions with 3 <sup>rd</sup> -5 <sup>th</sup> grade students.	Tutoring session and enrichment activity e.g. Art Museum, Geology Museum, Athletics, etc.	Formal Professional Development based on morning observation

The goal of the Wyoming Coaching Laboratory (WY-COLA) is to improve two aspects of teacher learning: (1) developing coaching practice for the benefit of in-service teaching, and (2) providing coursework for the benefit of pre-service teaching. Coaching has the power to improve instructional practice and teacher quality (Knight & Cornett, 2009). Teacher quality is a strong determinant of differences in student learning and has been shown to be more important than any other factor, but access to skillful teachers is largely a matter of chance; students of color or students from low socioeconomic backgrounds are twice as likely to be assigned ineffective teachers. This has profound implications, especially considering that the effects of teacher quality on students appear to be additive and cumulative (Darling-Hammond, 2000). WY-COLA's goals afford the following opportunities and illuminate a series of questions for ongoing research.

**OPPORTUNITY 1- Enhance Pre-service candidates vision of teaching:** Focusing on pre-service teacher candidate growth, WY-COLA will provide an intensive course on working in small groups with elementary age students who have struggled in mathematics. The pre-service teacher candidate will gain experiences in diagnosing elementary student need and then planning educational experiences to target identified areas of need. In addition, pre-service teachers will be afforded the opportunity to engage with and observe in-service practicing teachers as they grapple with defining the core practices of teaching. [Research Question: What is the impact of WY-COLA participation on preservice teachers' perspectives on teaching?]

**OPPORTUNITY 2 – Promote equity by improving teaching:** Defining the core practices of teaching and establishing a venue that allows teachers, coaches and researchers to unpack and explore their complex practice will be a step towards making equitable access to quality instruction a reality for *all* Wyoming students. Sustained and ongoing observation and study of quality teaching will provide a forum to name and define practices that promote student learning. [Research Question: What teaching practices emerge or are reinforced through observation of the summer school lessons?]

**OPPORTUNITY 3 – Improve instructional coaching:** Defining the core practices of improving teacher instructional skills in order to ensure that all instructional facilitators and instructional coaches have the training necessary to make a positive impact on teacher and student learning. There are multiple lists of the “core practices” for coaching. Many scholars define a set of dispositions or skills necessary for coaching (Aguilar, 2013; Killion, Harrison, Byran, & Clifton, 2012; Kise, 2006; Knight, 2007; West & Cameron, 2013). These are, however, all reflections of the particular models of coaching that the authors promote and do little to establish consensus around the critical work of coaching that should be practiced by teachers of teachers. The need to come to an agreement about the core set of coaching practices necessary to improve teacher practice is much like the argument made by Ball and Forzani around the need to calibrate practice for teachers (2009). [Research question: What are the impacts of participating in WY-COLA on participants’ ability to define core practices of coaching?]

**OPPORTUNITY 4 –Strengthen the partnership:** WY-COLA implements a collaborative effort between the University of Wyoming and Wyoming school districts in an effort to improve the education of teachers who teach teachers. The National Association for Professional Development Schools calls for strong partnerships that establish symbiotic relationships in which university faculty and practicing classroom teachers “operate in boundary-spanning ways” (Parkinson & Muir Welsh, 2009) to develop school-based teacher educators while also preparing teacher candidates to be quality teachers (National Association for Professional Development Schools, 2015). [Research question: What are WY-COLA’s impacts on participants’ perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

---

### Alignment to Key Performance Indicator(s)<sup>1</sup>

*(Check all that apply.)*

- ☒ **Statewide perceptions** of the University of Wyoming College of Education
- ☐ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☒ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☐ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☐ **Employment of University of Wyoming graduates** in Wyoming schools
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☐ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

**NEW KEY PERFORMANCE INDICATORS** We suggest that WY-COLA’s innovative nature illuminates the opportunity to expand the existing list of Trustees’ Education Initiative indicators to include:

- ☒ **Expanding practicum and field experiences for School of Teacher Education preservice teachers**

---

<sup>1</sup> List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.



- ☒ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standards 1 Content and Pedagogical Knowledge Component 1.1 Candidate Knowledge, Skills, and Dispositions and 2 Clinical Partnerships and Practice Components 2.1 Partnerships for Clinical Preparation and 2.3 Clinical Experiences
  - ☒ **Advanced learning opportunities for graduate and post-graduate learners** (possibly UW Curriculum & Instruction graduate students and/or Wyoming in-service teachers)
- 

## Documentation of Need

- ☒ Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:
  1. Formal discussions between WY-COLA staff with Instructional Facilitators at various sites around the state of Wyoming reveal inconsistent expectations of Instructional Facilitators and a need to clearly identify the definition and roles of productive instructional coaching.
  2. There is currently no systematic instructional coaching or teacher leadership training offered in the state of Wyoming, with the exception of various workshops provided by Gear Up. There is also no certificate or degree program offered at the University of Wyoming or any Wyoming community college for instructional coaching.
  3. CAEP Standard 1.1 calls for “[pre-service] candidates to demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.”
  4. CAEP Standard 2.1 calls for university and clinical partnerships where “partners co-construct mutually beneficial P-12 school and community arrangements...for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. [The partnerships]... ensure that theory and practice are linked; [and] maintain coherence across clinical and academic components of preparation; ...” (For complete standard statements, visit <http://caepnet.org/standards>)

## Summary of documentation of need:

The needs documented above present motivation for the WY-COLA project in the following ways:

Conversations with Instructional Facilitators (IFs) around Wyoming made it clear that IF roles vary according to grade level and school and district contexts. There did not appear to be a central job description as the descriptions offered were mainly a detailing of tasks and roles IFs maintained in classrooms and schools. Often coaching roles described tended to blend with administrative roles. Along with coaching teachers in classrooms, they held responsibilities for data collection and analysis to inform instruction, assisting administrators with reporting, organizing team meetings to plan instruction based upon data, and building strong relationships between faculty and administration.

Instructional Facilitators discussed concern with their lack of time in classrooms engaging in coaching roles, though the definition of coaching was difficult for them to clearly articulate. They shared descriptions of aspects of their roles carried out on a daily basis but did not articulate a central definition. It was evident that all IFs at the sites we visited did not share a fully understood definition of coaching. Several IFs expressed the desire for more time to discuss, plan, and

collaborate with other IFs, support in content area teaching and integration, and a better understanding of coaching roles.

Some needs for our focus are evident. There is a need for a centralized definition instructional coaching and the respective roles. WY-COLA's work can create this central definition in a partnership with Wyoming teachers, schools, and university personnel by recognizing coaching as a significant role of instructional facilitators and identifying and examining the core competencies thereof. In addition, a need for clear communication of central agreed upon goals for a project is imperative to our work going forward. With clear definitions, goals, and communication we believe we can create a true collaborative partnership that will mutually benefit pre-service teachers, in-service teachers, and administrators at all levels. Most importantly, we believe this will benefit K-12 students in our state.

The WY-COLA project will offer much-needed training specifically for Instructional Facilitators around the work of coaching, unpacking the core competencies of a productive instructional coach. IFs will learn the components of the practices and hone their skills using real-time instruction in a laboratory environment. Potentially, WY-COLA could be a continuing professional development instructional coaching certificate program.

By taking part in the WY-COLA project, preservice teachers will have opportunities to discuss content and learn high leverage instructional practices with other preservice and experienced teachers. The observation of real-time instruction followed by discussion of best practice and planning of enrichment and tutoring experiences for the elementary students will provide an immediate link between theory and practice. The additional practicum hours afforded to preservice teachers are an opportunity to make the ties between their academic and clinical learning coherent.

---

## Evidence Supporting Proposed Innovation: Literature Review

- ☒ **Reviewed and analyzed relevant current literature on the best practices for preparing professional educators**

### *Literature Citations:*

1. Aguilar, E. (2013). Art of coaching: Effective strategies for school transformation. Retrieved from <http://www.ebllib.com>
2. Darling-Hammond, L. (2000) Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives 8(1). Retrieved from <http://epaa.asu.edu/epaa/v8n1/>
3. Fletcher, S. J. (2012). Coaching: An overview. SAGE Handbook of Mentoring and Coaching in Education (pp. 24-40). London: SAGE Publications Ltd.
4. Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). Coaching matters. Oxford, OH: Learning Forward.
5. Kise, J.A. (2006). Differentiated coaching: A framework for helping teachers change. Thousand Oaks, CA: Corwin Press.

6. Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: National Staff Development Council.
7. Parkinson, D., & Muir Welsh, K. (2009, Spring). Is authentic, cross-cultural collaboration possible between universities and public schools within a Professional Development School model? *School University Partnerships*, 3(1), 14-27.
8. West, L., & Cameron, A. (2013). Agents of change: How content coaching transforms teaching and learning. Portsmouth, NH: Heinemann.
9. Preservice Teacher field experiences: (Conderman et al., 2013a; Dorel et al., 2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

### Summary of Literature Review:

The greatest predictor of student success, is teacher quality (Darling-Hammond, 2002). For this reason, it is imperative that we do all that we can to continually work to continually improve the skills of the teachers in every classroom. Coaching is one of the most effective ways to improve teacher quality, yet the field of instructional coaching is under-researched (Fletcher, 2012). When teachers receive professional development support from instructional coaches, the implementation rate of newly learned instructional practices increases from 10% to 90% compared to traditional forms of professional development (Knight, 2007). As Wyoming reallocates money once reserved for instructional facilitators, it will be imperative that we learn to maximize teacher learning. Maximizing the effectiveness of coaching provides this opportunity.

The study of public teaching opens opportunities to study coaching as well as multiple research foci beyond the realm of coaching. It requires us to focus on the enactment of teaching to study instruction and to think carefully about the practices critical to improving student learning ([www.teachingworks.org](http://www.teachingworks.org)) in order to determine the core practices of coaching. It promotes partnerships at many levels including at the school level between coachee and coach, at the district level between professional development providers and coaches, and finally between school districts and higher education institutions through collaborative work with coaches and university researchers.

In order to capitalize on the opportunities presented by the study of instructional coaching, the following research questions emerge:

In what ways does naming the core practices of instructional coaching impact the work of coaches?

- o What are the core practices of instructional coaching?
- o How can coaches learn about the core practices of instructional coaching?

Our literature review focuses on what is known about instructional coaching and its importance in teacher quality and student learning, what is not known about instructional coaching (shaping the research questions above), and the need for and importance of determining the core practices of coaching.

In addition to instructional coaching literature, we highlight that there is strong support in the literature for the idea that more field experiences are better for pre-service teacher candidates (Conderman et al., 2013a; Dorel et al., 2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

---

## Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

*(Check all that apply.) Since this proposal details an innovative program with work pre-service teachers and in-service educators' categories do not really apply. We reviewed the following programs*

1. WestEd Professional Development Program: <https://www.wested.org/program/teacher-professional-development-program/>
2. National Math and Science Foundation Professional Development: <http://www.nms.org/Our-Approach/Laying-the-Foundation.aspx>
3. Ohio Resident Educator Program - <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>
4. Leading Educators: <http://www.leadingeducators.org/aboutus/>
5. Elementary Mathematics Laboratory, a program of the University of Michigan's Teaching Works Program: <http://www.teachingworks.org/support-resources/laboratory-classes>
6. TEI Research Work Group Educator Professional Growth review of existing US coaching programs

## Summary of Evaluation of Other Programs:

While there are effective programs for teacher professional growth in other states and at other institutions, very few focus on both in-service and pre-service teachers. In addition, few focus on the complexity of teaching and instructional coaching. WY-COLA helps to fill this gap.

---

## Contextual Constraint Analysis

- ☒ Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other

There are multiple, but not insurmountable contextual constraints associated with this project. First, in order to best serve the multiple stakeholder groups involved in this project (practicing teachers, pre-service teachers, and elementary students, it will be important to secure long-term funding early in the project. This will allow us to maximize efficiency by purchasing core resources such as classroom manipulatives, resource texts, and the like only once. It will also allow us to establish a program that can be equitably accessible to communities across Wyoming. Without funding for multiple years we will be unable to rotate the professional development site, thus serving fewer of Wyoming's school aged students.

The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.

Finally, changes in requirements and allocations of federal funding over time, will make it difficult to rely on funding sources that have been historically allocated for professional development programs to support practicing teachers such as Title I and Title II.

---

## Risk Assessment

- ☒ **Please list all identified potential risks to College of Education Candidates:**  
None
- ☒ **Please list all identified potential risks to the UW College of Education:**  
None
- ☒ **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**  
None
- ☒ **Please list all identified potential risks to the UW Trustees Education Initiative:**  
Perception of UW being focused only on Laramie. WY-COLA's expansion in Year 2 to other locations in the state mitigate this perception.
- ☒ **Please list all identified potential risks to other stakeholders:**  
None

---

## Funding Request to Support Pilot Innovation Implementation

\$248,100

### 2017-2018 Total Request

**Subtotal Amount:** \$75,232 **Purpose:** WY-COLA staff support

**Subtotal Amount:** \$128,970 **Purpose:** Professional Development Teacher support

**Subtotal Amount:** \$44,200 **Purpose:** Program Equipment, Materials, & Supplies

\$419,967

### 2018-2019 Total Request

**Subtotal Amount:** \$179,190 **Purpose:** WY-COLA staff support

**Subtotal Amount:** \$196,720 **Purpose:** Professional Development Teacher support

**Subtotal Amount:** \$44,058 **Purpose:** Student support and program supplies

## Budget Narrative to Support Funding Request:

\$668,369 is the total request for 2 years to develop WY-COLA an innovative professional development program. Year 1 will be in Laramie in Albany County School District#1 (ACSD1) and Year 2 will be in Laramie (ACSD1) and either in Powell, WY or Riverton, WY. In this narrative, we will describe the three major budget categories listed above and their associated costs.

**Category 1: WY-COLA staff support** (Y1 request \$75,232/ Y2 request \$179,190) includes summer salary and benefits for WY-COLA staff, stipends for Community College faculty, graduate assistantship for program support, office associate support, 100 hours of an hourly helper, and staff travel to academic year meetings at community colleges to work with community college faculty and local WY-COLA professional development participants.

**Category 2: Professional Development Teacher support** (Y1 request \$128,970 20-25 teachers/ Y2 request \$196,720 40 teachers-20 @ each professional development site- Laramie and Powell or Riverton) includes stipends for participating teachers (\$2,500), travel costs to Laramie and Powell or Riverton, meal costs for breakfasts and snacks for participating teachers and elementary age students, and technology (cube camera) for participating teachers to record their teaching. It will also provide those participating teachers \$1,000 stipend to take additional professional development courses.

**Category 3: Student support and program supplies** (Y1 request \$44,200/ Y2 request \$44,058) This category includes expenses for documenting the professional development (video recordings and video storage of the sessions for future educational and research use), technology for WY-COLA staff when visiting teachers in their classrooms, educational supplies for the WY-COLA teaching room, tuition and fees for pre-service teachers for the WY-COLA course, and graduate student tuition and fees.

## 2017-11 Feedback and National Reviews

### Response Representing: National Expert Reviewer

#### Innovation Rating: 2

**Innovation Comments:** The program would create a coaching laboratory for teachers. The authors talk about expanding the reach of the College of Education around the state and providing equitable access to quality instruction for all Wyoming students, but the proposal is for only two school districts: Laramie and Riverton/Powell. There is no attention to special populations of students (e.g. rural, Native American), nor is there attention to recruiting people for the program who have a demonstrated commitment to equitable instruction. There is no criteria for the selection of program participants, a fact that is most problematic for the selection of model instructional coaches. The innovative aspects of this program is its attention to pre-service teachers and the extension of the program over the course of an entire year.

#### Performance Indicator Rating: 2

**Performance Indicator Comments:** The PIs suggest alignment to two of these indicators, 1 and 3. I agree that the proposal addresses indicator 3, Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners. The lack of a broad, statewide program proposal makes it difficult to make a case that it also aligns with indicator 1, Statewide perceptions of the University of Wyoming College of Education, because only two districts are proposed. In addition, the PIs suggest that expanding the practicum and field experience will introduce new performance indicators and will enhance the College of Education's profile for national accreditation through CAEP. This might be so, but it is not fully clear from the proposal how exactly that might work. There is also a new key performance indicator suggested by the PIs: "Advanced learning opportunities for graduate and post-graduate learners." Again, this is not a part of the narrative or the budget, so it is unclear what that might look like, but it has potential.

#### Documentation of Need Rating: 2

**Documentation of Need Comments:** The focus in the proposal is how the WY-COLA program would benefit the University of Wyoming. In that respect, it seems that it would strengthen the College of Education's CAEP national accreditation profile around clinical partnerships for pre-service teachers. However there is no indication that the authors intend to scale the program throughout Wyoming after the grant runs out, nor is there any indication that this project will eventually be self-sustaining without the funding. The partnership with local school districts is limited to two, so the project does not extend throughout Wyoming.

#### Literature Review Rating: 2

**Literature Review Comments:** The literature review focuses on books that were written about instructional coaching, not the peer-reviewed research behind it. I encourage the authors to read *Coaching for Coherence: How Instructional Coaches Lead Change in the Evaluation Era* by Sarah L. Woulfin and Jessica G. Rigby in *Educational Researcher* August/September 2017 46:6, 323-328. This article also references multiple peer-reviewed journal articles describing research on instructional coaching: something that was missing in the proposal's literature review. I also encourage the authors to read the work from the Education Alliance at Brown University on the literature behind instructional coaching: [https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/TL\\_Coaching\\_Lit\\_Review.pdf](https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/TL_Coaching_Lit_Review.pdf) No explanation is given for why the WY-COLA program will be limited to elementary schools. After reading the research, the PIs may re-consider and expand it to all of K-12. The What Works Clearinghouse from the IES provides resources, particularly around coaching in the STEM fields. I recommend the following: <https://www2.ed.gov/programs/dropout/instructionalcoaching092414.pdf> and <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/635>. Instructional coaching is an excellent idea whose time has come. But the current literature review does not provide enough background to know what models will be used by the team if they were funded.

#### Leading Programs Rating: 1

**Leading Programs Comments:** The authors believed that this section of the proposal did not apply to them because their project deals with pre-service teachers. However, they missed an opportunity to learn about other universities that offer an Instructional Coaching program and the types of curriculum and activities that are offered elsewhere. For example, the University of Virginia's leadership academy program (<https://curry.virginia.edu/curry-leadership-academy-coaching-change>), Northwestern University (<https://www.sesp.northwestern.edu/msed/certificate-for-advanced-study-education/instructional-coaching.html>), Viterbo University (<http://www.viterbo.edu/innovative-teacher-leadership-and-instructional-coaching>) or Temple University (<http://education.temple.edu/leadership/certificates/instructional-coaching>).

## 2017-11 Feedback and National Reviews

endorsement). Earlier in the proposal, the authors talk about the program at the University of Michigan, but they do not describe the evidence they gathered from their evaluation of these programs in this section of the proposal.

### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** The proposal is for two years of support, where the first year project is in Laramie and the second is in either Riverton or Powell. There is no documentation to support a partnership with the school districts in these towns. Will more pre-service teachers be placed in these school districts as a result of the WY-COLA project? One of the potential constraints would be the need for a collaboration with the school districts. Support from district school boards and superintendents was not addressed. The reuse of core resources is a good idea, but it is unclear what manipulatives or texts would be purchased. Later in the proposal, the authors describe the use of cube cameras. I recommend that the authors learn more about the My Teaching Partner program at the University of Virginia to see specifically how video cameras might be used as a coaching tool in a partnership between the university and the school district: <http://curry.virginia.edu/research/centers/castl/mtp>

### Risk Assessment Rating: 4

**Risk Assessment Comments:** The authors wrote "None" for all but the fourth category: "Potential risks to the UW Trustees Education Initiative." The authors believe that WY-COLA's expansion in Year 2 to other locations in the state would mitigate the perception of UW being focused only on Laramie. I disagree. The expansion is to just one other district, albeit one that is hours from Laramie. The authors missed the opportunity to propose a project that would make use of technology and partners in rural areas around the state to expand further around the state, particularly in districts with vulnerable populations of children (i.e. Native American).

### Funding Rating: 4

**Funding Comments:** The budget request and supporting narrative are complete.

**Narrative Comments:** The proposal could be greatly strengthened by the inclusion of a partnership with the University of Wyoming's Educational Leadership program. The research on instructional leadership is strong in the field of Educational Leadership, and both pre-service principals and aspirational coaches would benefit from the WY-COLA program. Consider converting the triangle on page two of the proposal into a square, where aspiring building leaders can participate in the coaching experience. Ultimately, principals will be selecting teachers to serve as coaches in the building. How will they select them? What are the characteristics of an excellent coach? There is a missed opportunity here to include the educational leadership students in this proposal. More importantly, if the authors could consider how to use technology to expand the program beyond Laramie and Riverton/Powell, it would have the potential to be truly innovative. Rural schools are desperate for the kind of training that the program proposes. Cameras are mentioned only in the budget. I encourage the team to dive deeper into the ways they might use cameras as tools for coaching and consider how this kind of technology has the potential to open up the program to other districts around the state. This also will strengthen the author's argument that the program has the potential to address issues of equitable access. The "My Teaching Partner" program at the University of Virginia may provide some guidance. The University of Wyoming has mostly likely trained teachers in almost every school district in the state. Why not leverage that vast network to create a statewide cadre of mentor coaches who meet monthly online, or who maintain an active blog about coaching? Why limit it to elementary schools? In particular, the research on the effectiveness of coaching in the STEM fields in high school suggest it would be a more powerful approach to the program to expand it K-12.

**Summary Comments:** I encourage the authors to learn more about the specific curriculum and instructional strategies used in Instructional Coaching programs around the country. Several states now have special certification for teacher coaches, so programs are more prolific than ever. I realize that WY-COLA's use of pre-service teachers is unique, but they have not established a research-based explanation for why it would be appropriate to market the program to pre-service teachers and not pre-service leaders or in-service teachers looking to expand their skill set. What is the theory of action around creating the WY-COLA for pre-service teachers? The next iteration of this proposal should include a more detailed logic model where the inputs and outputs are more specific. What is the mechanism by which pre-service teachers will be enriched? Why should aspiring coaches work with pre-service candidates rather than in-service teachers in their district with specific, contextual needs? What are the specific long-term outcomes for the program, including sustainability past the grant years? The lack of clinical partnership agreements with Wyoming School Districts also really hurts this application. This Key Performance Indicator would have been easy to meet, and I imagine it was just an oversight by the PIs not to discuss current placement agreements for pre-service teachers in the clinical phase of the program. Give the reviewers a sense that this partnership is already well established with clinical placements, so that the



## **2017-11 Feedback and National Reviews**

project will appear feasible. Similarly, there is a missed opportunity to make use of graduates from the program as potential partners, which could have addressed another Key Performance Indicator and strengthened the application.

## **2017-11 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** Continue to believe that the state is willing to fund education at a high level. More work is necessary to prove that the investment is well spent and that UW and districts are open to cost saving ideas.

## **2017-11 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 4

**Innovation Comments:** Though loosely replicating an existing program it is unique to Wyoming's needs.

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 4

**Risk Assessment Comments:**

**Funding Rating:** 4

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-11 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 2

**Innovation Comments:**

**Performance Indicator Rating:** 2

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2

**Documentation of Need Comments:** Although only two regions outside of Laramie are mentioned, it seems that this work needs to start on a small scale

**Literature Review Rating:** 2

**Literature Review Comments:**

**Leading Programs Rating:** 2

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:** This seems like a reasonable and valuable proposal.

## **2017-11 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-11 Feedback and National Reviews**

**Response Representing: OVERALL AVERAGE RATING**

**Innovation Rating: 2.8**

**Innovation Comments:**

**Performance Indicator Rating: 2.6**

**Performance Indicator Comments:**

**Documentation of Need Rating: 2.6**

**Documentation of Need Comments:**

**Literature Review Rating: 2.6**

**Literature Review Comments:**

**Leading Programs Rating: 2.4**

**Leading Programs Comments:**

**Contextual Constraints Rating: 3**

**Contextual Constraints Comments:**

**Risk Assessment Rating: 3.4**

**Risk Assessment Comments:**

**Funding Rating: 3.4**

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-11 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 2.75

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.75

**Documentation of Need Comments:**

**Literature Review Rating:** 2.75

**Literature Review Comments:**

**Leading Programs Rating:** 2.75

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3.25

**Risk Assessment Comments:**

**Funding Rating:** 3.25

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**



# Research Work Group Proposed Innovation Form

---

## Initiative Research Objectives

- Identify innovative educator preparation practices supported by some predictive evidence of successful outcomes on identified metrics
- Identify which innovative practices can be implemented with fidelity and rigor in Wyoming
- Develop or adapt and refine highly effective innovative practices for implementation in Wyoming

---

## Initiative Research Work Group Name

Proposed by Dean Reutzel for consideration by the Breakthrough Innovation Team

**Submitted by** D. Ray Reutzel  
**Contact Email** ray.reutzel@uwyo.edu  
**Contact Phone** 307-766-3145  
**Submission Date** 8.31.17

## Research Work Group Member Names

David Bostrom

Thomas Botts

John McKinley

Mark Northam

Rebecca Watts

---

## Proposed Innovation (Title/Brief Description)

**Common Indicators:** A National Consortium of Teacher Preparation Programs Using Common Metrics to Assess, Improve and Innovate in Teacher Preparation

**Detailed description of how this practice would be *innovative*:**

There has never been an effort nationally to adopt a common set of program metrics to study and learn how to improve and innovate in teacher education programs. This proposal would put the College of



Education into a national consortium as a "trail blazer" institution collecting data on teacher preparation programs using a common set of metrics in the process of studying teacher education preparation program elements to learn what works and what does not in preparing "preeminent" teachers for the state of Wyoming.

---

## Alignment to Key Performance Indicator(s)<sup>1</sup>

*(Check all that apply.)*

- ☒ **Statewide perceptions** of the University of Wyoming College of Education
- ☐ **Enrollment of Wyoming residents** in University of Wyoming College of Education
- ☒ **Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- ☒ **Executed, active clinical partnership agreements** with Wyoming School Districts
- ☒ **Employment of University of Wyoming graduates** in Wyoming schools
- ☒ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☒ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

---

## Documentation of Need

- ☒ Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:
  1. Common Indicators System® Member Briefing national project sponsored by the Deans for Impact Organization
  2. Deans for Impact Action Plan for the Common Indicators System®
  3. Deans for Impact The Science of Learning document
  4. Deans for Impact From Chaos to Coherence document
  5. Business Sponsors for the Deans for Impact Common Indicators System®
  6. College of Education SWOT Survey Report

---

<sup>1</sup> List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

7. Transcription of College of Education SWOT Analysis
8. TEI TOWNHALL AND STATE SURVEYS - TEI Website @ [http://www.uwyo.edu/trust\\_edu\\_init/research.html](http://www.uwyo.edu/trust_edu_init/research.html)
9. Deans for Impact CIS® Instrument Dossier Document
10. Deans for Impact Common Indicators System® - Prototype Phase - May 2017
11. Cohen, J., & Wyckoff, J. (2016). Teacher education: Expanding the intersection of evidence and policy. Atlanta, Georgia: Southern Regional Education Board.

## Summary of documentation of need:

Dr. Steven Covey (2004) in his highly successful book, Seven Habits of Highly Effective People, described one habit routinely used among highly effective people - "Begin with the End in Mind." Beginning with the end in mind means to begin each task or project with a clear vision of the desired direction and destination.

The same is true for continuously improving the quality of and informing the innovations needed in teacher preparation programs. Unfortunately the design, sequence of courses, curriculum elements, goals, clinical experiences, admissions processes and other typical elements associated with professional preparation programs in almost any field including business, law, and health care have gone largely unexamined. But there is no professional field wherein this failure is more publicly and unrelentingly denounced than teacher preparation programs offered by traditional colleges and schools of education. In order to "begin with the end in mind" as Covey (2006) suggests, the first step to be taken in designing effective professional preparation program elements must be to identify valued outcomes for the program and then select a set of metrics needed to assess those outcomes. Without identifying valued program outcomes and selecting the attendant assessments or metrics, program design efforts will fail to focus at the outset on a clear "direction or destination."

At a time when traditional colleges of education on the whole have faced withering criticism regarding their value - including the quality and effectiveness of the teachers they produce - there has been no coordinated national effort to identify valued program outcomes and common metrics that would provide teacher preparation programs with valid, reliable, timely, or comparable data to answer the criticisms about the professional educators they prepare (Deans For Impact, 2015). Similarly, the national organization for accrediting teacher preparation programs, the Council for the Accreditation of Educator Preparation (CAEP), has incorporated into its new standards for accreditation Standard #4 Program Impact and Standard #5 Provider Quality Assurance and Continuous Improvement, which state the following:

### Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures

shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives)

required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' impact on P-12 student learning and development. The provider supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data college to establish priorities, enhance program elements and capacity, AND TEST INNOVATIONS [emphasis added] to improve completers impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The Deans for Impact (<https://deansforimpact.org>) in a document entitled, From Chaos to Coherence, spent much of 2015 investigating what data 23 teacher education programs collect on their candidates prior to enrollment, during enrollment, and after graduation. The resulting national landscape analysis confirmed a, “present paucity of valid and reliable data on the performance of graduates. The most glaring example: Of the 23 programs included in our analysis, only six have access to student-achievement data connected to teachers they prepared. And less than a third have access to other forms of data on the performance of their graduates, such as information from classroom observations” (Deans for Impact, 2015, p. 4). Their conclusion from this national landscape study was that we simply do not have the information we need to evaluate, improve, and innovate in teacher preparation programs to the degree we desire.

The College of Education’s teacher preparation program at the University of Wyoming is no exception to this national finding. In data obtained from a Strengths, Weaknesses, Opportunities, and Threats Assessment (SWOT) conducted internally and externally as well as data collected in statewide town hall meetings, similar weaknesses were found as were found in other comparable teacher education programs nationally. The College of Education at UW has not systematically gathered, analyzed, and used “valid, reliable, timely and comparable data” to guide and inform decisions related to program improvement and innovation (Deans for Impact, 2015, p. 2). For the College of Education to effectively and continuously improve and innovate, it must determine a set of valued outcomes, adopt a set of metrics, and then systematically collect and analyses these metrics to drive and inform its decision making processes. To that end, this proposal strongly recommends that the UW College of Education join a national consortium of trailblazing institutions in adopting and using the findings from a Common Indicators System® to continuously improve programs and examine effectiveness of programmatic innovations to learn with and from other innovators in teacher preparation at a national level.

---

## Evidence Supporting Proposed Innovation: Literature Review



**Reviewed and analyzed relevant current literature on the best practices for preparing professional educators**

### *Literature Citations:*

1. Deans for Impact. (2015). From chaos to coherence: A policy agenda for accessing and using outcomes data in educator preparation. Austin, TX: Retrieved from <https://deansforimpact.org/resources/from-chaos-to-coherence/>

2. Deans for Impact. (2015). The science of learning. Austin, TX: Retrieved from [https://deansforimpact.org/wp-content/uploads/2016/12/The\\_Science\\_of\\_Learning.pdf](https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf)
3. Deans for Impact. (2016). Practice with purpose. Austin, TX: Retrived from [https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose\\_FOR-PRINT\\_113016.pdf](https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose_FOR-PRINT_113016.pdf)
4. Cohen, J., & Wyckoff, J. (2016). Teacher education: Expanding the intersection of evidence and policy. Atlanta, Georgia: Southern Regional Education Board.
5. Deans for Impact. (2017). Common indicators system®: Member briefing. Austin, TX: Deans for Impact.
6. Levine, A. (2006). Educating school teachers. New York, NY: The Education Schools Project.
7. National Research Council. (2010). Preparing teachers: Building evidence for sound policy. Washington, D.C.: The National Academies Press.
8. \_\_\_\_\_

## Summary of Literature Review:

Recent education policy goals have directly targeted improving teacher effectiveness. Effective teachers are essential for improving P-12 students’ academic, other soft-skills and social outcomes. Teacher preparation programs should play a key role in achieving these goals, but there is surprisingly little evidence about how to design effective teacher preparation programs to accomplish this desired result.

Teacher preparation programs are often composed of a highly varied and oft unstudied set of policies and practices leading some researchers to conclude that, “teacher education is the Dodge City of the education world. Like the fabled Wild West town, it is unruly and disordered” (Levine, 2006, p. 109). There is scant evidence that licensure exams, specific coursework, graduate degrees, different routes into teaching, charter schools or typical clinical experiences actually improve outcomes for teachers or their P-12 students.

In the absence of strong evidence, policymakers in states, school districts and teacher preparation programs have piloted innovations to increase the number of effective teachers. Cohen and Wyckoff (2016) found in their research three promising practices bulleted below. Although all three are promising, for purposes of this proposal, we will focus in on the first promising practice – data systems to inform improvement.

- Data Systems to Inform Improvement
- Revised State Licensure Requirements
- High-Quality Clinical Experiences

Historically program accreditation and teacher licensure requirements have focused mainly on program inputs, such as the number of courses taken, variety of clinical placements, etc., rather than focusing on program results – teaching effectiveness. Again, having failed to begin with the

end in mind, teacher preparation programs often relegate the selection of program metrics to the bottom of the program improvement list. So, it should not be surprising that a set of common program outcome metrics have never been adopted or used to improve and innovate in teacher preparation programs. The failure to identify outcome metrics and common data systems as a first step in program design, innovation, or improvement limits the potential for comparisons of graduate effectiveness from institution to institution, program to program, and state to state. Lacking adequate data, too many policy decisions award status to programs and practices that have intuitive appeal, often one-off anecdotes, but have little to do with improving teacher effectiveness or innovating the elements of teacher preparation programs using systematic data collection to become more effective.

Quite simply put, intuition and personal anecdotes to inform policies, practices and programs are not just unhelpful; they often distract teacher preparation programs from improved student outcomes as much or more than having no policies at all. There is currently little definitive evidence that particular approaches to teacher preparation yield teachers whose students are more successful than others...”(National Research Council, 2010). The evidence on practices in teacher preparation programs that make a difference, whether measured by assessments of teacher effectiveness or by demonstrated ability to improve student outcomes, is very thin. As a result, too many teachers enter classrooms ill-prepared to teach effectively. It is a fact, that teachers can improve “on-the-job,” but not until several groups of students have potentially received substandard instruction. Society would not tolerate for long a condition such as this in fields like health care or engineering where substandard practices could cost human lives. Furthermore, a prospective teacher’s preparation route, such as an alternative route, or graduating from a particular program has not been shown to be a reliable indicator of his or her effectiveness in the classroom. Knowing this, policymakers should focus their efforts on better understanding which components of teacher preparation, not on which routes or programs they graduate from, that render their graduates more or less effective as classroom teachers.

The most promising ingredient for improving and innovating in the design and implementation of effective teacher preparation program elements, according to Cohen and Wycoff (2016), is systematic development of relevant data. Teacher preparation programs, state certification offices, and school districts have little to no comparative information regarding preparation of teacher candidates and graduates. As a result, there is little basis on which to judge performance and make corresponding decisions about which teachers to employ or terminate.

Because data on teacher candidates and graduates is often housed in various agencies and units which rarely assimilate and integrate these data, what we know about the links between the elements of teacher preparation programs and later career performance is similarly limited and chaotic. One innovation desperately needed to improve the effectiveness of teacher preparation programs found in current research is building a robust understanding of how and for whom various elements of teacher preparation programs “works.” Meeting this need in the future is predicated upon developing rich, common, and sustained data systems about prospective teachers effectiveness as they move through their teacher preparation programs and into their first few years of professional practice.

---

## Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

*(Check all that apply.)*



Employed a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States

### Programs Reviewed:



Traditional educator preparation programs in public and private universities across the United States

*Please list names and locations of traditional programs studied:*

- College of Education, Temple University, Philadelphia, PN
- College of Education, University of Nevada, Reno, NV
- USC Rossier School of Education, University of Southern California, Los Angeles, CA
- College of Education, University of North Carolina, Charlotte, NC
- College of Education, Arizona State University, Tempe, AZ



Alternative educator preparation programs

*Please list names and locations of alternative programs studied:*

- Relay Graduate school, New York, NY
- Urban Teachers, Johns Hopkins University, Columbia, MD
- Teach for America, New York, NY
- Bank Street College, New York, NY
- Boston Teacher Residency, Boston College, Boston, MA



International educator preparation programs

*Please list names and locations of international programs studied:*

- NA
- \_\_\_\_\_

### Summary of Evaluation of Other Programs:

\_\_\_\_\_  
Relying heavily upon the national landscape analysis of the Deans for Impact (2015) and the work of Cohen and Wycoff (2016), the evidence supporting the need for engaging in a consortium of institutions committed to participating in the collection and sharing of data about teacher preparation program effectiveness using the Common Indicators System® is



quite clear. At the risk of being redundant, Levine’s (2006, p. 109) comments about teacher preparation programs representing, “the Dodge City of the education world. Like the fabled Wild West town, it [teacher preparation program design] is unruly and disordered” seem equally applicable to the metrics currently deployed in assessing the quality and effectiveness of teacher preparation program elements and graduates nationally. We refer our readers to the document, From chaos to coherence: A policy agenda for accessing and using outcomes data in educator preparation, pages 17-18, for a comprehensive, but visually compelling overview of the patchwork collection of assessments used to assess the quality and effectiveness of teacher preparation program elements nationally. Similarly, we also direct our reader’s attention to the document attached to this proposal titled, Teacher education: Expanding the intersection of evidence and policy, by Cohen and Wycoff (2016) - Appendix Table 1 – Teacher licensure requirements by state. On page 15 of this document, examine the listing of assessments found in the sixth column of Appendix Table 1 titled “assessments” by state. Here again, a mere perusal of the assessment column in this appendix document reveals that there is no coherence to the patchwork of assessments collected by states to examine graduate or teacher preparation program effectiveness. In summary, the status of metrics deployed in traditional or alternative teacher preparation programs nationally is truly in need of moving from chaos to coherence by joining a consortium of institutions such as that offered by the Deans for Impact Common Indicators System® (2017).

---

## Contextual Constraint Analysis



**Please identify and describe specific contextual constraints that could have an effect on the successful implementation of the innovation, e.g., fiscal; state, federal, or local policy; accreditation requirements; other**

### Fiscal

The proposal to join a national consortium of institutions committed to studying, improving, and innovating in teacher preparation does not have a direct funding source. Dean’s for Impact will receive, analyze and report data provided from member institutions but does not provide funding support to member institutions. Consequently, the UW College of Education will need some level of support to acquire the training for faculty to use the Common Indicator System® metrics, acquire and administer the metrics to teacher preparation candidates and employers, and provide deep dive analyses of the data collected to determine the effectiveness of teacher preparation program elements and adopted innovations on candidate outcomes including classroom performance, teaching dispositions, and initial employment performance evaluation.

### State Policy

Current state policy and statute forbid the collection of teacher effectiveness measures connected to P-12 student achievement outcomes in the state of Wyoming. The Common Indicator System® metrics do not call for data collection of this type. However, it may be that the College of Education will at some time want to connect student data to teacher



data for the purpose of program improvement. If we do, it will come at our own expense and it will need to employ a form of data collection with P-12 students that doesn't permit access to their achievement data. State agencies such as Wyoming Department of Education and the Wyoming Professional Teaching Standards Board may want to execute a data sharing MOU with UW's College of Education once these data are available as well.

### Federal Policy

There are no known contextual constraints coming from the U.S. Department of Education or the federal government prohibiting the collection of data on teacher preparation candidates such as is proposed here. In fact, the federal government under Every Student Succeeds Act (ESSA) would welcome data collection and sharing such as is proposed here.

### Local Policy

Since these metrics will only request feedback from employers, it will be totally up to the local authorities surveyed to determine their participation.

---

## Risk Assessment



### **Please list all identified potential risks to College of Education Candidates:**

The main risk for collecting and sharing data from UW CoED teacher preparation candidates is protecting candidates' identities. Consequently, steps will be taken to create a secure website database stored on a non-network accessible server where de-identified candidate data are stored separately from an identification key or legend file that can be used to link student identities to de-identified data files. This key or legend file will be stored in a separate, secure, encrypted server or on another hard disk data storage device from the deidentified data file. All of these data will need to be backed up and stored in separate, secured, encrypted files in the cloud.

\_\_\_\_\_

\_\_\_\_\_



### **Please list all identified potential risks to the UW College of Education:**

The main risk of sharing data collected with the consortium of participating Common Indicator Set® institutions associated with Deans for Impact is the potential use of these data to make publicly disseminated and identifiable institutional program comparisons such as program rankings. That is not the purpose for collecting these data. We will insist that the data be used to examine teacher preparation program elements in the aggregate. This risk can be mitigated effectively in an executed MOU between UW's College of Education and the Deans For Impact organization.

\_\_\_\_\_

\_\_\_\_\_



### **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**

The main risk of sharing data collected with the consortium of participating Common Indicator Set® institutions associated with Deans for Impact is the use of these data to make publicly disseminated and identifiable comparisons of other colleges or school partners such as rankings rather than using the data to examine teacher preparation program elements in the aggregate. This risk also can be mitigated effectively in an executed MOU between the University of Wyoming and any other participating schools districts or systems and the Deans For Impact organization.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### **Please list all identified potential risks to the UW Trustees Education Initiative:**

The main risk of collecting or sharing data collected on UW candidates for TEI may be political backlash by policymakers who fear a conspiracy to invade student privacy and use

data for nefarious purposes. The best defense for this potential risk is a good offense.  
Consequently we will need to share with key policymakers the steps that will be taken to  
create a secure website database stored on a non-network accessible server where de-  
identified candidate data are stored separately from an identification key or legend file  
that can be used to link student identities to de-identified data files.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Please list all identified potential risks to other stakeholders:**

NA

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Funding Request to Support Pilot Innovation Implementation

\$95,000.00      **2017-2018 Total Request**

**Subtotal Amount:** \$50,000.00      **Purpose:** Training in Administration of the Common Indicators System® metrics, most especially the CLASS instrument.

**Subtotal Amount:** \$20,000.00      **Purpose:** Acquisition, Administration, and Scoring of the Common Indicators System® metrics, most especially the CLASS instrument

**Subtotal Amount:** \$25,000.00      **Purpose:** Part Time Applied Data Scientist to analyze and report data to the College of Education

**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

\$95,000.00      **2018-2019 Total Request**

**Subtotal Amount:** \$50,000.00      **Purpose:** Training in Administration of the Common Indicators System® metrics, most especially the CLASS instrument.

**Subtotal Amount:** \$20,000.00      **Purpose:** Acquisition, Administration, and Scoring of the Common Indicators System® metrics, most especially the CLASS instrument

**Subtotal Amount:** \$25,000.00      **Purpose:** Part Time Applied Data Scientist to analyze and report data to the College of Education

**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

\$95,000.00      **2019-2020 Total Request**

**Subtotal Amount:** \$50,000.00      **Purpose:** Training in Administration of the Common Indicators System® metrics, most especially the CLASS instrument.

**Subtotal Amount:** \$20,000.00      **Purpose:** Acquisition, Administration, and Scoring of the Common Indicators System® metrics, most especially the CLASS instrument

**Subtotal Amount:** \$25,000.00      **Purpose:** Part Time Applied Data Scientist to analyze and report data to the College of Education

**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

**Subtotal Amount:** \_\_\_\_\_      **Purpose:** \_\_\_\_\_

## Budget Narrative to Support Funding Request:

Budget Narrative

The total budget for this proposed Common Indicators System® innovation is \$95,000.00 per year. Currently the College of Education uses the edTPA as this primary outcome metric to assess teacher preparation candidate effectiveness. This requires the payment of a one time \$300 student fee on that part of teacher candidates. We will continue to use the edTPA as one of the College's outcome metrics since this is a widely accepted and utilized teacher preparation candidate assessment nationally and students and faculty are prepared to utilize it to its best advantage.

The subtotal budget cost, of \$50,000.00, for training of faculty and student teaching mentors will require the contractual employment of a CLASS® instrument trained facilitator from the Curry School of Education, University of Virginia, to provide training in support of a "train the trainers" model. We will need to pay for travel, consultant expertise, materials and supplies, and substitute or additional pay for those who receive the training. We envision a cadre of at least 10 certified trained Common Indicators System® CLASS® administrators and trainers. We will also need budget to support the training of personnel in the Office of Teacher Education and in the School of Teacher Education to administer the other Common Indicators System® assessments at various points in the teacher preparation program - prior to admission, during the program and after the first three years following graduation. Taken together, we believe a \$50,000.00 budget will be adequate for this purpose when coupled with other College matching funds for this purpose.

The subtotal of \$20,000 will be used to purchase the CLASS® handbooks, guides, technical manuals, and observation forms. We will duplicate as a traditional paper forms or digitally load and disseminate the remaining Common Indicators System® metrics in fillable PDF formats to be used on computers, tablets and smart phones. This subtotal budget will also support necessary travel and time to administer and score the Common Indicators System® metrics as prescribed by the Deans For Impact Institutional Trailblazer Consortium.

The subtotal of \$25,000 will be used to support in part the employment of an applied data scientist to analyze the data collected for program improvement and program innovation purposes. If the TEI has program innovations in various stages of a pilot study, this individual will also help to analyze and report data on effectiveness of program innovations on the preparation of teacher candidates in the UW teacher preparation programs.

---

## **Proposed Innovation Narrative:**

To bring coherence to the chaos of teacher preparation program design, improvement and innovation, Deans For Impact (2015) have advanced four principles to guide future teacher education program development and innovation. Teacher preparation programs need to be: 1) data informed, 2) outcomes focused, 3) empirically tested, and 4) transparent and accountable. Using these four principles, Deans for Impact (2015) have carefully studied and recommended a set of common program metrics that are cost effective, valid and reliable for assessing, improving, and innovating key elements of teacher preparation programs. A limited number, 30, of teacher preparation institutions from a field of over 2000 providers nationally have been invited to participate in a "trailblazer" cohort of Common Indicators System® institutional adopters.

If the University of Wyoming were to join the Deans for Impact (2017) “trailblazer” institutions, we would receive training during 2017-2018 and begin data collection in 2018-2019. The five categories for the Common Indicators System® with Deans for Impact are: 1) observation of candidate instructional skill, 2) assessment of candidate dispositions, 3) graduate survey, 4) employer survey, and 5) a Memorandum of Understanding (MOU) for uses of outcomes data. Instrument or metric identification was a year-long process involving the collection of various instruments, a content analysis of each instrument, consultation with assessment experts and stakeholders, a literature review, creation of Common Indicators System® parameters, recommendation of a set of instruments for the Common Indicators System®. In June 2017, member deans of Deans for Impact agreed to the following common assessments, instruments or metrics for the Common Indicators System®. These include: 1) an observation tool -> CLASS; 2) a dispositions survey -> Short Teacher Self Efficacy Scale, Modified Short GRIT scale + Culturally Responsive Teaching Self-Efficacy items; 3) graduate survey -> UNC-GA Beginning Teacher Survey; and 4) an employer survey -> Massachusetts Hiring Principal Survey. Currently a diverse set of institutions have agreed to becoming trailblazer institutions as shown below:

- Arizona State University
- Bank Street College of Education
- Boston Teacher Residency
- Lesley University
- Loyola Marymount University
- Relay Graduate School of Education
- Southern Methodist University
- Temple University
- Texas Tech University
- University of North Carolina, Charlotte
- University of Nevada, Reno
- University of Southern California
- University of Virginia
- Urban Teachers

The parameters for instrument selection focused on the following: ease of implementation across diverse contexts, demonstrated reliability and validity whenever possible, and ensuring maximum adoption by member-led institutions. Using a single instrument to measure each category was a parameter adopted to

maximize institutional adoption and participation. Assessments were also selected based upon the degree of alignment with InTASC and state standards. A convening of 14 data leads and four teacher-educators deliberated over set of 10 remaining metrics or instruments winnowed down for an initial set of 66 for two days. For more information about the process of selecting the Common Indicators System® metrics please refer to the attached power point slides entitled, Common Indicators System® Briefing Deck, July 2017. For more comprehensive information about each of the four Common Indicators System® metrics we invite our readers to consult the attached document titled, CIS Instrument Dossier.

## Why Should UW's College of Education Participate in a Common Indicators System of Teacher Preparation Program Data Collection and Sharing?

Recent research has found a “patchwork quilt of data” exists in U.S. teacher preparation programs nationally. Each year, these institutions collect significant amounts of data on teacher-candidates’ progress and performance in the profession. Sadly, these data are seldom if ever actionable because of a:

- Lack of uniformity in the type of evidence collected
- Lack of comparability of data collected across programs and institutions
- Lack of access to data related to the effectiveness of the teachers we prepare and how they impact their P-12 students.

This lack of uniformity, comparability, and access to meaningful data hampers efforts to improve or innovate in teacher preparation programs because we cannot determine which of the elements of teacher preparation programs matter, for whom, and under what conditions.

Since the inception of Deans for Impact, member deans have expressed a resolute commitment to the development of a Common Indicators System® to bring about a fundamental shift in the design and expectations of teacher preparation programs. Through the collection, analysis, sharing of data drawn from a Common Indicators System® of adopted metrics of teacher-candidate progress and performance, member institutions have the unique and transformative opportunity to lead the field in designing, improving and innovating in teacher education programs that are data-informed, outcomes-focused, empirically tested, accountable and transparent. More information about the commitments, timelines, benefits and frequently asked questions are available 2017 for trailblazer institutions and are detailed in an attached document titled, Common Indicators System – Prototype Phase, May 2017. Please note that if the College of Education at the University of Wyoming is recommended to participate as a trailblazer institution by the UW Trustees, the timeline shown in the document referenced above will simply shift by one year to begin in 2018.

## 2017-12 Feedback and National Reviews

### Response Representing: National Expert Reviewer

#### Innovation Rating: 1

**Innovation Comments:** At the core, the proposal is for the College of Education to join an existing effort. The effort itself - the Deans for Impact initiative to research the utility of using a shared set of tools across institutions to attempt to identify the the most salient characteristics of effective programs -- is quite innovative. However, from the proposal and supporting materials, it appears that the College of Education of the University of Wyoming has not been involved in the conceptualization of this initiative, nor has it been involved in vetting and selecting the tools to be used. While it may be a laudable goal to join this effort, what would have made this proposal innovative is if a plan had been presented to build buy-in from the faculty and to utilize the data gathered for the purposes of improving the program at the University of Wyoming. Neither of these attributes seem to apply to this proposal.

#### Performance Indicator Rating: 3

**Performance Indicator Comments:** It is difficult to determine which key performance indicators would be met by the proposal. Certainly joining a consortium as proposed would affect 1) statewide perceptions of the College of Education, likely in a positive manner. It would also likely require 4) executed active clinical partnerships in order to gather the data required. It MIGHT help with 6) national CAEP accreditation. It is unclear whether joining a consortium to gather experimental data would affect any of the other key performance indicators.

#### Documentation of Need Rating: 1

**Documentation of Need Comments:** The evidence of need is provided very generally, in terms of doing benefit to the field. The participation of the University of Wyoming in the Deans for Impact study would certainly help the Deans for Impact study, but it is unclear from the proposal how it would help the University or the state of Wyoming. There is no indication that work has been done to create the type of faculty coalition that would be required in order to successfully participate in the Deans for Impact initiative. In addition, there is no indication that there are plans to use the data beyond what is required for the study. That means that a lot of work will go into an effort that will not have any immediate impact on the University of Wyoming College of Education or its graduates.

#### Literature Review Rating: 4

**Literature Review Comments:** The issue with this proposal is not that the practices will not yield desired outcomes, it is simply that the desired outcomes are advancement of the field of teacher education research in determining the utility of particular tools chosen by external parties, rather than advancement of the programs of the college of education. The proposal indicates multiple times that it is important to begin with the end in mind. But what is the end for the University of Wyoming College of Education? If the data that will be gathered for the study are to have any utility to the College, work must first be done to bring together a group of University of Wyoming faculty to identify the core outcomes desired for the College's graduates. Those outcomes MAY match or have significant overlap with those of the Deans for Impact initiative, but without the identification of those ends -- what is most important to the faculty of the University of Wyoming College of Education -- the participation in the study has little potential to assist the College in its continuous improvement efforts.

#### Leading Programs Rating: 4

**Leading Programs Comments:** Again, the Deans for Impact study has evaluated many external programs to select the core set of tools for assessment of a common set of program metrics. However, there is no indication that the faculty at the University of Wyoming College of Education have any buy-in to these tools or these metrics. The Wyoming faculty were not involved in the development of the Deans for Impact initiative, and there is no indication that there has been groundwork laid (or planned) to build the type of buy-in necessary for the results of the study to have any impact on the programs of the College. In other words, it may very well be a good thing for the field of teacher education for many universities to come together and test a core set of shared tools and metrics. However, for the participation of the University of Wyoming to be a good thing for the University and for Wyoming, those core set of shared tools and metrics must be aligned to the continuous improvement goals of a significant subset of the faculty of the College.

#### Contextual Constraints Rating: 3

**Contextual Constraints Comments:** There are two very significant issues with the contextual constraints identified in the proposal. First, the financial impact of the work as described is limited to faculty training and part-time data analysis staffing. What is missing here is the huge financial burden of taking on the collection and storage and analytical capacity of massive amounts of quantitative and qualitative data. This will be sure to have a significant technology cost as well as staffing costs in gathering, entering, processing, and cleaning the data so that it is valid and reliable enough to be used for



## 2017-12 Feedback and National Reviews

the study. Second, the "state policy and statute forbidding the collection of teacher effectiveness measures connected to P-12 student achievement outcomes in the state of Wyoming" is sure to be a significant barrier, if not for the study itself, for the application of this work to continuous improvement efforts for the College of Education. If the College is truly seeking to "begin with the end in mind", certainly the end would be producing teachers that have a significant positive effect on student outcomes! If this cannot even be measured, it seems highly improbable that participation in the study will have a significant impact on the College's continuous improvement abilities.

### **Risk Assessment Rating: 1**

**Risk Assessment Comments:** Data privacy is a serious issue, and simply saying that "we will insist that the data be used..." is not enough to address these concerns. Clear documentation and technology infrastructure to protect candidate, teacher, and student privacy would be necessary, if not for participation in the study, certainly for the use of the data gathered beyond the study. This would require additional technology, staffing, and financial resources not described in the proposal.

### **Funding Rating: 1**

**Funding Comments:** The proposal budgets for the training of faculty to be involved in the study. While this may be satisfactory for the purposes of joining a study, this proposal is not viable unless the result of the work has some immediate and/or long-term benefit for the University, the College, and the state of Wyoming. The identification of factors that might relate to the effectiveness of programs in the aggregate does not provide direct benefits for the University, the College, or the state of Wyoming unless other structures are put in place to use the data for the purposes of continuous improvement of the College. In order to put those structures in place, a significantly greater financial investment would be required -- for privacy protections, data gathering, data input, data cleaning, data matching, data analysis, and the technology infrastructure required for all of this. In addition, there is a personnel cost that is not addressed in the proposal at all -- there is no indication that a significant subset of faculty at the University of Wyoming College of Education are even in agreement that the core set of tools and metrics identified by the Deans for Impact are the most appropriate tools and metrics for the College and its programs. Without this buy-in prior to engagement in the initiative, it is unlikely that there will be much long-term benefit for the institution to participating in the study, even if the study does result in material that is helpful to the field in general.

**Narrative Comments:** The narrative makes clear why it is important to have a common core of data across educator preparation programs, and why the Deans for Impact initiative has chosen the indicators it has chosen. What is not clear is why joining this initiative would be an innovative and beneficial investment for the University of Wyoming College of Education. What is the success metric here? Why will faculty buy in? How much will it cost to move from study participation to results that can actually be implemented locally? What will the University, the College, its programs, and the state of Wyoming gain from participation in this initiative? Without answers to these questions, it is unclear whether the investment in funds, personnel, technology, time and other resources is worth the cost.

**Summary Comments:** The proposal presents an intriguing idea: the University of Wyoming College of Education could join the Deans for Impact effort to identify a common set of tools and performance metrics to improve teacher education programs. However, it stops short of explaining why this would be a benefit to the University, the College, its programs, and the state of Wyoming. Certainly there is potential for this to be locally helpful, but the types of structures necessary for that to happen - data privacy protections, faculty buy-in, agreement on the "ends" that the college is trying to achieve through its programs - are missing from the proposal. Therefore, it is unclear how joining the Deans for Impact initiative, as suggested by this proposal, would result in local innovation.

## 2017-12 Feedback and National Reviews

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 2

**Funding Comments:** Cost containment should be viewed positively as an opportunity to level set by investing in the programs that are most important and impactful while eliminate those that are ineffective. This would allow for a positive environment and better buy-in in the various communities. Too often education is viewed as hide bound and more concerned with teacher and administrator compensation than in student performance. Making these strategic at a local level could be hugely important.

**Narrative Comments:** Please see earlier comments.

**Summary Comments:** This is a particularly important time in our state to make wise use of our funding for education. It is a time to be clear and vocal in the decision making process. Any tax increase will be met with a very negative reaction in most communities. Since the boom years ended both business and industry have become much more efficient, but education is largely unchanged.

## **2017-12 Feedback and National Reviews**

**Response Representing:** Stakeholder Feedback Group

**Innovation Rating:** 3

**Innovation Comments:**

**Performance Indicator Rating:** 3

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3

**Documentation of Need Comments:**

**Literature Review Rating:** 3

**Literature Review Comments:**

**Leading Programs Rating:** 3

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3

**Risk Assessment Comments:**

**Funding Rating:** 3

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-12 Feedback and National Reviews**

**Response Representing:** OVERALL AVERAGE RATING

**Innovation Rating:** 2.333

**Innovation Comments:**

**Performance Indicator Rating:** 3.000

**Performance Indicator Comments:**

**Documentation of Need Rating:** 2.333

**Documentation of Need Comments:**

**Literature Review Rating:** 3.333

**Literature Review Comments:**

**Leading Programs Rating:** 3.333

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.000

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 2.333

**Risk Assessment Comments:**

**Funding Rating:** 2.000

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**

## **2017-12 Feedback and National Reviews**

**Response Representing:** STAKEHOLDER AVERAGE RATING

**Innovation Rating:** 3.000

**Innovation Comments:**

**Performance Indicator Rating:** 3.000

**Performance Indicator Comments:**

**Documentation of Need Rating:** 3.000

**Documentation of Need Comments:**

**Literature Review Rating:** 3.000

**Literature Review Comments:**

**Leading Programs Rating:** 3.000

**Leading Programs Comments:**

**Contextual Constraints Rating:** 3.000

**Contextual Constraints Comments:**

**Risk Assessment Rating:** 3.000

**Risk Assessment Comments:**

**Funding Rating:** 2.500

**Funding Comments:**

**Narrative Comments:**

**Summary Comments:**