Coordinating Council

Wednesday, May 24, 2017 • 3 p.m.

University of Wyoming • Marian H. Rochelle Gateway Center • Guthrie Room, Room 316

AND Via ZOOM Videoconference: https://zoom.us/j/661792462

Phone 408-638-0968 or 646-558-8656

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1. **3:00 p.m. - Review of Action Since Last Meeting..... All**
    a. TEI Research Proposal Protocol (Narrative)
    b. TEI Research Proposal Protocol (Chart)
    c. Expanded Membership of TEI Coordinating Council
        i. College of Arts and Sciences; College of Health Sciences; College of Agriculture and Natural Resources
            1. College of Arts and Sciences Dean Lutz appointed Associate Dean Robert Schuhmann;
            2. College of Health Sciences Dean Steiner appointed Tristan Wallhead;
            3. College of Agriculture and Natural Resources Dean Galey asked that Secondary Education Research Work Group vet all proposals through
2. **3:10 p.m. - Research..... Rebecca Watts**
    a. Stakeholder Feedback Group Results A; Stakeholder Feedback Group Results B.....
    b. Town Hall Meetings.....
    c. AACTE Graduate Study .....
3. **3:20 p.m. - Instructional Facilitator Research Work Group Questions ..... All**
4. **3:25 p.m. - Proposal Review and Initial Discussion ..... All**
    a. Proposal 2017-01: College of Education Research Work Group
    b. Proposal 2017-02: Elementary Education Research Work Group
    c. Proposal 2017-03: Special Education Research Work Group
    d. Proposal 2017-04: Special Education Research Work Group
    e. Link to Coordinating Council Member Review Form (Please complete a separate form for each proposal): http://www.uwyo.edu/trust_edu_init/TEI Resources/tei-coordinating-council-member-review-form-v-1.docx
5. **4:45 p.m. - Preferred Review Process and Timeline ..... All**
6. **Adjourn..... All**

Proposal Protocol

Step 1: A TEI Research Work Group completes its research and submits a *Research Work Group Recommendation Form* along with supporting collateral materials, e.g. video or audio recordings, literature, and/or data to rwatts3@uwyo.edu for forwarding to the TEI Coordinating Council.

Step 2: Using the *TEI Coordinating Council Member Review Form*, each TEI Coordinating Council member evaluates the proposal. The Council then takes ***one of two*** action steps:

A. The TEI Coordinating Council has no questions, concerns, or information requests and invites the Research Work Group to provide a group presentation to the Coordinating Council. **The proposal proceeds to Step 7.**
B. The TEI Coordinating Council identifies and communicates questions, concerns, and/or information requests and to the Research Work Group via a *TEI Coordinating Council Initial Response Form*.

Step 3: The Research Work Group responds to the *TEI Coordinating Council Initial Response Form* via a *TEI Research Work Group Initial Response Form*.

Step 4: The TEI Coordinating Council evaluates the *TEI Research Work Group Initial Response Form* and selects one of two action steps:

A. Approve the proposal for a group presentation to the Coordinating Council and invite the Research Work Group to provide a group presentation to the Coordinating Council.
B. Identify and communicate follow-up questions, concerns, and/or requests for further information and to the Research Work Group via a *TEI Coordinating Council Secondary Response Form*.

Step 5: The Research Work Group prepares and provides a group presentation to the Coordinating Council in support of the proposal on an agreed-upon date, time, and location.

Step 6: The Coordinating Council evaluates the proposal and determines a disposition for the proposal from these three options:

1. Approve for review by the cadre of national experts.
2. Deny for review by the cadre of national experts.
3. Return to Research Work Group via a *TEI Coordinating Council Tertiary Response Form*, citing specific concerns.

Step 7: National expert reviewers evaluate the proposal and provides feedback to the TEI Coordinating Council on submitted proposal via a *National Expert Reviewer Form*.

Step 8: The Coordinating Council reviews the *National Expert Reviewer Form*, seeks clarity as needed, and determines a disposition for the proposal:

1. **Approve for submission to the TEI Governing Board.**
2. **Deny for submission to the TEI Governing Board.**
3. **Return to Research Work Group, citing feedback from the cadre of national experts and offering an opportunity for re-submission.**

Step 9: The TEI Governing Board reviews proposals submitted by the TEI Coordinating Council.

Step 10: The Governing Board has no questions, concerns, or requests for further information and approves the proposal for a group presentation to the Coordinating Council. **Proposal advances to Step 14.**

Step 11: The Governing Board identifies questions, concerns, and/or requests for further information and communicates the same to the Research Work Group via a *TEI Governing Board Initial Review Form* emailed to rwatts3@uwyo.edu for forwarding to the TEI Coordinating Council.

Step 12: The TEI Coordinating Council responds to the *TEI Governing Board Initial Review Form* via a *TEI Coordinating Council Response Form* emailed to rwatts3@uwyo.edu for forwarding to the TEI Governing Board.

Step 13: The TEI Coordinating Council reviews the *TEI Research Work Group Proposal Response Form* and invites representatives from the TEI Coordinating Council and the TEI Research Work Group to provide a group presentation to the TEI Governing Board in support of the proposal.

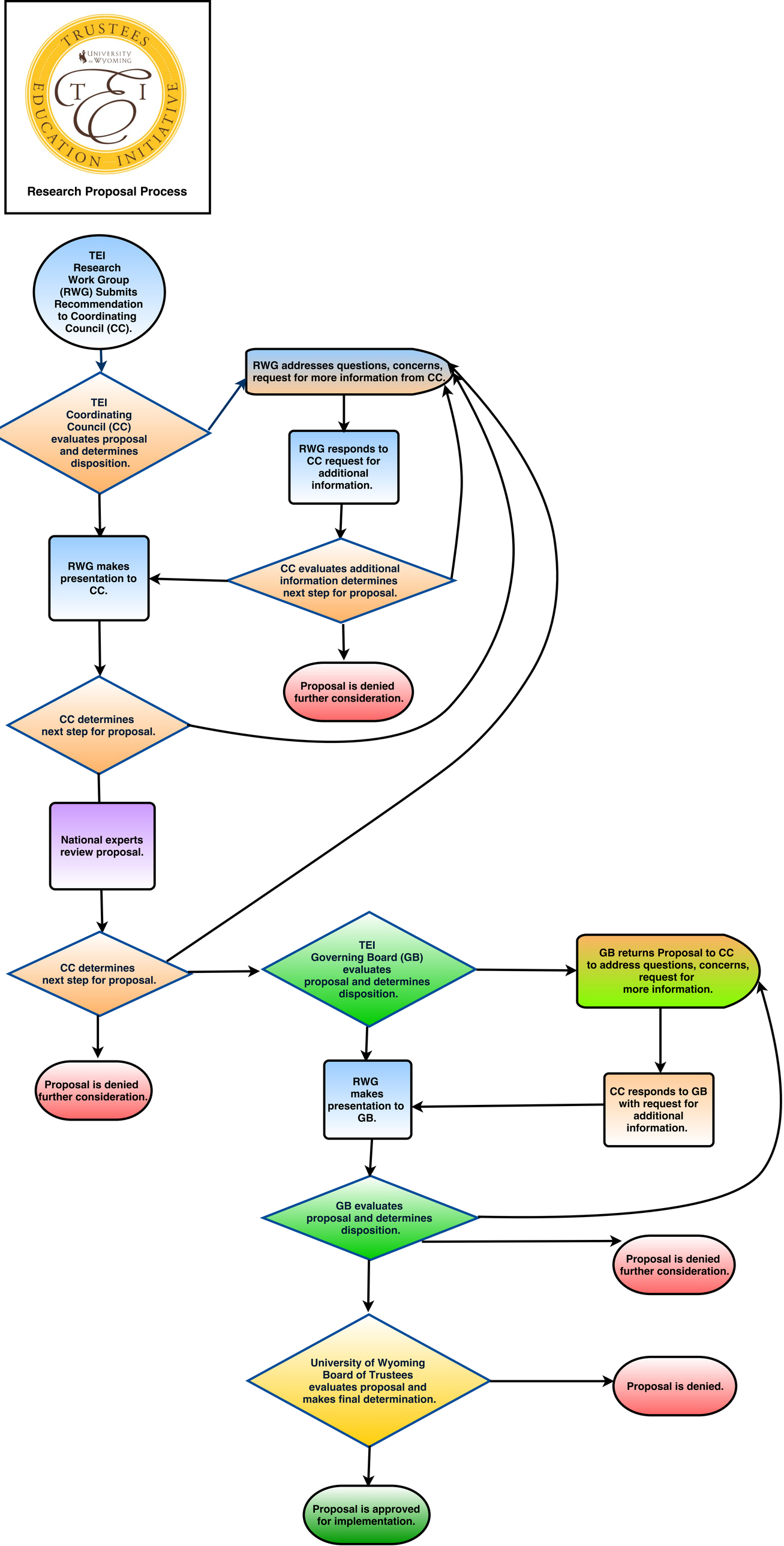
Step 14: The TEI Coordinating Council and TEI Research Work Group prepare and provide a group presentation to the Governing Board in support of the proposal on an agreed-upon date, time, and location.

Step 15: The Governing Board evaluates the proposal and determines a disposition for the proposal from these three options:

1. **Approve for submission to the University of Wyoming Board of Trustees.**
2. **Deny for submission to the University of Wyoming Board of Trustees.**
3. **Return to TEI Coordinating Council and Research Work Group, citing specific concerns and opportunity for re-submission through the established processes.**

Step 16: The University of Wyoming Board of Trustees evaluates the proposal and determines a disposition for the proposal from these three options:

1. **Approve for implementation at the University of Wyoming.**
    a. Direct TEI Executive Director to notify TEI Research Work Group, TEI Coordinating Council, cadre of national experts, College of Education and other colleges connected to the proposal.
2. **Deny for implementation at the University of Wyoming.**
    a. Direct TEI Executive Director to notify Research Work Group, TEI Coordinating Council, and the cadre of national experts.


Research Proposal Process
TEI Research Work Group (RWG) Submits Recommendation to Coordinating Council (CC).
TEI Coordinating Council (CC) evaluates proposal and determines disposition.
RWG addresses questions, concerns, request for more information from CC.
RWG responds to CC request for additional information.
RWG makes presentation to CC.
CC evaluates additional information determines next step for proposal.
Proposal is denied further consideration.
CC determines next step for proposal.
National experts review proposal.
CC determines next step for proposal.
Proposal is denied further consideration.
TEI Governing Board (GB) evaluates proposal and determines disposition.
GB returns Proposal to CC to address questions, concerns, request for more information.
RWG makes presentation to GB.
CC responds to GB with request for additional information.
GB evaluates proposal and determines disposition.
Proposal is denied further consideration.
University of Wyoming Board of Trustees evaluates proposal and makes final determination.
Proposal is denied.
Proposal is approved for implementation.

Report of Stakeholder Feedback:
Baseline Perceptions January 2017

In January 2017, the University of Wyoming Trustees Education Initiative (TEI) distributed a survey to the TEI Stakeholder Feedback Group. The purpose of the survey was to gather baseline perceptions of Wyoming education stakeholders regarding the University of Wyoming College of Education and its educator preparation programs.

This report begins with screenshots of the online survey instrument, followed by quantitative results of the survey's administration. The report is limited to total score, mean (average) score, and standard deviation for each item. At the request of the TEI Research Work Groups, we will conduct additional analyses to provide optimal support for their work.

Note:
Survey was password-protected
with the password provided solely to
members of the Trustees Education Initiative Stakeholder Feedback Group.

Survey Completion
0% 100%

University of Wyoming Trustees Education Initiative
Wyoming Education Community Stakeholder Feedback Survey

TEI Stakeholder Survey #1 - 2017

Thank you for your commitment to serve on the University of Wyoming Trustees Education Initiative (TEI) Stakeholder Feedback Group. Your input is essential to TEI's success.

This survey is the first in a series of feedback instruments designed to gather your insights and perspectives on the Strengths, Weaknesses, Opportunities, and Threats (SWOT) of specific aspects of each of the eight College of Education programs being studied as part of TEI. The responses to this survey will be shared with the TEI Research Work Groups and the TEI Coordinating Council as they begin their work.

The survey has eight items, each seeking your perspectives regarding multiple aspects of a specific program. There are programmatic variances in the aspects included to reflect the requirements of the particular license, endorsement, or credential for which candidates are prepared.

If you are not familiar with a program and its graduates, please use the "Next" button at the bottom of the screen to move to the next item.

Please email rwatts3@uwyo.edu with questions.

Please use the "Next" and Back" buttons at the bottom of each screen to navigate through the survey.

Next

University of Wyoming Trustees Education Initiative

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University of Wyoming Early Childhood Endorsement Programs

Please rate each item regarding the University of Wyoming's forthcoming Early Childhood Endorsement Programs by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Field and Clinical (internship) Experiences Throughout Wyoming	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Instructional Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Instructional Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Content Knowledge	0	0	0	0	0	0
Graduates' Pedagogical Knowledge, including Differentiated Instruction	0	0	0	0	0	0
Graduates' Assessment and Data Literacy	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

Back Next

University of Wyoming Elementary Education Program:

Please rate each item regarding the University of Wyoming **Elementary Education Program** by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Field and Clinical (internship) Experiences Throughout Wyoming	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Instructional Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Instructional Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Content Knowledge	0	0	0	0	0	0
Graduates' Pedagogical Knowledge, including Differentiated Instruction	0	0	0	0	0	0
Graduates' Assessment and Data Literacy	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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University of Wyoming Secondary Education Program:

Please rate each item regarding the University of Wyoming Secondary Education Program by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Field and Clinical (internship) Experiences Throughout Wyoming	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Instructional Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Instructional Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Content Knowledge	0	0	0	0	0	0
Graduates' Pedagogical Knowledge, including Differentiated Instruction	0	0	0	0	0	0
Graduates' Assessment and Data Literacy	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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University of Wyoming Special Education Program:

Please rate each item regarding the University of Wyoming Special Education Program by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Field and Clinical (internship) Experiences Throughout Wyoming	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Instructional Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Instructional Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Content Knowledge	0	0	0	0	0	0
Graduates' Pedagogical Knowledge, including Differentiated Instruction	0	0	0	0	0	0
Graduates' Assessment and Data Literacy	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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University of Wyoming Instructional Technology Program:

Please rate each item regarding the University of Wyoming Instructional Technology Program by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Field and Clinical (internship) Experiences Throughout Wyoming	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Instructional Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Instructional Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Content Knowledge	0	0	0	0	0	0
Graduates' Pedagogical Knowledge, including Differentiated Instruction	0	0	0	0	0	0
Graduates' Assessment and Data Literacy	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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University of Wyoming School Counselor Program:

Please rate each item regarding the University of Wyoming School Counselor Program by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Internship Experience Throughout Wyoming	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Counseling and Advising Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Counseling and Advising Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Content Knowledge	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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University of Wyoming Educational Leadership Programs:

Please rate each item regarding the University of Wyoming Educational Leadership Programs by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Internship Experience	0	0	0	0	0	0
Candidate Advising and Career Counseling	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Leadership Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Leadership Practices Used in Wyoming	0	0	0	0	0	0
Graduates' Assessment and Data Literacy	0	0	0	0	0	0
Induction and Mentoring Program for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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University of Wyoming Instructional Facilitator Program (New Program of Innovation)

Please rate each item regarding the University of Wyoming's forthcoming **Instructional Facilitator Program** by assigning a numerical value to your perceptions of each item as a relative Strength, Weakness, Opportunity, Threat, or Neutral to the program.

Note: Please share you perspectives by entering point values in each column for each item so that each row totals 10. You may place all 10 points in one column, including "Neutral," or you may divide the points across the columns for the item. The survey automatically calculates the total for each line as you enter your ratings.

If you are not familiar with this program and its graduates, please click the "Next" button at the bottom of the screen to move to the next item.

	Program Strength	Program Weakness	Opportunity for Improvement	Threat to Program Success	Neutral	Total
Responsiveness to Wyoming supply and demand needs	0	0	0	0	0	0
Program Recruitment Strategies	0	0	0	0	0	0
Partnerships with Wyoming School Districts	0	0	0	0	0	0
Program Selectivity (Admission Requirements)	0	0	0	0	0	0
Program Reputation	0	0	0	0	0	0
Cost of Attendance, e.g. tuition, fees, housing, travel	0	0	0	0	0	0
Availability of Financial Aid	0	0	0	0	0	0
Ease of Access to Program, e.g., location, online delivery	0	0	0	0	0	0
Faculty Expertise and Effectiveness	0	0	0	0	0	0
Quality of Course Scope and Sequence	0	0	0	0	0	0
Program Facilities, e.g., learning spaces, laboratories, equipment, classrooms	0	0	0	0	0	0
Technologies Used in Program Delivery	0	0	0	0	0	0
Quality and Diversity of Practicum Experiences Throughout Wyoming	0	0	0	0	0	0
Graduates' Preparation in Evidence-Based Coaching/Facilitation Practices, e.g., • based on strong national empirical evidence base, • reflective of expert opinion national best practices, and/or • reflective of practices at nationally recognized programs	0	0	0	0	0	0
Graduates' Preparation in Best Facilitation/Coaching Practices Used in Wyoming	0	0	0	0	0	0
Ongoing Support for Graduates	0	0	0	0	0	0
Other	0	0	0	0	0	0

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Survey Completion

0% 100%

Please provide any additional comments you would like to share with the Research Work Groups.

Please specify to which Research Work Group we should provide your comments.

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University of Wyoming Trustees Education Initiative

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Survey Completion

0% 100%

Thank you for providing your insights to support the work of the University of Wyoming Trustees Education Initiative.

University of Wyoming Trustees Education Initiative

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Results

Stakeholder Feedback Group Survey • January 2017

Top Scoring Strengths	Total Score	Mean	Standard Deviation
ELEM: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	169	4.568	4.562
ED LDR: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	139	3.971	4.515
ELEM: Availability of Financial Aid: Strength	135	3.649	4.461
ELEM: Ease of Access to Program, e.g., location, online delivery: Strength	135	3.649	4.098
SEC ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	114	3.167	4.494
ED LDR: Ease of Access to Program, e.g., location, online delivery: Strength	107	3.057	4.072
ELEM: Responsiveness to Wyoming supply and demand needs: Strength	99	2.676	3.830
SEC ED: Availability of Financial Aid: Strength	90	2.500	4.067
ELEM: Program Facilities: Strength	88	2.378	3.515
ED LDR: Responsiveness to Wyoming supply and demand needs: Strength	85	2.429	3.845
SEC ED: Ease of Access to Program, e.g., location, online delivery: Strength	83	2.306	3.733
ED LDR: Partnerships with Wyoming School Districts: Strength	81	2.314	3.587
ED LDR: Technologies Used in Program Delivery: Strength	80	2.286	3.651
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Strength	77	2.200	3.350
SEC ED: Graduates' Content Knowledge: Strength	74	2.056	3.545
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Strength	73	1.973	3.069
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Strength	73	2.086	3.346
EC Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	69	1.769	3.652
ED LDR: Availability of Financial Aid: Strength	67	1.914	3.584
SP ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	66	1.833	3.621
ELEM: Program Recruitment Strategies: Strength	63	1.703	3.341
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Strength	62	1.676	2.667
ED LDR: Program Selectivity: Strength	62	1.824	3.186
ED LDR: Quality of Course Scope and Sequence: Strength	62	1.771	3.144
ELEM: Graduates' Content Knowledge: Strength	61	1.649	2.541

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Top Scoring Weaknesses	Total Score	Mean	Standard Deviation
ELEM: Faculty Expertise and Effectiveness: Weakness	57	1.541	2.631
ELEM: Graduates' Assessment and Data Literacy: Weakness	51	1.378	2.509
ELEM: Induction and Mentoring Program for Graduates: Weakness	49	1.324	2.625
ELEM: Partnerships with Wyoming School Districts: Weakness	41	1.108	2.569
ELEM: Quality of Course Scope and Sequence: Weakness	38	1.027	1.878
SEC ED: Partnerships with Wyoming School Districts: Weakness	37	1.028	2.171
ELEM: Program Reputation: Weakness	36	0.973	1.936
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	36	0.973	1.863
ELEM: Graduates' Pedagogical Knowledge: Weakness	36	0.973	1.740
EC Partnerships with Wyoming School Districts: Weakness	34	0.872	2.494
ED LDR: Program Reputation: Weakness	33	0.943	2.155
ELEM: Quality and Diversity of Clinical Experiences: Weakness	32	0.889	1.720
ELEM: Graduates' Content Knowledge: Weakness	32	0.865	1.653
SEC ED: Faculty Expertise and Effectiveness: Weakness	32	0.889	2.459
SEC ED: Graduates' Assessment and Data Literacy: Weakness	32	0.889	2.252
SEC ED: Induction and Mentoring Program for Graduates: Weakness	30	0.833	2.131
ED LDR: Program Selectivity: Weakness	30	0.857	2.046
ED LDR: Induction and Mentoring Program for Graduates: Weakness	30	0.857	2.198
ELEM: Program Selectivity: Weakness	28	0.757	1.657
SEC ED: Responsiveness to Wyoming supply and demand needs: Weakness	28	0.778	2.044
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	28	0.778	2.044
ED LDR: Quality of Course Scope and Sequence: Weakness	27	0.794	2.086
SEC ED: Quality and Diversity of Clinical Experiences: Weakness	26	0.722	1.579
ELEM: Program Facilities: Weakness	25	0.676	1.717
SEC ED: Program Recruitment Strategies: Weakness	25	0.694	1.527

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Top Scoring Opportunities for Improvement	Total Score	Mean	Standard Deviation
ELEM: Program Reputation: Opportunity for Improvement	105	2.838	3.602
ELEM: Graduates' Content Knowledge: Opportunity for Improvement	105	2.838	3.228
ELEM: Graduates' Pedagogical Knowledge: Opportunity for Improvement	95	2.568	2.902
ELEM: Graduates' Assessment and Data Literacy: Opportunity for Improvement	95	2.568	3.279
ELEM: Partnerships with Wyoming School Districts: Opportunity for Improvement	92	2.486	3.610
ELEM: Program Selectivity: Opportunity for Improvement	90	2.432	3.363
ELEM: Quality of Course Scope and Sequence: Opportunity for Improvement	88	2.378	2.938
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Opportunity for Improvement	88	2.378	2.928
ELEM: Induction and Mentoring Program for Graduates: Opportunity for Improvement	87	2.417	3.375
ELEM: Quality and Diversity of Clinical Experiences: Opportunity for Improvement	86	2.389	3.119
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Opportunity for Improvement	82	2.216	2.917
ED LDR: Candidate Advising and Career Counseling: Opportunity for Improvement	79	2.257	3.441
ELEM: Program Recruitment Strategies: Opportunity for Improvement	77	2.081	3.361
ED LDR: Faculty Expertise and Effectiveness: Opportunity for Improvement	73	2.086	3.193
ED LDR: Induction and Mentoring Program for Graduates: Opportunity for Improvement	69	1.971	3.204
ELEM: Faculty Expertise and Effectiveness: Opportunity for Improvement	68	1.838	2.489
SEC ED: Program Reputation: Opportunity for Improvement	67	1.861	3.235
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Opportunity for Improvement	67	1.914	2.884
ED LDR: Graduates' Assessment and Data Literacy: Opportunity for Improvement	67	1.914	2.884
ELEM: Candidate Advising and Career Counseling: Opportunity for Improvement	63	1.703	2.876
ED LDR: Program Recruitment Strategies: Opportunity for Improvement	63	1.800	3.056
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Opportunity for Improvement	63	1.800	2.919
SEC ED: Graduates' Pedagogical Knowledge: Opportunity for Improvement	62	1.722	2.885
ED LDR: Quality of Course Scope and Sequence: Opportunity for Improvement	62	1.771	3.163
SEC ED: Quality of Course Scope and Sequence: Opportunity for Improvement	61	1.694	3.050

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Top Scoring Threats	Total Score	Mean	Standard Deviation
SEC ED: Quality and Diversity of Clinical Experiences: Threat to Program Success	36	1.000	2.839
ELEM: Quality and Diversity of Clinical Experiences: Threat to Program Success	31	0.838	2.433
ELEM: Partnerships with Wyoming School Districts: Threat to Program Success	27	0.730	2.400
SEC ED: Partnerships with Wyoming School Districts: Threat to Program Success	27	0.750	2.430
SP ED: Partnerships with Wyoming School Districts: Threat to Program Success	26	0.722	2.386
SP ED: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	25	0.694	2.364
ED LDR: Quality and Diversity of Internship Experience: Threat to Program Success	22	0.629	2.088
ED LDR: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	21	0.600	2.354
INST TECH: Program Recruitment Strategies: Threat to Program Success	20	0.556	2.117
ED LDR: Candidate Advising and Career Counseling: Threat to Program Success	19	0.543	1.915
SP ED: Program Recruitment Strategies: Threat to Program Success	15	0.417	1.746
ELEM: Program Reputation: Threat to Program Success	14	0.378	1.341
ELEM: Program Selectivity: Threat to Program Success	13	0.361	1.693
ELEM: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	12	0.324	1.313
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Threat to Program Success	12	0.324	1.203
ELEM: Induction and Mentoring Program for Graduates: Threat to Program Success	12	0.324	1.180
SP ED: Program Selectivity: Threat to Program Success	12	0.333	1.690
SP ED: Program Reputation: Threat to Program Success	12	0.333	1.690
SP ED: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	12	0.333	1.690
SP ED: Faculty Expertise and Effectiveness: Threat to Program Success	12	0.333	1.690
SP ED: Quality of Course Scope and Sequence: Threat to Program Success	12	0.333	1.690
SP ED: Program Facilities: Threat to Program Success	12	0.333	1.690
SP ED: Quality and Diversity of Clinical Experiences: Threat to Program Success	12	0.333	1.690
SP ED: Graduates' Preparation in Evidence-Based Instructional Practices: Threat to Program Success	12	0.333	1.690
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Threat to Program Success	12	0.333	1.690

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Top Scoring Neutral	Total Score	Mean	Standard Deviation
EC Program Selectivity: Neutral	75	1.923	3.909
EC Technologies Used in Program Delivery: Neutral	71	1.821	3.755
EC Candidate Advising and Career Counseling: Neutral	70	1.795	3.888
ELEM: Candidate Advising and Career Counseling: Neutral	70	1.892	3.747
EC Ease of Access to Program, e.g., location, online delivery: Neutral	65	1.667	3.687
ELEM: Technologies Used in Program Delivery: Neutral	64	1.730	3.525
EC Availability of Financial Aid: Neutral	60	1.538	3.655
EC Faculty Expertise and Effectiveness: Neutral	60	1.538	3.655
EC Program Recruitment Strategies: Neutral	59	1.513	3.463
EC Quality and Diversity of Clinical Experiences: Neutral	57	1.462	3.501
EC Quality of Course Scope and Sequence: Neutral	55	1.410	3.431
EC Induction and Mentoring Program for Graduates: Neutral	54	1.385	3.408
EC: Program Facilities: Neutral	53	1.359	3.391
EC Graduates' Preparation in Evidence-Based Instructional Practices: Neutral	53	1.359	3.391
SP ED: Induction and Mentoring Program for Graduates: Neutral	53	1.472	3.509
EC Program Reputation: Neutral	52	1.333	3.382
EC Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	50	1.282	3.387
SP ED: Candidate Advising and Career Counseling: Neutral	50	1.389	3.507
ED LDR: Program Facilities: Neutral	50	1.429	3.301
ELEM: Availability of Financial Aid: Neutral	46	1.243	3.201
ELEM: Program Facilities: Neutral	44	1.189	2.856
EC Responsiveness to Wyoming supply and demand needs: Neutral	43	1.103	3.085
SCH COUNS: Quality of Course Scope and Sequence: Neutral	43	1.194	3.197
SEC ED: Candidate Advising and Career Counseling: Neutral	42	1.167	2.933
SP ED: Availability of Financial Aid: Neutral	42	1.167	3.185

Early Childhood Program	Total Score	Mean	Standard Deviation
EC Availability of Financial Aid Threat to Program	0	0.000	0.000
EC Availability of Financial Aid: Neutral	60	1.538	3.655
EC Availability of Financial Aid: Opportunity for Improvement	17	0.436	1.789
EC Availability of Financial Aid: Strength	52	1.333	3.287
EC Availability of Financial Aid: Weakness	1	0.026	0.160
EC Candidate Advising and Career Counseling Threat to Program	0	0.000	0.000
EC Candidate Advising and Career Counseling: Neutral	70	1.795	3.888
EC Candidate Advising and Career Counseling: Opportunity for Improvement	19	0.487	1.775
EC Candidate Advising and Career Counseling: Strength	28	0.718	2.305
EC Candidate Advising and Career Counseling: Weakness	3	0.077	0.480
EC Cost of Attendance, e.g. tuition, fees, housing, travel Threat to Program	0	0.000	0.000
EC Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	50	1.282	3.387
EC Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	10	0.256	0.966
EC Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	69	1.769	3.652
EC Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	1	0.026	0.160
EC Ease of Access to Program, e.g., location, online delivery Threat to Program	0	0.000	0.000
EC Ease of Access to Program, e.g., location, online delivery: Neutral	65	1.667	3.687
EC Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	18	0.474	1.751
EC Ease of Access to Program, e.g., location, online delivery: Strength	45	1.154	2.861
EC Ease of Access to Program, e.g., location, online delivery: Weakness	2	0.051	0.320
EC Faculty Expertise and Effectiveness Threat to Program	0	0.000	0.000
EC Faculty Expertise and Effectiveness: Neutral	60	1.538	3.655
EC Faculty Expertise and Effectiveness: Opportunity for Improvement	19	0.487	1.775
EC Faculty Expertise and Effectiveness: Strength	43	1.103	2.808
EC Faculty Expertise and Effectiveness: Weakness	8	0.205	0.923
EC Graduates' Assessment and Data Literacy Threat to Program	0	0.000	0.000
EC Graduates' Assessment and Data Literacy: Neutral	35	0.897	2.780
EC Graduates' Assessment and Data Literacy: Opportunity for Improvement	45	1.154	2.601
EC Graduates' Assessment and Data Literacy: Strength	28	0.718	1.905
EC Graduates' Assessment and Data Literacy: Weakness	12	0.308	1.104
EC Graduates' Content Knowledge Threat to Program	0	0.000	0.000
EC Graduates' Content Knowledge: Neutral	22	0.564	2.245
EC Graduates' Content Knowledge: Opportunity for Improvement	37	0.949	2.164
EC Graduates' Content Knowledge: Strength	47	1.205	2.783
EC Graduates' Content Knowledge: Weakness	14	0.359	1.203
EC Graduates' Pedagogical Knowledge Threat to Program	0	0.000	0.000
EC Graduates' Pedagogical Knowledge: Neutral	22	0.564	2.245
EC Graduates' Pedagogical Knowledge: Opportunity for Improvement	50	1.282	2.733
EC Graduates' Pedagogical Knowledge: Strength	36	0.923	2.205

Early Childhood Program	Total Score	Mean	Standard Deviation
EC Graduates' Pedagogical Knowledge: Weakness	12	0.308	1.030
EC Graduates' Preparation in Best Instructional Practices Used in Wyoming: Strength	49	1.256	2.741
EC Graduates' Preparation in Best Instructional Practices Used in Wyoming: Opportunity for Improvement	30	0.769	1.597
EC Graduates' Preparation in Best Instructional Practices Used in Wyoming: Neutral	22	0.564	2.245
EC Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	18	0.462	1.295
EC Graduates' Preparation in Best Instructional Practices Used in Wyoming Threat to Program	1	0.026	0.160
EC Graduates' Preparation in Evidence-Based Instructional Practices: Neutral	53	1.359	3.391
EC Graduates' Preparation in Evidence-Based Instructional Practices: Strength	32	0.821	2.258
EC Graduates' Preparation in Evidence-Based Instructional Practices: Weakness	23	0.590	1.956
EC Graduates' Preparation in Evidence-Based Instructional Practices: Opportunity for Improvement	11	0.282	0.887
EC Graduates' Preparation in Evidence-Based Instructional Practices Threat to Program	1	0.026	0.160
EC Induction and Mentoring Program for Graduates Threat to Program	0	0.000	0.000
EC Induction and Mentoring Program for Graduates: Neutral	54	1.385	3.408
EC Induction and Mentoring Program for Graduates: Opportunity for Improvement	47	1.205	2.922
EC Induction and Mentoring Program for Graduates: Strength	7	0.179	0.721
EC Induction and Mentoring Program for Graduates: Weakness	12	0.308	1.104
EC Other Threat to Program	10	0.256	1.601
EC Other: Neutral	40	1.026	3.074
EC Other: Opportunity for Improvement	0	0.000	0.000
EC Other: Strength	0	0.000	0.000
EC Other: Weakness	0	0.000	0.000
EC Partnerships with Wyoming School Districts Threat to Program	3	0.077	0.354
EC Partnerships with Wyoming School Districts: Neutral	37	0.949	2.874
EC Partnerships with Wyoming School Districts: Opportunity for Improvement	48	1.231	2.851
EC Partnerships with Wyoming School Districts: Strength	8	0.205	1.128
EC Partnerships with Wyoming School Districts: Weakness	34	0.872	2.494
EC Program Recruitment Strategies Threat to Program	0	0.000	0.000
EC Program Recruitment Strategies: Neutral	59	1.513	3.463
EC Program Recruitment Strategies: Opportunity for Improvement	33	0.868	2.527
EC Program Recruitment Strategies: Strength	24	0.615	1.858
EC Program Recruitment Strategies: Weakness	14	0.359	1.709
EC Program Reputation Threat to Program	0	0.000	0.000
EC Program Reputation: Neutral	52	1.333	3.382
EC Program Reputation: Opportunity for Improvement	40	1.026	2.580
EC Program Reputation: Strength	18	0.462	1.536
EC Program Reputation: Weakness	20	0.513	1.684
EC Program Selectivity: Neutral	75	1.923	3.909
EC Program Selectivity: Opportunity for Improvement	18	0.462	1.804

Early Childhood Program	Total Score	Mean	Standard Deviation
EC Program Selectivity: Strength	23	0.590	1.996
EC Program Selectivity: Threat to Program	3	0.077	0.480
EC Program Selectivity: Weakness	11	0.282	1.605
EC Quality and Diversity of Clinical Experiences Threat to Program	7	0.179	0.854
EC Quality and Diversity of Clinical Experiences: Neutral	57	1.462	3.501
EC Quality and Diversity of Clinical Experiences: Opportunity for Improvement	39	1.000	2.362
EC Quality and Diversity of Clinical Experiences: Strength	8	0.205	0.732
EC Quality and Diversity of Clinical Experiences: Weakness	9	0.231	0.842
EC Quality of Course Scope and Sequence Threat to Program	2	0.051	0.320
EC Quality of Course Scope and Sequence: Neutral	55	1.410	3.431
EC Quality of Course Scope and Sequence: Opportunity for Improvement	35	0.897	2.479
EC Quality of Course Scope and Sequence: Strength	25	0.641	2.071
EC Quality of Course Scope and Sequence: Weakness	13	0.333	1.383
EC Responsiveness to Wyoming supply and demand needs Threat to Program	2	0.051	0.223
EC Responsiveness to Wyoming supply and demand needs: Neutral	43	1.103	3.085
EC Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	40	1.026	2.539
EC Responsiveness to Wyoming supply and demand needs: Strength	25	0.641	1.871
EC Responsiveness to Wyoming supply and demand needs: Weakness	20	0.513	1.620
EC Technologies Used in Program Delivery Threat to Program	0	0.000	0.000
EC Technologies Used in Program Delivery: Neutral	71	1.821	3.755
EC Technologies Used in Program Delivery: Opportunity for Improvement	12	0.308	0.950
EC Technologies Used in Program Delivery: Strength	29	0.744	2.048
EC Technologies Used in Program Delivery: Weakness	8	0.205	1.128
EC: Program Facilities: Neutral	53	1.359	3.391
EC: Program Facilities: Opportunity for Improvement	28	0.718	1.685
EC: Program Facilities: Strength	42	1.077	2.377
EC: Program Facilities: Threat to Program	1	0.026	0.160
EC: Program Facilities: Weakness	6	0.154	0.587

Elementary Education Program	Total Score	Mean	Standard Deviation
ELEM: Availability of Financial Aid: Neutral	46	1.243	3.201
ELEM: Availability of Financial Aid: Opportunity for Improvement	32	0.865	2.429
ELEM: Availability of Financial Aid: Strength	135	3.649	4.461
ELEM: Availability of Financial Aid: Threat to Program Success	1	0.027	0.164
ELEM: Availability of Financial Aid: Weakness	6	0.162	0.834
ELEM: Candidate Advising and Career Counseling: Neutral	70	1.892	3.747
ELEM: Candidate Advising and Career Counseling: Opportunity for Improvement	63	1.703	2.876
ELEM: Candidate Advising and Career Counseling: Strength	49	1.324	2.935
ELEM: Candidate Advising and Career Counseling: Threat to Program Success	5	0.135	0.822
ELEM: Candidate Advising and Career Counseling: Weakness	13	0.351	1.230
ELEM: Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	27	0.730	2.411
ELEM: Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	17	0.459	1.145
ELEM: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	169	4.568	4.562
ELEM: Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	3	0.081	0.493
ELEM: Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	4	0.108	0.458
ELEM: Ease of Access to Program, e.g., location, online delivery: Strength	135	3.649	4.098
ELEM: Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	47	1.270	2.143
ELEM: Ease of Access to Program, e.g., location, online delivery: Neutral	13	0.351	1.670
ELEM: Ease of Access to Program, e.g., location, online delivery: Weakness	11	0.297	0.996
ELEM: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	3	0.081	0.363
ELEM: Faculty Expertise and Effectiveness: Neutral	27	0.730	2.411
ELEM: Faculty Expertise and Effectiveness: Opportunity for Improvement	68	1.838	2.489
ELEM: Faculty Expertise and Effectiveness: Strength	59	1.595	2.833
ELEM: Faculty Expertise and Effectiveness: Threat to Program Success	9	0.243	0.925
ELEM: Faculty Expertise and Effectiveness: Weakness	57	1.541	2.631
ELEM: Graduates' Assessment and Data Literacy: Neutral	9	0.243	1.188
ELEM: Graduates' Assessment and Data Literacy: Opportunity for Improvement	95	2.568	3.279
ELEM: Graduates' Assessment and Data Literacy: Strength	38	1.027	2.217
ELEM: Graduates' Assessment and Data Literacy: Threat to Program Success	7	0.189	0.877
ELEM: Graduates' Assessment and Data Literacy: Weakness	51	1.378	2.509
ELEM: Graduates' Content Knowledge: Neutral	10	0.270	1.239
ELEM: Graduates' Content Knowledge: Opportunity for Improvement	105	2.838	3.228
ELEM: Graduates' Content Knowledge: Strength	61	1.649	2.541
ELEM: Graduates' Content Knowledge: Threat to Program Success	2	0.054	0.329
ELEM: Graduates' Content Knowledge: Weakness	32	0.865	1.653
ELEM: Graduates' Pedagogical Knowledge: Neutral	7	0.189	1.151
ELEM: Graduates' Pedagogical Knowledge: Opportunity for Improvement	95	2.568	2.902
ELEM: Graduates' Pedagogical Knowledge: Strength	58	1.568	2.410

Elementary Education Program	Total Score	Mean	Standard Deviation
ELEM: Graduates' Pedagogical Knowledge: Threat to Program Success	4	0.108	0.458
ELEM: Graduates' Pedagogical Knowledge: Weakness	36	0.973	1.740
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Opportunity for Improvement	88	2.378	2.928
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Strength	73	1.973	3.069
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	36	0.973	1.863
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Neutral	12	0.324	1.396
ELEM: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Threat to Program Success	11	0.297	1.077
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Opportunity for Improvement	82	2.216	2.917
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Strength	62	1.676	2.667
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Weakness	23	0.622	1.401
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Neutral	21	0.568	2.292
ELEM: Graduates' Preparation in Evidence-Based Instructional Practices: Threat to Program Success	12	0.324	1.203
ELEM: Induction and Mentoring Program for Graduates: Neutral	34	0.919	2.783
ELEM: Induction and Mentoring Program for Graduates: Opportunity for Improvement	87	2.417	3.375
ELEM: Induction and Mentoring Program for Graduates: Strength	28	0.757	2.127
ELEM: Induction and Mentoring Program for Graduates: Threat to Program Success	12	0.324	1.180
ELEM: Induction and Mentoring Program for Graduates: Weakness	49	1.324	2.625
ELEM: Other: Neutral	20	0.541	2.292
ELEM: Other: Opportunity for Improvement	3	0.081	0.493
ELEM: Other: Strength	5	0.135	0.822
ELEM: Other: Threat to Program Success	10	0.270	1.644
ELEM: Other: Weakness	2	0.054	0.329
ELEM: Partnerships with Wyoming School Districts: Neutral	5	0.135	0.585
ELEM: Partnerships with Wyoming School Districts: Opportunity for Improvement	92	2.486	3.610
ELEM: Partnerships with Wyoming School Districts: Strength	55	1.486	3.168
ELEM: Partnerships with Wyoming School Districts: Threat to Program Success	27	0.730	2.400
ELEM: Partnerships with Wyoming School Districts: Weakness	41	1.108	2.569
ELEM: Program Facilities: Neutral	44	1.189	2.856
ELEM: Program Facilities: Opportunity for Improvement	44	1.189	2.295
ELEM: Program Facilities: Strength	88	2.378	3.515
ELEM: Program Facilities: Threat to Program Success	9	0.243	0.723
ELEM: Program Facilities: Weakness	25	0.676	1.717
ELEM: Program Recruitment Strategies: Neutral	31	0.838	2.764
ELEM: Program Recruitment Strategies: Opportunity for Improvement	77	2.081	3.361
ELEM: Program Recruitment Strategies: Strength	63	1.703	3.341
ELEM: Program Recruitment Strategies: Threat to Program Success	11	0.297	0.968

Elementary Education Program	Total Score	Mean	Standard Deviation
ELEM: Program Recruitment Strategies: Weakness	18	0.486	1.121
ELEM: Program Reputation: Neutral	15	0.405	1.817
ELEM: Program Reputation: Opportunity for Improvement	105	2.838	3.602
ELEM: Program Reputation: Strength	40	1.081	2.564
ELEM: Program Reputation: Threat to Program Success	14	0.378	1.341
ELEM: Program Reputation: Weakness	36	0.973	1.936
ELEM: Program Selectivity: Neutral	28	0.757	2.431
ELEM: Program Selectivity: Opportunity for Improvement	90	2.432	3.363
ELEM: Program Selectivity: Strength	51	1.378	2.782
ELEM: Program Selectivity: Threat to Program Success	13	0.361	1.693
ELEM: Program Selectivity: Weakness	28	0.757	1.657
ELEM: Quality and Diversity of Clinical Experiences: Neutral	27	0.730	2.411
ELEM: Quality and Diversity of Clinical Experiences: Opportunity for Improvement	86	2.389	3.119
ELEM: Quality and Diversity of Clinical Experiences: Strength	24	0.649	1.670
ELEM: Quality and Diversity of Clinical Experiences: Threat to Program Success	31	0.838	2.433
ELEM: Quality and Diversity of Clinical Experiences: Weakness	32	0.889	1.720
ELEM: Quality of Course Scope and Sequence: Neutral	24	0.649	2.124
ELEM: Quality of Course Scope and Sequence: Opportunity for Improvement	88	2.378	2.938
ELEM: Quality of Course Scope and Sequence: Strength	41	1.139	2.153
ELEM: Quality of Course Scope and Sequence: Threat to Program Success	9	0.243	1.038
ELEM: Quality of Course Scope and Sequence: Weakness	38	1.027	1.878
ELEM: Responsiveness to Wyoming supply and demand needs: Neutral	23	0.622	2.326
ELEM: Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	55	1.486	2.353
ELEM: Responsiveness to Wyoming supply and demand needs: Strength	99	2.676	3.830
ELEM: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	12	0.324	1.313
ELEM: Responsiveness to Wyoming supply and demand needs: Weakness	21	0.568	1.345
ELEM: Technologies Used in Program Delivery: Neutral	64	1.730	3.525
ELEM: Technologies Used in Program Delivery: Opportunity for Improvement	60	1.622	2.742
ELEM: Technologies Used in Program Delivery: Strength	55	1.486	2.663
ELEM: Technologies Used in Program Delivery: Threat to Program Success	3	0.081	0.493
ELEM: Technologies Used in Program Delivery: Weakness	18	0.486	1.239

Secondary Education Program	Total Score	Mean	Standard Deviation
SEC ED: Availability of Financial Aid: Opportunity for Improvement	18	0.500	1.444
SEC ED: Availability of Financial Aid: Strength	90	2.500	4.067
SEC ED: Availability of Financial Aid: Threat to Program Success	0	0.000	0.000
SEC ED: Availability of Financial Aid: Weakness	12	0.333	1.042
SEC ED: Candidate Advising and Career Counseling: Neutral	42	1.167	2.933
SEC ED: Candidate Advising and Career Counseling: Opportunity for Improvement	52	1.444	2.782
SEC ED: Candidate Advising and Career Counseling: Strength	38	1.056	2.317
SEC ED: Candidate Advising and Career Counseling: Threat to Program Success	1	0.028	0.167
SEC ED: Candidate Advising and Career Counseling: Weakness	17	0.472	1.424
SEC ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	114	3.167	4.494
SEC ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	22	0.611	2.333
SEC ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	10	0.278	0.974
SEC ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	2	0.056	0.333
SEC ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	0	0.000	0.000
SEC ED: Ease of Access to Program, e.g., location, online delivery: Strength	83	2.306	3.733
SEC ED: Ease of Access to Program, e.g., location, online delivery: Neutral	34	0.944	2.818
SEC ED: Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	30	0.833	2.171
SEC ED: Ease of Access to Program, e.g., location, online delivery: Weakness	3	0.083	0.368
SEC ED: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	0	0.000	0.000
SEC ED: Faculty Expertise and Effectiveness: Neutral	15	0.417	1.746
SEC ED: Faculty Expertise and Effectiveness: Opportunity for Improvement	43	1.194	2.328
SEC ED: Faculty Expertise and Effectiveness: Strength	55	1.528	2.913
SEC ED: Faculty Expertise and Effectiveness: Threat to Program Success	5	0.139	0.833
SEC ED: Faculty Expertise and Effectiveness: Weakness	32	0.889	2.459
SEC ED: Graduates' Assessment and Data Literacy: Neutral	25	0.694	2.175
SEC ED: Graduates' Assessment and Data Literacy: Opportunity for Improvement	61	1.694	2.681
SEC ED: Graduates' Assessment and Data Literacy: Strength	20	0.556	1.681
SEC ED: Graduates' Assessment and Data Literacy: Threat to Program Success	2	0.056	0.333
SEC ED: Graduates' Assessment and Data Literacy: Weakness	32	0.889	2.252
SEC ED: Graduates' Content Knowledge: Neutral	17	0.472	1.502
SEC ED: Graduates' Content Knowledge: Opportunity for Improvement	51	1.417	2.557
SEC ED: Graduates' Content Knowledge: Strength	74	2.056	3.545
SEC ED: Graduates' Content Knowledge: Threat to Program Success	0	0.000	0.000
SEC ED: Graduates' Content Knowledge: Weakness	8	0.222	0.797
SEC ED: Graduates' Pedagogical Knowledge: Neutral	16	0.444	1.482
SEC ED: Graduates' Pedagogical Knowledge: Opportunity for Improvement	62	1.722	2.885
SEC ED: Graduates' Pedagogical Knowledge: Strength	44	1.222	2.474
SEC ED: Graduates' Pedagogical Knowledge: Threat to Program Success	0	0.000	0.000
SEC ED: Graduates' Pedagogical Knowledge: Weakness	18	0.500	1.813

Secondary Education Program	Total Score	Mean	Standard Deviation
SEC ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Opportunity for Improvement	57	1.583	2.557
SEC ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Strength	53	1.472	2.913
SEC ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	19	0.528	1.964
SEC ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Neutral	16	0.444	1.482
SEC ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Threat to Program Success	5	0.139	0.833
SEC ED: Graduates' Preparation in Evidence-Based Instructional Practices: Opportunity for Improvement	50	1.389	2.441
SEC ED: Graduates' Preparation in Evidence-Based Instructional Practices: Strength	45	1.250	2.634
SEC ED: Graduates' Preparation in Evidence-Based Instructional Practices: Neutral	31	0.861	2.486
SEC ED: Graduates' Preparation in Evidence-Based Instructional Practices: Weakness	9	0.250	1.105
SEC ED: Graduates' Preparation in Evidence-Based Instructional Practices: Threat to Program Success	5	0.139	0.833
SEC ED: Induction and Mentoring Program for Graduates: Neutral	20	0.556	1.904
SEC ED: Induction and Mentoring Program for Graduates: Opportunity for Improvement	55	1.528	2.455
SEC ED: Induction and Mentoring Program for Graduates: Strength	30	0.833	2.261
SEC ED: Induction and Mentoring Program for Graduates: Threat to Program Success	10	0.278	1.667
SEC ED: Induction and Mentoring Program for Graduates: Weakness	30	0.833	2.131
SEC ED: Other: Neutral	20	0.556	2.323
SEC ED: Other: Opportunity for Improvement	0	0.000	0.000
SEC ED: Other: Strength	0	0.000	0.000
SEC ED: Other: Threat to Program Success	10	0.278	1.667
SEC ED: Other: Weakness	0	0.000	0.000
SEC ED: Partnerships with Wyoming School Districts: Neutral	1	0.028	0.167
SEC ED: Partnerships with Wyoming School Districts: Opportunity for Improvement	43	1.194	2.136
SEC ED: Partnerships with Wyoming School Districts: Strength	42	1.167	2.699
SEC ED: Partnerships with Wyoming School Districts: Threat to Program Success	27	0.750	2.430
SEC ED: Partnerships with Wyoming School Districts: Weakness	37	1.028	2.171
SEC ED: Program Facilities: Neutral	33	0.917	2.802
SEC ED: Program Facilities: Opportunity for Improvement	33	0.917	2.062
SEC ED: Program Facilities: Strength	59	1.639	3.035
SEC ED: Program Facilities: Threat to Program Success	4	0.111	0.465
SEC ED: Program Facilities: Weakness	21	0.583	1.538
SEC ED: Program Recruitment Strategies: Neutral	22	0.611	2.333
SEC ED: Program Recruitment Strategies: Opportunity for Improvement	52	1.444	2.466
SEC ED: Program Recruitment Strategies: Strength	45	1.250	2.719
SEC ED: Program Recruitment Strategies: Threat to Program Success	6	0.167	0.737
SEC ED: Program Recruitment Strategies: Weakness	25	0.694	1.527
SEC ED: Program Reputation: Neutral	30	0.833	2.467
SEC ED: Program Reputation: Opportunity for Improvement	67	1.861	3.235

Secondary Education Program	Total Score	Mean	Standard Deviation
SEC ED: Program Reputation: Strength	28	0.778	2.099
SEC ED: Program Reputation: Threat to Program Success	7	0.194	0.889
SEC ED: Program Reputation: Weakness	18	0.500	1.231
SEC ED: Program Selectivity: Neutral	37	1.028	2.883
SEC ED: Program Selectivity: Opportunity for Improvement	49	1.361	2.738
SEC ED: Program Selectivity: Strength	32	0.889	2.240
SEC ED: Program Selectivity: Threat to Program Success	11	0.306	1.670
SEC ED: Program Selectivity: Weakness	21	0.583	1.481
SEC ED: Quality and Diversity of Clinical Experiences: Neutral	12	0.333	1.690
SEC ED: Quality and Diversity of Clinical Experiences: Opportunity for Improvement	38	1.056	1.985
SEC ED: Quality and Diversity of Clinical Experiences: Strength	28	0.778	2.002
SEC ED: Quality and Diversity of Clinical Experiences: Threat to Program Success	36	1.000	2.839
SEC ED: Quality and Diversity of Clinical Experiences: Weakness	26	0.722	1.579
SEC ED: Quality of Course Scope and Sequence: Neutral	27	0.750	2.419
SEC ED: Quality of Course Scope and Sequence: Opportunity for Improvement	61	1.694	3.050
SEC ED: Quality of Course Scope and Sequence: Strength	41	1.139	2.344
SEC ED: Quality of Course Scope and Sequence: Threat to Program Success	5	0.139	0.833
SEC ED: Quality of Course Scope and Sequence: Weakness	16	0.444	1.252
SEC ED: Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	55	1.528	2.396
SEC ED: Responsiveness to Wyoming supply and demand needs: Strength	55	1.528	2.883
SEC ED: Responsiveness to Wyoming supply and demand needs: Weakness	28	0.778	2.044
SEC ED: Responsiveness to Wyoming supply and demand needs: Neutral	6	0.167	0.697
SEC ED: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	6	0.167	0.845
SEC ED: Technologies Used in Program Delivery: Neutral	29	0.806	2.459
SEC ED: Technologies Used in Program Delivery: Opportunity for Improvement	43	1.194	2.352
SEC ED: Technologies Used in Program Delivery: Strength	49	1.361	2.830
SEC ED: Technologies Used in Program Delivery: Threat to Program Success	0	0.000	0.000
SEC ED: Technologies Used in Program Delivery: Weakness	19	0.528	1.230

Special Education Program	Total Score	Mean	Standard Deviation
SP ED: Availability of Financial Aid: Neutral	42	1.167	3.185
SP ED: Availability of Financial Aid: Opportunity for Improvement	7	0.194	0.749
SP ED: Availability of Financial Aid: Strength	54	1.500	3.299
SP ED: Availability of Financial Aid: Threat to Program Success	2	0.056	0.333
SP ED: Availability of Financial Aid: Weakness	5	0.139	0.593
SP ED: Candidate Advising and Career Counseling: Neutral	50	1.389	3.507
SP ED: Candidate Advising and Career Counseling: Opportunity for Improvement	35	0.972	2.667
SP ED: Candidate Advising and Career Counseling: Strength	11	0.306	1.064
SP ED: Candidate Advising and Career Counseling: Threat to Program Success	10	0.278	1.667
SP ED: Candidate Advising and Career Counseling: Weakness	4	0.111	0.667
SP ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	32	0.889	2.806
SP ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	5	0.139	0.487
SP ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	66	1.833	3.621
SP ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	2	0.056	0.333
SP ED: Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	5	0.139	0.683
SP ED: Ease of Access to Program, e.g., location, online delivery: Strength	55	1.528	3.220
SP ED: Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	24	0.667	1.897
SP ED: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	12	0.333	1.690
SP ED: Ease of Access to Program, e.g., location, online delivery: Neutral	11	0.306	1.670
SP ED: Ease of Access to Program, e.g., location, online delivery: Weakness	8	0.222	0.760
SP ED: Faculty Expertise and Effectiveness: Neutral	25	0.694	2.436
SP ED: Faculty Expertise and Effectiveness: Opportunity for Improvement	36	1.000	2.330
SP ED: Faculty Expertise and Effectiveness: Strength	24	0.667	1.724
SP ED: Faculty Expertise and Effectiveness: Threat to Program Success	12	0.333	1.690
SP ED: Faculty Expertise and Effectiveness: Weakness	13	0.361	1.046
SP ED: Graduates' Assessment and Data Literacy: Neutral	25	0.694	2.364
SP ED: Graduates' Assessment and Data Literacy: Opportunity for Improvement	36	1.000	2.563
SP ED: Graduates' Assessment and Data Literacy: Strength	24	0.686	1.922
SP ED: Graduates' Assessment and Data Literacy: Threat to Program Success	10	0.278	1.667
SP ED: Graduates' Assessment and Data Literacy: Weakness	15	0.417	1.746
SP ED: Graduates' Content Knowledge: Neutral	12	0.333	1.690
SP ED: Graduates' Content Knowledge: Opportunity for Improvement	44	1.222	2.663
SP ED: Graduates' Content Knowledge: Strength	25	0.694	1.864
SP ED: Graduates' Content Knowledge: Threat to Program Success	12	0.333	1.690
SP ED: Graduates' Content Knowledge: Weakness	17	0.472	1.207
SP ED: Graduates' Pedagogical Knowledge: Neutral	12	0.333	1.690
SP ED: Graduates' Pedagogical Knowledge: Opportunity for Improvement	45	1.250	2.698
SP ED: Graduates' Pedagogical Knowledge: Strength	30	0.833	1.964
SP ED: Graduates' Pedagogical Knowledge: Threat to Program Success	12	0.333	1.690

Special Education Program	Total Score	Mean	Standard Deviation
SP ED: Graduates' Pedagogical Knowledge: Weakness	11	0.306	0.889
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Opportunity for Improvement	38	1.056	2.390
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	28	0.778	2.044
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Strength	20	0.556	1.647
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Neutral	12	0.333	1.690
SP ED: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Threat to Program Success	12	0.333	1.690
SP ED: Graduates' Preparation in Evidence-Based Instructional Practices: Opportunity for Improvement	45	1.250	2.729
SP ED: Graduates' Preparation in Evidence-Based Instructional Practices: Neutral	23	0.657	2.388
SP ED: Graduates' Preparation in Evidence-Based Instructional Practices: Weakness	16	0.444	1.340
SP ED: Graduates' Preparation in Evidence-Based Instructional Practices: Strength	14	0.389	1.315
SP ED: Graduates' Preparation in Evidence-Based Instructional Practices: Threat to Program Success	12	0.333	1.690
SP ED: Induction and Mentoring Program for Graduates: Neutral	53	1.472	3.509
SP ED: Induction and Mentoring Program for Graduates: Opportunity for Improvement	31	0.861	2.609
SP ED: Induction and Mentoring Program for Graduates: Strength	2	0.056	0.333
SP ED: Induction and Mentoring Program for Graduates: Threat to Program Success	10	0.278	1.667
SP ED: Induction and Mentoring Program for Graduates: Weakness	14	0.389	1.777
SP ED: Other: Neutral	20	0.556	2.323
SP ED: Other: Opportunity for Improvement	0	0.000	0.000
SP ED: Other: Strength	0	0.000	0.000
SP ED: Other: Threat to Program Success	0	0.000	0.000
SP ED: Other: Weakness	0	0.000	0.000
SP ED: Partnerships with Wyoming School Districts: Neutral	12	0.333	1.690
SP ED: Partnerships with Wyoming School Districts: Opportunity for Improvement	31	0.861	2.113
SP ED: Partnerships with Wyoming School Districts: Strength	25	0.694	2.162
SP ED: Partnerships with Wyoming School Districts: Threat to Program Success	26	0.722	2.386
SP ED: Partnerships with Wyoming School Districts: Weakness	16	0.444	1.319
SP ED: Program Facilities: Neutral	24	0.667	2.342
SP ED: Program Facilities: Opportunity for Improvement	23	0.639	1.930
SP ED: Program Facilities: Strength	44	1.222	2.860
SP ED: Program Facilities: Threat to Program Success	12	0.333	1.690
SP ED: Program Facilities: Weakness	7	0.194	0.710
SP ED: Program Recruitment Strategies: Neutral	24	0.667	2.354
SP ED: Program Recruitment Strategies: Opportunity for Improvement	45	1.250	2.687
SP ED: Program Recruitment Strategies: Strength	13	0.361	1.291
SP ED: Program Recruitment Strategies: Threat to Program Success	15	0.417	1.746
SP ED: Program Recruitment Strategies: Weakness	14	0.389	1.178
SP ED: Program Reputation: Neutral	21	0.583	1.903

Special Education Program	Total Score	Mean	Standard Deviation
SP ED: Program Reputation: Opportunity for Improvement	31	0.861	2.282
SP ED: Program Reputation: Strength	27	0.750	1.991
SP ED: Program Reputation: Threat to Program Success	12	0.333	1.690
SP ED: Program Reputation: Weakness	9	0.250	0.874
SP ED: Program Selectivity: Neutral	23	0.639	2.058
SP ED: Program Selectivity: Opportunity for Improvement	34	0.944	2.190
SP ED: Program Selectivity: Strength	20	0.556	1.576
SP ED: Program Selectivity: Threat to Program Success	12	0.333	1.690
SP ED: Program Selectivity: Weakness	21	0.583	1.948
SP ED: Quality and Diversity of Clinical Experiences: Neutral	15	0.417	1.746
SP ED: Quality and Diversity of Clinical Experiences: Opportunity for Improvement	49	1.361	2.870
SP ED: Quality and Diversity of Clinical Experiences: Strength	14	0.400	1.355
SP ED: Quality and Diversity of Clinical Experiences: Threat to Program Success	12	0.333	1.690
SP ED: Quality and Diversity of Clinical Experiences: Weakness	20	0.556	1.443
SP ED: Quality of Course Scope and Sequence: Neutral	27	0.750	2.442
SP ED: Quality of Course Scope and Sequence: Opportunity for Improvement	35	0.972	2.274
SP ED: Quality of Course Scope and Sequence: Strength	18	0.500	1.502
SP ED: Quality of Course Scope and Sequence: Threat to Program Success	12	0.333	1.690
SP ED: Quality of Course Scope and Sequence: Weakness	18	0.500	1.320
SP ED: Responsiveness to Wyoming supply and demand needs: Neutral	22	0.611	2.333
SP ED: Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	38	1.056	2.437
SP ED: Responsiveness to Wyoming supply and demand needs: Strength	9	0.250	1.204
SP ED: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	25	0.694	2.364
SP ED: Responsiveness to Wyoming supply and demand needs: Weakness	16	0.444	1.319
SP ED: Technologies Used in Program Delivery: Neutral	42	1.167	3.185
SP ED: Technologies Used in Program Delivery: Opportunity for Improvement	27	0.750	2.103
SP ED: Technologies Used in Program Delivery: Strength	25	0.714	1.979
SP ED: Technologies Used in Program Delivery: Threat to Program Success	10	0.278	1.667
SP ED: Technologies Used in Program Delivery: Weakness	6	0.167	0.697

Educational Leadership Program	Total Score	Mean	Standard Deviation
ED LDR: Availability of Financial Aid: Neutral	38	1.086	2.934
ED LDR: Availability of Financial Aid: Opportunity for Improvement	32	0.914	2.174
ED LDR: Availability of Financial Aid: Strength	67	1.914	3.584
ED LDR: Availability of Financial Aid: Threat to Program Success	1	0.029	0.169
ED LDR: Availability of Financial Aid: Weakness	22	0.629	2.001
ED LDR: Candidate Advising and Career Counseling: Neutral	30	0.857	2.840
ED LDR: Candidate Advising and Career Counseling: Opportunity for Improvement	79	2.257	3.441
ED LDR: Candidate Advising and Career Counseling: Strength	36	1.029	2.294
ED LDR: Candidate Advising and Career Counseling: Threat to Program Success	19	0.543	1.915
ED LDR: Candidate Advising and Career Counseling: Weakness	16	0.457	1.358
ED LDR: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	139	3.971	4.515
ED LDR: Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	19	0.543	1.961
ED LDR: Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	17	0.486	1.147
ED LDR: Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	5	0.143	0.845
ED LDR: Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	0	0.000	0.000
ED LDR: Ease of Access to Program, e.g., location, online delivery: Strength	107	3.057	4.072
ED LDR: Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	30	0.857	1.734
ED LDR: Ease of Access to Program, e.g., location, online delivery: Neutral	11	0.314	1.694
ED LDR: Ease of Access to Program, e.g., location, online delivery: Weakness	9	0.257	0.886
ED LDR: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	3	0.086	0.507
ED LDR: Faculty Expertise and Effectiveness: Neutral	11	0.314	1.078
ED LDR: Faculty Expertise and Effectiveness: Opportunity for Improvement	73	2.086	3.193
ED LDR: Faculty Expertise and Effectiveness: Strength	60	1.765	3.046
ED LDR: Faculty Expertise and Effectiveness: Threat to Program Success	1	0.029	0.169
ED LDR: Faculty Expertise and Effectiveness: Weakness	25	0.714	2.052
ED LDR: Graduates' Assessment and Data Literacy: Neutral	27	0.771	2.157
ED LDR: Graduates' Assessment and Data Literacy: Opportunity for Improvement	67	1.914	2.884
ED LDR: Graduates' Assessment and Data Literacy: Strength	56	1.600	2.943
ED LDR: Graduates' Assessment and Data Literacy: Threat to Program Success	7	0.200	0.901
ED LDR: Graduates' Assessment and Data Literacy: Weakness	13	0.371	1.003
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Strength	73	2.086	3.346
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Opportunity for Improvement	63	1.800	2.919
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Neutral	14	0.400	1.193
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Weakness	13	0.371	1.190
ED LDR: Graduates' Preparation in Best Leadership Practices Used in Wyoming: Threat to Program Success	7	0.200	0.901
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Strength	77	2.200	3.350
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Opportunity for Improvement	67	1.914	2.884

Educational Leadership Program	Total Score	Mean	Standard Deviation
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Weakness	19	0.543	1.482
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Neutral	12	0.343	1.305
ED LDR: Graduates' Preparation in Evidence-Based Leadership Practices: Threat to Program Success	6	0.171	0.857
ED LDR: Induction and Mentoring Program for Graduates: Neutral	25	0.714	2.468
ED LDR: Induction and Mentoring Program for Graduates: Opportunity for Improvement	69	1.971	3.204
ED LDR: Induction and Mentoring Program for Graduates: Strength	27	0.771	2.129
ED LDR: Induction and Mentoring Program for Graduates: Threat to Program Success	9	0.257	1.067
ED LDR: Induction and Mentoring Program for Graduates: Weakness	30	0.857	2.198
ED LDR: Other: Neutral	10	0.286	1.690
ED LDR: Other: Opportunity for Improvement	0	0.000	0.000
ED LDR: Other: Strength	0	0.000	0.000
ED LDR: Other: Threat to Program Success	0	0.000	0.000
ED LDR: Other: Weakness	0	0.000	0.000
ED LDR: Partnerships with Wyoming School Districts: Neutral	20	0.571	1.929
ED LDR: Partnerships with Wyoming School Districts: Opportunity for Improvement	61	1.743	3.023
ED LDR: Partnerships with Wyoming School Districts: Strength	81	2.314	3.587
ED LDR: Partnerships with Wyoming School Districts: Threat to Program Success	2	0.057	0.236
ED LDR: Partnerships with Wyoming School Districts: Weakness	14	0.412	1.158
ED LDR: Program Facilities: Neutral	50	1.429	3.301
ED LDR: Program Facilities: Opportunity for Improvement	36	1.029	1.886
ED LDR: Program Facilities: Strength	54	1.543	2.832
ED LDR: Program Facilities: Threat to Program Success	9	0.257	0.950
ED LDR: Program Facilities: Weakness	11	0.314	1.078
ED LDR: Program Recruitment Strategies: Neutral	19	0.543	2.049
ED LDR: Program Recruitment Strategies: Opportunity for Improvement	63	1.800	3.056
ED LDR: Program Recruitment Strategies: Strength	51	1.457	2.661
ED LDR: Program Recruitment Strategies: Threat to Program Success	4	0.114	0.471
ED LDR: Program Recruitment Strategies: Weakness	25	0.714	1.919
ED LDR: Program Reputation: Neutral	15	0.429	1.770
ED LDR: Program Reputation: Opportunity for Improvement	59	1.686	2.938
ED LDR: Program Reputation: Strength	59	1.686	3.332
ED LDR: Program Reputation: Threat to Program Success	4	0.114	0.471
ED LDR: Program Reputation: Weakness	33	0.943	2.155
ED LDR: Program Selectivity: Neutral	29	0.829	2.526
ED LDR: Program Selectivity: Opportunity for Improvement	40	1.143	2.353
ED LDR: Program Selectivity: Strength	62	1.824	3.186
ED LDR: Program Selectivity: Threat to Program Success	11	0.314	1.694
ED LDR: Program Selectivity: Weakness	30	0.857	2.046
ED LDR: Quality and Diversity of Internship Experience: Neutral	15	0.429	1.867

Educational Leadership Program	Total Score	Mean	Standard Deviation
ED LDR: Quality and Diversity of Internship Experience: Opportunity for Improvement	59	1.686	2.752
ED LDR: Quality and Diversity of Internship Experience: Strength	45	1.286	2.652
ED LDR: Quality and Diversity of Internship Experience: Threat to Program Success	22	0.629	2.088
ED LDR: Quality and Diversity of Internship Experience: Weakness	19	0.543	1.336
ED LDR: Quality of Course Scope and Sequence: Neutral	12	0.343	1.162
ED LDR: Quality of Course Scope and Sequence: Opportunity for Improvement	62	1.771	3.163
ED LDR: Quality of Course Scope and Sequence: Strength	62	1.771	3.144
ED LDR: Quality of Course Scope and Sequence: Threat to Program Success	7	0.200	0.901
ED LDR: Quality of Course Scope and Sequence: Weakness	27	0.794	2.086
ED LDR: Responsiveness to Wyoming supply and demand needs: Neutral	21	0.600	2.172
ED LDR: Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	46	1.314	2.654
ED LDR: Responsiveness to Wyoming supply and demand needs: Strength	85	2.429	3.845
ED LDR: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	21	0.600	2.354
ED LDR: Responsiveness to Wyoming supply and demand needs: Weakness	9	0.257	0.741
ED LDR: Technologies Used in Program Delivery: Neutral	28	0.800	2.471
ED LDR: Technologies Used in Program Delivery: Opportunity for Improvement	39	1.114	2.447
ED LDR: Technologies Used in Program Delivery: Strength	80	2.286	3.651
ED LDR: Technologies Used in Program Delivery: Threat to Program Success	8	0.229	0.910
ED LDR: Technologies Used in Program Delivery: Weakness	15	0.429	1.243

School Counselor Program	Total Score	Mean	Standard Deviation
SCH COUNS: Availability of Financial Aid: Neutral	21	0.583	2.322
SCH COUNS: Availability of Financial Aid: Opportunity for Improvement	12	0.333	1.014
SCH COUNS: Availability of Financial Aid: Strength	33	0.917	2.465
SCH COUNS: Availability of Financial Aid: Threat to Program Success	1	0.028	0.167
SCH COUNS: Availability of Financial Aid: Weakness	3	0.083	0.500
SCH COUNS: Candidate Advising and Career Counseling: Neutral	13	0.361	1.693
SCH COUNS: Candidate Advising and Career Counseling: Opportunity for Improvement	29	0.806	2.095
SCH COUNS: Candidate Advising and Career Counseling: Strength	20	0.556	1.664
SCH COUNS: Candidate Advising and Career Counseling: Threat to Program Success	0	0.000	0.000
SCH COUNS: Candidate Advising and Career Counseling: Weakness	8	0.222	0.959
SCH COUNS: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	50	1.389	3.315
SCH COUNS: Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	11	0.306	1.670
SCH COUNS: Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	6	0.167	0.737
SCH COUNS: Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	3	0.083	0.500
SCH COUNS: Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	0	0.000	0.000
SCH COUNS: Ease of Access to Program, e.g., location, online delivery: Strength	30	0.833	2.223
SCH COUNS: Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	20	0.556	1.889
SCH COUNS: Ease of Access to Program, e.g., location, online delivery: Neutral	17	0.472	1.859
SCH COUNS: Ease of Access to Program, e.g., location, online delivery: Weakness	3	0.083	0.500
SCH COUNS: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	0	0.000	0.000
SCH COUNS: Faculty Expertise and Effectiveness: Neutral	23	0.639	2.356
SCH COUNS: Faculty Expertise and Effectiveness: Opportunity for Improvement	21	0.583	1.918
SCH COUNS: Faculty Expertise and Effectiveness: Strength	20	0.556	1.748
SCH COUNS: Faculty Expertise and Effectiveness: Threat to Program Success	0	0.000	0.000
SCH COUNS: Faculty Expertise and Effectiveness: Weakness	6	0.167	0.737
SCH COUNS: Graduates' Content Knowledge: Neutral	13	0.361	1.726
SCH COUNS: Graduates' Content Knowledge: Opportunity for Improvement	24	0.667	1.971
SCH COUNS: Graduates' Content Knowledge: Strength	26	0.722	2.023
SCH COUNS: Graduates' Content Knowledge: Threat to Program Success	0	0.000	0.000
SCH COUNS: Graduates' Content Knowledge: Weakness	7	0.194	0.822
SCH COUNS: Graduates' Preparation in Best Counseling and Advising Practices Used in Wyoming: Opportunity for Improvement	23	0.639	1.930
SCH COUNS: Graduates' Preparation in Best Counseling and Advising Practices Used in Wyoming: Neutral	22	0.611	2.333
SCH COUNS: Graduates' Preparation in Best Counseling and Advising Practices Used in Wyoming: Strength	15	0.417	1.574
SCH COUNS: Graduates' Preparation in Best Counseling and Advising Practices Used in Wyoming: Weakness	10	0.278	1.186

School Counselor Program	Total Score	Mean	Standard Deviation
SCH COUNS: Graduates' Preparation in Best Counseling and Advising Practices Used in Wyoming: Threat to Program Success	0	0.000	0.000
SCH COUNS: Graduates' Preparation in Evidence-Based Counseling and Advising Practices: Strength	24	0.667	2.070
SCH COUNS: Graduates' Preparation in Evidence-Based Counseling and Advising Practices: Neutral	23	0.639	2.356
SCH COUNS: Graduates' Preparation in Evidence-Based Counseling and Advising Practices: Opportunity for Improvement	13	0.361	1.073
SCH COUNS: Graduates' Preparation in Evidence-Based Counseling and Advising Practices: Weakness	10	0.278	1.186
SCH COUNS: Graduates' Preparation in Evidence-Based Counseling and Advising Practices: Threat to Program Success	0	0.000	0.000
SCH COUNS: Induction and Mentoring Program for Graduates: Neutral	21	0.583	2.322
SCH COUNS: Induction and Mentoring Program for Graduates: Opportunity for Improvement	26	0.722	2.051
SCH COUNS: Induction and Mentoring Program for Graduates: Strength	9	0.250	0.874
SCH COUNS: Induction and Mentoring Program for Graduates: Threat to Program Success	2	0.056	0.333
SCH COUNS: Induction and Mentoring Program for Graduates: Weakness	12	0.333	1.121
SCH COUNS: Other: Neutral	20	0.556	2.323
SCH COUNS: Other: Opportunity for Improvement	5	0.139	0.833
SCH COUNS: Other: Strength	0	0.000	0.000
SCH COUNS: Other: Threat to Program Success	0	0.000	0.000
SCH COUNS: Other: Weakness	5	0.139	0.833
SCH COUNS: Partnerships with Wyoming School Districts: Neutral	12	0.333	1.690
SCH COUNS: Partnerships with Wyoming School Districts: Opportunity for Improvement	21	0.583	1.500
SCH COUNS: Partnerships with Wyoming School Districts: Strength	17	0.472	1.665
SCH COUNS: Partnerships with Wyoming School Districts: Threat to Program Success	3	0.083	0.368
SCH COUNS: Partnerships with Wyoming School Districts: Weakness	17	0.472	1.383
SCH COUNS: Program Facilities: Neutral	26	0.722	2.433
SCH COUNS: Program Facilities: Opportunity for Improvement	11	0.306	1.037
SCH COUNS: Program Facilities: Strength	20	0.556	1.812
SCH COUNS: Program Facilities: Threat to Program Success	2	0.056	0.333
SCH COUNS: Program Facilities: Weakness	11	0.306	1.142
SCH COUNS: Program Recruitment Strategies: Neutral	20	0.556	2.323
SCH COUNS: Program Recruitment Strategies: Opportunity for Improvement	24	0.667	1.757
SCH COUNS: Program Recruitment Strategies: Strength	17	0.472	1.502
SCH COUNS: Program Recruitment Strategies: Threat to Program Success	2	0.056	0.333
SCH COUNS: Program Recruitment Strategies: Weakness	7	0.194	0.889
SCH COUNS: Program Reputation: Neutral	18	0.500	1.935
SCH COUNS: Program Reputation: Opportunity for Improvement	26	0.722	2.051
SCH COUNS: Program Reputation: Strength	17	0.472	1.424
SCH COUNS: Program Reputation: Threat to Program Success	0	0.000	0.000
SCH COUNS: Program Reputation: Weakness	9	0.250	1.052

School Counselor Program	Total Score	Mean	Standard Deviation
SCH COUNS: Program Selectivity: Neutral	16	0.444	1.919
SCH COUNS: Program Selectivity: Opportunity for Improvement	25	0.694	2.026
SCH COUNS: Program Selectivity: Strength	21	0.583	1.713
SCH COUNS: Program Selectivity: Threat to Program Success	1	0.028	0.167
SCH COUNS: Program Selectivity: Weakness	7	0.194	0.822
SCH COUNS: Quality and Diversity of Internship Experience Throughout Wyoming: Neutral	33	0.917	2.802
SCH COUNS: Quality and Diversity of Internship Experience Throughout Wyoming: Opportunity for Improvement	17	0.472	1.383
SCH COUNS: Quality and Diversity of Internship Experience Throughout Wyoming: Strength	13	0.361	1.073
SCH COUNS: Quality and Diversity of Internship Experience Throughout Wyoming: Weakness	6	0.167	0.737
SCH COUNS: Quality and Diversity of Internship Experience Throughout Wyoming: Threat to Program Success	1	0.028	0.167
SCH COUNS: Quality of Course Scope and Sequence: Neutral	43	1.194	3.197
SCH COUNS: Quality of Course Scope and Sequence: Opportunity for Improvement	7	0.194	0.822
SCH COUNS: Quality of Course Scope and Sequence: Strength	12	0.333	1.287
SCH COUNS: Quality of Course Scope and Sequence: Threat to Program Success	0	0.000	0.000
SCH COUNS: Quality of Course Scope and Sequence: Weakness	8	0.222	0.959
SCH COUNS: Responsiveness to Wyoming supply and demand needs: Neutral	32	0.889	2.806
SCH COUNS: Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	18	0.500	1.320
SCH COUNS: Responsiveness to Wyoming supply and demand needs: Strength	21	0.583	1.746
SCH COUNS: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	1	0.028	0.167
SCH COUNS: Responsiveness to Wyoming supply and demand needs: Weakness	8	0.222	0.959
SCH COUNS: Technologies Used in Program Delivery: Neutral	26	0.722	2.433
SCH COUNS: Technologies Used in Program Delivery: Opportunity for Improvement	9	0.250	0.937
SCH COUNS: Technologies Used in Program Delivery: Strength	28	0.778	2.192
SCH COUNS: Technologies Used in Program Delivery: Threat to Program Success	0	0.000	0.000
SCH COUNS: Technologies Used in Program Delivery: Weakness	7	0.194	0.822
SEC ED: Availability of Financial Aid: Neutral	30	0.833	2.490

Instructional Technology Program	Total Score	Mean	Standard Deviation
INST TECH: Availability of Financial Aid: Neutral	12	0.333	1.690
INST TECH: Availability of Financial Aid: Opportunity for Improvement	13	0.361	1.355
INST TECH: Availability of Financial Aid: Strength	31	0.861	2.543
INST TECH: Availability of Financial Aid: Threat to Program Success	1	0.028	0.167
INST TECH: Availability of Financial Aid: Weakness	3	0.083	0.500
INST TECH: Candidate Advising and Career Counseling: Neutral	3	0.083	0.500
INST TECH: Candidate Advising and Career Counseling: Opportunity for Improvement	17	0.472	1.404
INST TECH: Candidate Advising and Career Counseling: Strength	25	0.694	2.122
INST TECH: Candidate Advising and Career Counseling: Threat to Program Success	10	0.278	1.667
INST TECH: Candidate Advising and Career Counseling: Weakness	5	0.139	0.833
INST TECH: Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	48	1.333	3.126
INST TECH: Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	11	0.306	1.670
INST TECH: Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	11	0.306	1.091
INST TECH: Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	0	0.000	0.000
INST TECH: Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	0	0.000	0.000
INST TECH: Ease of Access to Program, e.g., location, online delivery: Strength	35	0.972	2.569
INST TECH: Ease of Access to Program, e.g., location, online delivery: Neutral	13	0.361	1.726
INST TECH: Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	12	0.333	1.219
INST TECH: Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	0	0.000	0.000
INST TECH: Ease of Access to Program, e.g., location, online delivery: Weakness	0	0.000	0.000
INST TECH: Faculty Expertise and Effectiveness: Neutral	0	0.000	0.000
INST TECH: Faculty Expertise and Effectiveness: Opportunity for Improvement	16	0.444	1.423
INST TECH: Faculty Expertise and Effectiveness: Strength	32	0.889	2.447
INST TECH: Faculty Expertise and Effectiveness: Threat to Program Success	10	0.278	1.667
INST TECH: Faculty Expertise and Effectiveness: Weakness	2	0.056	0.333
INST TECH: Graduates' Assessment and Data Literacy: Neutral	0	0.000	0.000
INST TECH: Graduates' Assessment and Data Literacy: Opportunity for Improvement	21	0.583	1.730
INST TECH: Graduates' Assessment and Data Literacy: Strength	20	0.556	2.006
INST TECH: Graduates' Assessment and Data Literacy: Threat to Program Success	10	0.278	1.667
INST TECH: Graduates' Assessment and Data Literacy: Weakness	9	0.250	1.105
INST TECH: Graduates' Content Knowledge: Neutral	2	0.056	0.333
INST TECH: Graduates' Content Knowledge: Opportunity for Improvement	13	0.361	1.355
INST TECH: Graduates' Content Knowledge: Strength	31	0.861	2.474
INST TECH: Graduates' Content Knowledge: Threat to Program Success	10	0.278	1.667
INST TECH: Graduates' Content Knowledge: Weakness	4	0.111	0.667
INST TECH: Graduates' Pedagogical Knowledge: Neutral	0	0.000	0.000
INST TECH: Graduates' Pedagogical Knowledge: Opportunity for Improvement	19	0.528	1.594
INST TECH: Graduates' Pedagogical Knowledge: Strength	27	0.750	2.183

Instructional Technology Program	Total Score	Mean	Standard Deviation
INST TECH: Graduates' Pedagogical Knowledge: Threat to Program Success	10	0.278	1.667
INST TECH: Graduates' Pedagogical Knowledge: Weakness	4	0.111	0.667
INST TECH: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Strength	27	0.750	2.322
INST TECH: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Opportunity for Improvement	16	0.444	1.423
INST TECH: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Threat to Program Success	10	0.278	1.667
INST TECH: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Weakness	6	0.167	1.000
INST TECH: Graduates' Preparation in Best Instructional Practices Used in Wyoming: Neutral	1	0.028	0.167
INST TECH: Graduates' Preparation in Evidence-Based Instructional Practices: Strength	27	0.750	2.322
INST TECH: Graduates' Preparation in Evidence-Based Instructional Practices: Opportunity for Improvement	17	0.472	1.483
INST TECH: Graduates' Preparation in Evidence-Based Instructional Practices: Threat to Program Success	10	0.278	1.667
INST TECH: Graduates' Preparation in Evidence-Based Instructional Practices: Weakness	6	0.167	1.000
INST TECH: Graduates' Preparation in Evidence-Based Instructional Practices: Neutral	0	0.000	0.000
INST TECH: Induction and Mentoring Program for Graduates: Neutral	11	0.306	1.670
INST TECH: Induction and Mentoring Program for Graduates: Opportunity for Improvement	20	0.556	1.715
INST TECH: Induction and Mentoring Program for Graduates: Strength	5	0.139	0.593
INST TECH: Induction and Mentoring Program for Graduates: Threat to Program Success	10	0.278	1.667
INST TECH: Induction and Mentoring Program for Graduates: Weakness	13	0.361	1.552
INST TECH: Other: Neutral	10	0.278	1.667
INST TECH: Other: Opportunity for Improvement	0	0.000	0.000
INST TECH: Other: Strength	0	0.000	0.000
INST TECH: Other: Threat to Program Success	10	0.278	1.667
INST TECH: Other: Weakness	0	0.000	0.000
INST TECH: Partnerships with Wyoming School Districts: Neutral	2	0.056	0.333
INST TECH: Partnerships with Wyoming School Districts: Opportunity for Improvement	19	0.528	1.844
INST TECH: Partnerships with Wyoming School Districts: Strength	11	0.306	1.369
INST TECH: Partnerships with Wyoming School Districts: Threat to Program Success	11	0.306	1.670
INST TECH: Partnerships with Wyoming School Districts: Weakness	17	0.472	1.828
INST TECH: Program Facilities: Neutral	11	0.306	1.670
INST TECH: Program Facilities: Opportunity for Improvement	17	0.472	1.699
INST TECH: Program Facilities: Strength	15	0.417	1.645
INST TECH: Program Facilities: Threat to Program Success	12	0.333	1.690
INST TECH: Program Facilities: Weakness	5	0.139	0.593
INST TECH: Program Recruitment Strategies: Neutral	1	0.029	0.169
INST TECH: Program Recruitment Strategies: Opportunity for Improvement	27	0.750	2.020
INST TECH: Program Recruitment Strategies: Strength	26	0.722	2.133
INST TECH: Program Recruitment Strategies: Threat to Program Success	20	0.556	2.117

Instructional Technology Program	Total Score	Mean	Standard Deviation
INST TECH: Program Recruitment Strategies: Weakness	10	0.278	1.365
INST TECH: Program Reputation: Neutral	12	0.333	1.690
INST TECH: Program Reputation: Opportunity for Improvement	27	0.750	2.170
INST TECH: Program Reputation: Strength	23	0.639	2.180
INST TECH: Program Reputation: Threat to Program Success	0	0.000	0.000
INST TECH: Program Reputation: Weakness	8	0.222	0.959
INST TECH: Program Selectivity: Neutral	10	0.278	1.667
INST TECH: Program Selectivity: Opportunity for Improvement	18	0.500	1.558
INST TECH: Program Selectivity: Strength	34	0.944	2.714
INST TECH: Program Selectivity: Threat to Program Success	1	0.028	0.167
INST TECH: Program Selectivity: Weakness	7	0.194	0.822
INST TECH: Quality and Diversity of Clinical Experiences: Neutral	24	0.667	2.390
INST TECH: Quality and Diversity of Clinical Experiences: Opportunity for Improvement	18	0.500	1.699
INST TECH: Quality and Diversity of Clinical Experiences: Strength	5	0.139	0.593
INST TECH: Quality and Diversity of Clinical Experiences: Threat to Program Success	11	0.306	1.670
INST TECH: Quality and Diversity of Clinical Experiences: Weakness	2	0.056	0.333
INST TECH: Quality of Course Scope and Sequence: Neutral	0	0.000	0.000
INST TECH: Quality of Course Scope and Sequence: Opportunity for Improvement	17	0.472	1.464
INST TECH: Quality of Course Scope and Sequence: Strength	28	0.778	2.244
INST TECH: Quality of Course Scope and Sequence: Threat to Program Success	10	0.278	1.667
INST TECH: Quality of Course Scope and Sequence: Weakness	5	0.139	0.833
INST TECH: Responsiveness to Wyoming supply and demand needs: Neutral	2	0.057	0.338
INST TECH: Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	21	0.583	1.610
INST TECH: Responsiveness to Wyoming supply and demand needs: Strength	26	0.722	2.186
INST TECH: Responsiveness to Wyoming supply and demand needs: Threat to Program Success	11	0.306	1.670
INST TECH: Responsiveness to Wyoming supply and demand needs: Weakness	15	0.417	1.746
INST TECH: Technologies Used in Program Delivery: Neutral	1	0.028	0.167
INST TECH: Technologies Used in Program Delivery: Opportunity for Improvement	15	0.417	1.481
INST TECH: Technologies Used in Program Delivery: Strength	41	1.139	2.910
INST TECH: Technologies Used in Program Delivery: Threat to Program Success	10	0.278	1.667
INST TECH: Technologies Used in Program Delivery: Weakness	3	0.083	0.500

Instructional Facilitator Program	Total Score	Mean	Standard Deviation
INST FACIL : Ease of Access to Program, e.g., location, online delivery: Opportunity for Improvement	7	0.200	0.833
INST FACIL : Ease of Access to Program, e.g., location, online delivery: Weakness	4	0.114	0.676
INST FACIL : Ease of Access to Program, e.g., location, online delivery: Neutral	1	0.029	0.169
INST FACIL : Ease of Access to Program, e.g., location, online delivery: Threat to Program Success	0	0.000	0.000
INST FACIL Availability of Financial Aid: Neutral	2	0.057	0.338
INST FACIL Availability of Financial Aid: Opportunity for Improvement	44	1.257	6.775
INST FACIL Availability of Financial Aid: Strength	25	0.714	2.270
INST FACIL Availability of Financial Aid: Threat to Program Success	1	0.029	0.169
INST FACIL Availability of Financial Aid: Weakness	4	0.114	0.676
INST FACIL Cost of Attendance, e.g. tuition, fees, housing, travel: Strength	31	0.886	2.752
INST FACIL Cost of Attendance, e.g. tuition, fees, housing, travel: Opportunity for Improvement	4	0.114	0.676
INST FACIL Cost of Attendance, e.g. tuition, fees, housing, travel: Weakness	4	0.114	0.676
INST FACIL Cost of Attendance, e.g. tuition, fees, housing, travel: Neutral	1	0.029	0.169
INST FACIL Cost of Attendance, e.g. tuition, fees, housing, travel: Threat to Program Success	0	0.000	0.000
INST FACIL Faculty Expertise and Effectiveness: Neutral	4	0.114	0.676
INST FACIL Faculty Expertise and Effectiveness: Opportunity for Improvement	21	0.600	1.752
INST FACIL Faculty Expertise and Effectiveness: Strength	8	0.229	0.942
INST FACIL Faculty Expertise and Effectiveness: Threat to Program Success	0	0.000	0.000
INST FACIL Faculty Expertise and Effectiveness: Weakness	7	0.200	0.677
INST FACIL Graduates' Preparation in Best Facilitation/Coaching Practices Used in Wyoming: Opportunity for Improvement	17	0.486	1.502
INST FACIL Graduates' Preparation in Best Facilitation/Coaching Practices Used in Wyoming: Weakness	17	0.486	1.721
INST FACIL Graduates' Preparation in Best Facilitation/Coaching Practices Used in Wyoming: Neutral	3	0.086	0.507
INST FACIL Graduates' Preparation in Best Facilitation/Coaching Practices Used in Wyoming: Strength	3	0.086	0.507
INST FACIL Graduates' Preparation in Best Facilitation/Coaching Practices Used in Wyoming: Threat to Program Success	0	0.000	0.000
INST FACIL Graduates' Preparation in Evidence-Based Coaching/Facilitation Practices: Opportunity for Improvement	23	0.657	2.071
INST FACIL Graduates' Preparation in Evidence-Based Coaching/Facilitation Practices: Weakness	12	0.343	1.162
INST FACIL Graduates' Preparation in Evidence-Based Coaching/Facilitation Practices: Strength	5	0.143	0.692
INST FACIL Graduates' Preparation in Evidence-Based Coaching/Facilitation Practices: Neutral	0	0.000	0.000
INST FACIL Graduates' Preparation in Evidence-Based Coaching/Facilitation Practices: Threat to Program Success	0	0.000	0.000
INST FACIL Ongoing Support for Graduates: Neutral	0	0.000	0.000
INST FACIL Ongoing Support for Graduates: Opportunity for Improvement	16	0.457	1.442
INST FACIL Ongoing Support for Graduates: Strength	6	0.171	0.618

Instructional Facilitator Program	Total Score	Mean	Standard Deviation
INST FACIL Ongoing Support for Graduates: Threat to Program Success	0	0.000	0.000
INST FACIL Ongoing Support for Graduates: Weakness	18	0.514	1.704
INST FACIL Other: Neutral	10	0.286	1.690
INST FACIL Other: Opportunity for Improvement	0	0.000	0.000
INST FACIL Other: Strength	0	0.000	0.000
INST FACIL Other: Threat to Program Success	0	0.000	0.000
INST FACIL Other: Weakness	0	0.000	0.000
INST FACIL Partnerships with Wyoming School Districts: Neutral	0	0.000	0.000
INST FACIL Partnerships with Wyoming School Districts: Opportunity for Improvement	18	0.514	1.502
INST FACIL Partnerships with Wyoming School Districts: Strength	10	0.286	1.073
INST FACIL Partnerships with Wyoming School Districts: Threat to Program Success	1	0.029	0.169
INST FACIL Partnerships with Wyoming School Districts: Weakness	11	0.314	1.105
INST FACIL Program Recruitment Strategies: Neutral	0	0.000	0.000
INST FACIL Program Recruitment Strategies: Opportunity for Improvement	13	0.371	1.285
INST FACIL Program Recruitment Strategies: Strength	13	0.371	1.716
INST FACIL Program Recruitment Strategies: Threat to Program Success	2	0.057	0.338
INST FACIL Program Recruitment Strategies: Weakness	12	0.343	1.235
INST FACIL Program Reputation: Neutral	0	0.000	0.000
INST FACIL Program Reputation: Opportunity for Improvement	16	0.457	1.615
INST FACIL Program Reputation: Strength	16	0.457	1.868
INST FACIL Program Reputation: Threat to Program Success	0	0.000	0.000
INST FACIL Program Reputation: Weakness	8	0.229	0.910
INST FACIL Program Selectivity: Neutral	0	0.000	0.000
INST FACIL Program Selectivity: Opportunity for Improvement	14	0.400	1.355
INST FACIL Program Selectivity: Strength	12	0.343	1.697
INST FACIL Program Selectivity: Threat to Program Success	1	0.029	0.169
INST FACIL Program Selectivity: Weakness	13	0.371	1.239
INST FACIL Quality and Diversity of Practicum Experiences Throughout Wyoming: Opportunity for Improvement	21	0.600	1.958
INST FACIL Quality and Diversity of Practicum Experiences Throughout Wyoming: Weakness	13	0.371	1.374
INST FACIL Quality and Diversity of Practicum Experiences Throughout Wyoming: Strength	5	0.143	0.601
INST FACIL Quality and Diversity of Practicum Experiences Throughout Wyoming: Threat to Program Success	1	0.029	0.169
INST FACIL Quality and Diversity of Practicum Experiences Throughout Wyoming: Neutral	0	0.000	0.000
INST FACIL Quality of Course Scope and Sequence: Neutral	4	0.114	0.676
INST FACIL Quality of Course Scope and Sequence: Opportunity for Improvement	17	0.486	1.422
INST FACIL Quality of Course Scope and Sequence: Strength	8	0.229	0.808
INST FACIL Quality of Course Scope and Sequence: Threat to Program Success	0	0.000	0.000
INST FACIL Quality of Course Scope and Sequence: Weakness	11	0.314	1.105
INST FACIL Responsiveness to Wyoming supply and demand needs: Neutral	3	0.086	0.507

Instructional Facilitator Program	Total Score	Mean	Standard Deviation
INST FACIL Responsiveness to Wyoming supply and demand needs: Opportunity for Improvement	15	0.429	1.481
INST FACIL Responsiveness to Wyoming supply and demand needs: Strength	12	0.353	1.228
INST FACIL Responsiveness to Wyoming supply and demand needs: Threat to Program Success	1	0.029	0.169
INST FACIL Responsiveness to Wyoming supply and demand needs: Weakness	9	0.257	0.980
INST FACIL Technologies Used in Program Delivery: Neutral	11	0.314	1.694
INST FACIL Technologies Used in Program Delivery: Opportunity for Improvement	5	0.143	0.845
INST FACIL Technologies Used in Program Delivery: Strength	21	0.600	2.252
INST FACIL Technologies Used in Program Delivery: Threat to Program Success	0	0.000	0.000
INST FACIL Technologies Used in Program Delivery: Weakness	3	0.086	0.507
INST FACIL: Ease of Access to Program, e.g., location, online delivery: Strength	28	0.800	2.447
INST FACIL: Program Facilities: Neutral	1	0.029	0.169
INST FACIL: Program Facilities: Opportunity for Improvement	7	0.200	0.833
INST FACIL: Program Facilities: Strength	25	0.714	2.321
INST FACIL: Program Facilities: Threat to Program Success	2	0.057	0.338
INST FACIL: Program Facilities: Weakness	5	0.143	0.601

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

Overview

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

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

Result Synopsis

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

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

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

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

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

Respondents by Category

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

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

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

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

Respondent Comments

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

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

The more local parent involvement the better. Parents are too often at a loss as to how to make a meaningful contribution.
I'd like to see outreach into Wyoming public high schools by the offering of summer education camps to promising candidates (juniors and seniors) and through cooperative development of education classes during high school for promising students.
I believe that this program is NOT producing quality teachers. As alum, I was ill prepared upon graduation to become a certified teacher. Students are NOT in classrooms often enough, observing quality mentor teachers. Mentor teacher selection is not always done purposefully (i.e. not every certified teacher is qualified to mentor - only our strongest teachers should be mentoring & they are declining due to the work that is required of them because students are not prepared to be in classes & the stipend does not reflect the amount of work they do). Per discussions with many mentor teachers, we feel that our voices are not heard when we raise concerns about student teachers. The rubric almost makes it IMPOSSIBLE for the students to fail so are not reflective of teachers' opinions. Students should not reach this point in the program without a certain level of requirements being met. We are getting students that have no business in the classroom. This is a huge concern. The reputation that has been created in our state is that UW is sending us a very poor quality of student teachers & thus, when they apply for jobs in our state, a very poor selection of future teachers. In the past several year, my school has not chosen ANY of our student teachers from our building or from UW at all to fill any available positions. This is very concerning. We are finding quality candidates from other states & other universities.
I am extremely grateful to the University of Wyoming and the Outreach School. Without them, I would not have been able to receive my master's degree in Literature from UW. Programs that make furthering education for educators, especially ones that live all over the state and not just in Laramie, should be supported and encouraged.

TEI Stakeholder Feedback Group Survey #2 - May 2017

(46% Response Rate)

Please rank order program outcomes in your priority of importance in evaluating the effectiveness of an educator preparation program:	RESPONDENT RANKING OF PRIORITY OF PROGRAM OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	#
Employment of Program Graduates (Employment After Graduation; Persistence in the Profession)	28.57%	8.57%	17.14%	5.71%	5.71%	0.00%	11.43%	2.86%	2.86%	5.71%	0.00%	2.86%	0.00%	0.00%	2.86%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	35
Student Teacher Preparedness at Beginning of Placement	20.00%	20.00%	14.29%	2.86%	17.14%	0.00%	2.86%	2.86%	0.00%	8.57%	2.86%	0.00%	8.57%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	35
Learning Outcomes of P-12 Students Taught by Program Graduates	14.29%	17.14%	8.57%	17.14%	0.00%	17.14%	2.86%	0.00%	5.71%	0.00%	0.00%	0.00%	5.71%	0.00%	2.86%	0.00%	0.00%	2.86%	0.00%	2.86%	0.00%	2.86%	0.00%	35
Program Admission Selectivity	8.57%	0.00%	5.71%	2.86%	2.86%	5.71%	5.71%	0.00%	2.86%	2.86%	8.57%	2.86%	2.86%	0.00%	5.71%	11.43%	11.43%	5.71%	0.00%	11.43%	0.00%	2.86%	0.00%	35
Other	5.71%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.71%	85.71%	35
Teacher Evaluations of Program Graduates	5.71%	11.43%	2.86%	14.29%	5.71%	14.29%	5.71%	5.71%	5.71%	2.86%	2.86%	5.71%	2.86%	8.57%	0.00%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	35
Program National Accreditation and Recognition by Specialized Professional Association	5.71%	2.86%	0.00%	8.57%	2.86%	8.57%	2.86%	5.71%	14.29%	2.86%	2.86%	5.71%	5.71%	11.43%	2.86%	2.86%	0.00%	8.57%	0.00%	2.86%	2.86%	0.00%	0.00%	35
National Prestige of Program	2.86%	0.00%	0.00%	0.00%	0.00%	5.71%	2.86%	5.71%	2.86%	8.57%	0.00%	5.71%	0.00%	5.71%	8.57%	11.43%	5.71%	2.86%	2.86%	5.71%	5.71%	8.57%	8.57%	35
Student Teacher Growth During Placement	2.86%	11.43%	14.29%	20.00%	0.00%	8.57%	5.71%	8.57%	5.71%	0.00%	2.86%	2.86%	0.00%	0.00%	0.00%	2.86%	2.86%	0.00%	5.71%	2.86%	2.86%	0.00%	0.00%	35
Program Affordability	2.86%	0.00%	0.00%	5.71%	2.86%	0.00%	2.86%	2.86%	8.57%	2.86%	11.43%	8.57%	2.86%	5.71%	5.71%	8.57%	17.14%	2.86%	2.86%	2.86%	0.00%	2.86%	0.00%	35
Program Provides Professional Development to Teachers in District	2.86%	0.00%	0.00%	2.86%	5.71%	2.86%	0.00%	14.29%	2.86%	2.86%	8.57%	14.29%	8.57%	14.29%	5.71%	2.86%	5.71%	0.00%	2.86%	0.00%	2.86%	0.00%	0.00%	35
Diversity of Program Faculty	0.00%	2.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.86%	5.71%	0.00%	0.00%	0.00%	2.86%	2.86%	2.86%	2.86%	11.43%	17.14%	25.71%	11.43%	8.57%	2.86%	35
Availability of Financial Aid for Candidates	0.00%	0.00%	0.00%	2.86%	5.71%	5.71%	0.00%	2.86%	0.00%	5.71%	2.86%	2.86%	5.71%	2.86%	8.57%	0.00%	2.86%	14.29%	5.71%	2.86%	8.57%	17.14%	2.86%	35
Program Partnership with School District for Research-to-Practice Projects	0.00%	8.57%	2.86%	2.86%	14.29%	0.00%	11.43%	2.86%	2.86%	0.00%	11.43%	0.00%	2.86%	5.71%	2.86%	2.86%	8.57%	8.57%	5.71%	2.86%	2.86%	0.00%	0.00%	35
Program Reputation within State/Region	0.00%	5.71%	0.00%	0.00%	2.86%	2.86%	8.57%	0.00%	17.14%	8.57%	5.71%	5.71%	8.57%	11.43%	2.86%	8.57%	2.86%	5.71%	2.86%	0.00%	0.00%	0.00%	0.00%	35
Program Placement of Student Teachers in Local District	0.00%	2.86%	11.43%	2.86%	11.43%	5.71%	14.29%	2.86%	5.71%	5.71%	5.71%	11.43%	0.00%	8.57%	0.00%	2.86%	2.86%	2.86%	2.86%	0.00%	0.00%	0.00%	0.00%	35
Program Selectivity of Cooperating/Mentor Teachers for Student Teachers	0.00%	2.86%	11.43%	2.86%	11.43%	2.86%	5.71%	14.29%	2.86%	0.00%	0.00%	8.57%	0.00%	0.00%	5.71%	5.71%	0.00%	0.00%	5.71%	8.57%	5.71%	5.71%	0.00%	35
Program Faculty Support for Cooperating/Mentor Teachers of Student Teachers	0.00%	2.86%	2.86%	8.57%	0.00%	8.57%	11.43%	5.71%	2.86%	17.14%	0.00%	0.00%	14.29%	2.86%	5.71%	2.86%	5.71%	5.71%	2.86%	0.00%	0.00%	0.00%	0.00%	35
Program Accessibility through Distance Education	0.00%	0.00%	2.86%	0.00%	11.43%	2.86%	0.00%	8.57%	5.71%	8.57%	5.71%	11.43%	2.86%	2.86%	2.86%	2.86%	8.57%	8.57%	2.86%	2.86%	2.86%	5.71%	0.00%	35
Program Standing: U.S. Department of Education (Required for Candidate TEACH Grants)	0.00%	0.00%	2.86%	0.00%	0.00%	2.86%	5.71%	2.86%	5.71%	5.71%	8.57%	0.00%	17.14%	2.86%	8.57%	2.86%	8.57%	5.71%	2.86%	0.00%	14.29%	2.86%	0.00%	35
Diversity of Program Candidates	0.00%	0.00%	2.86%	0.00%	0.00%	0.00%	0.00%	2.86%	0.00%	0.00%	0.00%	2.86%	5.71%	2.86%	0.00%	0.00%	2.86%	8.57%	8.57%	11.43%	31.43%	20.00%	0.00%	35
Faculty Research on Regional Context (Rural, Urban, Indigenous Populations, ELL, Poverty)	0.00%	0.00%	0.00%	0.00%	0.00%	5.71%	0.00%	0.00%	2.86%	0.00%	8.57%	8.57%	0.00%	2.86%	8.57%	11.43%	5.71%	5.71%	22.86%	8.57%	2.86%	5.71%	0.00%	35
Program Faculty Research, Publications, and National Profile	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.57%	0.00%	5.71%	11.43%	0.00%	5.71%	8.57%	17.14%	11.43%	5.71%	0.00%	5.71%	8.57%	5.71%	5.71%	0.00%	35
OTHER: Required coursework on Tribal people in state of Wyoming																								
OTHER: Confidence of potential applicants upon finishing the program with both content and experience.																								
OTHER: Collaboration between program faculty and school district personnel so the faculty better understands teaching from the district perspective and not just from the college perspective.																								
OTHER; Keeping great young educators in the State of WY.																								

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

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

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

PROPOSAL:
2017-01

Research Work Group Proposal Form

Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research Definitions

- ***Candidate*** – an individual enrolled in a professional educator preparation program
- ***Completer*** – an individual who has successfully complete a professional educator program
- ***Educator Preparation Practices*** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- ***Evidence-Based Practice*** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
    - current educator preparation literature
    - meta-analyses (combined data from multiple studies)
        - historical research
        - experimental research
        - non-experimental research
        - exploratory, descriptive, and explanatory (cause and effect) research
    - outcomes data of P-12 students taught by program completers
    - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
    - candidate perceptions of program effectiveness
    - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name

College of Education

Submitted by	David Yanoski (on behalf of the COE RWG)
Contact Email	david.yanoski@marzanoresearch.com
Contact Phone	303-766-9199
Submission Date	5/19/2017

Research Work Group Member Names

Leslie Rush

Cynthia Brock

Terri Dawson

John Hansen

Jay Harnack

Jan Segerstrom

Craig Shepard

Wes Townsend

Proposal for Pilot Implementation (please provide narrative):

Problem Statement: Classroom management skills, collegial interaction, and collaboration skills have been identified as a major need of educator prep candidates. Although the theory behind these skills can be taught, they are really only learned with experience and practice. Current courses offer few opportunities to practice other than role-play, and field experiences are necessarily limited. In order to increase practice opportunities and improve these skills, the College of Education Research Work Group proposes to pilot the use of the Mursion virtual reality simulation system.

Proposal: Use funding from the University of Wyoming Trustees Education Initiative to conduct a three-year pilot of the Mursion simulation system. This pilot is composed of the following elements:

1. 3 year access to the Mursion simulation system
2. Access to a library of scenarios including classroom management situations, content instruction, and adult to adult interaction (e.g., parent teacher conferences, evaluation meetings, coaching, interactions with colleagues),
3. The development of 2 customized scenarios each year (4 total) developed in conjunction with UW faculty and partner school district input

4. 60 hours of access time per year apportioned as follows: 30 hours to methods courses (EDST 3000, EDCI 4000), 15 hours to school leadership courses (e.g., EDAD 5030, EDAD 5150), and 15 hours available for partner school districts to use for teacher professional development
5. Technology equipment upgrades as needed
6. Training for faculty on how to use the system and facilitate feedback and reflection activities
7. On-site system manager
8. The development of a partnership with several school districts to gather input on new scenarios, to identify high needs areas aligned with evaluation models, and to explore ways that a school district could potentially use the simulation system for professional development and purposes

Outcomes:

1. Provide opportunities for educator prep candidates to practice, receive feedback on, and reflect on classroom practices (e.g., classroom management, content instruction)
2. Provide opportunities for educator prep and education leadership candidates to practice, receive feedback on, and reflect on adult to adult interaction (e.g., with colleagues, parents, community, and in evaluation and coaching situations)
3. Provide opportunities for school districts to experiment with a method for providing individual and targeted professional development.

Description of Intervention:

Mursion is a virtual training environment in which educator candidates practice complex instructional skills, including classroom management, content area instruction, interactions with adults, including other professionals and parents, and working with students with special needs in a safe, simulated environment. Mursion was developed as part of the TeachLivE research project at the University of Central Florida with funding from the Gates Foundation. Currently, Mursion is in use in 65 universities and k-12 school systems as well as healthcare systems, hospitality businesses, and other business settings.

Mursion uses a computer based mixed reality environment in which candidates interact with avatars representing small classes of students (up to five at a time), other professionals, parents, school leadership, or community members. The computer controls the physical movements and appearance of the avatar. A human actor, or simulation specialist, controls the interactions. The simulation specialists are selected and highly trained to provide as authentic a learning experience as is possible. The mixed reality approach enables each simulation to be hyper-responsive to the unique live performance of each individual learner, allowing learners to fully immerse themselves and thus produce significant and lasting changes in practice.

The blended model also enables Mursion to provide highly customized and cost-effective simulation experiences. Each week Mursion works with educator preparation faculties across the country to design, embed into coursework, and consistently deliver mixed-reality simulations for preservice teachers. Mursion currently has hundreds of scenarios specific to education settings in its library. New scenarios are added to the system on a regular basis. The system also allows for custom development of scenarios. Mursion can be used one on one with candidates or in a lab setting, with candidates taking turns to interact and other candidates viewing and reflecting on the experience. UW faculty would be there in all cases to manage the experience as well as provide feedback and guide reflection.

The Mursion system is designed to focus on discrete skills and force common performance errors from which trainees can learn. It can also be personalized to the individual candidate's current level of skill by increasing or decreasing the difficulty of the interactions. The system also allows for multiple rounds of practice and feedback provided by UW faculty without having to arrange for field experiences.

The current proposal is to pilot the use of the Mursion simulation system in three areas: 1. An undergraduate methods course, 2. An education leadership course, and 3. District use for targeted professional development. The pilot will use the existing library of scenarios and the development of custom scenarios. The University would purchase access time from Mursion. Data on the use of the Mursion system will be collected from a variety of sources including school and faculty surveys, number of simulation hours used, evaluation of candidates using existing assessment tools, and the number of additional experiences and pieces of feedback that students have received, among others. In addition, the Research Work Group will reach out to other schools using the system for evaluation tools the school may have developed.

In the future, should the pilot prove successful, the University of Wyoming College of Education could purchase a license to the system, train its own simulation specialists, and provide access to the system to other schools in the University and to the school districts around the state. The College of Education could charge for access to the system, recouping the cost of licensing, and maintaining the system.

Proposal's Alignment to Key Performance Indicator(s)[1]

(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

[1] List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

☒**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.

Funding Request to Support Pilot Implementation (by Academic Year)

2017-2018 Total Request: $ 34,430

Subtotal Amount: $10,000	Purpose: Access to simulation system hours
Subtotal Amount: $4,000	Purpose: Custom scenario development
Subtotal Amount: $2,000	Purpose: Equipment upgrades
Subtotal Amount: $2,880	Purpose: Faculty professional development
Subtotal Amount: $6550	Purpose: System Manager
Subtotal Amount: $9000	Purpose: User Stipend

2018-2019 Total Request $ 36,550

Subtotal Amount: $13,000	Purpose: Access to simulation system hours
Subtotal Amount: $4,000	Purpose: Custom scenario development
Subtotal Amount: $2,000	Purpose: Equipment upgrades
Subtotal Amount: $2,000	Purpose: School District partner meetings
Subtotal Amount: $6550	Purpose: System Manager
Subtotal Amount: $9000	Purpose: User Stipend

2019-2020 Total Request $36,550

Subtotal Amount: $15,000	Purpose: Access to simulation system hours
Subtotal Amount: $4,000	Purpose: Custom scenario development

Subtotal Amount: $2,000	Purpose: School District partner meetings
Subtotal Amount: $6550	Purpose: System Manager
Subtotal Amount: $9000	Purpose: User Stipend

Budget Narrative to Support Funding Request:

For each of the academic years presented in this proposal, we provide the following rationale to support our funding request.

Access to 60 hours of Mursion's classroom and individual simulation system: $10,000 during year 1; $13,000 during year 2; $15,000 during year 3.

Access to 60 hours of Mursion simulations will be divided across specified courses in both the undergraduate teacher education program and the graduate principal preparation program, as well as school districts who request access, with priority given to the CoE programs, during the first year. Students and instructors in those specified classes will plan and implement either individual or group simulation sessions, as described below.

Individual Simulation Sessions:

Learners individually experience unique scenarios focused on one or two discrete skills with live feedback. Each session is recorded for reflection and coaching. Designed for private practice, self-reflection, and spaced learning. There is a package of three simulation sessions with video of each interaction for feedback and coaching. The cost of scenario design is included. Price: $100/learner.

Virtual Group Workshops:

Learners are grouped together in teams of 3-5, each experiencing at least one scenario directly with the avatar(s). Mursion (or our own facilitator) can facilitate workshops. Each session is recorded for reflection and coaching. Designed to promote peer-to-peer learning. Session is one, interactive virtual workshop lasting approximately one hour. The cost of scenario design is included. Price: $200/workshop.

The increase in hours purchased during years 2 and 3 is based on the assumption that additional school districts and/or faculty members will wish to use the system and allows us to purchase additional hours of access as needed.

Custom scenario development: $4000 per year during years 1 and 2; $2000 during year 3

Mursion provides already-developed simulation scenarios that are available to use within the cost of the hourly or per-learner access described above. However, it is quite likely that instructors will want to design scenarios that are specific to course outcomes and/or program standards. Custom scenarios are built on an individual basis, with the support of Mursion staff. Mursion then trains its own staff to provide the custom scenario for specified audiences. Development of each custom scenario costs approximately $1000, so this portion of the budget provides for 4 custom scenarios per year for the first two years of the pilot, which may be used by the specified course instructors or by the districts receiving approval to use the system. We anticipate less demand for custom scenarios in the third year of the pilot.

Equipment upgrades: $2000 per year during years 1 and 2

Classrooms in which the Mursion simulation system is used will need some equipment upgrades, to ensure the smooth working of the system. In addition, as districts request and are approved to use the system, some equipment may be needed at the school site. This budget category allows for purchase of the necessary equipment for classrooms in which the Mursion system is used. We anticipate no demand for equipment upgrades in the third year of the pilot.

School district partner meetings: $2000 per year during years 1 and 2

As both the College of Education and our school district partners will be engaged in using the Mursion simulation systems, it is crucial that individuals engaged in the pilot meet to share best practices, resolve problems, and suggest ways in which the system might be used to best advantage. This budget category provides for travel expenses and meals for CoE and school district participants to meet in a central location in the state for 2 days out of each academic year. During the third year of the pilot, the expectation is that the university and school district partners will evaluate the success of the system and develop a recommendation regarding the use of the system going forward.

Faculty/school personnel professional development: $2880 per year

Training for using the system takes approximately two hours and costs $160/hr. Any faculty or school personnel using the system would need to take part in the training. This budget category includes training for 3 personnel from each of our three pilot participants: undergraduate teacher education, graduate principal preparation, and partner school districts.

System manager: $6550 per year

One faculty member from the College of Education will be provided with a one-course buyout per semester to serve as the manager of the Mursion simulation system, which will include working with faculty members or teachers using the system, scheduling, coordinating with Mursion, and other responsibilities as needed.

User stipend: $9000 per year

College of Education faculty members will receive a $1000 annual stipend as incentive to invest time and energy in use of the system.

Literature Review

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

Literature Citations:

1. Bell, R. L., Maeng, J. L., & Binns, I. C. (2013). Learning in Context: Technology Integration in a Teacher Preparation Program Informed by Situated Learning Theory. Journal of Research in Science Teaching, 50(3), 348-379. doi:10.1002/tea.21075

2. Capizzi, A. M., Wehby, J. H., & Sandmel, K. N. (2010). Enhancing Mentoring of Teacher Candidates Through Consultative Feedback and Self-Evaluation of Instructional Delivery. Teacher Education 36 and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 33(3), 191-212. doi:10.1177/0888406409360012

3. Coogle, C. G., Rahn, N. L., & Ottley, J. R. (2015). Pre-Service Teacher Use of Communication Strategies upon Receiving Immediate Feedback. Early Childhood Research Quarterly, 32, 105-115. doi:10.1016/j.ecresq.2015.03.003

4. Gale, E., Trief, E., & Lengel, J. (2010). The Use of Video Analysis in a Personnel Preparation Program for Teachers of Students Who Are Visually Impaired. Journal of Visual Impairment & Blindness, 104(11), 700-704.

5. Kaufman, D., & Moss, D.M. (2010). A new look at preservice teachers' conceptions of classroom management and organization: Uncovering complexity and dissonance. The Teacher Educator 45(2), 118-136.

6. Kennedy, M. J., Hart, J. E., & Kellems, R. O. (2011). Using Enhanced Podcasts to Augment Limited Instructional Time in Teacher Preparation. Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 34(2), 87-105. doi:10.1177/0888406410376203

7. Mahon, J., Bryant, B., Brown, B., & Kim, M. (2010). Using Second Life to Enhance Classroom Management Practice in Teacher Education. Educational Media International, 47(2), 121-134. doi:10.1080/09523987.2010.492677

8. McPherson, R., Tyler-Wood, T., McEnturff Ellison, A., & Peak, P. (2011). Using a Computerized Classroom Simulation to Prepare Pre-Service Teachers. Journal of Technology & Teacher Education, 19(1), 93-110.

9. Mueller, M., & Hindin, A. (2011). An Analysis of the Factors That Influence Preservice Elementary Teachers' Developing Dispositions about Teaching All Children. Issues in Teacher Education, 20(1), 17-34.

10. Scheeler, M. C., McKinnon, K., & Stout, J. (2012). Effects of Immediate Feedback Delivered via Webcam and Bug-in-Ear Technology on Preservice Teacher Performance. Teacher Education and Special 44 Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 35(1), 77-90. doi:10.1177/0888406411401919

11. Stover, K., Yearta, L. S., & Sease, R. (2014). "Experience Is the Best Tool for Teachers": Blogging to Provide Preservice Educators with Authentic Teaching Opportunities. Journal of Language and Literacy Education, 10(2), 99-117.

12. Straub, C., Dieker, L., Hynes, M., & Hughes, C. (2014). Using virtual rehearsal in TLE TeachLivE™ mixed reality classroom simulator to determine the effects on the performance of mathematics teachers. 2014 TeachLivE National Research Project: Year 1 Findings. University of Central Florida: Orlando, FL.

13. Straub, C., Dieker, L., Hynes, M., & Hughes, C. (2015). Using virtual rehearsal in TLE TeachLivE™ mixed reality classroom simulator to determine the effects on the performance of science teachers: A Follow-up Study (Year 2). 2015 TeachLivE National Research Project: Year 2 Findings. University of Central Florida: Orlando, FL.

14. Sun, J., & van Es, E. A. (2015). An Exploratory Study of the Influence That Analyzing Teaching Has on Preservice Teachers' Classroom Practice. Journal of Teacher Education, 66(3), 201-214. doi:10.1177/0022487115574103

15. Tal, C. (2010). Case Studies to Deepen Understanding and Enhance Classroom Management Skills in Preschool Teacher Training. Early Childhood Education Journal, 38(2), 143-152. doi:10.1007/s10643-010-0395-z

16. Yılmaz, H. & Cavas, P. H. (2007). Reliability and validity study of the students' motivation toward science learning questionnaire (in Turkish). Elementary Education Online, 6(3), 430-440.

Summary of Literature Review:

The research reviewed below illustrates the central role that experience, practice, and effective feedback must play for pre-service teachers to effectively learn complex skills such as classroom management, collaboration, and collegial interaction. Moreover, technology can serve as a powerful tool for learning these complex skills. Finally, preliminary research findings indicate that users of the system not only improve targeted skills with multiple short practice sessions, but also transfer these skills to the classroom setting.

Learning to manage the many complex demands of teaching (e.g., planning and implementing lessons, assessing student learning, reflecting on lesson effectiveness, etc.) is a complex undertaking for pre-service teachers. And, of all the complex demands placed on pre-service teachers as they learn to teach, managing student behavior can be one of the most daunting. In fact, classroom management is a longstanding concern, and oftentimes a serious pre-occupation, for pre-service teachers (Kaufman & Moss, 2010). Scholars (e.g., Yılmaz & Çavaş, 2010) have shown that effective practice can help pre-service teachers learn to thoughtfully manage student behavior during instruction. For example, in a study designed to enhance pre-service

teachers' development of classroom management skills, Tal (2010) found that the thoughtful use of in-depth case studies helped to improve pre-service teachers' classroom management skills. As well, meaningful practice working with students and then thoughtfully reflecting on that practice also improves pre-service teachers' classroom management skills (Yilmaz & Cavas, 2007).

Whether helping pre-service teachers learn to manage student behavior or engage in the other myriad aspects of teaching, a host of scholars argue that immediate, effective feedback plays a central role in fostering deeper and more meaningful student learning (Capizzi, Wehby, & Sandmel, 2010; Mueller & Hindin (2011). 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. Using a variety of other means to provide immediate and effective feedback (e.g., bug-in-ear eCoaching; webcams and Bluetooth™ technology), other scholars noted similar improvement in pre-service teachers' quality of instruction and management (Coogle, Rahn, & Ottley, 2015; Scheeler, McKinnon, & Stout, 2012).

In addition to the use of meaningful practice and effective and immediate feedback, a number of scholars have explored how technology can be used as a tool to help pre-service teachers learn to teach. Studies of the use of online simulation systems in teacher preparation have found that candidates perceive them to be of great value, and that students that used these systems to practice scored higher on assessments of teaching practice (Mahon, Bryant, Brown, & Kim, 2010; McPherson, Tyler-Wood, McEnturff Ellison, & Peak, 2011). 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; Gale, Trief & Lengel; 2010). Other scholars (e.g., Bell, Maeng, & Binns, 2013) have studied ways to meaningfully integrate technology into student teaching experiences. Bell et al. (2013) found that the following practices improved pre-service teachers' abilities to meaningfully integrate technology into instructional practices: participating in lessons in which technology integration was modeled, collaborating with peers, and myriad opportunities for feedback and thoughtful reflection.

Ongoing evaluation studies of the TeachLivE system (the grant funded precursor to the Mursion system) have consistently revealed that repeated short practice sessions using the simulations improved targeted teaching behaviors, and more importantly, that the improvement in practice was transferred to the classroom settings (Straub, Dieker, Hynes, & Hughes, 2014; Straub, Dieker, Hynes, & Hughes, 2015).

Analysis of Current UW Teacher Program and Practice

☒ **Collected and analyzed relevant evidence from current educational practice and current educator preparation practice**

Evidence Collected and Analyzed

1. 2015 UW College of Education Principal Survey
2. 2016 UW College of Education Principal Survey
3. TEI Town Hall Meeting Response Analysis 2017

Summary of Analysis of Current UW Teacher Program and Practice

When asked how well teacher education graduates from UW manage their classrooms, 22 of 55 principals in 2016 (41.5%) stated either extremely well or very well. Another 25 (47.2%) stated moderately well, 5 (9.43%) indicated slightly well, and 1 (1.89%) stated not well at all. When asked how UW teacher education graduates compared with others of similar teaching experience 18 of 53 (34%) principals said they were more able or significantly more able. Twenty-eight principals (52.8%) said there was no difference, and 7 (13.21%) said they were less able.

These are similar to results in 2015 where 22 of 39 principals (56.4%) stated graduates from UW were well or very well at managing the classroom effectively, 12 (30.8%) were average, and 5 (12.8%) were poor or very poor. When asked how UW teacher education graduates compared with others of similar teaching experience 12 of 39 (30.8%) principals said they were more able or significantly more able. Twenty principals (51.3%) said there was no difference, and 7 (17.9%) said they were less able or significantly less able.

An analysis of responses made during the series of town hall meetings between February and March 2017 indicated that several attendants negatively viewed the classroom management philosophies and skills of University of Wyoming-prepared novice educators. However, individuals stated there was also a need for greater funding sources and structure regarding the use of social workers to mitigate student issues beyond the scope of classroom management skills. Comments on page 14 of the town hall summary report focus exclusively on student teaching experiences (as opposed to recent graduates). However, they indicated limited preparation in effective classroom management prior to these experiences, particularly to defuse “emotional situations” and work with students that have special needs. Recommendation three from the report on these town hall meetings (p. 3) suggests that UW evaluate pre-service teachers regarding their knowledge and application of classroom management practices. Furthermore, they recommend that UW develop strong partnerships with school districts to provide field experiences that establish and maintain “a strong classroom environment with clear expectations for students.”

Although not directly related to classroom management, several town hall participants desired more online and outreach offerings to increase access to teacher education programs (pp. 19-21).

To a lesser extent, town hall meetings also focused on educational leadership experiences. Based on feedback provided in these meetings, UW was encouraged to strengthen educational leadership preparation regarding collaboration models, collaboration and support strategies with veteran teachers, and the development of a collaboration culture (p. 3). Quotations on pages 17 and 18 of the report provide additional details. Individuals claimed administrator interns needed more experience dealing with difficult employees, working with plans of assistance, and supervising/ evaluating employees.

Current practice for classroom experiences prior to the student teaching semester requires undergraduate teacher education students to have phased practicum experiences, beginning the freshman or sophomore year. For the bulk of the approximately 650 undergraduate students, this means that their practicum experiences occur in Albany County School District #1 and (to a lesser extent) Laramie County School District #1. Because the majority of the undergraduate teacher

education students live in Laramie, this puts a burden on local schools and teachers; it also limits the number of classroom teaching experiences that we can provide for students. Our hope is that the opportunity to experience simulations through Mursion's system will provide additional, high-quality opportunities to work on specific kinds of strategies, with substantial feedback, without putting additional load on local schools.

Evaluation of Regional and Leading Teacher Prep Programs

(Check all that apply.)

Programs Reviewed:

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

Names and Locations of Traditional Programs studied:

- University of Mississippi
- Auburn University
- University of Maine, Orono

Data Analysis

Qualitative Data Analyzed

- Interviews with educator preparation programs currently using the system

Summary of Data Findings

The Mursion simulation system is currently in use in 65 university educator preparation programs for teacher candidate preparation and K-12 school systems for targeted teacher professional development. In order to obtain information from educator preparation programs that have used Mursion's simulation system, we first requested information from Mursion on contact information from universities that are rural in nature. We received contact information for Auburn University (Alabama), University of Mississippi (Mississippi), and University of Maine (Maine). In this section, we provide information obtained from those administrators, using common questions. Note: The TeachLivE system referred to in the below comments is the first-generation system. Mursion was developed out of TeachLivE.

1. ***How long have you been using the TeachLivE/Mursion simulation system?***

Mississippi*:* Four years.

Alabama: August 2017 will be a year. They are in the pilot phase.

Wrote a grant for $47,000. (License for a year + training of two specialists) All of the universities that she spoke with are in the process of going from pay by the hour to a full license.
She is glad that she wrote the grant for a full year. Their College of Business wants to use it, so she will charge the folks from the College of Business, if there are any free simulation times, etc. She has three different tiers (CoEd. 1st tier); Second tier, university gets priority. 3rd tier, outside businesses (e.g., Law enforcement, Best Western, etc. She is exploring how to deal with difficult customers, etc.)

Kate's goal: To make this self-sustaining. Most universities have been charging student fees. She is trying to avoid this. Businesses have more money than education, so that is why she has the third tier she mentioned.
They hired 2 simulation specialists. (Licensing contract and another contract that deals with the training of your specialists. Mursion will advertise, recruit, and train the simulation specialists; Kate didn't have to do this.) Mursion sends a Google document showing their hires. Mursion strives to hire people in the A and B range. (Grade range is A through D.) The training takes 2 weeks, and trainers need to pass a Mursion test. (This is where the grades come from.)
Mursion is very flexible in figuring out what is needed and not needed. Your simulation is only as good as your actor and simulation specialist.

Maine: Year 2 of a 4-Year Project Commitment *(Maryellen Mahoney O'Neil, Assoc. Dean for Academic Services).* Mary found out about TeachLivE/Mursion at AACTE after talking with Dianne Hoff from University of West Georgia who was using it successfully within its COE.
***4-Year Commitment**:* The Univ of Maine COE made a 4-Year commitment to building a TeachLivE Simulation Lab for use with its pre-service teachers and administrators. Maine also committed to covering all TeachLivE Lab use costs for the first 3 years. At the start of Year 4, Maine's COE will charge a $15 service fee that students pay for each course in which they're enrolled that utilizes the TeachLivE Lab. After less than 2 years of implementation, Maine's COE staff is confident that it will have no problem with this fee requirement due to the excitement and successful learning for them that the TeachLivE Lab has already provided.
Success by Year 2: Maine's COE is almost to the end of its 2nd Year and is extremely pleased with the ease of use, responsiveness of the company, and the importance of providing such a learning opportunity to practice in front of a classroom prior to field experiences and student teaching. Maine's COE course instructors as well as its participating students feel that the opportunity to hone their communication skills and receive feedback from instructors and peers before appearing in front of a real classroom is invaluable. In fact, Mary reported that Maine's COE's recruitment numbers for their teacher training programs have increased by 29% since the implementation of this technology-rich simulation learning tool. There are other teacher training college programs in Maine, however, when pre-service teachers were surveyed about what helped in making their choice for attending the University of Maine (Orono) for their training, the presence of the Mursion/TeachLivE Lab as part of their training was highly valued. Students valued how the simulation allowed them to be the leader of the classroom with no mentor teaching guiding them through

situations yet provided the opportunity to practice, make mistakes, and correct. Being able to observe their peers in practice was also important No other universities in Maine offer this learning tool.

Staffing: Maryellen Mahoney-O'Neil, UMaine Associate Dean of Academic Services, spearheaded the implementation of building the TeachLivE Training Lab. After looking back on Year 1, Mary was surprised that in terms of staffing for this additional service, she only needed to secure one COE graduate assistant for scheduling use of the Lab and 2 faculty members who embedded the use of this simulation into their teacher training course outlines. She remarked several times that what her faculty needed to know in order to use the TeachLivE Lab was very minimal. After the initial introduction to the TeachLivE Lab concept and the running the simulation software connection in the lab, the faculty said they could take over both the troubleshooting of technology and use of the lab by themselves as long as there was still a point person to schedule the lab visits. The University's IT Department was involved with the initial TeachLivE Lab conversations, but wasn't needed after the correct computer and TV screen had been purchased and installed on the network. A plus is that the TeachLivE Lab doesn't need technology purchased directly from the company. Only needs a large TV screen along with minimum computer specs for successful simulation of a teacher – classroom environment.

2. In what ways is the TeachLivE/Mursion simulation system utilized at your university? If used within the College of Education for field experience and/or during course work, please provide specifics.

Mississippi: Went all in. Through NCATE, supposed to have a variety of experiences. Did everything to provide candidates with different types of experience. Typical first experience -- send the student out to a placement, they would observe for 25 hours. In such a rural area, had trouble finding 800-100 placements within 60-70 miles. Students saying they were learning what not to do. So they did a pilot with TeachLivE, and it went very well. They have now put TeachLivE into first required course, before they get into teacher education (in their junior year). Students love to teach with TeachLivE. The experience was very popular. In this required course prior to teacher ed -- students teach a 10-15 minute lesson, 4 students at a time with a retired principal as a coach. It is a type of micro-teach. Even with four students at a time in the room, the experience changes every single time. The next step was to put it in place so that every student has to teach with TeachLivE. So in the second semester, TeachLivE is implemented in a second required course. They have implemented an option to have an ESL student in the class as well. This guarantees that every student has this experience. Candidates love it. The first time they are terrified. Afterwards, they talk about the students as if they are real. Sometimes they get more shots at it.

Alabama: Many of their classes have moved to online. It is hard, if not impossible, to teach behavior management online. She couldn't figure out a way to do this. She is using simulations for the gradual release of responsibility model with respect to behavior management. The simulation helps with this. She wants to see her students go through five steps of a verbal reprimand and other behavior management techniques/issues.

Methods courses: A big focus here for them right now is lesson planning. They focus on the intro, middle and ending of a lesson. The next scenario design might be a lesson with 2 to 3 pushbacks in terms of behavior problems during a lesson. Their SpEd folks have used Mursion for running an IEP meeting with two co-teachers. The College of Business wants to do interviews, deliver a high-stakes sales pitch, If you can dream of it, you can make a simulation. Counseling program using it for high-risk suicide prevention, etc.
Kate and colleagues went to visit Ole Miss. They have a retired principal who runs the lab 24/7. She has it designed so that the professor is the one who gives the feedback. Kate prefers her approach because she and her colleagues don't think that one person has the appropriate content or disciplinary background for all subjects. Kate and her colleagues are drawing on Teach Live Proceedings as their research base. Five to 8 minutes in the typical length for most of their sessions, but they have found that students need immediate feedback. Counseling sessions will last longer, etc.

Maine: *Teacher Training* – Currently uses the TeachLivE Lab simulation during the first two years of their elementary/secondary/early childhood teacher training programs which involve field experiences and student teaching internships in actual classrooms. It supports the coursework that contains components of classroom management and the art of teaching in real time. It doesn't replace the pre-service teacher's time in a school or take away from valuable instruction time. Instructors embed practice in the Lab within their courses as a prompt for discussion and performance feedback. Another application is to gain experience in conducting meaningful parent/teacher conferences. It's a great tool for preparing pre-service teachers for on-the-floor situations they'll experience while participating in field experiences and student teaching. U of Maine sees strong applications for TeachLivE in Educational Leadership programming where pre-service administrators can practice mentoring new teachers as well as terminating contracts. TeachLivE is also embedded within other education programs such as RtI, Special Education, and Counseling.

3. What is working best with the TeachLivE/Mursion simulation system at your university? How do you ascertain this?

Mississippi: Goal -- to make sure that the first two experiences are great (both in the junior year. Highly recommend that you send multiple students into the room with TeachLivE. At UM, they always send in at least 3 students into the room, to get the most out of the coaching experience. They have hired a retired principal who is a great coach. He goes out into the hall. He talks them like it's a pep rally, then brings them into the room. First person up and turn it on. As the system has grown, have hired a teacher in the schools, to do her doctorate. Paid her a stipend to do it -- principal and teacher. Highly recommends having some kind of coach in there. Uses the same rubric for student teaching. Addresses those same rubrics.

Collect data on that. Scored for that and for everything. Looking at growth. First time they teach, they're not seasoned teachers, so it's important that someone can give them proper feedback. Doesn't hurt them. Evaluated using the same instrument over time.

Alabama: You want to do a slow rollout and you want to do it right. This is CRUCIAL! They have decided to give one free simulation hour for partner schools. These schools will bring their weak teachers in to try the simulations. Some schools want to do SpEd training with teachers. Kate got a classroom for their Mursion lab. She recommends this. This way the faculty can do a lecture and then run a simulation in the same room. Kate recommends thinking about what you want to do and how you want to do it and then working backwards from there.

Maine: Most important in the success of the TeachLivE Simulation tool has been the building of a high quality interactive lab environment in which to conduct the simulations. U of Maine COE designated a special room for the TeachLivE Lab so that it represented the feel of a classroom in their K-12 schools as much as it could. As a result, a great amount of excitement grew around it. It's definitely been a draw to the University of Maine's teaching program – a great recruitment tool. When potential students come on campus and inquire about UMaine's teaching program, the TeachLivE Lab short video (linked above) is shown during each recruitment open house to promote the innovative work that is being done in places like the TeachLivE mixed-reality laboratory. It demonstrates how U of Maine is breaking new ground in educator preparation.

Starting small (2 faculty embedding TeachLivE laboratory experiences in their courses) has worked best. Use the first year of implementation to learn and figure out best way in which to incorporate into key coursework. Be sure use of TeachLivE isn't just technology "hype" for teacher preparation. Incorporate it as a valuable learning tool within the courses that focus on classroom management and/or on teacher practice. Bringing 5-6 students at a time into the TeachLivE Lab works best. More is too intimidating when pre-service teachers are practicing. This gives students the opportunity to make mistakes in a non-threatening environment as well as interact, pause, reflect, and try again. The current faculty at U of Maine using TeachLivE, feel that although you can record the classroom response portion of the simulation, there is really no need to. The best learning takes place during the time pre-service teachers are in the simulation lab as a small group interacting.

Because of starting small and strategically implementing the simulation lab concept into key courses for the teacher training program only, U of Maine is expecting to triple the number of courses using it next fall! Expansion to Ed Leadership and other COE program areas will occur plus reaching out to school district superintendents and inviting them to the Lab so they can get a feel for how it might enhance their district's new teacher mentor programs or the interview process for new hires.

Mursion's Pre-Designed Packages: Even in Year 4, the U of Maine envisions continuing to use Mursion's interactive avatar simulation packages. They don't expect to venture into the customization world of simulations; this would mean a lot more work and possibly more staffing due to having to locate and train your own actors. Very pleased with the current middle school simulation packages that are applicable to 9-12 and upper elementary when focusing on classroom management or introducing a class or lesson. Maryellen just recently saw that the aspects of autism and very low IQ have been added to the simulations. She thought an elementary simulation was coming soon, but hasn't heard of its release date.

4. What is problematic with the TeachLivE/Mursion simulation system at your university? How do you ascertain this?

Mississippi: Have purchased the site license. The issue becomes, as you grow, you are scheduling so much with Mursion, with the site-license, you have to hire your own simulation people. Have station set up in office. They have had trouble finding people that Mursion approves of to hire. About to do another round of interviews, because they will only let someone they approve be the simulation person. They want a theater person. Now trying to get some of the best graduate assistants and people in the theater department involved. They suggest two people in a rotation. UM wants to send four people.

Dean Rock is a huge, huge supporter. Have placed a lab at every satellite classroom. Simulation person can be in Laramie or in Casper. Charging a student fee, even that, doesn't come close to covering. Covers the site license through the Dean's office. Department of Teacher Education covers the cost of personnel. Also looking at hiring a clinical person to cover TeachLivE.

Alabama: Kate hasn't had any bad experiences with any of the Mursion folks. Mursion has been amazing to work with. She has worked with lots of different Mursion people, and all of them have been great. Carrie, Robin and their IT people have been outstanding. Ole Miss, West Georgia, etc. Have had huge problems with their own universities in terms of getting the paperwork completed in their own universities. Since Kate's university hired their simulation specialists as part-time people, they didn't have lots of problems working within their university. (That is, it isn't typically as difficult to hire part-time folks at a university. Kate recommends this approach.)

Maine: Maryellen couldn't say enough about the ease of implementation and success of use within their teacher preparation programs. However, they have stuck with Mursion's – pre-designed simulations and are not hiring their own actors which could definitely present problems, especially in a rural setting. Scheduling of the TeachLivE Lab was the only aspect that was considered possibly problematic due to its need of continuous support by a person other than faculty using the program. Like I mentioned before, Maine utilized a graduate assistant to schedule the TeachLivE Lab in conjunction with the availability of Mursion's avatar actors and requested use during the college's designated courses. Because a high-quality simulation lab was created, Mary had virtually no complaints about the whole experience from technology setup to implementation of lab use. In fact, she pointed out that one time the software program needed to update for a classroom visit and the faculty member had forgotten to request it. Even though Mursion TeachLivE is on PST, their company had the update completed before the class started at 9:00 AM EST with only 15 minutes notice. Jokingly, Mary says that the hardest part of using this simulation program is making sure the TV's set to the correct channel for viewing!

Contextual Constraints to Implementation Identified

☐ **Identified Potential Risk to Research Subjects**

- ☐ Release of proprietary information
- ☒ Loss of faculty or candidate confidentiality

  One use of the Mursion system is its use in a workshop with other candidates. In these circumstances, candidate performance will be public, with feedback provided in public.
- ☐ Loss of national accreditation or program recognition
- ☐ Loss of state approval or recognition
- ☐ Other (Please describe.)

☐ **Identified Potential Risk to Trustees Education Initiative**

- ☒ Insufficient Data for College and Program Continuous Improvement Purposes

  The RWG acknowledges that the collection of data in this pilot is critical. The short time frame for developing this proposal did not allow the group time to develop a comprehensive evaluation plan.

  ☐ Insufficient Access to Student Success Data of P-12 Students Taught by College of Education
- ☒ Insufficient Commitment to Collaboration from Wyoming P-12 School Districts

  We are proposing to work with districts to develop scenarios that districts could use for targeted professional development. It is possible that districts may not be interested in using the system. Although this would not be a threat to the pilot, it could affect long term sustainability of the use of the Mursion system
- ☐ Other (Please describe.)

Wyoming Education Stakeholder Perspectives
2017 Town Hall Meetings

Executive Summary

The vision of the University of Wyoming (UW) Trustees Education Initiative (TEI) is to elevate the College of Education to the status of a preeminent college in professional educator preparation. In pursuing this vision, TEI seeks and places a high value on the perspectives of the state's education stakeholders. In seeking these perspectives, one methodology TEI has employed is a series of 10 Town Hall Meetings hosted throughout Wyoming in February and March 2017.

Town Hall Meeting participants included: Wyoming pre-school through grade 12 (P-12) teachers, principals, superintendents, and curriculum directors; community college faculty and administrators; UW alumni; community and business representatives; and elected officials. For those unable to attend one of the Town Hall Meetings, a slide presentation and set of guiding questions were made available to the public for response through an online survey instrument available February 14 through March 16, 2017.

To analyze the stakeholder responses, the TEI Executive Director, who served as the researcher for this analysis, used open coding, evaluating each response and assigning code(s) and classifying each statement with an opinion polarity position of: positive, negative, neutral, or informational (participant informational question or provision of contextual information).

Stakeholder responses at the TEI Town Hall Meetings and in the online survey revealed trends that will provide meaningful insights to the TEI Research Work Groups, Coordinating Council, and Governing Board as they conduct their work in support of the TEI Mission. Analysis of participant comments revealed both positive and negative trends regarding University of Wyoming College of Education (UWCOE) Candidate and Graduate Outcomes, UWCOE Policies and Practices, Stakeholder Knowledge of UWCOE Programs, and Policy Barriers. A brief synopsis of the trends identified in each of these areas is provided here. Full details, including examples of response statements within each identified trend are included in the detail analysis beginning on page 10.

Findings

- ***Stakeholder Knowledge of UWCOE Programs***
  - The strongest trend in direct responses to the guiding questions was revealed in a high volume of questions participants asked regarding the College's programs and contextual comments they made regarding the culture in Wyoming schools. The researcher interpreted this trend as an indication that education stakeholders throughout Wyoming have limited knowledge and understanding of UWCOE program requirements, structures, assessments, and required outcomes for candidates. The results showed that the lack of knowledge was more prevalent in school districts and communities in which UWCOE does not place student teachers.

- ***UWCOE Candidate and Graduate Outcomes***
  - Strong trends of negative participant statements related to University of Wyoming-prepared novice educators' content knowledge; assessment literacy and data analysis skills; collaborative approach and skills; classroom management philosophy and skills; communication skills; and reading pedagogy knowledge and skills.
  - Strong trends of negative statements related to school and district leader preparation in the areas of human resource management and the ability to create and sustain a culture of collaboration.
  - Weak trends of positive comments emerged regarding the content/subject area knowledge of University of Wyoming-prepared student teachers and novice educators.

- ***UWCOE Policies and Practices***
  - Predominant trends of negative statements in this area related to required candidate clinical experiences; UWCOE partnership with Wyoming school districts; overall preparation of candidates; preparation for the realities of the profession; and program-specific concerns.
  - Weak trends of positive statements related to UWCOE for student teachers and mentors in the limited number of districts where these placements occur.

- ***Policy Barriers***
  - Negative responses trending in this area referenced: limitations in the array of educator credentials (licenses and endorsements) issued by the Wyoming Professional Teaching Standards Board; the need for statewide consistency in background check protocols for educators; and the need for funding resources and structures providing school social workers to help mitigate behavior issues beyond the scope of classroom teacher classroom management skills.

Recommendations

Stakeholder Knowledge of UWCOE Programs

- ***Recommendation 1:*** *Develop, implement and measure the results of a targeted communication plan, inclusive of marketing and public relations strategies, that addresses this knowledge deficit throughout Wyoming. Only when key stakeholders are knowledgeable about an educator preparation program can they fully engage as partners with that program.*

- ***Recommendation 2:*** *Research, design, implement, and measure new partnerships with a significantly expanded number of Wyoming school districts.*

Candidate and Graduate Outcomes

- ***Recommendation 1****: Evaluate the assessment data and literacy courses in teacher and leader preparation programs to identify ways to strengthen candidate preparation in the full range of assessment and data literacy knowledge and skills to inform differentiated instruction to meet the needs of all learners.*

- ***Recommendation 2:*** *Evaluate the reading pedagogy courses in all UWCOE teacher preparation programs to assure that University of Wyoming-prepared novice educators across all grade bands (P-12) have the skills and knowledge needed to identify struggling readers and to provide support and interventions to meet the students' needs.*

- ***Recommendation 3****: Evaluate the courses and field experiences candidates in all programs are required to complete to learn and apply classroom management theories and practices. Identify areas for improvement; design, implement, and monitor the results of amended preparation practices. This recommendation will require the strong partnership of school districts to provide candidates with meaningful experiences in establishing and fostering a strong classroom environment with clear expectations for students.*

- ***Recommendation 4:*** *Evaluate candidate preparation in all programs for professional communication and collaboration skills. Strengthen teacher and leader preparation related to: appropriate and effective use of electronic communication, including social media; knowledge of collaboration models employed in districts; strategies to collaborate with and receive support from veteran teachers; and leadership abilities to develop a culture of collaboration within a school or district.*

UWCOE Policies and Practices

- ***Recommendation 1****: Research and evaluate models to strengthen the depth and breadth of candidate clinical experiences with effective sequencing and scaffolding, including early fieldwork, student teaching, and leader internships. After identifying models that result in strong clinical experiences for candidates, develop, implement, and measure the outcomes of a new Wyoming clinical model.*

- ***Recommendation 2:*** *Research and evaluate models for strong clinical partnerships in a large land mass with widely dispersed population centers. Modify the model to meet the needs of all Wyoming school districts, developing the goals, parameters, and expectations of the Wyoming Clinical Model. Identify and garner the short-term and long-term resources needed for implementation. Implement, monitor, and measure the outcomes of the new Wyoming Clinical Model, making adjustments to assure optimal outcomes for candidates, school districts, and UWCOE programs.*

Policy Barriers

Additional emerging trends of negative responses related to: federal, state, local, and university policy barriers to success; and the depth of stakeholder knowledge of UWCOE programs.

- ***Recommendation 1****: Further investigate statewide needs related to policy barriers to determine the scale of the concerns. Include in the investigation the need for: a Wyoming Early Childhood Educator License; a credential for mediators; and the supply and demand for School Social Workers. While UWCOE does not have the ability to address all of the identified policy barriers, it will be important to assure that TEI informs the entities that do have that ability of the concerns that arose through the TEI Town Hall Meeting Series.*

Table of Contents

Introduction

Vision

The vision of the University of Wyoming Trustees Education Initiative (TEI) is to elevate the College of Education to the status of a preeminent college in professional educator preparation. The TEI Governing Board will receive recommendations from research work groups comprised of Wyoming students, parents, educators, school leaders, state officials, and university faculty.

Mission

The TEI mission is that through extensive evaluation and adaptation of national best practices, TEI will recommend, and the College of Education will implement practices through which the College will prepare and graduate preeminent P-12 professional educators. These highly skilled K-12 teachers will spread throughout Wyoming's P-12 system, ultimately resulting in high school graduates who are among the most skilled and best educated in the nation. These high school graduates will drive Wyoming's cultural and economic engine into the future.

Stakeholder Engagement

The vision, mission, and goals of the Trustees Education Initiative can only be reached through meaningful engagement with education stakeholders throughout Wyoming. One of the engagement strategies TEI has employed is a series of Town Hall Meetings throughout the state to gather perspectives and insights from Wyomingites. In February and March 2017, TEI hosted a series of 10 Town Hall Meetings open to the public. Details of the structure and facilitation of the meetings is detailed in the Methodology section of this report.

Methodology

The University of Wyoming (UW) Trustees Education Initiative (TEI) hosted a series of Town Hall Meetings in February and March 2017 to gather stakeholder perspectives regarding the University of Wyoming College of Education (UWCOE) programs, candidates, and graduates. The Town Hall Meetings took place either at 3 p.m. or at 7 p.m. in public settings including community colleges, a UW Outreach Centers, and a community center. TEI Town Hall Meetings were held in Casper, Cheyenne, Evanston, Gillette, Jackson, Powell, Riverton, Rock Springs, and Sheridan. For those unable to attend, a slide presentation and guiding questions were made available to the public to prompt response through an online survey instrument.

TEI Town Hall Meeting participants included: pre-school through grade 12 (P-12) teachers, principals, superintendents, and curriculum directors; community college faculty and administrators; UWCOE alumni; community and business representatives; and elected officials.

Each Town Hall Meeting began with an overview of the TEI origin, history and structure. Following the overview, the COE Dean or Associate Dean facilitated an open discussion guided by a set of questions, as follows:

Question 1 – Please share your perspectives on the content knowledge of University of Wyoming College of Education:

- *Student teachers or other interns in your community's schools*
- *Novice teachers or beginning school personnel employed in your community's schools*

Question 2 – Please share your perspectives on the pedagogical (teaching) knowledge and skills of University of Wyoming College of Education

- *Student teachers or other interns in your community's schools*
- *Novice teachers or other beginning school personnel employed in your community's schools*

Question 3 – Please share your perspectives on the assessment and data analysis knowledge and skills of University of Wyoming College of Education

- *Student teachers or other interns in your community's schools*
- *Novice teachers or other beginning school personnel employed in your community's schools*

Question 4 – Please share your perspectives on the classroom management skills of University of Wyoming College of Education

- *Student teachers or other interns in your community's schools*
- *Novice teachers or other beginning school personnel employed in your community's schools*

Question 5 – Please share your perspectives on the communication skills of University of Wyoming College of Education

- *Student teachers or other interns in your community's schools*
- *Novice teachers or other beginning school personnel employed in your community's schools*

Question 6 – Please share your perspectives on the collaboration skills of University of Wyoming College of Education

- *Student teachers or other interns in your community's schools*
- *Novice teachers or other beginning school personnel employed in your community's schools*

Question 7 – Please share your perspectives on the of University of Wyoming College of Education's partnership with your school district.

Question 8 – Please provide additional feedback to inform the work of the University of Wyoming Trustees Education Initiative.

Unit of Analysis and Sampling Strategies

The unit of analysis for this study includes all education stakeholders in Wyoming, including: pre-school through grade 12 (P-12) teachers, principals, superintendents, and curriculum directors; community college faculty and administrators; UW COE alumni; community and business representatives; and elected officials.

The sampling strategies included an open public invitation for all Wyoming education stakeholders to attend and participate in the TEI Town Hall Meetings or the aligned online survey seeking open-ended responses. Communication and promotion of the Town Hall Meetings included:

1. University Institutional Communications distributed a news release to all Wyoming media outlets and posting of the release on the University News Page.
    a. TEI emailed invitations with detailed information and request to forward to respective constituencies to:
    b. University of Wyoming Alumni Association;
    c. University of Wyoming College of Education Advocacy Board;
    d. University of Wyoming College of Education Literacy Research Center and Clinic Advisory Board;
    e. Trustees Education Initiative Governing Board Members;
    f. State Superintendent of Education Jillian Balow；
    g. Professional Teaching Standards Board;
    h. University of Wyoming Governmental and Community Affairs;
    i. Wyoming School Boards Association;
    j. Wyoming Association of School Administrators;
    k. Wyoming Business Alliance;
2. TEI created and published a dedicated web page for all Town Hall Meeting information, with customized, downloadable promotional flyers for each event.
3. TEI emailed the UW Board of Trustees with information on each Town Hall Meeting.
4. The TEI Facebook page provided multiple posts with information regarding all Town Hall Meetings and provided a link to the online survey. The Facebook posts were augmented through paid advertising on the social media site, targeting Wyomingites of all ages.

Coding System

The researcher used open coding to conduct an analysis of the responses from TEI Town Hall Meeting attendees and respondents to the aligned online survey. Each response was evaluated and assigned one or more a priori/deductive codes (responses aligned to one of the guiding questions) and/or emergent/inductive codes (responses regarding issues beyond those addressed in the guiding questions).

Table 1. ***Codes***

Code	Theme
Ac	Access to UW Programs
Ad	Assessment, Data Analysis, Differentiated Instruction Skills
An	Ancillary Educational Professionals
Ci	Philosophy of Teaching, Continuous Improvement, Persistence and Commitment to the Profession; Professional Dispositions, Professional Growth, Contributions to the Profession, Complexity and Uncertainty of the Profession
Cl	Cultural Awareness and Skills
Cm	Communication Skills, Including Writing Ability and Social Media Usage
Cn	Content Knowledge
Co	Collaboration Skills and Leadership; Conflict Management; Personnel Management; Community Resources
Ct	Career and Technical Education
Ec	Early Childhood
El	Educational Leadership
Em	Elementary Education
Fa	UWCOE faculty members
Im	Induction and Mentoring
In	Informational Statement or Inquiry (Neutral)
Io	Innovation in Educator Preparation and Partnerships
Ma	Math Knowledge
Mg	Classroom Management Skills
Mk	Marketability of UW Graduates
Mu	Music Educators
Op	Overall Preparation; Program Milestones
Ot	Other Programs: UW Competitors
Pb	Policy Barrier, State, Federal, Local
Pd	Pedagogical Knowledge and Skills, Curriculum Design Knowledge and Skills, Educational Technology Knowledge and Skills
Pf	Parents and Families
Ph	Physical Education and Health
Pt	UW COE Partnerships
Pv	Professional Development Offerings Provided by UWCOE
Rd	Reading; Literacy
Re	Recruitment into the Profession and Program Selectivity Criteria
Rl	Relevance to 21st Century Educational Theories, Practices and Realities
Sd	Knowledge of learning standards and aligned instruction

Code	Theme
Se	Secondary Education
So	Social Studies
Sp	Special Education
Sr	School Counselor
St	Student Teaching, Fieldwork, Practical Experience
Stm	STEM Knowledge: Science, Technology, Engineering, Mathematics
Tr	Transfer of Credits, Support for Transfer, Time to Completion
Uc	Understanding the Unique Culture and Needs of Each School, District, Community, including Hiring Practices, Rural Education Needs

In addition to being assigned a code(s), each response statement was classified with an opinion polarity position of: positive, negative, neutral, or informational (participant informational question or provision of contextual information).

Analysis: Stakeholder Knowledge of UWCOE Programs

The strongest trend was in key emergent theme related to statewide knowledge of UWCOE programs. Items in this trend were informational in nature, either in the form of questions, or respondent statements to help UWCOE understand the context of the 21st century classroom in Wyoming. These informational responses were frequently questions regarding the UWCOE programs and structure. Also of note were information requests regarding the relationship between educator credentials and the licensure policies of the Wyoming Professional asking questions of COE facilitators regarding the UW programs or Wyoming educator licensure policy.

This trend in responses highlights a critical underlying factor impacting statewide perceptions of the University of Wyoming College of Education and its programs. Absent a fundamental understanding of UWCOE program requirements, structures, assessments, and required outcomes for candidates, stakeholder perceptions are based on personal experience, historical knowledge, and most dangerously, assumptions.

Analysis: Candidate and Graduate Outcomes

Content Knowledge

When providing perspectives on the content knowledge of UWCOE candidates and graduates, participant responses highlighted candidate and graduate strengths along with needed areas for improvement. Two themes emerged regarding content knowledge. The most prevalent theme was an expressed need for strengthened content preparation for teachers and leaders. Examples of the participant statements of concern related to candidate content preparation were:

As an elementary teacher, I have worked with student teachers and novice teachers in my building over the last four years. Most of them are enthusiastic and eager to teach. However, their content knowledge is not great. I know that elementary teachers have to have knowledge of vast amounts of subject matter, but they should be able to teach reading. Most student teachers and novice teachers have no idea how to teach reading, and that is all parts of it - phonics, phonological awareness, fluency, comprehension, vocabulary. They are able to follow a curriculum but they would not be able to design one on their own. I think all teachers should be trained in all five components of reading as part of their teacher preparatory program.

As a high school teacher who has supervised novice teachers from several different universities and colleges I have to say that UW students are the weakest in their content knowledge. Many struggled with my upper level classes. They would have a very difficult time teaching them on their own. I fear that the content would be weakened.

As superintendent of Natrona County Schools until July of 2013 and as a District Coach for WDE until present, I had the opportunity to work with principal and supt.[sic] interns from UW and practicing educational leaders in Wyoming. Many of these interns and novice principals/superintendents had natural leadership talent and were quick learners. However, the content knowledge they displayed was many times dated and shallow. Current best practices in educational leadership were not part of the background they brought with them after coming through the UW program.

Examples of positive participant statements related to candidate content knowledge include:

Student teachers and graduates, specifically one department jumps out as high content knowledge—Physical Education[1]*. They are fantastic! I recently hired a math teacher who was very good on content knowledge.*

They seem to have a solid foundation - especially PE/ Health teachers. I'm impressed by their well-roundedness.

In terms of novice teachers, anyone I have recently hired from the University of Wyoming has been very well-qualified and quite successful in the classroom. Their subject area knowledge has proven to be very strong.

I feel the content knowledge of University of Wyoming student teachers has been exemplary! They are well prepared for the classroom. The three-week fall observation period is a great program for gradual release of responsibility for the student teachers to be successful in the classroom. The University professors that I have worked with are

[1] *Physical Education majors are primarily prepared in the UW College of Health Sciences, although they do complete a limited number of courses in the UW College of Education.*

very knowledgeable on how to prepare their teachers to be successful in today's ever-changing education world. They communicate effectively, provide proper and adequate feedback, and offer suggestions for improvement. I have been very impressed with the University of Wyoming teacher preparedness program.

Assessment Literacy and Data Analysis to Inform Differentiated Instruction

There was a very strong trend of negative statements related to candidates' and graduates' knowledge and skills in designing and delivering formative assessments, analyzing data from formative and summative assessments, and utilizing that analysis to inform instruction to meet the needs of all learners. Special concerns were raised regarding data analysis.

I see student teachers and novice teachers asking good questions related to assessment. Assessment is valued and it is apparent to me they understand that. Data analysis is something I don't feel they have in place. Opportunities must be presented for real world data analysis.

It's one thing to be able to collect data, but another to be able to make sense of it. This is a critical element for teachers and administrators. It is important to be able to analyze your own data and make a direction but also to be able to work side-by-side in PLCs with other educators. This is not something I'm hearing the administrative interns ask about. Certainly it is something that novice teachers need additional support with.

The majority of the student teachers I have worked with have a basic understanding of the difference between formative and summative assessments. They aren't clear on when and how to utilize formative assessments. Analyzing data with their supervising teacher, if they do that, is a great learning experience! The more ideas they can come with the better. Some of our teachers are struggling with this as well.

Using assessment to inform and drive school/district improvement is not a strength in novice principals/supts [sic]. Any efforts to help beginning leaders understand processes needed to facilitate the use of common formative assessment to inform the instruction of collaborative teacher teams would be helpful.

Novice teachers have moderately prepared in terms of formative and summative assessment, particularly in terms of student self-assessment and goal setting (as per Hattie, Marzano, etc.). Standards-based grading concepts are critical and fairly unknown to novice teachers (as per O'Connor, Guskey, etc.).

The few participants who cited positive perceptions about preparedness in assessment literacy and data analysis cited the needed for district support for University of Wyoming-prepared novice educators in this area of preparation, with one participant stating, "The teachers have a general knowledge of this information.

Like anyone new to our district we must teach them how we want them to work with the data." Another response focused on the need for continued development in this area, "UW student teachers and novice teachers have basic knowledge of assessment (both formative and summative) and the ability to analyze data. I would say they are stronger on data analysis than assessment, particularly how to use formative assessment to guide teaching.

Collaboration

There was a high volume of comments in this area, emphasizing the importance that education stakeholders assign to the collaborative skills of teachers and leaders. The statements trended to the negative end of the opinion polarity, with an underlying prevalence of statements related to the collaboration skills of Educational Leadership interns and graduates. These examples are indicative of participant responses related to school leader preparation for collaboration:

> *The school administrator interns we have worked with, are always surprised at the challenges principals and other administrators face on a daily basis. I feel that they could use a better understanding of employee law. Such things as plans of assistance, dealing with difficult employees, and an understanding of facilities would be beneficial. Current educational topics such as implementing PLC's, assessment and grading would be good topics for them to learn more about.*
>
> *Novice administration needs to be prepared to question an experienced teacher's actions and how they truly implement programs. Just because the teachers don't agree with it doesn't mean that [sic] can manipulate so it will fail or not teach it even though they have taught for 40 years and have two master's degrees.*
>
> *Specifically, they had little knowledge of the processes used to build and grow a healthy culture of high expectations and collaboration. They lacked the practical steps to building high performing teacher teams. Proficiency in processes for strategic planning, school improvement, setting mission and vision, and using data to inform improvement efforts were all substandard.*

In addition to the responses related to the collaboration skills of interns and graduates from the UWCOE Educational Leadership programs, participants statewide expressed concerns about student teacher and University of Wyoming-prepared novice educator preparation for the depth and breadth of collaboration required in the 21st century classroom.

> *If they knew ahead of time they could be more open with each other. I think a lot of miscommunication is fear of ideas not being accepted or understood. People who are very, very passive have a difficult time communicating. We have a generation now with*

young people who don't know how to take constructive criticism. I don't know what the solution is there.

Some candidates don't understand the vocabulary and acronyms, e.g., PLC, RTI, MAP. Candidates/novice educators who aren't familiar with the language can shut down to avoid looking inadequate.

While not a strong trend, participants noted some recent progress in this area of educator preparation, stating, "They are coming to us with more and more understanding of learning communities every year. It is greatly appreciated since that is how we operate. Keep working on this!"

Notably, a moderate trend emerged in the responses related to school culture and the willingness of veteran teachers to collaborate with University of Wyoming-prepared candidates and novice educators. Related examples of participant statements include:

In high school, we still go to our little room and that is not beneficial to the students that are coming out. We need some of the younger teachers coming in to say, 'come on' and work together.

Student teachers in Fremont County participate in PLCs at the school and district level. For some it takes a couple months before they will speak up. This is likely a sign of humility of listening and learning from veteran teachers before weigh in with their own perspectives as pre-professionals or novice educators.

Classroom Management Knowledge and Skills

The participants consistently voiced concerns about the classroom management skills and knowledge of UWCOE interns and graduates. In many instances, these concerns cited a relationship to the depth and breadth of the field fieldwork and student teaching experiences candidates complete.

Most new teachers struggle with this. It is difficult to teach and when student teaching you generally use a system all ready [sic] being used by your mentor teacher. Classroom management is guided by school expectations and greatly influenced by the makeup of the class. What worked one year, may not work the next. Finding what works for you takes time and experience.

This seems to be a big area of weakness. Although I have seen student teachers with effective classroom management, this seems to be an innate ability to build relationships with students rather than a working knowledge of effective management strategies. The solution could be two-fold. First, specific classroom management strategies should be

taught. Second, it seems that student teachers do not have enough time in classrooms doing more than just observing before student teaching.

Neither of the two student teachers that I've worked with in the past four years, have been well prepared in classroom management skills/strategies. This left them frustrated when they did not have the knowledge readily at hand to handle difficult situations. More time needs to be spent in handling special needs students in inclusion settings, defusing emotional situations, etc.

Communication

Responses regarding the communication acumen of UWCOE interns and graduates spanned the opinion polarity, weighted more toward the negative end of the continuum. Many concerns cited related to the effective and appropriate use of social media to support communication, with one participant stating, "New graduates are relying on new media extensively. Sometimes this is problematic in working with peers and families from older generations." Another response cited a concern regarding student teachers stating, "Student teachers are posting photos with inappropriate content, including inappropriate email addresses." Additional responses raised concerns regarding the use of electronic media as an effective mode of communications.

Today's students need to get their head out of their electronic devices. While those devices are certainly important tools to be used in society, they are a horrible way to communicate with students, peers, parents and members of the community.

The more positive statements regarding the communication skills and knowledge of candidates and graduates included references to the need to continue to develop skills and knowledge in the most effective use of social media to facilitate communication, stating, "One UW graduate is using social media in a highly effective way to lift up student successes and engage with parents and families. This represents a highly effective and appropriate use of social media."

The need for strong overall communication skills was a point of emphasis among respondents, as illustrated in this participant's response, "I don't think you can do enough to prepare people for the amount of communication that will be necessary as a student teacher, early career teacher. Maybe one area might be some coaching on how to communicate with parents both in the positive and in the more hostile communication settings."

Reading Pedagogy

Notably, the guiding questions at the Town Hall Meetings did not seek responses on specific areas of pedagogy, but were general in nature. Therefore, special attention should be given to the strong trend of

negative responses related to candidate and graduate preparation in Reading Pedagogy. Responses on this topic were markedly negative. Stakeholder statements detailed specific concerns, as noted in these examples:

> *When I received my degree in elementary education I had no idea how to teach reading. I felt more prepared to teach other areas, however. I have worked with teachers who received degrees from colleges in other states and they seemed more prepared to teach reading but preparedness in other academic areas seem comparable.*
>
> *I have heard from graduates and current students that the education department does not adequately prepare them to teach reading. They are always afraid of teaching reading, both in large groups and small groups. I think that fear comes from a lack of knowledge. Again, a strong reading preparation program is essential for new elementary teachers.*
>
> *There should be more literacy classes required as literacy is a big component in classes, how to teach writing, what to do with reading groups, and how to pick the best books for your students.*
>
> *The student teachers I have had the pleasure of working with seem generally qualified in terms of content knowledge. However, there are two areas where I feel that student teachers could be more prepared. These areas are teaching primary reading and reading intervention.*

Preparation for Realities of the Profession

Another element of preparation that emerged in the facilitated discussions and online survey was the concept of preparation for the realities of the profession. Included in this concept are: individual philosophy of teaching, commitment to continuous improvement, persistence and commitment to the profession, professional dispositions, professional growth, contributions to the profession, and understanding and embracing the complexity and uncertainty of the profession.

While statements in this area were more balanced across the opinion polarity than other response areas, they were still heavily weighted on the negative end of the continuum. Examples of participant statements on this aspect of educator preparation include:

> *Teachers need to know that teaching is complex and flat out hard work. Skills and knowledge needed include: the ability to communicate effectively with a variety of stakeholders: students, parents, building administrators, colleagues, central office administrators and staff, etc., and an understanding that this isn't an 8 to 5 job. Teachers will have evening meetings, new teacher meetings, curriculum meetings and they will spend a lot of time on lesson plans for the first year or two.*

I have seen a decline in the work ethic of the student teachers. I also have seen a lack of initiative and wanting to do more. I feel that we are not preparing these young students for the real world. They seem to come in expecting things to be handed to them and perfect teaching conditions. They do not handle adversity or feedback very well. It seems more of a "me" environment rather than an "us" environment.

I have had to counsel student teachers and novice teachers out of the profession due to a lack of work ethic. Our school requires the student teachers to be present any time the mentor teacher is present, including evening school functions.

Program-Specific: Elementary Education

Respondent statements related to specific licensure preparation programs emerged in the Town Hall Meetings. A small number of specific concerns related to the content and pedagogical preparation of Elementary Education candidates. Statements of concern included, “There is a great need for STEM preparation for elementary teachers,” and “There is no class for elementary majors regarding social studies.”

An additional respondent stated:

Elementary teachers in general are prepared to develop lessons in multiple content areas. However, they do not have a deep understanding of how kids learn to read or do math so lessons, while creative and fun, may not be aligned with what kids need to know and be able to do. If kids struggle with a presented skill this lack of knowledge in how kids learn to read, develop language and do math keeps them from knowing what do to support the struggling student.

Program-Specific: Educational Leadership

Emerging from the Town Hall Meetings and online survey were specific concerns related to the preparation of school leaders. Example statements include:

The school administrator interns we have worked with, are always surprised at the challenges principals and other administrators face on a daily basis. I feel that they could use a better understanding of employee law. Such things as plans of assistance, dealing with difficult employees, and an understanding of facilities would be beneficial. Current educational topics such as implementing PLC's, assessment and grading would be good topics for them to learn more about.

I will comment strictly on my perspectives on your administrative training. I'm [sic] been involved in the support side of education for thirty-five years. I have a BS in accounting and MBA both from University of Wyoming. What UW lacks in the preparation program

from principals, superintendents and other administrative programs is the complete lack of any management training. The most important part of their jobs is the recruitment, hiring and supervision of instructional staff. The only training educators have in dealing with these issue is on-the-job training and this training comes from people who are equally lacking in any management training.

New administrators seem to be adepts [sic] and building management and student management pieces, but need more education around working with teacher...not just supervising and evaluating but growing and improving. They need to know how to develop structures in their buildings that support the needs of their students, i.e., communication plans, staffing plans, schedule building, use of support staff, use of instructional technology, grading procedures, etc. They need a much deeper understanding of data including: what data to gather, how to involve staff in analysis and collaboration of that data, how to build meaningful and actionable school improvement plans and how to monitor progress towards the goals in their plan...summative vs formative vs interim vs progress monitoring etc.

Overall Educator Preparation

While not a prompted question, a number of responses focused on the overall preparation of UWCOE candidates and graduates. While the comments did not represent a strong trend, the statements were markedly positive, with comments about noted improvements in UWCOE programs in recent years. One respondent stated, "I have witnessed improvement in the UW students over the last 8 years. I recruit around the region and find the UW students to be much better prepared than they were 8 years ago."

UW Preparation Programs Outside the College of Education

A small number of participants referenced UW preparation programs primarily provided outside the College of Education. Respondents made positive statements regarding Physical Education, and Music Education, which are delivered by the UW College of Health Sciences and UW College of Arts and Sciences, respectively.

Analysis: UWCOE Policies and Practices

UWCOE Partnership with Wyoming School Districts

Participant statements regarding the University's partnership with Wyoming School districts revealed trends that varied widely in opinion polarity, depending on the site of the Town Hall Meeting. A strong trend of negative statements regarding the UUWCOE partnership with Wyoming school districts emerged from the online survey instrument and from the Town Hall Meetings hosted in Evanston, Jackson, and Powell. There

was a strong trend of positive statements on this subject in the Town Hall Meetings in Cheyenne, Riverton, and Rock Springs. Notably, UWCOE places student teachers in the latter communities.

Negative responses on this topic included the following examples:

> *I've asked forever for student teachers from UW. We get a music student teacher next semester and had a music student teacher a year ago. We hire most of our student teachers. We'd like the opportunity to have UW student teachers in our school. We are happy to provide the cooperating teacher and have individuals trained in supervision. WGU uses the district for the supervising coordinator. The district wouldn't require funding, and would see it as an investment in the employment pipeline.*
>
> *There is no real partnership. Districts pay a fee to belong to the School/University Partnership and I have never seen anything useful come from it. District pay [sic] UW a great deal of money to belong to this partnership and there is nothing to show for it.*
>
> *Our school district hasn't had a student teacher from the University of Wyoming for a very long time. The way the student teaching is organized in our state doesn't allow student teachers to be placed in our district.*

Positive statements from participants in Wyoming communities where UWCOE places student teachers emphasized the importance of constant communication and collaboration to support the partnership:

> *We have worked well with UW in the placement and supervision of student teacher and feel like when placed with strong mentor teachers the students are very committed to growing and becoming high quality educators during their student teaching experience. A year of student teaching rather than a semester would make a world of difference in their readiness to step in and take on their own classroom.*
>
> *The UW district facilitator has been helpful in supporting candidates, mentor teachers, principals, and district leaders in assuring that candidates are on pace to be ready for the profession by the end of the student teaching term.*
>
> *Student teachers can be energizing for existing professionals. Having someone new with fresh ideas and the latest research is beneficial. Student teachers also spur veteran teachers to reflect on their practice.*

Access

Access to a full array of educator preparation programs across the state was a prominent concern in the responses across all sites and on the online survey. Notably, a number of responses cited the ease of access a number of out-of-state universities are providing to Wyomingites. Examples of statements include:

Over the past ten years, I have seen the University of Wyoming's partnership with schools and my community improve somewhat but is still very limited. As Wyoming only has one state university, it is somewhat discouraging to students applying to programs who aren't accepted or who cannot move to Laramie to attend classes. Having one university means there is only one option for in-state tuition. As Wyoming's economy has declined in the last four years, moving is not always an option for our residents who often reside in hometowns their entire lives holding the same job. This also means that applying to another college out-of-state is not always an option because paying out-of-state tuition is not financially affordable to a lot of residents. Being one of the largest states in the nation, in terms of land size, the University of Wyoming should provide more degrees and classes online simply because of our states geography and culture. As a state, the more educated our residents are the better our culture and way of life will be. Studies have proven educated individuals are less violent and prove to be better parents. Offering a wider variety of online programs and classes will allow our state residents to have more options and more chances to complete a higher educational degree. As we have only one school offering a four-year degree or higher online classes and degrees should be provided online unquestionably.

When I went to school they were talking about pulling outreach programs for education, which is really hard for people with families. Before, during, and since my college experience there has been a lot of talk of shutting down easy access to 4-year programs in community colleges. I've been told it's because of enrolment [sic]. Enrolment [sic] might be more constant in community colleges if people didn't fear that they'd have to pick up and move part way through a degree because they couldn't finish the degree locally.

One thing that could be…we have a number of people who student teaches with us from other universities, e.g., Western Governors. Is there something available through the College of Education for something like that? I think I have three student teachers in my building all doing a Western Governors type of program. That might be an opportunity for UW that is being missed. I have one who is a first year teacher for me now who did his master's through Western Governors last year. He had a content baccalaureate degree and he got his master's in teaching.

Valley City State does not offer scholarships to online students at all. If UW provided an online program and made scholarships available, it would be very helpful to students who have other bills to pay, kids, jobs, and just can't leave. It would help a lot of students in the TRiO program.

UW needs to reinstate its distance elementary certification program!! I live in the northwestern-most county in Wyoming (Park County)—far from the UW Laramie and Casper campuses. As a school district professional, I know of MANY Park County non-traditional students who have pursued K-12 education degrees/teaching certificates through distance programs provided by out-of-state schools such as Valley City and Grand Canyon University. These students ended up paying much higher tuition rates than University of Wyoming's because they are unable or unwilling to relocate to Laramie or Casper. Why are we letting these dollars flow out of state, when we could meet these students' needs (and increase UW enrollment and revenue) by providing a distance K-12 program through our own state university?

Clinical Experiences: Fieldwork, Student Teaching, Administrative Internships

Participants frequently referenced the fieldwork, student teaching, internship, residency, and other clinical experiences candidates complete in their preparation programs at the University of Wyoming. While somewhat dispersed across the opinion polarity, the majority of statements cited concerns with the clinical experiences candidates are required to complete.

Nobody knows much of anything about teaching until they are in the field. Anyone will tell you that's where the real learning happens. I think college builds background to an extent but I feel like classroom management skills are lacking. School doesn't prepare you for that. I also don't think that college prepares teachers to differentiate instruction. It touches on it but that's about it.

The University of Wyoming covers a lot of different pedagogy in the last two years. However, a lot of it isn't retained by students because they don't have much teaching experience to relate it to. Pedagogy would be better taught while student teaching to make more meaningful connections.

I am concerned that the early observations are only in the active classroom, not during the teacher's planning time. Having an opportunity to engage with a mentor teacher during planning would strengthen candidate understanding of assessment, analysis, and informed differentiated instruction.

I think the UW college of education does a great job producing well-rounded teachers, however there is a gap in some major parts of the program and teaching. I think the future educations would benefit from more hand-on experience prior to student teaching. With student teaching, it would be beneficial to go all year instead of just 16 weeks. This would allow student teachers to see the progression of the year, how routines and management is developed, and ultimately get the best experience possible. Science isn't a focus in most districts so 3 classes in science wouldn't be necessary. There should be more literacy classes required as literacy is a big component in classes, how to teach

writing, what to do with reading groups, and how to pick the best books for your students. UW has done a great job with their graduating students (5th in the nation!) but they can do better.

Analysis: Policy Barriers

A final theme in the responses, trending strongly negative, were concerns related to perceived policy barriers impeding the work to support Wyoming's P-12 learners with education professionals prepared to meet the individual and collective needs of learners. Concerns included a desire for new educator licenses or endorsements in Wyoming for Pre-Kindergarten through Grade 3 educators and a certificate or endorsement for trained mediators.

Further policy concerns related to the need for School Social Workers to help mitigate behavioral issues beyond the scope of classroom teachers; and concern with a wide variation between and among school district background check protocols.

Summary and Recommendations

Stakeholder Knowledge of UWCOE Programs

The strongest trend in stakeholder responses related to participant questions regarding UWCOE programs. This finding aligns with the limited placement of student teachers throughout the state. For school districts and communities in which there is not an active partnership with UWCOE, knowledge of the College's programs is extremely limited.

- ***Recommendation 1:*** *Develop, implement and measure the results of a targeted communication plan, inclusive of public relations and marketing strategies, that addresses this knowledge deficit throughout Wyoming. Only when key stakeholders are knowledgeable about an educator preparation program can they fully engage as partners with that program.*

- ***Recommendation 2:*** *Research, design, implement, and measure new partnerships with a significantly expanded number of Wyoming school districts.*

Candidate and Graduate Outcomes

Stakeholder perspectives on *University of Wyoming College of Education (UWCOE) Candidate and Graduate Outcomes* revealed strong themes around: content knowledge; assessment literacy and data analysis skills; collaborative approach and skills; classroom management philosophy and skills; communication skills; and reading pedagogy knowledge and skills, specifically the ability to help struggling readers. In each of these aspects of educator preparation, the trend was in negative statements.

- ***Recommendation 1****: Evaluate the assessment data and literacy courses in teacher and leader preparation programs to identify ways to strengthen candidate preparation in the full range of assessment and data literacy knowledge and skills to inform differentiated instruction to meet the needs of all learners.*

- ***Recommendation 2:*** *Evaluate the reading pedagogy courses in all UWCOE teacher preparation programs to assure that novice educators across all grade bands (P-12) have the skills and knowledge needed to identify struggling readers and to provide support and interventions to meet the students' needs.*

- ***Recommendation 3****: Evaluate the courses and field experiences candidates in all programs are required to complete to learn and apply classroom management theories and practices. Identify areas for improvement; design, implement, and monitor the results of amended preparation practices. This recommendation will require the strong partnership of school districts to provide candidates with meaningful experiences in establishing and fostering a strong classroom environment with clear expectations for students.*

- ***Recommendation 4:*** *Evaluate candidate preparation in all programs to develop their professional communication and collaboration skills. Strengthen teacher and leader preparation related to: appropriate and effective use of electronic communication, including social media; knowledge of collaboration models employed in districts; strategies to collaborate with and receive support from veteran teachers; and leadership abilities to develop a culture of collaboration within a school or district.*

UWCOE Policies and Practices

Response themes related to *UWCOE Policies and Practices* included: required candidate clinical experiences; partnership with Wyoming school districts; overall preparation of candidates; preparation for the realities of the profession; and program-specific concerns. The themes in this category also revealed stronger trends in negative statements than in positive statements. Notably, the negative statements in this category primarily emerged from communities in which UWCOE does not place student teachers.

- ***Recommendation 1****: Research and evaluate models to strengthen the depth and breadth of candidate clinical experiences with effective sequencing and scaffolding,, including early fieldwork, student teaching, and leader internships. After identifying models that result in strong clinical experiences for candidates, develop, implement, and measure the outcomes of a new Wyoming clinical model.*
-

- ***Recommendation 2:*** *Research and evaluate models for strong clinical partnerships in a large land mass with widely dispersed population centers. Modify the model to meet the needs of all Wyoming school districts, developing the goals, parameters, and expectations of the Wyoming Clinical Model. Identify and garner the short-term and long-term resources needed for implementation. Implement,*

monitor, and measure the outcomes of the new Wyoming Clinical Model, making adjustments to assure optimal outcomes for candidates, school districts, and UWCOE programs.

Policy Barriers

Additional emerging negative trends in the responses related to: federal, state, local, and university policy barriers to success; and the depth of stakeholder knowledge of UWCOE programs.

- ***Recommendation 1****: Further investigate statewide needs related to policy barriers to determine the scale of the concerns. Include in the investigation the need for: a Wyoming Early Childhood Educator License; a credential for mediators; and the supply and demand for School Social Workers. While UWCOE does not have the ability to address all of the identified policy barriers, it will be important to assure that TEI informs the entities that do have that ability of the concerns that arose through the TEI Town Hall Meeting Series.*

Disposition of Analysis and Recommendations

This analysis of the Wyoming Education Stakeholder Perspectives shared through the TEI Town Hall Meetings and aligned online survey will be provided to the TEI Research Work Groups, TEI Coordinating Council, and the TEI Governing Board to inform their work toward the TEI Vision and Mission.

PROPOSAL:
2017-02

Research Work Group Proposal Form

Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research Definitions

- ***Candidate*** – an individual enrolled in a professional educator preparation program
- ***Completer*** – an individual who has successfully complete a professional educator program
- ***Educator Preparation Practices*** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- ***Evidence-Based Practice*** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
    - current educator preparation literature
    - meta-analyses (combined data from multiple studies)
        - historical research
        - experimental research
        - non-experimental research
        - exploratory, descriptive, and explanatory (cause and effect) research
    - outcomes data of P-12 students taught by program completers
    - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
    - candidate perceptions of program effectiveness
    - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name

Elementary Education with support from Special Education

Submitted by David Yanoski (on behalf of the El Ed and SpEd RWGs)
Contact Email david.yanoski@marzanoresearch.com
Contact Phone 3037669199 ext. 306

Submission Date 5/23/2017

Research Work Group Member Names

Elementary Education	Special Education
Pete Moran	Tiffany Dobler
Barb Marquer	Jenny Krause
Lauren Padesky	Dawn Scarince
Kevin Mitchell	Rick Woodford
	Wendy Gauntner

Proposal for Pilot Implementation (please provide narrative):

Problem Statement:

It has been several years since the teacher education program last met to engage in the systematic review and alignment of our program curriculum. Moreover, the last time the faculty from teacher education met to review national standards and align our program outcomes and common assessments with those standards was almost a decade ago. We view this work as critical to the direction and mission of our programs as well as crucial to meeting CAEP accreditation requirements and believe that a focused retreat of this nature is well overdue.

Proposal:

Use funding from the University of Wyoming Trustees Education Initiative to convene a faculty retreat over a 4-day period in January 2018 for the purposes of program review, alignment with accreditation requirements and educator preparation standards, and horizontal and vertical curriculum alignment within our program. In addition, the faculty would look for opportunities to integrate Special

Education content into the Elementary Education curriculum. This retreat would include representation from both the Elementary Education department and the Special Education Department.

The Special Education TEI Work Group feels strongly that the faculty in Special Education should work alongside the Elementary Education faculty in reviewing the content of current programming. In so doing, these faculty members can simultaneously look for holes, overlap, and areas of collaborative opportunities between the teaching of Elementary Education and Special Education. This TEI Work Group advocates for the review of curriculum within both Elementary Education and Special Education. As Akron University demonstrated (see report of visit below), it is recommended that course content be stripped from actual course numbers and the focus for this review be placed initially on the content that students are currently being offered within these programs. In so doing, the faculty of these programs can again, uncover areas of need, deficit, and the opportunities for meaningful collaboration.

This retreat would be followed by a meeting of representatives from both department in the fall of 2018 to review the alignment process and results, and to make recommendations for a formal curriculum revision following current University processes.

Outcomes:

1. Review current program standards and alignment our program outcomes with CAEP, PTSB and SPA requirements, including review and alignment of common assessments currently in place for accreditation documentation.
2. Align program curriculum horizontally and vertically. Ensure that curriculum across courses, as well as major objectives within courses, reinforce program outcomes and provide for high quality teacher preparation. A systematic review and alignment of our curriculum will be instrumental in ensuring continuity across the program as well as a unifying vision and coherent structure that provides for the development of teacher candidates knowledge, skills and dispositions.
3. Integrate Special education content into general education curriculum

We believe that these three goals are essential to improving the perception of our program across that state, meeting CAEP accreditation requirements, and preparing high quality teachers for employment in Wyoming schools.

Description of Intervention:

The faculty retreat will be planned for 4 days in January 2018 during the University's winter holiday. Meeting space will be arranged on campus. The retreat will be facilitated by a faculty representative or administrator. In carrying out this work, we anticipate devoting 1.5 to 2 days to reviewing

existing program standards and aligning our program with current accreditation requirements. We anticipate dedicating 2 to 2.5 days to reviewing our existing curriculum and program structure and engaging in horizontal and vertical alignment of our program and integrating special education content.

In year 2, the El Ed RWG proposes that a smaller faculty committee, composed of representatives from the elementary education and special education department meet to review to work done at the faculty retreat and to recommend next steps for curriculum modification following established University processes.

Proposal's Alignment to Key Performance Indicator(s)[1]

(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.

Funding Request to Support Pilot Implementation (by Academic Year)

2017-2018 Total Request: $25,500

Subtotal Amount: 25,000 Purpose: Faculty Stipends (25 x$1,000)

Subtotal Amount: 500 Purpose: Materials

Subtotal Amount: 1000 Purpose: Facilitator prep time

[1] List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

2018-2019 Total Request: $10,000

Subtotal Amount: 10,000 Purpose: Faculty Stipends

Budget Narrative to Support Funding Request:

Year 1

Faculty Stipends: The program review and curriculum alignment work proposed here is to be carried out during January 2018 during the University's winter holiday. This is a vacation period for faculty members and it is reasonable for faculty members to be compensated for giving up vacation time to engage in this work. We are hoping to attract wide faculty participation. In order to attract a broad cross-section of our faculty, we would like to offer stipends that faculty will recognize as appropriate compensation for their time.

Materials: This line item would pay for any needed materials for the alignment process

Facilitator prep time: This line item would pay for prep time for the facilitator of the alignment process.

Year 2:

Faculty stipends: This line item would pay for a fall meeting of representatives of the programs to review the results of the alignment retreat and to make recommendations for formal review.

Literature Review

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

Literature Citations:

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6. Frey, T. J., Andres, D. K., McKeeman, L. A., & Lane, J. J. (2012). Collaboration by Design: Integrating Core Pedagogical Content and Special Education Methods Courses in a Preservice Secondary Education Program. The Teacher Educator, 47(1), 45-66. doi:10.1080/08878730.2011.632473

7. Goodlad, J.I. (1990). Teachers for our nation's schools. San Francisco: Jossey-Bass.

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9. Hammerness, K. and Darling-Hammond, L. (2002). Meeting old challenges and new demands: The redesign of the Stanford Teacher Education Program. Issues in Teacher Education, 11(1): 17-30.

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11. Lit, I., Nager, N., & Snyder, J. D. (2010). If It Ain't Broke, Why Fix It? Framework and Processes for Engaging in Constructive Institutional Development and Renewal in the Context of Increasing Standards, Assessments, and Accountability for University-Based Teacher Preparation. Teacher Education Quarterly, 37(1), 15-34.

12. McCombes-Tolis, J., & Spear-Swerling, L. (2011). The Preparation of Preservice Elementary Educators in Understanding and Applying the Terms, Concepts, and Practices Associated with Response to Intervention in Early Reading Contexts. Journal of School Leadership, 21(3), 360-389.

13. Mueller, J. J., & File, N. K. (2015). Teacher Preparation in Changing Times: One Program's Journey Toward Re-Vision and Revision. Journal of Early Childhood Teacher Education, 36(2), 175-192. doi:10.1080/10901027.2015.1030521

14. Papanastasiou, E. C., Tatto, M. T., & Neophytou, L. (2012). Programme Theory, Programme Documents and State Standards in Evaluating Teacher Education. Assessment & Evaluation in Higher Education, 37(3), 305-320. doi:10.1080/02602938.2010.534760

15. Sampson, M. B., Linek, W. M., Raine, I. L., & Szabo, S. (2013). The Influence of Prior Knowledge, University Coursework, and Field Experience on Primary Preservice Teachers' Use of Reading Comprehension Strategies in a Year-Long, Field-Based Teacher Education Program. Literacy Research and Instruction, 52(4), 281-311. doi:10.1080/19388071.2013.808296

16. Strieker, T., Gillis, B., & Zong, G. (2013). Improving Pre-Service Middle School Teachers' Confidence, Competence, and Commitment to Co-Teaching in Inclusive Classrooms. *Teacher Education Quarterly, 40*(4), 159-180.

17. Taliaferro, A. R., Hammond, L., & Wyant, K. (2015). Preservice Physical Educators' Self-Efficacy Beliefs Toward Inclusion: The Impact of Coursework and Practicum. *Adapted Physical Activity Quarterly, 32*(1), 49-67. doi:10.1123/apaq.2013-0112

18. Taylor, R. W., & Ringlaben, R. P. (2012). Impacting Pre-Service Teachers' Attitudes toward Inclusion. *Higher Education Studies, 2*(3), 16-23.

19. Vogel, L. R., Weiler, S., & Armenta, A. (2014). Pushing Back and Forging Ahead: Making Principal Preparation Responsive to State and National Changes. Planning & Changing, 45(1/2), 210-227.

20. Welton, E., & Vakil, S. (2010). Enhancing the Development of Dispositions in Pre-Service Teacher Preparation Programs. *Revista de Psihologie, 56*(3-4), 261-268.

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Summary of Literature Review:

There is a considerable body of literature which indicates that program review and curriculum alignment is crucial in maintaining a shared programmatic vision and a coherent organizational structure in teacher preparation programs. The literature suggests that successful teacher preparation programs are integrated, coherent programs with strong links among courses and across between clinical experiences and formal coursework. These links are strengthened through periodic program reviews and focused curriculum alignment.

The literature supports a process of continual renewal for teacher preparation programs. Programs and curriculum need to be periodically revisited to correct deviations from approved

curriculums as well as to update curriculum offering to keep them up to date. (Lit, Nager, & Snyder, 2010; Mueller & File, 2015; Vogel, Weiler, & Armenta, 2014). Furthermore, periodic review of curriculum offerings is essential to maintain alignment with current teacher program standards, educator preparation program standards and accreditation requirements (Kubitskey, Rutherford, Wylo, & Liggit, 2011; Papanastasiou, Tatto, & Neophytou, 2012).

Internally, in order to produce the highest quality of teacher candidates, coursework and the challenges faced by candidates during field experiences must be closely aligned (Capraro, Capraro, & Helfeldt, 2010; Darling-Hammond, 2014). More specifically, methods courses must be designed to specifically prepare candidates for experiences in the field placements (Santoyo & Zhang, 2016).

There is considerable support in the literature for the integration of literacy skills throughout all preparation courses (McCombes-Tolis & Spear-Swerling, 2011; Sampson et al., 2013). This includes the necessity to prepare candidates for meeting the needs of students with widely varying literacy needs (Copeland, et al., 2011). An alignment process can ensure that important literacy skills are integrated in coursework and field experiences.

The inclusion of content traditionally reserved for special education course work into all courses, especially methods courses, receives considerable support from the literature. Collaboration between special education faculty and general education faculty encourages the development of candidates who collaborate in schools (Altieri, et al., 2015; Frey et al., 2012). Furthermore, this collaboration, in the form of co-planning and co-teaching methods courses increases candidates comfort with a variety of student needs (Strieker, Gillis, & Zong, 2013). The inclusion of special education content in general education courses also results in candidates that are better prepared to meet the needs of all students (Taliaferro, et al. 2015; Taylor & Ringlaben, 2012; Welton & Vakil, 2010; Grskovic & Trzcinka, 2011). A curriculum review process allows faculty to integrate these important skills and knowledge without adding additional courses and repeating content across multiple courses.

Analysis of Current UW Teacher Program and Practice

☒ **Collected and analyzed relevant evidence from current educational practice and current educator preparation practice**

Evidence Collected and Analyzed

1. Survey of current student teachers
2. Survey of current mentor teachers
3. Survey of partner district facilitators
4. Survey of elementary education faculty at UW

Summary of Analysis of Current UW Teacher Program and Practice

In March and April 2017, the elementary education research group conducted a series of surveys targeting specific populations that have extensive experience with and/or understanding of the elementary program. Feedback from current student teachers, mentor teachers, UW elementary education faculty, and UW partner district facilitators indicates that there are a few areas where our programs would benefit from improved curriculum alignment. In particular, the feedback revealed fairly widely shared agreement that the science and math seminars are ineffective. A significant number of student responses indicated that they were concerned about content preparation and that experiences in different sections of the same course differ considerably depending upon the instructor.

Faculty Survey: Comments specifically referenced vertical and horizontal alignment and the need for opportunities to re-examine, revise and align standards, course content, content and assessments and look for duplication of content. It was noted that there has been a "great deal of drift in terms of what happens in different sections of the same course". Multiple comments specifically mention literacy as an area that needed to be better integrated. The survey also revealed multiple area in which curriculum needs to be enhanced, including working with families, child development, more classroom management. Exposure to physical education and special education is critical. Common assignments and assessments are mentioned as a need. Four out of thirteen surveys specially referenced a curriculum mapping and alignment process, while 2 out of the 13 commented on the need for vertical and horizontal articulation. The four responses discussing a curriculum review process represented the highest number of common responses in the survey.

Student Teacher Survey: Several student teachers specifically mentioned the need for better preparation for working with special education students. Several students mentioned that classes, (especially the seminars) need to better monitored for content, and that these classes do not seem to match the course description.

Evaluation of Regional and Leading Teacher Prep 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**

Names and Locations of Traditional Programs studied:

- **Akron University - Akron, OH**

Data Analysis

Qualitative Data Analyzed

- Results of an on-site visit to Akron University, Akron Ohio

Summary of Data Findings

In an effort to create a program that would enhance the training of all pre-service teachers within their college, Akron University committed itself to an in-depth, strategic, and systematic curriculum review. In conducting this evaluation, all course work including courses provided in Elementary, Secondary, Early Childhood, and Special Education were opened for review. In fact, rather than look specifically at courses, this analysis began with an evaluation and review of the curriculum being taught and or needing to be taught. Course numbers were ignored and the ownership of classes was disregarded. Instead, the faculty at Akron focused solely on content. In so doing, they were able to combine courses, determine where current/past coursework

overlapped, and pinpoint curriculum holes within their current program. This also allowed the faculty to collaborate within and between courses.

This broad review demonstrated areas where course content could be clustered and provided simultaneously. It also established various curriculums that would support one another. This shift further elicited the opportunity for students majoring in general education to develop skills and a solid knowledge base in the teaching of students with disabilities and at risk youth.

Because course content was grouped strategically, pre-service teachers within the Akron program currently learn the skills necessary to teach all of their future students. An example of this collaboration lies within Akron's undergraduate assessment course. Within this class, students learn not only about the foundational skills of formal and informal assessments, but they learn how to give and interpret assessments when evaluating students for special education eligibility. Furthermore, they learn how to utilize test results in the development of an IEP (Individualized Education Program). It is exciting to note that this course is taught by two instructors (one from general education and another for special education).

Contextual Constraints to Implementation Identified

☐ **Identified Potential Risk to Research Subjects**

- ☐ Release of proprietary information
- ☐ Loss of faculty or candidate confidentiality
- ☐ Loss of national accreditation or program recognition
- ☐ Loss of state approval or recognition
- ☐ Other (Please describe.)

☐ **Identified Potential Risk to Trustees Education Initiative**

- ☐ Insufficient Data for College and Program Continuous Improvement Purposes
  - ☐ Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for
- ☐ Insufficient Commitment to Collaboration from Wyoming P-12 School Districts
- ☒ Other (Please describe.)

  This proposal is asking for a review of currently offered curriculum. As a result, there is a threat to faculty independence and current course designs. In addition, the proposal calls for the integration of special education content, which necessarily changes current offerings.

Research Work Group Proposal Form

Initiative Research Objectives

- Identify highly effective evidence-based educator preparation practices
- Identify which highly effective evidence-based practices can be implemented with fidelity and rigor in Wyoming
- Adapt and refine highly effective evidence-based practices for implementation in Wyoming

Initiative Research Definitions

- ***Candidate*** – an individual enrolled in a professional educator preparation program
- ***Completer*** – an individual who has successfully complete a professional educator program
- ***Educator Preparation Practices*** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities
- ***Evidence-Based Practice*** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
    - current educator preparation literature
    - meta-analyses (combined data from multiple studies)
        - historical research
        - experimental research
        - non-experimental research
        - exploratory, descriptive, and explanatory (cause and effect) research
    - outcomes data of P-12 students taught by program completers
    - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
    - candidate perceptions of program effectiveness
    - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name

Special Education

Submitted by	**David Yanoski (on behalf of SpEd RWG)**
Contact Email	**david.yanoski@marzanoresearch.com**
Contact Phone	**303-766-9199 ext 306**
Submission Date	**3/23/2017**

Research Work Group Member Names

Tiffany Dobler

Jenny Krause

Rick Woodford

Dawn Scarince

Wendy Gauntner

Proposal for Pilot Implementation (please provide narrative):

Problem Statement:

For the past 16 years, the Wyoming Department of Education (WDE) has reported to the United States Department of Education (USDOE) that Special Education is a teaching shortage area in Wyoming.

In addition, the Wyoming Plan to Ensure Equitable Access to Excellent Educators, revised June 5, 2015 and submitted by Jillian Balow, WDE State Superintendent, identified the lack of highly qualified special education teachers as one area of equity concern for the state of Wyoming.

Proposal:

Wyoming stakeholders (i.e. district personnel, Wyoming Department of Education, Professional Teaching Standards Board, current and potential UW students) have made it clear that a program option in special education is critically needed at the University of Wyoming. The Wyoming Department of Education has reported to the United States Department of Education (USDOE) that there is a critical shortage of teachers licensed in this field residing in Wyoming. As the sole university in the state, it has become increasingly problematic that our current system provides special education licensure options for only graduate students. As a result, the TEI Special Education Research Work Group is proposing that the University develop and implement a four-year dual major option for pre-service teachers in either Elementary or Secondary Education and Special Education.

Additionally, a stand-alone option be offered as well. This would allow undergraduate students the option to major solely in special education. It is important to note, however, that this group envisions that much of the coursework taken would include general education practices and study.

This TEI work group recommends the design, development, and implementation of an efficient and effective practicum and student teaching program. Providing robust practicum and student teaching experiences is essential to preparing highly confident and effective educators. Designing and monitoring a system that ensures ample supervision and support to university students can be difficult in rural Wyoming. The community colleges located throughout the state are a potential resource for building partnerships and supporting the University of Wyoming in this effort.

Finally, the TEI Special Education Research Work Group recommends that options be made for distance students to seek their undergraduate dual or stand-alone degree as well. This group recognizes that many non-traditional students are interested in becoming qualified to teach special education, yet due to proximity and personal responsibilities, this is not an option. Were the College of Education to provide a distance option for the above programs, local districts in the state would have the option to "growing their own" special education teachers. It has been reported by several district special education directors and superintendents that many of their paraprofessionals would be very interested in this option.

Through the development of the above undergraduate special education programs and multitude of options, candidates would either be eligible for licensure in Elementary or Secondary Education along with a K-12 generalist special education certification or be eligible for licensure in special education alone. Either way, these candidates would be qualified to teach special education in the state of Wyoming, which in turn would begin to ameliorate the special education teacher deficit in the state.

The TEI Special Education Research Group proposes a collaborative effort with the general education TEI Research Groups in order to build a preeminent undergraduate Special Education program leading to licensure as a Special Education K-12 Generalist through the Wyoming Professional Teaching Standards Board (PTSB). It is our premise to break down the historically perceived silos of special education and general education. Modeling this interdisciplinary practice for potential teacher candidates must start at the university level.

The TEI Special Education Research Group acknowledges the current reality in public school education, that "all our student are all our students." We can no longer perpetuate the myth that special education is a "place" where students with disabilities "go" to be educated, separate from general education teachers, a standards-based curriculum, and the general education environment.

The Education for All Handicapped Children Act was enacted by the United States Congress in 1975. From the beginning, PL 94-142 established public education for all students with disabilities in the Least Restrictive Environment (LRE) as a prime directive. This mandate has remained strong through every reauthorization of the law, including the current Individuals with Disabilities Education Act (IDEA).

We propose utilizing the TEI resources available to employ knowledgeable and experienced consultants, convene productive committee meetings utilizing both virtual and on-site visits, revise current courses of study, redistribute course content, and design state-of-the-art practicum and student teaching experiences, which will ultimately produce a preeminent undergraduate Special Education teacher preparation program at the University of Wyoming.

Outcomes:

- The creation of a dual major option for undergraduate students majoring in Elementary/Secondary Education and Special Education.
- The creation of a standalone Special Education Major with a high level of collaboration between General and Special Education.
- UW undergraduate candidates eligible for licensure in Elementary/ Secondary Education as well as a K-12 Generalist certification in Special Education.
- UW undergraduate candidates eligible for licensure in Special Education.
- The option for students to take classes and complete programming from a distance (i.e. from remote Wyoming towns and locations).
- The amelioration of the special education teacher deficit in the state.
- The demonstration of good faith efforts to meet the needs of local school districts in the state of Wyoming.
- The building of collaborative relationships and the development of unified efforts between the General Education and Special Education faculty.
- The opportunity for Special Education and General Education faculty members to co-teach courses, and in so doing, demonstrate best practice and inclusive teaching strategies and theory to undergraduate students.
- The creation of highly effective special education teachers in the state of Wyoming.

Description of Intervention:

- Dual Major:
    - Students would major in both Special Education and Elementary Education or Special Education and Secondary Education.
    - Program would complete program within 4 years.

- Students would engage in practicum experiences that include both special education and general education settings.
- Undergraduate students would student teach in both special education and general education settings or solely in inclusion classrooms, which support both students with and without disabilities.
- Upon graduation, UW undergraduate students would be eligible for licensure in both Elementary/Secondary Education and Special Education.
- Non-traditional students would have the option to complete the program from a distance, through the use of technology and collaboration with local school districts and community colleges.

- Special Education Major:
  - Students would major in Special Education.
  - Students would complete program within 4 years.
  - Upon graduation, UW undergraduate students would be eligible for licensure as a K-12 Generalist in Special Education
  - Students would engage in practicum experiences that include a wide range of disability categories.
  - Additional emphasis would be placed on students with severe or low incidence disabilities.
  - Students would continue to take coursework heavy in general education curriculum and practices
  - Upon graduation, UW undergraduate students would be eligible for a generalist license in k-12 Special Education.
  - Non-traditional students would have the option to complete the program from a distance, through the use of technology and collaboration with local school districts and community colleges.

Proposal's Alignment to Key Performance Indicator(s)[1]

(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

[1] List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

☒**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.

Funding Request to Support Pilot Implementation (by Academic Year)

At this point, the SpED RWG does not have the expertise to determine the funding requirements for this proposal. It is the intention of the RWG to continue consultations with UW administration in order to complete the proposal.

2017-2018 Total Request

Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**

2018-2019 Total Request

Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**

2019-2020 Total Request

Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**

Subtotal Amount: **Purpose:**

Budget Narrative to Support Funding Request:

Literature Review

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

Literature Citations:

Altieri, E. M., Colley, K. M., Daniel, L. S., & Dickenson, K. W. (2015). Merging Expertise: Preparing Collaborative Educators. Rural Special Education Quarterly, 34(1), 17-22.

Frey, T. J., Andres, D. K., McKeeman, L. A., & Lane, J. J. (2012). Collaboration by Design: Integrating Core Pedagogical Content and Special Education Methods Courses in a Preservice Secondary Education Program. The Teacher Educator, 47(1), 45-66. doi:10.1080/08878730.2011.632473

O'Brien, C., Aguinaga, N. J., Hines, R., & Hartshorne, R. (2011). Using Contemporary Technology Tools to Improve the Effectiveness of Teacher Educators in Special Education. Rural Special Education Quarterly, 30(3), 33-40.

Taylor, R. W., & Ringlaben, R. P. (2012). Impacting Pre-Service Teachers' Attitudes toward Inclusion. Higher Education Studies, 2(3), 16-23.

Voss, J. A., & Bufkin, L. J. (2011). Teaching All Children: Preparing Early Childhood Preservice Teachers in Inclusive Settings. Journal of Early Childhood Teacher Education, 32(4), 338-354. doi:10.1080/10901027.2011.622240

Williams, J. M., Martin, S. M., & Hess, R. K. (2010). Personnel Preparation and Service Delivery Issues in Rural Areas: The State of the Art. Rural Special Education Quarterly, 29(4), 31-39.

Summary of Literature Review:

As dictated through the Individuals with Disabilities Education Act (IDEA) students with disabilities are to be educated in the least restrictive environment (LRE). Throughout the continued development of this law and the alignment of teaching practices, more and more students with disabilities are being educated in the general education classroom.

This inclusivity dictates a need for the development of pre-service educator skills and attitudes toward teaching all students (Frey, Andres, McKeeman, L. & Lane, 2012; Voss & Bufkin, 2011). A study conducted by Altieri, Colley, Daniel, and Dickenson (2015) supports this claim and further pushes for collaboration between general and special education. Their study indicated that

undergraduates who had completed their pre-service teacher education preparation at a medium-size university where a high level of collaboration between general education and special education was taught, modeled, and expected, resulted in a higher level of retention of these new teachers within the field.

Furthermore, Taylor and Ringlaben (2012) determined that preservice teachers participating in a teacher training program that integrated general education curriculum with special education curriculum yielded teacher candidates, who were more open and and felt more prepared to enact inclusive practices within their own classrooms.

Williams, Martin, and Hess (2010) recognize the need to provide rural personnel preparation in the field of special education. As, a rural state, it is critical that the university remain versatile in the programming offered to potential and enrolled students. As a result, any undergraduate special education program must utilize distance educational practices such as web-based instruction, wikilinks, and video conferencing to support the development of special education teachers residing in rural settings (O'Brien, Aguinaga, Hines, & Harshorne, 2011; Williams, Martin, and Hess, 2010). This is particularly important for non-traditional students.

Analysis of Current UW Teacher Program and Practice

☐ **Collected and analyzed relevant evidence from current educational practice and current educator preparation practice**

Evidence Collected and Analyzed

1. UW Special Education Programming Feedback Survey (administered by the Sp Ed RWG in March of 2017)

Summary of Analysis of Current UW Teacher Program and Practice

Feedback from stakeholders throughout the state, at the Wyoming Department of Education, PTSB (Professional Teaching Standards Board) and within our local school districts, clearly indicate the need for UW to develop a robust undergraduate special education program. Of those district respondents to the UW Special Education Programming Feedback Survey (Superintendents, Principals, Special Education Directors, HR Directors, Other) 77.05% are in support of a dual program in special education and elementary or secondary education, 82.81% are in support of an endorsement program in special education at the undergraduate level, and 65.63% support the development of a special education major. When asked if the development of the above programs would mitigate the special education teacher shortage in Wyoming, 60.94% reported that the dual major would be successful in supporting these efforts; 75% felt the endorsement would mitigate this issue, and 67.19% felt this shortage would be greatly rectified through the offering of a special education major at the undergraduate level.

One respondent from the UW Special Education Programming Feedback Survey stated: "We need MORE undergraduate options (i.e. 4-year program of study) for Special Education at UW other than a Master's Degree. Our neighboring states offer dual majors with SPED and education degrees with SPED endorsements. We have a shortage, and I'd love to refer individuals interested in SPED to our home state for a degree/endorsement."

Another respondent wrote: "I fully support UW providing a teacher certification program for special education. At this time, I hire most staff from Black Hills State University as their graduates have the opportunity to be duly certified." One participant reflected on his/her personal experience commenting, “When I was an undergraduate, I went through a dual licensure program, and it was helpful to prepare me for the inclusion model and teaming with other teachers.” Another person commented, “The dual major is attractive because it does provide staffing flexibility once hired in a k-12 setting.” Finally, one respondent shared, “Knowledge of Special Education is becoming a lost Art. Increasing awareness and improving the education of the general population would definitely improve student success.”

It is as a result of these comments and others that our task force has focused seriously on the development of an undergraduate special education program and is making the recommendation that faculty and staff in the College of Education spend the next school year developing it.

Evaluation of Regional and Leading Teacher Prep 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**
Names and Locations of Traditional Programs studied:

- **University of Akron Akron, OH**
- **Utah State University Logan, UT**

Data Analysis

Summary of Data Findings

University of Akron

On April 12-13, 2017, three members of the TEI Special Education Research Group (Wendy Gauntner, Tiffany Dobler, and Dawn Scarince) visited the University of Akron in Ohio.

The Goal of the University Of Akron – Integrative Teacher Preparation Model (UA-ITPM) was "to restructure the existing general and special education teacher licensure programs so teacher candidates are more effectively trained to meet the instructional needs of all learners, including students with a disability (SWDs), English Language Learners (ELLs), and other traditionally marginalized groups of learners (TMGLs) (e.g., students from racial/ethnic minority populations, learners from low socioeconomic backgrounds, etc.)".

In order to accomplish this goal, the University of Akron committee worked collaboratively within the University's education department, beginning with their early childhood program then expanding to elementary and secondary programs, to accomplish specific objectives relative to the university's coursework, program(s) of study, and the Ohio licensure requirements. The team developed a comprehensive Logic Model, Framework and Evaluation tools, specifically designed to address the objectives necessary to achieve their vision within 2 years.

Upon completion of the University of Akron teacher preparation program, all students are eligible to receive a Dual Licensure such as, General Education licensure combined with Intervention Specialist: Mild/Moderate (K-12) in Ohio. Most students are able to complete their prescribed program within 4 years.

- Objective 1: Restructure the UA core courses taken by candidates in all teacher licensure programs to align with the UA-ITPM project.

- Objective 2: Restructure literacy courses required for licensure to align with the UA-ITPM project.
- Objective 3: Redesign the UA mild/moderate licensure program to expedite the pathway to dual licensure.
- Objective 4: Redesign the UA mild/moderate licensure program to provide opportunities for Highly Qualified Teacher (HQT).
- Objective 5: Develop products including course content, syllabi, on-line modules, instructional materials, readings and performance assessments for the UA-ITPM restructured core and literacy courses to meet the needs of pre-service teacher candidates in the areas of cognitive disabilities and learning disabilities, struggling learners, culturally diverse learners, and English language Learners to sustain their effectiveness in inclusive classrooms. (The above products will be shared with faculty to enhance pedagogical knowledge and skills in the content areas (e.g. language arts, science, math, social studies).
- Objective 6: Develop and cultivate clinical/field experiences to promote collaborative networking between general and special education pre-service teacher candidates.
- Objective 7: Collaborate with school partners to promote increased inclusive practices and collaborative networking between practicing teachers and teacher candidates during student teaching.
- Objective 8: Develop a matrix that connects course competencies, instructional materials and readings extracted from the UA-ITPM framework (e.g. research based knowledge & applications, dispositions & professional standards) as guide by other Ohio IHE considering restructuring their existing teacher licensure programs.
- Objective 9: Develop a matrix based on a reexamination of the current clinical/field experiences, of which the breadth and depth will be recommended ensuring teacher dispositions in the UA-ITPM framework will be met.
- Objective 10: Conduct analysis, assessment, and evaluation of the restructured core, literacy courses, the redesigned moderate licensure programs as a pathway to dual licensure and the format allowing mild/moderate teacher candidates access to HQT.

Dr. Bridgie Ford, Dr. Shernavaz Vakil, and Dr. Lynn Kline, along with other members of the University of Akron education department, enrolled student candidates, and the cooperating school district personnel gave generously of their time, experience, and knowledge during our fact-finding visit. The University of Akron faculty wholeheartedly supports our efforts to bring the University of Wyoming Education Department to preeminence. They are willing to provide further consultation to guide the University of Wyoming through the collaborative process of curriculum review, restructuring of identified coursework, and implementation of the revised program. In addition to developing undergraduate courses, the Akron faculty emphasized the importance of enhancing particular course syllabi to make the class applicable to both undergraduate and graduate students.

The University of Akron established strong working relationships with local school districts. TEI Special Education Research Group members visited one local elementary school, where candidates received practicum experience and methods courses were simultaneously taught by university faculty at the cooperating school. This partnership provided a cohesive working

relationship with the University and the local school districts, which has heightened the program's overall effectiveness and improved teacher, placement opportunities upon graduation.

During our visit, TEI Special Education Research Group members also met with the director of curriculum and instruction for the Akron school district, Dr. Ellen McWilliams. She expressed her appreciation for the strong partnership developed and nurtured through the Akon University program and faculty. All the stakeholders we met, involved in the University of Akron teacher preparation system, agreed and emphasized the importance of identifying and meeting current needs, establishing systems for clear communication, maintaining strong collaboration among all stakeholder groups, and establishing true partnerships in their endeavor to provide high quality, well trained teachers to serve in the Akron School District.

Wyoming is unique in that our state has only one 4-year university; this poses both challenges and opportunities. Ultimately, the University of Wyoming teacher preparation program is charged with meeting the needs of local school districts so districts, in turn, can ensure high levels of learning for all students enrolled in the Wyoming public school system. Being responsive to and meeting the expressed needs of the 48 Wyoming school districts should remain paramount as the University of Wyoming moves forward with developing a preeminent education department.

Utah State University

On May 18, 2017, three members of the TEI Special Education Research Group (Rick Woodford, Tiffany Dobler, and Dawn Scarince) visited Utah State University in Logan, UT.

The TEI Special Education Research Group members met with Dr. Timothy Slocum, Darcie Peterson, and Dr. Karen Hager Martinez. The University staff gave generously of their time and shared valuable information gleaned from years of experiences. Utah State University was different from University of Akron in that Utah State University has developed a longstanding and prolific Department of Special Education and Rehabilitation. According to their website, "The Special Education program at USU consistently ranks in the top 20 education programs by U.S. News and World Report." While the University of Akron faculty were eager to share their triumphs and lessons learned shaping a new dual-major special education program, the faculty at Utah State University were tantalized by the opportunity to help the University of Wyoming build a preeminent undergraduate special education program from scratch, without having to retrofit best practices into pre-existing structures. The faculty at Utah State University offered to provide further consultation and encouraged additional on-site visits as the project moves forward.

Utah State University offers a wide variety of undergraduate, graduate, and doctoral programs in the Department of Special Education and Rehabilitation. Undergraduate programs include standalone special education majors as well as dual major programs, both attainable within 4 years of enrollment. At Utah State University, pre-service undergraduate candidates select from a variety of undergraduate programs using Degree Maps readily available on the University's website (http://catalog.usu.edu/content.php?catoid=12&navoid=3925), which are sample 4-year plans. Once a student has declared a program, the student is encouraged to meet with an advisor to create a student-specific degree plan. Undergraduate Degree Maps include:

- Special Education: Birth to 5 Emphasis - BA, BS
- Special Education: Birth to 5 Emphasis/Early Childhood Education Dual Major - BA, BS
- Special Education: Birth to 5 Emphasis/Elementary Education K-6 Dual - BA, BS
- Special Education: Mild/Moderate & Birth to 5 Dual Emphasis - BA, BS
- Special Education: Mild/Moderate Emphasis - BA, BS
- Special Education: Mild/Moderate Emphasis/Elementary Education Composite - BA, BS
- Special Education: Mild/Moderate Emphasis/Elementary Education K-6 - BA, BS
- Special Education: Mild/Moderate Emphasis/Secondary Education Dual - BA, BS
- Special Education: Severe Emphasis - BA, BS
- Special Education: Severe Emphasis/Elementary Education Composite - BA, BS
- Special Education: Severe Emphasis/Elementary Education K-6 - BA, BS
- Special Education: Severe Emphasis/Secondary Education Dual - BA, BS
- Special Education: Severe/Birth to 5 Emphasis - BA, BS

Utah State University employs both Mentors and Site Supervisors to support student teachers. Because USU has such a long-established program, many of the Cooperating Teachers, Mentors and Site Supervisors are former Department of Special Education and Rehabilitation graduates. Mentors are familiar with the program and work with student teachers on required assignments. They provide emotional support and bridge communication between the student teacher, cooperating teacher, and USU faculty. Supervisors receive specific training on the required evaluation tools and procedures mandated by the University.

USU offers 3 tracks in their Special Education Master's program 1) Administrative, 2) Transition, and 3) Board Certified Behavior Analyst coursework designed to prepare candidates to sit for the National Board Certified Behavior Analysis (BCBA) exam. A University of Wyoming program designed to prepare Behavior Analysis is one area specifically identified and requested on the Needs Survey conducted by the TEI Special Education Research Group. The Department of Special Education and Rehabilitation at Utah State University has highly developed and well-utilized Distance Degree and Licensure Programs for many courses of study, including most of their Graduate level programs. Further collaboration with Utah State University faculty in the area of distance education would be beneficial and applicable to the University of Wyoming's initiatives considering the rural nature of both states.

Contextual Constraints to Implementation Identified

☐ **Identified Potential Risk to Research Subjects**

- ☐ Release of proprietary information
- ☐ Loss of faculty or candidate confidentiality
- ☐ Loss of national accreditation or program recognition
- ☐ Loss of state approval or recognition
- ☐ Other (Please describe.)

☐ **Identified Potential Risk to Trustees Education Initiative**

- ☐ Insufficient Data for College and Program Continuous Improvement Purposes
  - ☐ Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for
- ☐ Insufficient Commitment to Collaboration from Wyoming P-12 School Districts
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        - non-experimental research
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    - candidate perceptions of program effectiveness
    - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name

Special Education

Submitted by	**Tiffany Dobler**
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Submission Date	**4-**

Research Work Group Member Names

Rick Woodford, Superintendent, Bighorn 2

Dawn Scarince, Special Education Director, Fremont 14

Jennifer Krause, Continuous Improvement Supervisor, Wyoming Department of Education

Wendy Gauntner, Parent Information Center Outreach Liason, Wyoming Parent Information Center (PIC)

Michelle Buchanan, Faculty, University of Wyoming,

Tiffany Dobler, Academic Professional Lecturer, University of Wyoming

Proposal for Pilot Implementation (please provide narrative):

The TEI Special Education Research Group is proposing the development and implimentation of an undergraduate University of Wyoming Teacher Residency Program (UWTRP) in special education to support the human and professional capital development needs of Wyoming LEAs in service of Wyoming's K -12 learners. In response to an opportunity presented to the TEI Special Education Research Group, we are anticipating USDOE (United States Department of Education) grant funding for this inititative. In partnership with Banks Street and the NNER, the University of Wyoming, College of Education has submitted materials for grant approval.

Built on a strong evidence base and addressing a specific need in Wyoming, the UWTRP program will focus on preparing educators in all areas of Special Education for all grade levels, K-12. For the past 16 years, the Wyoming Department of Education has reported to the United States Department of Education (USDOE) that Special Education is a teaching shortage area in Wyoming. From 2017-2018 through 2020-2021, UWTRP will exclusively include residencies in high need schools of partner LEAs including an elementary school, a middle school, and a high school to reflect the full range of human capital needs in the state's LEAs. Assuring that the program will address the unique needs of schools in Wyoming, given the state's expansive land mass and sparse population, the partner LEAs identified for the pilot have proximity to a local community college in order to leverage available distance technologies as well as a population of

community college graduates with a passion for education and a lifelong commitment to the community and the region.

The UWTRP model will represent a redesign of UW's current educator undergraduate residency program. The proposed new model will be comprised of recruitment and selection, pre-residency professional educator coursework and practicum experiences, full academic year residency, mentor professional development and support, resident support, and induction and mentoring for novice educators.

The elements of the program are organized into four specific phases, (process diagram attached), which include:

- **Recruitment and Selection of Candidates and Mentors**
- **Phase One:**
  - **Pre-Resident Coursework and Practicum Experiences**
  - **Resident Mentor Training and Mentor Lead Training**
  - **Induction Mentor Training**
- **Phase Two**
  - **Residency for Full Academic Year**
  - **Mentors Support Residents**
  - **Mentor Leads Support Resident Mentors and Residents**
  - **University Supports Resident Mentors, Mentor Leads and Residents**
- **Phase Three**
  - **Novice Educators Are Employed in LEAs**
  - **Induction Mentors Support Novice Educators**
  - **Mentor Leads Support Mentors and Novice Educators**
  - **University Supports Induction Mentors, Resident Mentors, Mentor Leads, and Novice Educators**

Based on these and the USDOE grant selection criteria, UW sought and successfully forged partnerships with three Wyoming LEAs: Laramie County School District No. 1 (LCSD1), Cheyenne; Fremont County School District No. 25 (FCSD25), Riverton; and Sheridan County School District No. 2 (SCSD2), Sheridan. The proposed pilot will include engagement with district leaders to leverage each LEA's human capital management system to identify special education teachers who have demonstrated measurable increases in student academic achievement and exceptional teaching practices. Selected teachers will be provided professional development specific to mentoring resident students. Additionally, a lead mentor educator will be selected for each district. These individuals will also participate in professional development specific to this role.

The Residency and Selection Phase will focus on seeking and identifying potential program candidates and program mentors. In identifying a diverse field of candidates, the process will focus on individuals who demonstrate the foundational talents and dispositions that can be fostered and developed to produce a highly effective educator that can support K-12 students with disabilities in learning, holistic development, and lifelong success. As mentioned above, in identifying mentors, the process will focus on professional educators who have demonstrated effectiveness in part on producing measurable increases in k-12 student academic achievement and who have shown effective teaching practices with students with disabilities.

In Phase One, University of Wyoming College of Education faculty will deliver to pre-residency candidates a targeted coursework sequence with embedded field and clinical experiences to provide pre-residency candidates with robust preparation in advance of their professional educator residency. This stage of professional educator development will include: coursework, assessment of pre-residency candidate knowledge and skills, and extensive practicum experiences in: learning theory; teaching methods/pedagogy specific to students with disabilities; curriculum design; academic content, e.g., mathematics, English language arts, science, social studies; assessment and data literacy to support differentiated instruction; diagnosing and address individual student needs; assistive technology; classroom management; special education law and communication and collaboration with colleagues, parents/families and community members.

Phase One also will include the development and training of Resident Mentors and Mentor Leads. University of Wyoming faculty will focus this process on co-teaching models; instructional facilitation and coaching skills; peer collaboration on formative assessment data analysis, lesson planning and differentiated instruction; and andragogic skills and techniques.

UWTRP Phase Two will be comprised of a full academic year-long student teaching residency supported by specially selected mentor teachers who have completed the targeted professional development provided in Phase One. In Phase Two, Residents will be supported by Resident Mentors and Mentor Leads. University of Wyoming Faculty will support the Residents, Resident

Mentors and Mentor Leads. Residents in each school will form a cohort and in so doing, support each other's learning as well. All residents in the program (from all three sites) will also meet twice a year at the University. Additionally, Induction Mentors will be selected and provided professional development during this phase.

Finally, in Phase Three, graduates who have completed Phase One and Phase Two will be employed as Novice Educators in Wyoming LEAs. During this Phase, the Novice Educators will receive direct induction and mentoring support from Induction Mentors in their district who have completed the development provided in Phase Two. In addition, the Novice Educators will continue to be supported by the Mentor Leads in their district and by University of Wyoming Faculty.

Human Capital Management Financial Support Participant Numbers by Role and Year							
Numbers of Participants							
		Y1	Y2	Y3	Y4	Y5	Totals
Mentors	Mentors in training	12	0	10	0	9	31.00
	Mentors	0	12	12	22	22	68.00
	Mentor leads	0	3	3	3	3	12.00
	Induction Mentor Training	0	0	9	9	9	27.00
	Other	0	0	0	0	0	0.00
Subtotal		12	15	34	34	43	**138.00**
Residents	Pre-residency candidates	12	12	22	22	22	90.00
	Residency candidates	0	12	12	22	22	68.00
	Residency graduates with support	0	0	10	10	18	36.80
	Other	0	0	0	0	0	68.00
	Other	0	0	0	0	0	0.00
Subtotal		12	24	44	54	62	**262.80**
Long Term Training	Mentors in long-term training (coursework)	0	3	3	3	3	12.00
	Residents in long-term training (coursework)	0	12	12	22	22	68.00
	Other	0	0	0	0	0	0.00
Subtotal		0	15	15	25	25	**80.00**
TOTAL PARTICIPANTS		24	39	78	88	105	**400.80**
Stipend Values							
		Y1	Y2	Y3	Y4	Y5	Totals
Mentors	Mentors in training	$ 1,500	$ -	$ 1,500	$ -	$ 1,500	$ 4,500
	Mentors	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 25,000
	Mentor leads	$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ 35,000
	Other / Induction Mentor Training	$ 1,500	$ 1,500	$ 4,500	$ 4,500	$ 4,500	$ 16,500
	Other / Induction Mentor Stipend	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 7,500
Subtotal		$ 16,500	$ 15,000	$ 19,500	$ 18,000	$ 19,500	**$ 88,500**
Residents	Pre-residency candidates	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 1,250	$ 6,250
	Residency candidates	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 75,000
	Residency graduates in the district	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 25,000
	Other / Travel for Statewide Convenings	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 7,500
	Other	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal		$ 22,750	$ 22,750	$ 22,750	$ 22,750	$ 22,750	**$ 113,750**
Long Term Training	Mentors in long-term training (coursework)	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 7,500
	Residents in long-term training (coursework)	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ -	$ 6,000
	Other					$ -	$ -
Subtotal		$ 3,000	$ 3,000	$ 3,000	$ 3,000	$ 1,500	**$ 13,500**
Total Dollars							
		Y1	Y2	Y3	Y4	Y5	Totals
Mentors	Mentors in training	$ 18,000	$ -	$ 15,000	$ -	$ 13,500	$ 46,500
	Mentors	$ -	$ 60,000	$ 60,000	$ 110,000	$ 110,000	$ 340,000
	Mentor leads	$ -	$ -	$ -	$ -	$ -	$ -
	Mentors in long-term training (coursework)	$ -	$ -	$ 40,500	$ 40,500	$ 40,500	$ 121,500
	Other	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal		$ 18,000	$ 60,000	$ 115,500	$ 150,500	$ 164,000	**$ 508,000**
Residents	Pre-residency candidates	$ 15,000	$ 15,000	$ 27,500	$ 27,500	$ 27,500	$ 112,500
	Residency candidates	$ -	$ 180,000	$ 180,000	$ 330,000	$ 330,000	$ 1,020,000
	Residency graduates in the district	$ -	$ -	$ 50,000	$ 50,000	$ 90,000	$ 190,000
	Residents in long-term training (coursework)	$ -	$ 18,000	$ 18,000	$ 33,000	$ 33,000	$ 102,000
	Other	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal		$ 15,000	$ 213,000	$ 275,500	$ 440,500	$ 480,500	**$ 1,424,500**
Long Term Training	Mentors in long-term training (coursework)	$ -	$ 4,500	$ 4,500	$ 4,500	$ 4,500	$ 18,000
	Other	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal		$ -	$ 4,500	$ 4,500	$ 4,500	$ 4,500	**$ 18,000**
TOTAL COSTS		$ 33,000	$ 277,500	$ 395,500	$ 595,500	$ 649,000	**$ 1,950,500**

Proposal's Alignment to Key Performance Indicator(s)[1]

(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.

Funding Request to Support Pilot Implementation (by Academic Year)

$0.00 **2017-2018 Total Request**

Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**

2018-2019 Total Request

Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**
Subtotal Amount:	**Purpose:**

[1] List complete as of February 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

Subtotal Amount: **Purpose:**

2019-2020 Total Request

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Subtotal Amount: **Purpose:**

Budget Narrative to Support Funding Request:

Attached in Budget Narrative Table

Literature Review

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

Literature Citations:

1. Ambrosetti, A. (2014). Are You Ready to Be a Mentor? Preparing Teachers for Mentoring Pre-Service Teachers. Australian Journal of Teacher Education, 39(6), 30-42
2. Childre, A. L., & Van Rie, G. L. (2015). Mentor Teacher Training: A Hybrid Model to Promote Partnering in Candidate Development. Rural Special Education Quarterly, 34(1), 10-16.
3. Conderman, G., Johnston-Rodriguez, S., Hartman, P., & Kemp, D. (2013b). Preparing Preservice Secondary Special Educators. Preventing School Failure, 57(4), 196-205. doi:10.1080/1045988X.2012.679326
4. Dorel, T. G., Kearney, W. S., & Garza, E. (2016). Ready from Day One? The Relationship Between Length of Pre-Service Teacher Field Residency and Teacher Efficacy. Critical Questions in Education, 7(1), 38-52.
5. Flores, I. M. (2015). Preservice Teachers as Investigative Science Mentors: Advancing Self-Efficacy through School-Based Professional Development. Journal of Instructional Pedagogies, 17.
6. Gareis, C. R., & Grant, L. W. (2014). The Efficacy of Training Cooperating Teachers. Teaching and Teacher Education, 39, 77-88. doi:10.1016/j.tate.2013.12.007
7. Hoffman, J. V., Wetzel, M. M., & Peterson, K. (2016). Approximating Literacy Practices in Tutorials: What is Learned and What Matters for Teacher Preparation. Literacy Research and Instruction, 55(3), 183-208. doi:10.1080/19388071.2015.1128023
8. McDonald, M.A., Tyson, K., Brayko, K., Bowman, M., Delport,
9. J., & Shimomura, F. (2011). Innovation and Impact in Teacher Education: Community-Based Organizations as Field Placements for Preservice Teachers. Teachers College Record, 113(8), 1668-1700.
10.
11. Mueller, M., & Hindin, A. (2011). An Analysis of the Factors That Influence Preservice Elementary Teachers' Developing Dispositions about Teaching All Children. Issues in Teacher Education, 20(1), 17-34.
12. Yopp, R. H., Ellis, M. W., Bonsangue, M. V., Duarte, T., & Meza, S. (2014). Piloting a Co-Teaching Model for Mathematics Teacher Preparation: Learning to Teach Together. Issues in Teacher Education, 23(1), 91-111.
13.

Summary of Literature Review: The proposed program's focus is on methods identified to strengthen educator effectiveness through: early field experiences to synchronously connect theory and practice (Conderman et al, 2013; Dorel et al, 2016; Flores, 2015; Hoffman et al, 2016; McDonald et al 2011); assure that faculty and professional educators are providing focused mentoring for student teaching residents

(Ambrosetti, 2014; Childre & Van Rie, 2015; Mueller & Hindin, 2011; Gareis & Grant (2014); and implement co-teaching models with mentor educators during an academic year-long residency (Yopp, et al, 2014).

Analysis of Current UW Teacher Program and Practice

☐ **Collected and analyzed relevant evidence from current educational practice and current educator preparation practice**

Evidence Collected and Analyzed

1. **UW Special Education Programming Feedback Survey**
2. **Special Education Director Feedback sought from WASEA Spring Conference 2016**
3. **Administrator Feedback sought from UW ECHO in Leadership Spring 2016**
4. **University of Wyoming Trustees Education Town Hall Meetings**
5. **College of Education Internal Feedback**
6. **Equity Gap Core Plan and Data**
7.
8.
9.
10.

Summary of Analysis of Current UW Teacher Program and Practice

Wyoming stakeholders (i.e. district personnel, Wyoming Department of Education, Professional Teaching Standards Board, current and potential UW students) have made it clear that a program option in special education is critically needed at the University of Wyoming. As mentioned above, the Wyoming Department of Education has reported to the United States Department of Education (USDOE) that Special Education is a teaching shortage area in Wyoming. As the sole university in the state, it has become increasingly problematic that our current system provides special education licensure options for only graduate students. One respondent from the UW Special Education Programming Feedback Survey stated: "We need MORE undergraduate options (i.e. 4 year program of study) for Special Education at UW other than a Masters Degree. Our neighboring states offer dual majors with SPED and education degrees with SPED endorsements. We have a shortage, and I'd love to refer individuals interested in SPED to our home state for a degree/endorsement." Another respondent wrote: "I fully support UW providing a teacher certification program for special education. At this time, I hire most staff from Black Hills State University as their graduates have the opportunity to be duly certified." As a result of these comments and others, our task force has focused seriously on the development of an undergraduate special education program. Within this program, we have focused on the student teaching aspect, and again, are proposing the use of a year long residency to best prepare our graduating students.

Evaluation of Regional and Leading Teacher Prep 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**

Names and Locations of Traditional Programs studied:

- **Akron University**
-
-
-
-

☐ **Alternative educator preparation programs**

Names and Locations of Alternative Programs studied:

-
-
-
-
-

☐ **International educator preparation programs**

Names and Locations of International Programs studied:

-
-

Data Analysis

Quantitative Data Analyzed

- UW Special Education Programming Feedback Survey
- **Undergraduate Student Special Education Programming Feedback Survey**
-
-
-

Qualitative Data Analyzed

- **University of Wyoming Trustees Education Town Hall Meetings**
- **Special Education Director Feedback sought from WASEA Spring Conference 2016**
- **Administrator Feedback sought from UW ECHO in Leadership Spring 2016**
- **College of Education Internal Feedback**
- **Undergraduate Student Special Education Programming Feedback Survey**
- **UW Special Education Programming Feedback Survey**
-

Summary of Data Findings

Feedback from stakeholders throughtout the state, at the Wyoming Department of Education, PTSB (Professional Teaching Standards Board) and within our local school districts, clearly indicate the need for UW to develop a robust undergraduate special education program. Of those district respondents to the UW Special Education Programming Feedback Survey (Superindents, Principals, Special Education Directors, HR Directors, Other) 77.05% are in support of a dual program in special education and elementary or secondary education, 82.81% are in support of an endorsement program in special education at the undergraduate level, and 65.63% support the development of a special education major. When asked if the development of the above programs would mitigate the special education teacher shortage in Wyoming, 60.94% reported that the dual major would be successful in supporting these efforts; 75% felt the endorsement would mitigate this issue, and 67.19% felt this shortage would be greatly rectified through the offering o f a special education major at the undergraduate level.

A total of 44.26% of respondents on the UW Special Education Programming Feedback Survey think a full-year internship would better prepare special education undergraduates than

would a traditional student teaching experience. Slightly more than 50% of respondents (52.46%) report that schools across the state would be amenable to providing full-year internships for special education undergraduates. Impressively, 91.80% of respondents believe that teaching/internship opportunities should be available in school districts throughout the state. One respondent stated: "Full year internships would be very beneficial to students…" Another wrote: "Students would obviously benefit from a full year student teaching experience. It would also be beneficial to have them student teach in several different settings if they were doing a full year. Such as an elementary placement, secondary, behavior classroom, etc. It would also be helpful if they could at least visit some of the other placements in the spectrum of educational placements so they know what they're like."

Given this feedback from local school personnel and stakeholders, it is clear that a year long residency in an undergraduate special education program would greatly benefit school districts and special education teacher candidates, and a drive toward this practice is largely supported by stakeholders throughout the state.

Contextual Constraints to Implementation Identified

☐ **Identified Potential Risk to Research Subjects**

- ☐ Release of proprietary information
- ☐ Loss of faculty or candidate confidentiality
- ☐ Loss of national accreditation or program recognition
- ☐ Loss of state approval or recognition
- ☐ Other (Please describe.)

☐ **Identified Potential Risk to Trustees Education Initiative**

- ☐ Insufficient Data for College and Program Continuous Improvement Purposes
  - ☐ Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for
- ☐ Insufficient Commitment to Collaboration from Wyoming P-12 School Districts
- ☐ Other (Please describe.)