



Governing Board Meeting

Tuesday, October 17, 2017 • 12:00 p.m.

University of Wyoming • Marian H. Rochelle Gateway Center • Salon D/E • First Floor

Videoconference Attendance Option: <https://zoom.us/j/315874672>, Meeting ID 315 874 672

Phone Attendance Option: 646-558-8656 or 669-900-6833, Meeting ID 315 874 672

Agenda

12:00 p.m.	Call to Order	Dave Palmerlee
12:05 p.m.	1. *Meeting Minutes, June 26, 2017	Dave Palmerlee
12:10 p.m.	2. *Financial Report	Rebecca Watts
12:15 p.m.	3. Wyoming Business Alliance / Wyoming Excels Presentation	Cindy DeLancey
12:45 p.m.	4. Organizational Restructuring and Nomination Process	Dave Palmerlee
1:15 p.m.	5. *Review, Determination of Disposition of TEI Proposal 2017-05	Dave Bostrom
1:45 p.m.	6. *Review, Determination of Disposition of TEI Proposal 2017-09	Dave Bostrom
2:15 p.m.	7. *Review, Determination of Disposition of TEI Proposal 2017-12	Dave Bostrom
2:45 p.m.	8. Proposals Invited to Move Forward in New Structure	Rebecca Watts
3:00 p.m.	9. Matching Funds Update	Ben Blalock
3:15 p.m.	10. Executive Director Report	Rebecca Watts
3:30 p.m.	Roundtable Discussion	Dave Palmerlee
4:00 p.m.	Adjournment	Dave Palmerlee

*Denotes Action Item.



TEI Governing Board Meeting Notes
June 26, 2017
University of Wyoming • Marian H. Rochelle Gateway Center

Attending: David Palmerlee; John McKinley; Ben Blalock; *Thomas Botts; Craig Dougherty; D. Ray Reutzel; Board Member Bostrom; John MacPherson; *Carol Mead; Mark Northam; *Wava Tully; *Jillian Balow; Laurie Nichols; Board Member True; Amy Pierson.

**Via Videoconference*

Approval of March 14, 2017 Meeting Notes

- Board Member True made a motion to approved the March 14, 2017 meeting notes as presented.
- Board Member Blalock seconded the motion.
- The motion passed on unanimous voice vote.

Approval of May 2017 Financial Reports

- Board Member Bostrom made a motion to approve the May 2017 Financial Report as presented.
- Board Member Dougherty seconded the motion.
- Financial Reports were approved on a unanimous voice vote.

Proposed Name Change for Instructional Facilitator Research Work Group to “Educator Professional Growth” Research Work Group to reflect the expanded scope of the Group’s Work

- Board Member Northam made a motion to change the name of the Instructional Facilitator Research Work Group to Educator Professional Growth Work Group to accurately represented the expanded scope of its work.
- Board Member Nichols seconded the motion.
- The motion passed on a unanimous voice vote.

TEI Proposal 2017-01

- Board Member Bostrom and UW College of Education (UWCOE) faculty member Cindy Brock presented TEI Proposal 2017-01 for the Board’s consideration and action.
- The proposed innovation is to enhance the fieldwork experiences of educator candidates through virtual reality simulations of classrooms and other professional educator engagements, e.g., talking with parents. This experience would enhance but not supplant existing fieldwork experiences in UWCOE. The technology would be accessed via a site license with Mursion Technology.

- Discussion of the proposal:
 - Board Member Northam offered a School of Energy Resources (SER) collaboration to enhance the use of the virtual reality technology with UWCOE and Wyoming school districts. Use of the [Energy Innovation Center Shell 3-D Visualization Center](#) is currently free, however, SER is moving toward a user-fee system that would be modest and would help with ongoing maintenance of current technologies. The SER technology can be flipped so the participant can evaluate her/his own presence, e.g., body language, demeanor, dispositions. This is highly innovative for UW SER.
 - Board Member Botts asked that we vet this proposed innovation with the Daniels Fund to assure a common understanding of innovation.
 - The Board asked that TEI gain assurance that the Mursion license agreement provide UW “ownership” for use with partner school districts. SER will be able to advise on this assurance.
 - Board Member Dougherty would like more information on the algorithms behind the artificial intelligence/virtual reality component. Cindy Brock stated that until experiencing the modules it is difficult to understand how deep the interaction is.
 - Board Member Reutzel asked if the scenarios can be customized or scaled up. Cindy Brock assured that customized simulation can be added. Board Member Bostrom stated that the Coordinating Council will work with the Research Work Group to evaluate the effectiveness of the implementation, including the development of metrics and the monitoring of performance on those metrics.
 - Co-Chair McKinley asked about the proposed planning and implementation timeline. Cindy Brock reiterated that the three-year process beginning with first semester of 2017-2018 planning with implementation beginning in Spring 2018. Board Member Reutzel asked if the three-year timeline would be accelerated. Dr. Brock responded that it possible if the early results indicate effectiveness.
- Board Member Reutzel made a motion to approve TEI Proposal 2017-01 for recommendation to the University of Wyoming Board of Trustees for approval for funding and implementation.
- Board Member Dougherty seconded the motion.
- The motion was approved on unanimous voice vote.
- Further discussion of 2017-01 after the vote:
 - Board Member Blalock asked if the UWCOE currently uses video feeds from classrooms to share best practices with candidates. Board Member Reutzel stated that practice is not currently in place related to technology needs and legal implications for viewing minors. However, the Ellbogen Foundation has expressed interest in providing a robust video library of best practices to UWCOE and Wyoming school districts.
 - Board Member Blalock noted the University has existing technology for video technology for 10 sites accommodating up to 48 participants.

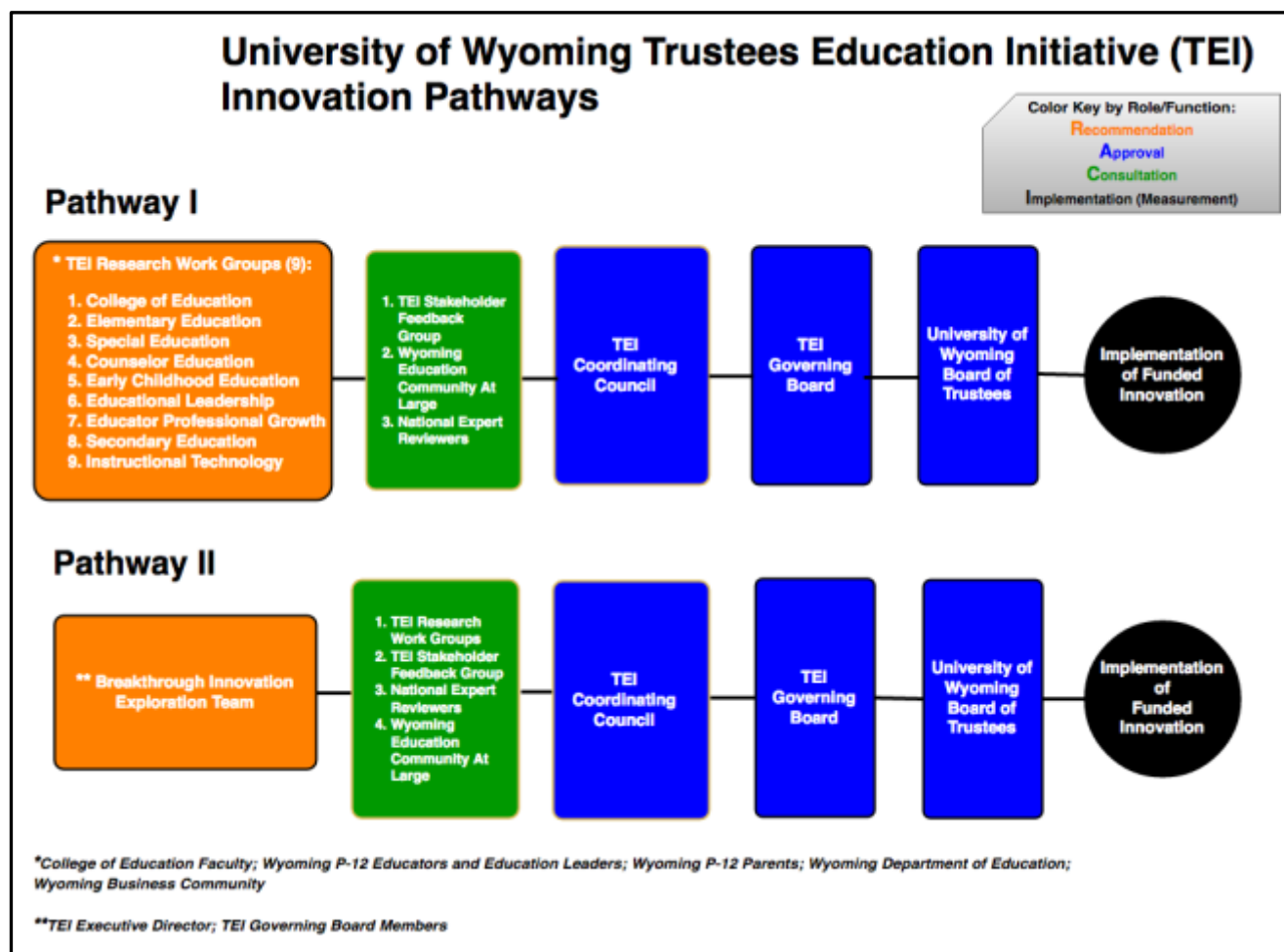
Proposal for Additional Pathway to Innovations

- Reflecting on the existing processes for TEI, Co-Chair Palmerlee described a need to accelerate and expand the process for developing proposals for breakthrough innovations to support the movement of the UWCOE to pre-eminence. Co-Chair Palmerlee has appointed a Breakthrough Innovation Committee of Board Members McKinley, Botts, Northam, Bostrom, and Executive Director Watts
- Co-Chair McKinley spoke to the need to strengthen and expand TEI’s direct connections with prominent innovators in educator preparation to inform and support the process of developing breakthrough innovations for TEI.
- Executive Director Watts presented a schematic diagram (below) of the TEI Innovation Development Process, reflecting an additional proposed pathway (Pathway II).



- Board Member True addressed the radical innovation requirement, stating that innovations are not always new technologies, rather they represent innovative and highly effective new uses of existing technologies. As discussed earlier in the meeting, connecting the [Energy Innovation Center Shell 3-D Visualization Center](#) with virtual reality experiences for UWCOE candidates is an example of how the use of existing technology can be innovative.
- Board Member Botts stated that the re-designed pathway is an innovation pipeline, yet still includes checks and balances. Pathway II provides a way to get riskier ideas through the pipeline. It is important to separate UWCOE work to align to current best practices from the TEI process. Keep UWCOE work separate from the TEI work and bigger ideas of trying new things.
- Board Member Bostrom reported that he has found through his service on the TEI Coordinating Council that the existing proposal process has worked. Seeing a proposal move forward to the Trustees should build excitement for the work. Pathway II should be to supplement Pathway I. It is absolutely necessary that the review and shared governance has to be kept in the crosshairs at all times. Without the grassroots support from UWCOE, TEI will not succeed.
- Board Member Reutzel further delineated the notion of UWCOE work versus TEI work. The TEI Town Hall Meetings revealed feedback that doesn't require innovation, e.g. a Special Education program to produce more Special Education teachers for the state. It is important to pull apart some of the things UWCOE needs to do of its own volition to improve separate from the TEI process.
- Board Member Nichols stated that there are UWCOE problems that must be solved sooner rather than later. If UWCOE doesn't get ahead of the issues, UW will be in trouble. As an example, some out-of-state universities have invaded the community colleges in a big way by offering distance programs in educator preparation on the community college sites. If UW doesn't effectively leverage its partnerships with community colleges in Wyoming, It's going to be harder and harder to attract students to UWCOE.
- Board Member Reutzel stated that UWCOE is ready to move quickly on needed improvements. UWCOE would like to scale up a practice of placing more student teachers statewide in the next year.
- Board Member Dougherty thinks the idea is exceptional and a positive direction. Innovation will offend people. Sheridan District No. 2 goes to school districts outside the state to learn from districts with great student outcomes. When you seek feedback, don't let feedback slow the process of innovation. Innovation is gut-busting, hard work and requires individuals who cast to the wind historic practices. Innovation is light speed. People that get it will accelerate.
- Co-Chair Palmerlee stated that TEI should never be in a place of slowing innovation. If the processes are slowing things, we need to review and revise those processes.
- Board Member Northam considers himself a lifelong innovator. Innovation is a process and not all ideas are worth moving forward. One of the hardest things is to convince someone to take a risk that an innovation will work better than historic practices. You need a broker at the end of it to work with the people who are going to implement the practices to address the concerns and work with those reluctant to implement the new ideas.
- Board Member Tully stated that she agrees with Board Member Botts that we should stay on with best practices from UWCOE while developing TEI innovations. The virtual reality is an enhancement to fieldwork, not a supplement. Any rubrics from that innovation will be generated by the people who use it.
- Board Member True sought clarity that Pathway II is for multidisciplinary innovations.
- Co-Chair Palmerlee stated that the key to Pathway II is ideas coming off the wall, e.g., the Breakthrough Innovation group takes 10 days and visit innovative sites and develop a whole different sense of what this is all about. They come back, shift, sort, and argue.
- Board Member Bostrom made a motion to approve Pathway II in the TEI Process.
- Board Member True seconded the motion.

- Executive Director Watts stated that there is an error in the proposed chart. The National Expert Reviewers only provide a consultative role, not an approval and the chart should be corrected to reflect that.
- Co-Chair McKinley introduced a friendly amendment that Pathway II be approved with the needed correction to the role National Reviewers. Unanimous vote. (Corrected chart provided below)
- The amended motion passed on unanimous voice vote.



National Reviewers Update

- Executive Director Watts provided biographical information on the individuals who were recruited to serve as expert reviewers for TEI Proposals.

Matching Funds Update

- Board Member Blalock provided an update regarding the Daniels Fund required matching fund requirements. The required match is in years three, four, and five at \$2 million per year.
- Several UW initiatives have the potential to leverage private gifts, e.g. TEI, Science Initiative, Energy Programs, Engineering. UW needs to leverage the collective strength of the UW initiatives.

Participation Incentives for External Members of Work Groups



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- Executive Director Watts reported that the work to participate in a Research Work Group is extensive, requiring many hours of commitment both in meetings and in reading, research, and proposal development outside the meetings.
 - Individuals employed by UW who participate receive a course release or a stipend to support their work. The individuals who are not employed by UW receive only expense reimbursement, e.g., funding for a substitute when they are out of their classrooms; mileage reimbursement; lodging, and meals when traveling on TEI work.
 - The extent of the work has resulted in some individuals not employed by UW resigning from Research Work Groups. In discussing this concern, some TEI Governing Board members had suggested providing a thank-you gift to non-UW participants in TEI Research Work Groups.
 - Board Member Nichols made a motion to provide non-UW TEI participants with a thank-you gift of \$500.00 per year, either in the form of a stipend, or as a package of incentives, e.g., UW season tickets to sports events, TEI clothing and other items.
 - Board Member True seconded the motion.
 - The motion passed on unanimous voice vote.

Roundtable Discussion

- Executive Director Watts reported on the work of UW Trustee David Fall to support TEI by developing meaningful collaboration between TEI and Wyoming School Trustees throughout the state.
 - Trustee Fall and Executive Director Watts met with Wyoming School Boards Association (WSBA) Executive Director Brian Farmer and developed a multi-faceted approach for engaging Wyoming School Trustees with TEI.
 - The range of activities to be explored include including TEI information in WSBA newsletters, TEI participation in a WSBA Conference and Vendor Fair, TEI participation in WSBA Spring Roundups around the state; TEI/WSBA collaboration on innovation development.

Adjournment

- Co-Chair Palmerlee adjourned the meeting at 12:20 p.m.

UW TEI Financial Report to Governing Board

Date Cleared	Payee	Expense	TOTAL	July 2017	
7-24-17	UW Outreach School	Meeting Room, TEI Group Meeting	\$300.00	Internal Service Allocation: Other	\$ 600.00
7-20-17	UW Car Rental Services	University Vehicle, Gov Board Trans from Airport	\$154.87	Internal Sales Auxiliaries	\$ 155.33
7-19-17	Steve Staab	CE Meeting	\$184.32	Non Employee Meals	\$ 215.44
7-09-17	WDE	TEI Group Member Mileage	\$54.89	Non Employee Lodging	\$ 357.92
7-21-17	WREC	TEI Group Member Mileage	\$325.88	Non Employee Transportation	\$ 635.04
7-21-17	Kathy Vetter	TEI Group Member Mileage	\$109.78	Travel Domestic	\$ 565.56
7-24-17	WDE	TEI Group Member Mileage	\$109.78	Full Time Salaries	\$ 19,441.00
7-24-17	Steve Staab	TEI Group Member Mileage	\$360.59	Pension	\$ 9,992.67
7-21-17	Dick Scarlett	Jackson Meeting	\$63.16	Internal Service Allocation: Info Tech	\$ 111.91
7-21-17	Dave True	Governing Board Travel, 06 26 2017	\$158.36		\$ 32,074.87
7-31-17	Rebecca Watts	Travel, National Network for Educational Renewal	\$407.20		
7-31-17	Rebecca Watts	Salary	\$16,500.00		
7-31-17	Anaya Yates	Salary	\$2,941.00		
7-31-17	Employer Share	Benefits	\$9,992.67		
7-01-17	Info Tech	UW IT Services	\$111.91		
7-26-17	UW Outreach School	Meeting Room, TEI Group Meeting	\$300.00		
7-31-17	Postal Services	Postage	\$0.46		
JULY 2017 TOTAL			\$32,074.87		

UW TEI Financial Report to Governing Board

Date Cleared	Payee	Expense	TOTAL	AUGUST 2017	
6-09-17	United Airlines	Tiffany Dobler/Relay Graduate School Institute	\$320.40	Full Time Salaries	\$ 19,441.00
6-09-17	Expedia	Tiffany Dobler/Relay Graduate School Institute	\$23.00	Part Time Salaries	\$ 7,500.00
6-20-17	University Store	Office supplies	\$7.90	Pension	\$ 13,067.67
6-21-17	Walmart	Office supplies	\$10.02	Professional Service	\$ -
6-26-17	McAlisters	Governing Board Lunch 06 26 2017	\$27.52	Travel Domestic	\$ 1,785.43
6-26-17	UW Transpark	TEI Group Members' Parking Passes at UW	\$100.00	Non Employee Transportation	\$ 368.40
6-27-17	Safeway	Bottled Water	\$3.99	Non Employee Lodging	\$ 515.19
7-05-17	University Store	Office supplies	\$0.18	Non Employee Meals	\$ 458.22
7-11-17	University Store	Office supplies	\$90.00	Non Employee Other Travel	\$ 100.00
7-18-17	Ace Hardware	Fan for Office	\$34.99	Office Supplies	\$ 3,643.09
7-14-17	UW Catering	Governing Board Snacks 06 26 2017	\$210.66	Postage Freight and Shipping	\$ 23.75
7-14-17	Expedia	Car Rental Tiffany Dobler/Relay Graduate School Institute	\$282.57	Equipment Rental	\$ 648.90
8-07-17	Rebecca Watts	Mileage	\$19.60	Internal Service Allocation: Other	\$ 9,299.44
8-14-17	UW Car Rental Services	UW Vehicle, Board of Trustees Meeting	\$76.99	Internal Sales Auxiliaries	\$ 77.91
8-09-17	UW Flight Research	Governing Board Travel	\$4,895.28	Internal Service Allocation: Info Tech	\$ 88.96
8-09-17	UW Flight Research	Governing Board Travel	\$4,404.16		\$ 57,017.96
8-21-17	Qualtrics	Software license	\$3,500.00		
8-01-17	Mark Bittner	TEI Group Member Mileage	\$236.47		
8-08-17	Parent Info Center	TEI Group Member Travel	\$622.58		
8-07-17	John McKinley	Governing Board Member Mileage	\$54.89		
6-08-17	UW Copy Center	Printing	\$648.90		
6-20-17	USPS	Ship Governing Board Packet	\$23.75		
6-21-17	Fire Rock	TEI Hosted Legislative Leader Luncheon	\$133.66		
8-25-17	Rebecca Watts	National Network for Educational Renewal Symposium	\$1,114.84		
8-07-17	Rebecca Watts	Transportation, National Network for Educational Renewal	\$77.06		
8-31-17	Rebecca Watts	Salary	\$16,500.00		
8-31-17	Anaya Yates	Salary	\$2,941.00		
8-31-17	Employer Share	Benefits	\$13,067.67		
8-31-17	Jenna Shim	COE Faculty Working on TEI	\$3,750.00		
8-31-17	Michelle Buchanan	COE Faculty Working on TEI	\$3,750.00		

UW TEI Financial Report to Governing Board

8-01-17	Info Tech	University IT Services	\$88.96	
8-31-17	Postal Services	Postage	\$0.92	
AUGUST 2017 TOTAL			\$57,017.96	

UW TEI Financial Report to Governing Board

Date Cleared	Payee	Expense	TOTAL	SEPTEMBER 2017	
9-30-17	COE Faculty Members	COE Faculty Working on TEI	\$8,437.50	Full Time Salaries	\$ 19,441.00
9-30-17	Graduate Students	COE Faculty Working on TEI	\$1,342.00	Part Time Salaries	\$ 8,437.50
9-22-17	Graduate Students	COE Faculty Working on TEI	\$10,736.00	Graduate Assistant Wages	\$ 12,078.00
9-30-17	Rebecca Watts	Salary	\$16,500.00	Pension	\$ 13,504.39
9-30-17	Anaya Yates	Salary	\$2,941.00	Professional Service	\$ 7,500.00
9-30-17	Employer Share	Benefits	\$13,452.05	Travel Domestic	\$ 3,732.98
9-30-17	Employer Share	Benefits	\$52.34	Non Employee Transportation	\$ 1,244.73
9-28-17	Nat Rural Ed Assoc A Pratt	TEI Proposal National Expert Review	\$750.00	Non Employee Lodging	\$ 404.21
9-21-17	Jennifer Zook	EC meeting	\$328.49	Non Employee Meals	\$ 149.28
9-21-17	Melissa Nack	CE Meeting	\$157.29	Non Employee Other Travel	\$ -
9-07-17	Mary Brabeck	TEI Proposal National Expert Review	\$2,250.00	Office Supplies	\$ -
9-18-17	CCSSO, Chris Minnich	TEI Proposal National Expert Review	\$2,250.00	Book Subscriptions and Media	\$ 39.00
9-18-17	Thomas Lasley	TEI Proposal National Expert Review	\$2,250.00	Data Processing/ Technical and Supplie	\$ 190.67
8-07-17	Safeway	Bottled Water	\$5.49	Postage Freight and Shipping	\$ -
8-28-17	Jimmy Johns	Lunch Meeting with Research Support Vendor	\$36.73	Equipment Rental	\$ -
8-29-17	Hilton Garden Inn	Dave Bostrom, Mursion Demonstration for Daniels Fund	\$109.00	Training/ Professional Development	\$ 450.00
8-11-17	Crowne Plaza	Tiffany Dobler TI Conference	\$427.84	Memberships and Dues	\$ 25.00
8-11-17	Crowne Plaza	Tiffany Dobler TI Conference	\$13.02	Internal Service Allocation: Other	\$ -
9-07-17	David Hobert	TEI Group Member Travel	\$470.80	Internal Sales Auxiliaries	\$ 174.67
9-14-17	Tiffany Dobler	Car Rental Houston	\$326.59		\$ 67,371.43
9-01-17	Wyoming Department of Education, Mark Bowers	TEI Group Member Travel	\$54.89		
9-01-17	Rick Woodford	TEI Group Member Travel	\$540.86		
9-13-17	Tiffany Dobler	Tiffany Dobler/Relay Graduate School Institute	\$265.50		
9-01-17	Dave Palmerlee	Governing Board Member Travel, Daniels Fund Meeting	\$580.45		
9-17-17	UW Car Rental Services	UW Vehicle, Board of Trustees Meeting	\$174.67		
9-05-17	Jody Evans	EdWeek Subscription	\$39.00		
9-22-17	Rebecca Watts	America Succeeds EdVenture, Hotel Boise	\$372.90		
9-22-17	Rebecca Watts	Adobe license	\$190.67		
9-22-17	Rebecca Watts	United Airlines	\$91.10		

UW TEI Financial Report to Governing Board

9-22-17	Rebecca Watts	WDE Registration	\$25.00	
9-14-17	Rebecca Watts	America Succeeds EdVenture	\$1,750.25	
9-14-17	Rebecca Watts	American Association of Colleges of Teacher Ed 2018 Conf	\$450.00	
SEPTEMBER 2017 TOTAL			\$67,371.43	

Mission & Vision

VISION:

The Wyoming Business Alliance / Wyoming Heritage Foundation serves as Wyoming's premier business advocate and proponent. It ensures a unified, lasting voice for business, and it facilitates a growing, proactive, and inclusive business environment and climate by promoting effective leadership development; thoughtful public discussion; stewardship of our vital natural resources; sound investment; facilitation of public forums and input; establishment of an unparalleled statewide network; and an issue advocacy arm.

MISSION:

Wyoming Business Alliance: To promote and advocate a growing economy by connecting business leaders from across Wyoming, representing business interests and issues, and partnering with key business organizations and trade associations.

Wyoming Heritage Foundation: To promote Wyoming's economic heritage and values and to develop principled, knowledgeable leaders across the spectrum of public and private leadership positions.

Leadership Wyoming: To develop and prepare knowledgeable leaders to excel in public, private, and non-profit leadership positions, by way of professions and civic involvement, throughout Wyoming.

STRATEGIC OBJECTIVES

1. Knowledgeable, principled, and engaged leaders lead private, public, and non-profit organizations throughout Wyoming.
2. Wyoming's economic assets, natural resource base, and business diversification interests are recognized and advocated for.
3. Business sustainment, growth, and development opportunities exist due to shared public, private, and non-profit support, programs, and initiatives.
4. Sustainable and competitive physical and virtual infrastructure fully supports business and communities.
5. Public services (healthcare, highways, education) assure a quality of life for citizens and community vitality.

Wyoming Excels

[Governor's Business Forum](#)[News](#)

Having an educated workforce is important.

Wyoming Excels is a coalition of business leaders working to improve our education-to-workforce pipeline by ensuring all students graduate with the knowledge, skills, and behaviors necessary to succeed in a competitive global economy.

Wyoming Excels was officially launched during the 2016 Governor's Business Forum. The Daniels Fund and the John P. Ellbogen Foundation each donated money for a three-year grant totaling \$510,000 to support Wyoming Excels.

Looking for an Executive Director for Wyoming Excels

- [Read the job description](#)

Reports

- [Read the Wyoming Excels Comparison Report \(PDF\)](#)

Wyoming Business Alliance

145 S. Durbin Street Suite 101, Casper, WY 82601

307. 577.8000

wya@wyomingbusinessalliance.com

Results from Interest Survey in UWTEI Preeminent Educator Preparation Committee

Overview

An interest survey was distributed to all 59 individuals who were previously appointed to one of nine Research Work Groups. The email invitation stated:

The University of Wyoming (UW) Trustees Education Initiative (TEI) seeks your interest in participating in a newly-formed **Preeminent Educator Preparation Committee**. This single committee will replace the nine previously-established TEI Research Work Groups, decreasing the number of individuals engaged in the innovation-development aspect of TEI work while broadening the focus of this work to cut across all programs.

In recognition of and support for the expertise, time and significant effort required of Committee members, those outside UW will receive a stipend for their service in addition to reimbursement for teaching substitutes, and travel expenses. UW faculty members serving on the Committee will receive compensation for course release or overload.

TEI will review all submitted indications of interest and make determinations. All respondents indicating an interest will be notified of the outcome of determinations by early November 2017.

The **Preeminent Educator Preparation Committee** is being formed to strengthen TEI'S ability to develop highly innovative proposals. The Committee will include four sub-committees, as follows:

1. **Marketing, Recruitment, and Selectivity:** a) Promotion of the Education Profession; b) Candidate Recruitment; c) Candidate Selection Based on Established Criteria
2. **Knowledge of the Profession:** a) Preparing Candidates with Content Knowledge, e.g., Mathematics, Biology, Physics, Chemistry, Language Arts, Computer Science, Agriculture; b) Preparing Candidates with Teaching Skills, e.g., Assessment Literacy, Teaching Methods, Classroom Management, Differentiating Instruction to Meet All Students' Needs, Parent Communication, Peer Collaboration
3. **Experiential Learning:** a) Fieldwork and Clinical Experiences; b) Internships
4. **Induction into the Profession:** a) Induction into the Profession; b) Mentoring Support for Novice Professionals and all Wyoming Educators

If you have questions or would like to talk about these changes, please contact me by email, rwatts3@uwyo.edu, by phone at 307-766-5461, or invite me to visit you in person.

There were 30 responses to the survey, 27 of which were "yes" responses. Of the 27 positive responses: 9 are educators or administrators from Wyoming school districts; 1 is a parent; 6 are employed by the Wyoming Department of Education; 2 are from the business community; 1 is from a Wyoming community college, and 8 are faculty members or associate deans at the UW College of Education.



Research Work Group Proposed Innovation Form

Initiative Research Objectives

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

Initiative Group Name

Breakthrough Innovation Team

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

Group Member Names

Dave Bostrom
Tom Botts
John McKinley
Mark Northam
Rebecca Watts

Proposed Innovation (Title/Brief Description)

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E⁴) is one of three proposed innovations pathways that, together, would comprise the Wyoming Educator Academy.

UW-E⁴ combines multiple innovations to recruit, support, and mentor a thriving pipeline of innovative educators to teach, foster, and support the holistic growth and development of Wyoming P-12 learners in the skills, knowledge, character, grit, and discipline needed to become a happy, healthy, contributing member of an engaged citizenry. The multi-faceted model lifts up the education profession through early

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

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

This proposal leverages multiple innovations to create a unique UW-E⁴ Fellows model for educator early engagement and recruitment to the profession, leveraging advanced learning and college credit while in high school. The proposed model embeds engagement with national innnovators (Sanford Inspire) on character education and developing P-12 student persistence and grit. A key component of the proposal is the depth and bread of fieldwork and clinical experiences leveraging the use of virtual reality technologies, partnership with UW theater faculty and students to simulate parent-teacher engagement and educator peer collaboration. Building on the model of medical education, UW-E⁴ Fellows would not be permitted to declare an educational speciality area (Early Childhood, Elementary Education, Secondary Education Content Area) until completing clinical rounds in all areas. Fundamental program redesign would be based on the use of modules and competency-based approaches to assure mastery of knowledge and skills instead of the historic structure of courses. An additional innovation would be a required full-year residency capstone experience in embedded partnerships with Wyoming school districts. Completing the UW-E⁴ Fellows experience would be a formalized four-year induction and mentoring program for following initial preparation that would support the novice educator through the first four years of their professional teaching career in Wyoming.

Alignment to Key Performance Indicator(s)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.

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



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

Documentation of Need



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

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

Summary of documentation of need:

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

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

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

Evidence Supporting Proposed Innovation: Literature Review



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

Literature Citations:

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

Summary of Literature Review:

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

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

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

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

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.)



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

Programs Reviewed:



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

Please list names and locations of traditional programs studied:

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



Alternative educator preparation programs

Please list names and locations of alternative programs studied:

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



International educator preparation programs

Please list names and locations of international programs studied:

- Practices of teacher induction in Finland
- _____

Summary of Evaluation of Other Programs:

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

Contextual Constraint Analysis



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

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

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

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

--The current context of the University of Wyoming's statewide partnerships will provide an initial perception obstacle that UW-E⁴ will need to address directly with information and action. UW currently does not place student teachers in the vast majority of the state (less than 20 percent of 49 school districts). Districts that have no student teachers are disengaged from UWCOE at this time. Addressing that issue is not an innovation and will not go through TEI; it is a necessary improvement the College of Education plans to address. TEI will have to be aware that innovation must be built on mutual trust.

Risk Assessment



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

--There is a risk that if a UW-E⁴ Fellow decided to leave the program for another academic program at UW or another university, s/he might need to take additional coursework to meet the other program's requirements.

--There is risk that if a UW-E⁴ Fellow decides that s/he wishes to be employed in a school district outside Wyoming, s/he will be required to repay a full year of tuition and a full year of cost-of-living stipends. Of note, there is no risk to a Fellow who does not receive an employment offer from any Wyoming school district.

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



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

--Developing and implementing the multi-pronged UW-E⁴ model simultaneous to continuing the historic traditional model will require significant effort from existing UW College of Education faculty and staff.

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

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



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

--The residency portion of the model cannot guarantee that it will result in addressing locally specific Wyoming school district needs for specialized areas, e.g., special education, STEM fields, although another proposal, UW-T³, would address those needs. NOTE: This risk can be mitigated by emphasizing community-specific needs in the work of each district's Educators Rising Chapter.

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

--There is risk to the early fieldwork experiences for UW-E⁴ Fellows in their home school districts. There will be privacy and confidentiality issues that each district must address in allowing high school students access to the learning environment of other community residents.

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



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

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



Please list all identified potential risks to other stakeholders:

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

Funding Request to Support Pilot Innovation Implementation

\$74,500.00

2017-2018 Total Request

Subtotal Amount: \$20,000.00

Purpose: Faculty Stipends for Planning/Design

Subtotal Amount: \$7,500.00

Purpose: Marketing / Recruitment

Subtotal Amount: \$5,000.00

Purpose: Prof Dev Educators Rising Sponsors

Subtotal Amount: \$42,000.00

Purpose: UW-E⁴ Director Sal/Benefits (half year)

Subtotal Amount: _____

Purpose: _____

Subtotal Amount: _____

Purpose: _____

\$141,250.00

2018-2019 Total Request

Subtotal Amount: \$10,000.00

Purpose: Stipend: Summer Institute I Director

Subtotal Amount: \$12,250.00

Purpose: Housing/Dining Summer Inst I Fellows

Subtotal Amount: \$15,000.00

Purpose: Presenters Summer Institute I, II

Subtotal Amount: \$7,500.00

Purpose: Marketing/Recruitment

Subtotal Amount: \$12,500.00

Purpose: Prof Dev for Educators Rising Sponsors

Subtotal Amount: \$84,000.00

Purpose: UW-E⁴ Director Salary and Benefits

\$182,480.00

2019-2020 Total Request

Subtotal Amount: \$20,000.00

Purpose: Summer Institute I, II Director Stipend

Subtotal Amount: \$24,500.00

Purpose: Housing/Dining Summer Inst I, II Fellows

Subtotal Amount: \$30,000.00

Purpose: Presenters, Summer Inst I, II

Subtotal Amount: \$5,000.00

Purpose: Marketing/Recruitment

Subtotal Amount: \$ 6,480.00

Purpose: Dual Enrollment Tuition

Subtotal Amount: \$12,500.00

Purpose: Prof Dev Educators Rising Sponsors

Subtotal Amount: \$84,000.00

Purpose: UW-E⁴ Director Salary and Benefits

Budget Narrative to Support Funding Request:

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

Academic year 2017-2018 would focus on marketing and recruiting Wyoming school districts to partner on UW-E⁴, specifically by providing a chapter sponsor for Educators Rising. Additionally, 2017-2018 would include planning for the inaugural Summer Institute I, which the Wyoming Educator Academy would host in Summer 2019. A UW-E⁴ Director would be recruited and begin work by February 1, 2018.

In 2018-2019, UW-E⁴ would provide housing and dining for UW-E⁴ Fellows, (rising high school juniors) to attend Summer Institute I. Funding would also be needed to engage a Summer Institute I Director, and

presenters. Marketing and recruiting activities would continue. Professional development of Educators Rising Chapter Sponsors throughout Wyoming also would be provided.

In 2019-2020, expansion would include the addition of UW-E⁴ Fellows (rising high school seniors) to attend Summer Institute II. Increased funding would also be needed to engage a Summer Institute I-II Director, and presenters. UW-E⁴ Fellows in their junior year of high school would begin enrollment in dual enrollment courses at the University of Wyoming or a Wyoming community college. The proposed budget reflects tuition costs for Fellows completing nine credit hours each at \$40.00 per credit hour. This estimate provides for half of all participants completing their dual enrollment courses through the University of Wyoming and the remainder completing dual enrollment courses through a Wyoming community college, which would not require any budgetary support, as dual enrollment course completion through a Wyoming community college is provided free of charge to Wyoming high school students through the state's Dual and Concurrent Enrollment Program.

In 2020-2021, UW-E⁴ Fellows in their junior and senior years of high school would begin enrollment in dual enrollment courses at the University of Wyoming or a Wyoming community college. This academic year of the program would mark the beginning of undergraduate scholarship awards for UW-E⁴ Fellows. The budget further reflects a \$1,000.00 scholarship provided to each of UW-E⁴ First Year Fellows.

In 2021-2022, the budget reflects a \$1,000.00 scholarship provided to each of UW-E⁴ First Year Fellows and UW-E⁴ Second Year Fellows.

In 2022-2023, the budget reflects a \$1,000.00 scholarship provided to each of UW-E⁴ First Year Fellows, UW-E⁴ Second Year Fellows, and UW-E⁴ Third Year Fellows.

In 2023-2024, the budget reflects a \$1,000.00 scholarship provided to each of UW-E⁴ First Year Fellows, UW-E⁴ Second Year Fellows, and UW-E⁴ Third Year Fellows, and UW-E⁴ Fourth Year Fellows. This year also would begin the utilization of Regional Coordinators to support UW-E⁴ Fourth Year Fellows and Mentors. Mentors would receive a \$1,000 per year stipend, and Fourth Year Fellows would receive a \$3,000 housing and living stipend.

2024-2025 marks the beginning of full implementation of UW-E⁴ with the advent of the Induction and Mentoring Program for Fellows hired as novice educators in Wyoming School Districts. The budget for this year reflects the beginning of stipends for Induction Mentor Stipends, to support Wyoming educators in mentoring UW-E⁴ Fellows in their inaugural years as Wyoming educators.

Proposed Innovation Narrative:

The University of Wyoming Enterprise for Elevating Educational Excellence (UW-E⁴) combines innovations related to early recruitment of future educator professionals, early field experiences for future educators while still in high school, leveraging dual enrollment opportunities to earn college credit while still in high school, developing educator skills related to developing character, grit, and civic engagement among P-12 learners; leveraging technology to strengthen clinical preparation for teaching, classroom management, parent engagement, and peer support; developing innovative partnerships with theater faculty and majors to provide simulated communication and collaboration experiences; deferring Fellow declaration of a special area within education until having experienced guided fieldwork experiences across all grade bands and subject areas; extensive fieldwork in each year of preparation; completion of coursework and fieldwork by the conclusion of the third year of the program; implementation of a full-year residency in the capstone (fourth) year of college enrollment, with supporting cost-of-living stipend for Fellows and stipends for mentors collaborating with Fellows in co-teaching model in Wyoming schools; and a structured induction

and mentoring program to support novice educators for their first years in the profession following completion of their initial preparation.

The Wyoming teachers selected to mentor UW educator candidates as well as those who will serve as peer mentors to novice educators who have completed the first three phases of UW-E⁴ will complete a focused, intensive professional development program to develop coaching and mentoring skills. Additionally, Fellowship mentors and Induction mentors will collaborate closely with UW College of Education faculty members.

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

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

Key innovations in Phase One of UW-E⁴ are: A) targeted early recruitment and engagement of promising Wyoming youth (high school sophomores) into education professions, including targeted strategies for students with linguistically rich backgrounds and those historically under-represented in education professions; B) guided fieldwork observations in their home school districts, and C) completion of online modules on Inspired Teaching (Sanford Inspired modules) designed to foster character development among P-12 learners.

Phase Two brings UW-E⁴ Fellows throughout the state together for a Summer Institute with national innovators speaking on the importance of education in society and innovative approaches to strengthening fulfillment of that role.

In Phase Three, UW-E⁴ Fellows continue their guided fieldwork and completion of Inspired Teaching modules while simultaneously enrolling in a minimum of three dual enrollment courses to earn high school credit and articulated college credit at the University of Wyoming. UW-E⁴ Fellows are pre-admitted to the University of Wyoming as education majors, without any designation of specialty area.

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

In their senior year of high school UW-E⁴ Fellows complete Phase Five, which includes completion of a minimum of three additional dual enrollment courses, and continuation of engagement with virtual reality technology for guided clinical experiences. Fellows graduate from high school with a minimum of six courses of articulated credit to the University of Wyoming.

For Phase Six, UW-E⁴ Fellows enroll full-time at the University of Wyoming as education majors with no specialty area (Early Childhood, Elementary Education, Secondary Education Content Area) declared. In this phase, Fellows complete introductory education courses with embedded guided fieldwork across all grade bands and content areas, e.g., Early Childhood, Elementary Education, Secondary Education, Special Education, Arts, Music, and Physical Education. Further, UW-E⁴ Fellows continue to utilize virtual reality to strengthen their clinical experiences. In this phase, Fellows also interact with human simulations through a collaboration with the UW Theater Program in which students and faculty simulate parent-teacher conversations as well as educator peer conversations that they will experience as professionals for ongoing coaching and peer support.

UW-E⁴ Fellows declare a specialty area in Phase Seven, which represents their second year of full-time enrollment at the University of Wyoming. With this declaration, Fellows begin their content courses related to their specialty area while continuing to complete their education courses. In all courses, Fellows complete fieldwork in clinical settings in Wyoming schools.

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

With Phase Nine, UW-E⁴ Fellows complete a full academic year residency in a Wyoming school district in a cohort model to provide peer collaboration and support in their residency settings. Each Fellow is paired with a Mentor teacher; the Fellow and Mentor co-teach the P-12 learners, with shared responsibility for planning, assessment, instructional differentiation, and collaboration with other members of the school's team. Fellows receive a tuition scholarship for the academic year as well as a cost-of-living stipend. The Mentor teacher receives a stipend. It is proposed that fundraising with connections to the local community be conducted to support the stipends for Fellows and Mentors in each site.

By accepting the Phase Nine tuition scholarship and cost-of-living stipend, the Fellow agrees to serve in a Wyoming school district for four years in Phase Ten of UW-E⁴. The host Wyoming school district has the first option at hiring Fellows placed in its district. If the host district does not offer employment to a Fellow, other Wyoming Fellowship Districts have the option to extend an employment offer to the Fellow. If a UW-E⁴ Fellow opts to accept employment outside Wyoming s/he must re-pay the Phase Nine one-year tuition scholarship and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow's completion of Phase Nine, s/he is released from an obligation to re-pay the Phase Nine tuition scholarship and cost-of-living stipend.

Phase Ten creates a formalized induction and mentoring program for UW-E⁴ Fellows as they enter the teaching profession. The formalized induction and mentoring program pairs a Fellow with an Induction Mentor in the same school for coaching and support. In addition, Fellows receive financial support for professional development activities aligned with the district's strategic priorities. Induction Mentors receive a stipend for each Fellow they support. It is proposed that local fundraising efforts garner private donations to support the costs of the Induction and Mentoring program.

Goals and Timeline:

2017-18

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

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

--UW Educator Preparation Academy plans UW-E⁴ Summer Institute for Summer 2019

2018-2019

--UW Educator Preparation Academy recruits community college partners to deliver dual enrollment/dual credit courses for UW-E⁴ Fellows

--Wyoming school districts enroll high school sophomores into UW-E⁴

--UW Educator Preparation Academy hosts inaugural UW-E⁴ Summer Institute I for participants and plans Summer Institute II for Summer 2020.

2019-2020

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E⁴.

--UW-E⁴ high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

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

2020-2021

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E⁴ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework.

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E⁴.

--UW-E⁴ high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

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

2021-2022

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E⁴ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E⁴ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E⁴.

--UW-E⁴ high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

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

2022-2023

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E⁴ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E⁴ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E⁴ Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts enroll high school sophomores and continue supporting high school juniors in UW-E⁴.

--UW-E⁴ high school juniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

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

2023-2024

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E⁴ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework.

--Second Year UW-E⁴ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E⁴ Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Fourth Year UW-E⁴ Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E⁴

--UW-E⁴ high school juniors and high school seniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college

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

2024-2025

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E⁴ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E⁴ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E⁴ Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Fourth Year UW-E⁴ Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts employ UW-E⁴ Fellows and partner with the Wyoming Educator Academy to provide induction and mentoring support for novice educators.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E⁴.

--UW-E⁴ high school juniors and high school seniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

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

2025-2026

--Wyoming Educator Preparation Academy admits/enrolls First Year UW-E⁴ Fellows. Fellows are admitted as education majors, but do not declare teaching specialty. Fellows complete any remaining general education requirements and begin initial educator preparation coursework. Fellows each receive a \$1,000.00 scholarship.

--Second Year UW-E⁴ Fellows declare specialty areas and complete content and methods courses including early field and clinical experiences, including simulations. Fellows each receive a \$1,000.00 scholarship.

--Third Year UW-E⁴ Fellows complete final content and methods courses, including relevant field and clinical experiences. Fellows each receive a \$1,000.00 scholarship.

--Fourth Year UW-E⁴ Fellows complete a full-year residency in a high-need Wyoming school district. Fellows each receive a \$1,000.00 scholarship.

--Wyoming school districts employ UW-E⁴ Fellows and partner with the Wyoming Educator Academy to provide induction and mentoring support for novice educators.

--Wyoming school districts enroll high school sophomores, continue supporting high school juniors and high school seniors in UW-E⁴.

--UW-E⁴ high school juniors and high school seniors participate in dual enrollment/dual credit courses through University of Wyoming or a Wyoming community college.

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

NOTE: If a visual schematic is helpful to you, please see the UW-E⁴ diagram below. If a visual schematic is not helpful, please ignore the diagram.

University of Wyoming Enterprise for Elevating Educational Excellence - E⁴

Phase One:

UW E⁴ Early Engagement and Recruitment to the Profession

State and Local Educators Rising Chapters Formed in Wyoming high schools, with participants identified as UW E⁴ Fellows as early as their sophomore year of high school

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

Phase Two:

Exploring the Profession UW E⁴ Summer Institute I

Focus on the Role of Education in Society

Featuring Nationally Renowned Innovators

Phase Three:

Fellows Earning College Credit While in High School

UW E⁴ Fellows complete ≥ 3 dual enrollment courses as high school juniors with focus on general education requirements

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

UW E⁴ Fellows are pre-admitted to UW as education majors

Phase Four:

Deeper Exploration of the Profession UW E⁴ Summer Institute II

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

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

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

Phase Five:

Fellows Earning College Credit While in High School

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

Fellows experience virtual reality clinical experience technology through distance technologies

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

Phase Six: Full-Time Enrollment Early Courses/Modules and Fieldwork

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

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

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

Phase Seven: Full-Time Enrollment

Specialty Declaration, Mid-Level Courses / Modules and Fieldwork

Fellows declare education specialty area / licensure program

Fellows begin content courses / modules required for specialty area

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

Phase Eight: UW E⁴ Fellows Full-Time Enrollment

Fellows complete content courses / modules required for specialty area

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

Phase Nine: UW E⁴ Fellows Full-Time One-Year Residency / Capstone Experience

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

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

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

The hosting Wyoming school district receives the first option to hire the Fellow following graduation. If the district chooses not to extend an employment offer to the Fellow, other UW Fellowship Districts are given the option to hire the UW E⁴ Fellow.

Phase Ten: UW E⁴ Fellows Mentored as Employed Novice Educators in Wyoming Schools

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

Regional cohort engagement of Fellows to support peer support

District mentor teachers supporting the Fellow receive a stipend for their support of the Fellow and their engagement with UWE⁴ faculty and leaders

#	Unit Cost	Year	Purpose
2017-2018			
5	\$ 4,000.00	\$ 20,000.00	Program Design and Planning
3	\$2,500.00	\$ 7,500.00	Marketing/Recruitment
5	\$1,000.00	\$ 5,000.00	Professional Development Educators Rising Sponsors
0.5	\$84,000.00	\$ 42,000.00	Salary and Benefits (40%) for UW-P3 Director
	\$ 74,500.00	FY TOTAL	

2018-2019			
1	\$10,000.00	\$ 10,000.00	Summer Institute I Director
35	\$350.00	\$ 12,250.00	Housing/Dining Summer Inst I Fellows
6	\$2,500.00	\$ 15,000.00	Presenters, Summer Inst I
3	\$2,500.00	\$ 7,500.00	Marketing/Recruitment
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
1	\$84,000.00	\$ 84,000.00	Salary and Benefits (40%) for UW-P3 Director
	\$ 141,250.00	FY TOTAL	

2019-2020			
2	\$10,000.00	\$ 20,000.00	Summer Institute I, II Director
70	\$350.00	\$ 24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$ 30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
18	\$360.00	\$ 6,480.00	Dual Enrollment Tuition
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
1	\$84,000.00	\$ 84,000.00	Salary and Benefits (40%) for UW-P3 Director
	\$ 182,480.00	FY TOTAL	

2020-2021			
2	\$10,000.00	\$ 20,000.00	Summer Institute I, II Director
70	\$350.00	\$ 24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$ 30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
35	\$1,000.00	\$ 35,000.00	Fellows Scholarships
35	\$360.00	\$ 12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$ 12,500.00	Prof Dev Educators Rising Sponsors
1	\$84,000.00	\$ 84,000.00	Salary and Benefits (40%) for UW-P3 Director
	\$ 223,600.00	FY TOTAL	

2021-2022			
2	\$10,000.00	\$ 20,000.00	Summer Institute I, II Director
70	\$350.00	\$ 24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$ 30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$ 5,000.00	Marketing/Recruitment
70	\$1,000.00	\$ 70,000.00	Fellows Scholarships
35	\$360.00	\$ 12,600.00	Dual Enrollment Tuition

5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
1	\$84,000.00	\$	84,000.00	Salary and Benefits (40%) for UW-P3 Director
		\$	258,600.00	FY TOTAL

2022-2023				Purpose
2	\$10,000.00	\$	20,000.00	Stipend: Summer Institute I, II Director
70	\$350.00	\$	24,500.00	Housing/Dining Summer Inst I and II Fellows
12	\$2,500.00	\$	30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$	5,000.00	Marketing/Recruitment
105	\$1,000.00	\$	105,000.00	Fellows Scholarships
35	\$360.00	\$	12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
1	\$84,000.00	\$	84,000.00	Salary and Benefits (40%) for UW-P3 Director
		\$	293,600.00	FY TOTAL

2023-2024				Purpose
2	\$10,000.00	\$	20,000.00	Summer Institute I, II Director
70	\$350.00	\$	24,500.00	Housing/Dining Summer Inst I Fellows
12	\$2,500.00	\$	30,000.00	Presenters Summ Inst I, II
2	\$2,500.00	\$	5,000.00	Marketing/Recruitment
140	\$1,000.00	\$	140,000.00	Fellows Scholarships
35	\$360.00	\$	12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
35	\$3,000.00	\$	105,000.00	Housing Stipend for Resident Fellows
35	\$3,000.00	\$	105,000.00	Mentor Stipends for Fourth Year Fellows
3	\$10,000.00	\$	30,000.00	Regional Coordinator Stipend
1	\$84,000.00	\$	84,000.00	Salary and Benefits (40%) for UW-P3 Director
		\$	568,600.00	FY TOTAL

2024-2025				Purpose
2	\$10,000.00	\$	20,000.00	Summer Institute I, II Director
70	\$350.00	\$	24,500.00	Housing/Dining Summer Inst I Fellows
12	\$2,500.00	\$	30,000.00	Faculty/Presenter Stipends Summ Inst I, II
2	\$2,500.00	\$	5,000.00	Marketing/Recruitment
140	\$1,000.00	\$	140,000.00	Fellows Scholarships
35	\$360.00	\$	12,600.00	Dual Enrollment Tuition
5	\$2,500.00	\$	12,500.00	Prof Dev Educators Rising Sponsors
35	\$3,000.00	\$	105,000.00	Housing Stipend for Resident Fellows
35	\$3,000.00	\$	105,000.00	Mentor Stipends for Fourth Year Fellows
35	\$3,000.00	\$	105,000.00	Induction Mentor Stipends
3	\$10,000.00	\$	30,000.00	Regional Coordinator Stipend
1	\$84,000.00	\$	84,000.00	Salary and Benefits (40%) for UW-P3 Director
		\$	673,600.00	FY TOTAL

BUDGET 2017-2021	\$ 621,830.00
BUDGET 2022-2025	\$ 1,794,400.00
TOTAL BUDGET 2017-2025	\$ 2,416,230.00

Productivity Projections

35 Educators Per Year Beginning 2024-2025



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-05

Assurance of Relevant Review

- ☒ Trustees Education Initiative Coordinating Council
- ☒ Trustees Education Initiative National Expert Reviewers
- ☒ Trustees Education Initiative Stakeholder Feedback Group
- ☐ University of Wyoming Academic Affairs
- ☐ University of Wyoming College of Agriculture and Natural Resources
- ☒ University of Wyoming College of Arts and Sciences
- ☐ University of Wyoming College of Engineering
- ☒ University of Wyoming College of Health Sciences
- ☐ University of Wyoming General Counsel
- ☒ Wyoming Professional Teaching Standards Board
- ☒ Wyoming Department of Education
- ☐ Other A _____
- ☐ Other B _____
- ☐ Other C _____

Funding Request

Funding Request by Academic Year:

\$74,500.00 2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant, 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$141,250.00 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund Grant, 50%

Recommended Source and %: Wyoming-Based Foundations and Community Organizations, 50%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$182,580.00 **2019-2020 Total Request**

Recommended Source and %: Daniels Fund Grant, 50%

Recommended Source and %: Wyoming-Based Foundations and Community Organizations, 50%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

It is recommended that the first year of funding be provided by the Daniels Fund grant. It is recommended that in subsequent years grant support be sought from Wyoming-based foundations and community organizations to fund half of the required budget.

Summary and Comments

This innovation will directly benefit Wyoming communities through pre-professional programs for promising high school students and the opportunity for school districts to identify a pool of talented students who have a vested interest in their local communities. This provides an innovative professional pathway for individuals while addressing a decline in the percentage of new Wyoming teachers prepared at the University of Wyoming (56% in 2012-2013; 50% in 2013-2014; 49% in 2014-2015; 46% in 2015-2016; and 49% in 2016-2017).



Proposal 2017-09

College of Education Research Work Group Proposal for Ethical Educator Program

Initiative Research Objectives

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

Initiative Research Work Group Name: College of Education

Submitted by: Jeanette Joyce and David Yanoski, Marzano Research

Contact email: jeanette.joyce@marzanoresearch.com or david.yanoski@marzanoresearch.com

Contact phone: 303-799-9199 ext. 335 or 306

Submission date: September 14, 2017. Revisions submitted October 10, 2017.

Research Work Group members:

- Cynthia Brock
- John Hansen
- Leslie Rush
- Jan Segerstrom

Proposed Innovation

Why Is This Practice Innovative?

Although there is national agreement that ethical behavior is a critical part of teaching (Tom, 1980), there is little empirical research on the best practices for increasing ethical awareness in young educators (Maxwell & Schwimmer, 2016). Currently, the development of ethical teaching practice focuses on four distinct approaches that universities may take:

1. Offer a single course on ethics in teaching, most often as an elective.
2. Adopt an existing curriculum, including online programs.
3. Administrate an ethics oath.
4. Integrate ethical content in courses at faculty discretion.

For example, the University of Michigan has adopted an online ethics training program called ProEthica. Kansas State University, at one time, required all graduates of their teacher preparation program to take an oath during the graduation ceremony. However, this practice has been curtailed to the publication of the oath in the graduation program, with no public acknowledgement required. Recently, twenty-four percent of schools reported in an international survey that they utilized a stand-alone ethics course (Maxwell et al., 2016).

Although the Research Work Group considered these options—using ProEthica as a stand-alone online course, requiring an additional course in ethical teaching, or relying on individual faculty members to develop and incorporate ethical instruction into existing course offerings—the group was not convinced that the options were particularly innovative or would result in increased awareness of ethics among teacher candidates. According to Bazerman & Tenbrunsel (2013), typical ethics interventions fail to change teacher practice because they do not educate teacher candidates to recognize ethical dilemmas. Instead, the interventions are predicated on a false assumption that teacher candidates will recognize ethical challenges when they see them.

The group felt that an integrated approach that taught students to recognize ethical dilemmas and determine a course of action based on an ethical framework was a far better approach. The proposed innovation takes advantage of existing systems such as ProEthica, incorporates ethical case analysis into courses throughout the program, and includes a public affirmation of ethical standards. In addition, the group felt that a summer institute, to develop cases for inclusion in existing courses, and training for faculty would circumvent the barriers experienced by other schools, including lack of time in program schedules for a separate course, lack of skills among faculty members to teach ethics, and lack of an established curriculum.

The College of Education at the University of Wyoming has the unique opportunity to develop and integrate an innovative ethical educator strand within its existing teacher preparation programs.

What Is the Proposed Innovation?

The College of Education proposes the development and integration of an ethics awareness strand throughout its teacher preparation program. Elements of this strand will be based on the Model Code of Ethics for Educators (MCEE), developed by the National Association of State Directors of Teacher Education and Certification (see http://www.nasdtec.net/?page=MCEE_Doc). The MCEE standards are built on five principles:

1. Responsibility to the Profession
2. Responsibility for Professional Competence
3. Responsibility to Students
4. Responsibility to the School Community
5. Responsible and Ethical Use of Technology

The proposed Ethical Educator program is composed of four components and a Summer Ethics Institute. The four components will be integrated into existing coursework, field experiences, and College of Education policies and procedures. Specifically,

- students and faculty will receive a Certificate of Achievement after completing the ProEthica modules;
- faculty will develop case studies, and students will have the opportunity to discuss and reflect on ethics-based case studies embedded within appropriate coursework;
- supervisors will model ethics awareness in fieldwork, and students will observe and reflect on ethics in their placements;
- students will complete an oath and be awarded a pin upon successful completion of the program; and

- a few distinguished students will be invited to participate in an ethical education presentation at the annual Shepherd Symposium or similar conference.

This proposal funds access to ProEthica for the first three years, stipends for faculty and consultants who participate in the Summer Ethics Institute, and conference participation at the Shepard Symposium. In addition to increasing the awareness of ethics in education for the College of Education students at the University of Wyoming, this proposal has the potential to contribute to the accreditation process for the University as well as bring national attention to the innovative program created.

Component 1: ProEthica

The program will begin with the implementation of ProEthica, a system of online modules on educator ethics developed and offered by the Educational Testing Service (ETS), and based on the MCEE standards. ProEthica contains six modules:

- The Professional Educator
- The Professional Educator and the Student
- The Professional Educator and the School
- The Professional Educator and the Community
- The Professional Educator and Technology (available September 2017).
- Ethical Decision Making for the Professional Educator.

The College of Education will provide access to ProEthica for all incoming students. Because it is available online, students will be able to complete the modules on their own time and own device. Students will have to successfully complete the training and submit the printed certification of completion to the administrative office before they begin working inside P–12 classrooms.

Each module contains online situations related to teacher interactions with students, schools, and the community. The modules are designed to prompt students to consider and respond to various ethical dilemmas, allowing them to see possible consequences of their decisions. Modules include written scenarios, resource documents, “mini-games” and other activities, and guiding questions to encourage student reflection. Visual indicators embedded in each module provide feedback based on students’ current performance relative to the MCEE standards. These indicators change with every decision a particular student makes, giving that student a real-time assessment of his or her current standing. The final assessment for each module is a 12-question multiple choice test. These scores are then reported to the University.

Modules are designed to take around 30 minutes each and must be completed in order. Once one module is completed, the next will become available. In Year One, all admitted and enrolled students will complete this requirement. In Years Two and Three, the cycle will be established for all freshman and transfer students in the College of Education. Additionally, in Year Three, the program will be expanded to include the Educational Leadership degree program and, potentially, other relevant programs.

Component 2: Integrated Case Analysis

To further student awareness of ethical issues, case studies for discussion and reflection will be embedded in designated courses throughout the first three years of coursework. Each designated course will include one case study. The goal is to guide students towards individual interpretation of and reflection on ethical concerns, and then follow with faculty-led discussions. We anticipate that the presentation, reflection, and discussion of a case will take no more than two hours of course time in total. All case studies will be based on the MCEE standards.

Case studies will be developed by faculty at a Summer Ethics Institute, which is described in greater detail in the *Implementation Plan* section below. The developed case studies will be based on a common template that will include examples specific to course content. Training and support for the effective use of these cases will be provided to all faculty who teach designated courses. During the Summer Ethics Institute, faculty may also develop targeted Mursion modules, with technical support, for the University-purchased system. Mursion is a virtual reality simulator in which students can perform specific instructional practices related to subject areas (see <https://mursion.com/>). For example, faculty might develop a module that simulates a parent bringing an ethical concern to a teacher's attention so that students contemplate and practice appropriate responses.

Component 3: Integration into Field Experiences

Skills regarding ethical concerns in teaching practices will be further enhanced through fieldwork experiences. Beginning in Year Two, during the student-teaching semester, mentor-teachers and supervisors will provide guided observations and reflections in which the student will observe and assess potential ethical issues under the guidance of the mentor/supervisor team. The program will culminate with students completing a reflective essay as part of the edTPA, the performance-based assessment that measures candidates' readiness to teach (see <https://www.uwyo.edu/ted/livetext/edtpa.html>). In this essay, candidates will examine observed or potential ethical tensions from their fieldwork.

During the Summer Ethics Institute in Year One, mentor-teachers and supervising faculty will engage in training, provided by consultants as needed. In addition, faculty participating in the institute will develop observation guides and reflection questions to support mentor-teachers and supervising faculty.

Component 4: Recognition

Students who have successfully completed the ProEthica modules, integrated case studies, and fieldwork by Year Three of the Ethical Educator program will have the opportunity to sign an oath prior to graduation. Students who sign will also be presented with an Ethical Educator pin or other token upon graduation. Selected students who successfully complete the program and create edTPA essays deemed particularly thoughtful and insightful will be awarded an Ethical Educator with Distinction, and will be invited to participate in a teaching ethics panel at the Shepard Symposium. A named session at the Shepard Symposium, in which leading ethics education research is presented, will be considered during Year One and possibly piloted in Year Two. Additionally, the potential for a teaching ethics panel to be expanded to other UW symposia/conferences will be explored during the Year Two Summer Ethics Institute.

Implementation Plan

Figure 1 illustrates the plan and timeline for implementing each of the four components of the proposed Ethical Educator program.

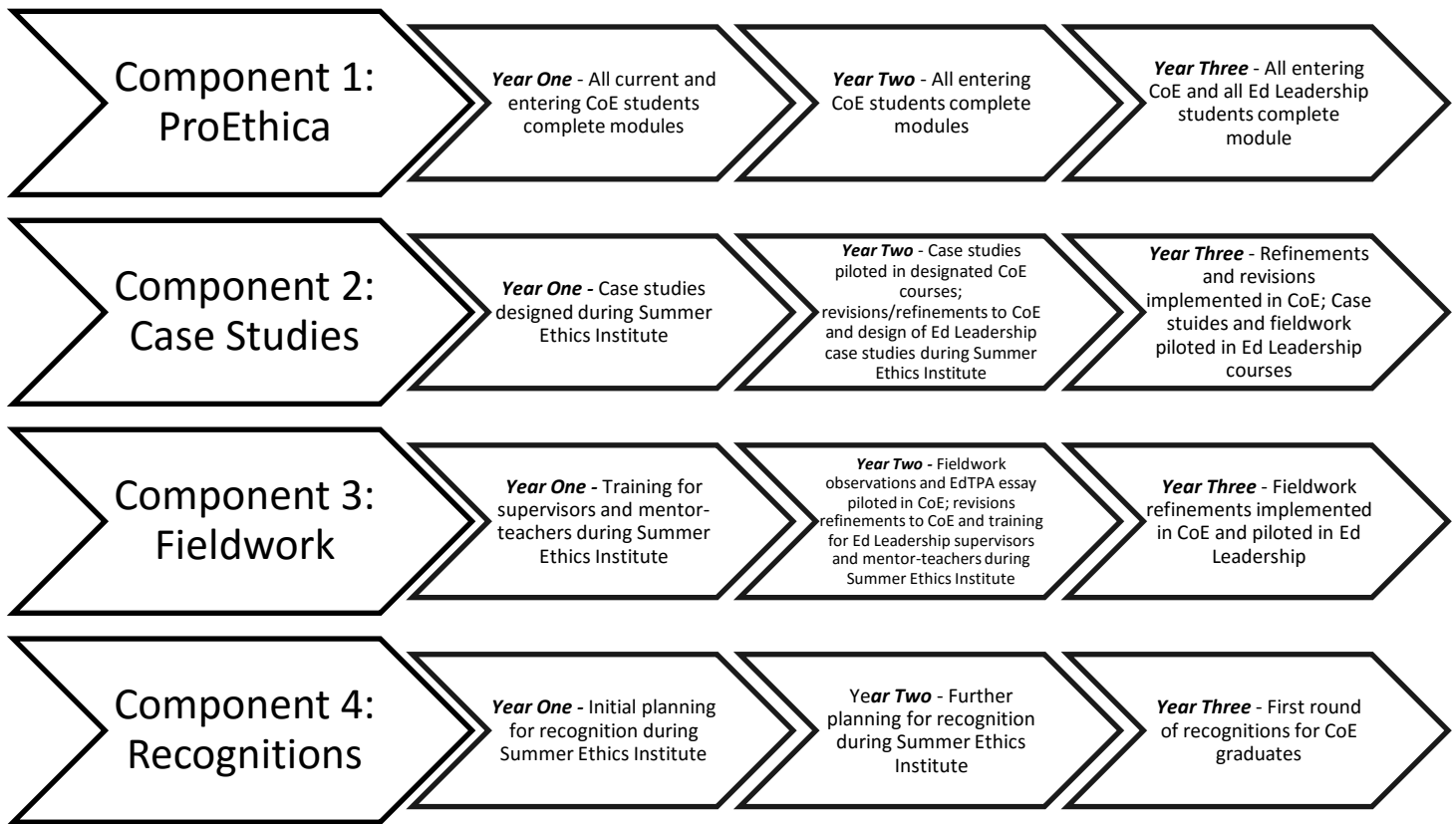


Figure 1. Timeline of proposal components

Throughout the implementation plan, existing University of Wyoming resources, such as the Daniels Fund Chair in Ethics in the College of Business and the College of Engineering's Professional Ethics curriculum and practices, will also be consulted to help develop the oath, ethical case studies, training, and other curricular offerings. Ongoing conversations among these three colleges will ensure shared practices for a unified approach by the University as a whole.

In Year One, students and selected faculty will complete the ProEthica modules. Additionally, a faculty team will be involved in a five-day Summer Ethics Institute to develop case studies for students. The Year One summer institute will bring together key faculty as well as key stakeholders (e.g., P-12 educators and administrators, WDE personnel, and Community College faculty and administration) to

- create course cases, activities, and observation guides;
- explore need and design potential Mursion modules;
- script the oath;
- design a scoring rubric for the edTPA essay;
- design essential training for faculty, supervisors, and mentor-teachers; and
- begin to liaise with Shepard Symposium staff to plan participation in April.

If deemed necessary, consultants identified through ProEthica can be brought in to facilitate these tasks.

In Year Two, incoming students and selected faculty will continue to complete the ProEthica modules, case studies will be piloted in selected College of Education courses, and fieldwork application will begin in the spring semester. For the same group that attended the Year One summer institute, there will be a shorter summer institute in Year Two to make revisions and improvements and to continue to plan for the recognition component.

Furthermore, in Year Two, there will be a similar rollout for Educational Leadership students. Educational Leadership faculty and community stakeholders will hold a Summer Ethics Institute to develop case studies and fieldwork requirements specific to their program. The structure of the second Summer Ethics Institute will involve two and a half days for the returning group, and two and a half days for the smaller Educational Leadership group.

In Year Three, revisions and refinements from the Summer Ethics Institute will be implemented for the College of Education, and case studies and fieldwork will be piloted for Educational Leadership. The first round of oaths and recognition will be implemented in the College of Education, and the first participants will be invited to the Shepard Symposium.

This proposal funds access to ProEthica for the first three years, stipends to participants in the summer institutes, a faculty supervisor and graduate assistant for three years, and conference participation at the Shepard Symposium.

Documentation of Need

Bazerman, M. H., & Tenbrunsel, A. E. (2013). *Blind spots: Why we fail to do what's right and what to do about it*. Princeton, NJ: Princeton University Press.

Chamberlain, V. (2017). *Professional Educator Standards Boards report*. Washington, DC: Professional Educator Standards Boards. Retrieved from http://c.ymcdn.com/sites/www.nasdtc.net/resource/collection/97608343-51F6-44F1-B39D-093A3B2F930F/PESBA_ISB_Report_2017_Update_-_Final.pdf

Hutchings, T., & Norris, A. (2014). Categorical domains of ethical dilemmas faced by teachers: A typology. Unpublished raw data.

Kull, K. (2017, July 19). Former Cheyenne teacher sentenced for child pornography. *Wyoming Tribune Eagle*. Retrieved from <http://www.wyomingnews.com>

Maxwell, B., & Schwimmer, M. (2016). Professional ethics education for future teachers: A narrative review of the scholarly writings. *Journal of Moral Education*, 45(3), 354–371.

Maxwell, B., Tremblay-Laprise, A.-A., Fillion, M., Boon, H., Daly, C., van den Hoven, M., . . . Walters, S. (2016). A five-country survey on ethics education in preservice teaching programs. *Journal of Teacher Education*, 67(2), 135–151.

Todd, L. (2015, October 13). School leaders: Skit inappropriate, disciplinary action taken. *Billings Gazette*. Retrieved from <http://billingsgazette.com>

Tom, A. R. (1980). Teaching as a moral craft: A metaphor for teaching and teacher education. *Curriculum Inquiry*, 10(3), 317–323.

Summary of Documentation of Need:

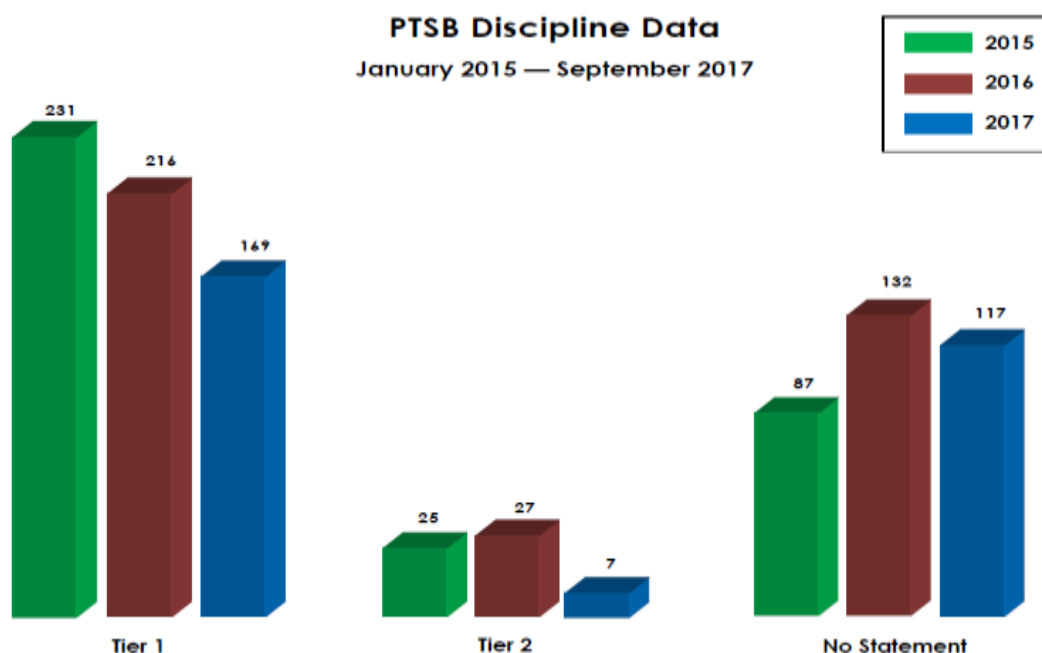
Wyoming, in line with much of the nation, has been concerned with developing and maintaining ethical practices for educators. To that end, it is one of 12 states to develop a Professional Teaching Standards Board (PTSB) as part of a national consortium. This board is tasked with not only licensing teachers, but also monitoring their behavior as they teach. According to a recent report, “In 2012, legislation clarified the board’s authority in professional misconduct cases to ensure that in addition to certification suspension and revocation, the board could refuse to issue a certificate and/or deny renewal if appropriate” (Chamberlain, 2017, p. 24). There have been some cases of unethical behavior that have been so egregious that they have led to strong consequences (Kull, 2017; Todd, 2015). However, the main action of the PTSB has been to prevent the licensure of unfit candidates. Table 1 shows the number of cases that the PTSB has processed in the last three years.

Table 1. Number of ethics cases handled by the PTSB by year

Year	2015	2016	2017 (to date)
Number of applicants found to have criminal backgrounds	396	452	353

Table 2 shows the dispositions of these cases. Tier 1 cases involve no action on the part of PTSB on the granting of a teaching license. Tier 2 cases require a standard Advisory Letter attached to the license. No Statement cases are cases in which the applicant indicates a criminal background, but for which no corroborating paperwork is found. Tier 3 cases (for which no data is available) are referred for further action.

Table 2. Dispositions of ethics cases



The establishment and actions of the PTSB indicates a Wyoming-specific concern with ensuring ethical educators within the state.

In a survey of universities in five countries, researchers found that administrators and instructors agree “that ethics is an important aspect of preservice teacher education and that an ethics-related course can have a

positive impact on students' ethical behavior and development as teachers" (Maxwell et al, 2016, p. 143). However, researchers identified several obstacles to providing effective ethics instruction, including lack of time in program schedules for a separate course, lack of skills among faculty members to teach ethics, and lack of an established curriculum. Most existing pre-service programs require only a single course, rather than an integrated approach.

The University of Wyoming currently does very little to address ethical awareness among teacher candidates. Some University faculty members integrate aspects of ethics into individual course requirements. In addition, the University invites members of the Wyoming PTSB to attend methods courses and provides some general information related to licensing requirements and ethical behavior. The University also has a policy related to background checks, which are required at two points in the program: prior to acceptance into the program; and before involvement in field experiences. Unfortunately, though, no systematic schoolwide ethics curriculum currently exists.

Although these current practices are better than no ethical preparation at all, such a limited approach creates issues. Without a comprehensive ethical development program, framework for guiding ethical decision-making, and instruction in recognizing ethical dilemmas, pre-service teachers turn to a variety of sources to guide their decisions: implicit norms within the learning community, personal morality and life experiences, a poorly defined teacher role, and professional peer pressure (Hutchings & Norris, 2014). Although the majority of teachers successfully navigate these decisions throughout their careers, research has indicated that the lack of ethics instruction and a framework to guide decision-making leads to a culture of silence among teachers, a lack of transparency about decision-making, deference in taking responsibility for ethical decisions, and reliance on varying opinions from colleagues, all of which are subject to the same issues (Hutchings & Norris, 2014). According to Hutchings and Norris (2014), one participant summarized the problem as that "there are no ethical dilemmas in public education because there are no ethics. There is no right or wrong. See nothing, hear nothing, report nothing."

This proposed initiative fills a gap in the current practices concerning ethical education in the College of Education's Teacher Education Program. In this innovative proposal, we have presented a comprehensive four-component plan to meaningfully integrate ethics education for teacher candidates across the entire program

Alignment to Key Performance Indicators

- 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

Evidence Supporting Proposed Innovation: Literature Review

Association of American Educators. (n.d.). *Code of ethics for educators*. Mission Viejo, CA: Author. Retrieved from <https://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics>

Ayeni, M. A., & Adeleye, J. O. (2014). Teacher education and social ethics. *International Journal of Education & Literacy Studies*, 2(2).

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- Mc Danel de García, M. A. (2013). Enhancing moral and ethical judgment through the use of case histories: An ethics course for pre-service teachers. *GIST Education and Learning Research Journal*, 7, 93–114.
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- 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.

- 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
- Thiel, C. E., Connelly, S., Harkrider, L., Devenport, L. D., Bagdasarov, Z., Johnson, J. F., & Mumford, M. D. (2013). Case-based knowledge and ethics education: Improving learning and transfer through emotionally rich cases. *Science and Engineering Ethics*, 19(1), 265–286.

Summary of Literature Review:

There have been multiple attempts to define a code of ethics for educators, most of which revolve around four key principles: Responsibility to the Profession; Responsibility for Competence; Responsibility to Students; and Responsibility to the Community (Association of American Educators, n.d.; National Association of State Directors of Teacher Education and Certification [NASDTEC], 2015; National Education Association, n.d.). More recent versions of these ethical principles specifically target technology as an area in which ethical education practices are needed (NASDTEC, 2015). Additionally, organizations that represent subgroups, such as the Council for Exceptional Children (n.d.), have developed more specific ethical guidelines. However, there is a lack of empirical research on guidelines for preparing pre-service teachers to be ethical educators (Cummings, Harlow, & Maddux, 2007). Some research on how to develop ethical reasoning in all college coursework exists (Erie, 2013), as do attempts to add ethics instruction to teacher preparation courses (Bergman, 2013;). Yet no studies describe a systematic approach to developing ethical educators integrated into an already-developed teacher preparation program.

Even so, a body of literature stresses the importance of ethical practice in teaching (Ayeni & Adeleye, 2014; Benninga, 2017; Boon, 2011; Gluchmanova, 2015), and other research describes the effectiveness of using case studies to develop ethical practice in both education (Mc Danel de Garcia, 2013) and business (Cameron & O'Leary, 2015; Thiel et al, 2013). Furthermore, a strong body of research supports the use of case studies and video analysis as a component of instruction in teacher preparation (Gale, Trief, & Lenzel, 2010; ; Tal, 2010). For example, Capizzi, Wehby, and Sandmel (2010) noted significant improvement in pre-service teachers' instruction and classroom management when they utilized videotape analysis with structured expert coaching and self-evaluation. Other studies have incorporated blogs, enhanced podcasts, and video-based case examples to help pre-service teachers learn to manage the complex demands of instruction and classroom behavior (Stover, Yearta, & Sease, 2014; Kennedy, Hart, & Kellems, 2011; Sun & van Es, 2015). In addition, using observational frameworks appears to be a critical element in supporting and guiding new learning through cases (Santagata & Angelici, 2010). These studies form a foundation for developing the use of case studies in an integrated ethical educator program.

Proposed Innovation: Program Evaluation

Increases in student awareness of ethics in education through the innovation will be assessed in several ways:

- ProEthica data is available to the University for analysis.
- Multiple choice questions will be designed for an assessment to be administered in the first and last courses students take, and scores will be compared.
- A short exit survey will be administered to all graduates, prompting them to comment on changes in their awareness of ethical issues in education.

Proposed Budget

We seek a total investment of \$315,526.00 for the three-year rollout of the Ethical Educator program.

Costs	Estimated Total Cost
Faculty Coordinator	19,650
One faculty member from the College of Education will be provided with a one-course buyout per semester (\$6,550) to serve as the coordinator of the program, which will include working with faculty members or teachers, liaising with Shepard Symposium staff, coordinating with Mursion development support, and performing other responsibilities as needed.	
Graduate Assistant	97,868
Three years @ 31,350 with 3% annual increase: A GA position will be created to assist the faculty supervisor, and to conduct the evaluation plan	
ProEthica Access	73,150
Year 1 (\$50 x 700 students and 35 faculty/stakeholders)	36,750
Years 2 and 3 (\$50 x 200 students and 20 faculty/stakeholders)	22,000
Annual administrative support (5 hrs a week @ \$20/hr for each of 3 years)	14,400
Curriculum Development	117,858
Summer Ethics Institute Year 1	65,128
Stipends (\$4,000 per 12 SEI participants)	48,000
Housing and food for participants	4,128
Consultant fees and travel (2 @ \$5,000)	10,000
Technology support (Mursion module development)	3,000
Summer Ethics Institute Year 2	52,730
Stipends (\$2,000 per 12 SEI participants; \$3,000 per 5 SEI participants)	39,000
Housing and food for participants	2,730
Consultant fees and travel (2 @ \$5,000)	10,000
Technology support (Mursion module development)	1,000
Recognition	7,000
Graduation items (pin and oath certificate)	3,000
Conference expenses (\$1,000 x 4 students)	4,000
TOTAL: \$ 315,526	

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

Programs Reviewed:

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

Names and locations of traditional programs studied:

- Colorado State University, Fort Collins, CO
- Montana State University, Bozeman, MT
- University of Idaho, Moscow, ID
- University of Michigan
- Kansas State University

International educator preparation programs

Names and locations of international programs studied:

- Australian Preservice Teacher Programs (across 24 universities)
- Teacher Education in Nigeria (policy review)

Summary of Evaluation of Other Programs:

Although some programs we reviewed have a single course or an ethics statement as part of the curriculum, no program has an integrated, comprehensive curriculum focused on educator ethics.

Contextual Constraint Analysis

Identify and Describe Specific Contextual Constraints That Could Have an Effect on the Successful Implementation of the Innovation (e.g., fiscal; state, federal, or local policy; accreditation requirements; other)

Faculty buy-in and fidelity of implementation are critical to the success of the implementation of the innovation. Since the proposal involves selected faculty members who will opt to participate and will be supported and compensated for designing coursework, we do not anticipate these concerns presenting a significant barrier. Long-term funding is a consideration. Once evidence that the program is successful in increasing awareness of ethics in education is gathered, there is potential to identify a funder with the option of naming the program or receiving recognition in exchange for ongoing funding. There is also the potential to market any University-developed Mursion ethics to other universities or school districts. After Year Three, ongoing costs will include continued access to ProEthica, ongoing training as needed, and recognition costs. It is possible that the College of Education can institute course or program fees to cover all or a portion of these costs. Major development costs will not be needed.

Risk Assessment

Identified Potential Risks to College of Education Candidates

Some case studies may be uncomfortable for particular students. Faculty will have to be ready to issue trigger warnings and prepare alternative pathways to success. Engagement with on-campus or distance counseling/mental health support may be warranted.

Student teachers may encounter ethical issues of consequence in their placements and will require support and counseling in terms of reporting. The faculty coordinator will be responsible for addressing these needs and making appropriate referrals.

Identified Potential Risks to the UW College of Education:

Although unlikely, potential candidates may decide not to pursue their degrees at the University if the idea of engaging with ethical problems appears unattractive to them.

Students may bring to light unethical behaviors in their placements, which would then need to be addressed by the University and may have legal consequences. Although this risk is possible even without the training, it is perhaps more likely given that students are now more attuned to notice transgressions. Again, the faculty coordinator will be responsible for addressing these needs and making appropriate referrals.

Identified Potential Risks to College of Education Partners (e.g., Wyoming School District Partners, other colleges at UW)

Mentor-teachers may be uncomfortable being the subject of ethical observations and should be adequately prepared by supervisors. Student-teachers will have to be coached to be reflective and not judgmental.

Identified Potential Risks to the UW Trustees Education Initiative

There is a slight possibility that, if a graduate of the program exhibits unethical behavior, it will reflect poorly on the TEI. However, the program stresses increasing awareness of ethics in education rather than ensuring development of an ethical educator. Therefore, any negative reflection on the program should be minimal.

Identified Potential Risks to Other Stakeholders

None was identified.



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-09

Assurance of Relevant Review

- ☒ Trustees Education Initiative Coordinating Council
- ☒ Trustees Education Initiative National Expert Reviewers
- ☒ Trustees Education Initiative Stakeholder Feedback Group
- ☐ University of Wyoming Academic Affairs
- ☐ University of Wyoming College of Agriculture and Natural Resources
- ☒ University of Wyoming College of Arts and Sciences
- ☐ University of Wyoming College of Engineering
- ☒ University of Wyoming College of Health Sciences
- ☐ University of Wyoming General Counsel
- ☒ Wyoming Professional Teaching Standards Board
- ☒ Wyoming Department of Education
- ☐ Other A _____
- ☐ Other B _____
- ☐ Other C _____

Funding Request

Funding Request by Academic Year:

\$105,175.33 2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant, 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$105,175.33 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund Grant, 50%

Recommended Source and %: Center for Ethics and Education, 25%

Recommended Source and %: Denny Sanford Foundation, 25%

Recommended Source and %: _____

Recommended Source and %: _____

_____ **2019-2020 Total Request**

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

It is recommended that the Daniels Fund grant providing 100% of the funding for 2017-2018.

This innovation addresses an area of great need in educator preparation across the country, yet, there is not yet an abundance of grant opportunities focused on this work. There is identified potential for additional external grants to support half of the 2018-2019 budget.

Summary and Comments

This innovation addresses a national need for intentional preparation aligned to a code of professional ethics for educators. Successful implementation of this innovation will position the UW College of Education as a national leader in this work.



Research Work Group Proposed Innovation Form

Initiative Research Objectives

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

Initiative Research Work Group Name

Proposed by Dean Reutzel for consideration by the Breakthrough Innovation Team

Submitted by D. Ray Reutzel
Contact Email ray.reutzel@uwyo.edu
Contact Phone 307-766-3145
Submission Date 8.31.17

Research Work Group Member Names

David Bostrom

Thomas Botts

John McKinley

Mark Northam

Rebecca Watts

Proposed Innovation (Title/Brief Description)

Common Indicators: A National Consortium of Teacher Preparation Programs Using Common Metrics to Assess, Improve and Innovate in Teacher Preparation

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

There has never been an effort nationally to adopt a common set of program metrics to study and learn how to improve and innovate in teacher education programs. This proposal would put the College of

Education into a national consortium as a "trail blazer" institution collecting data on teacher preparation programs using a common set of metrics in the process of studying teacher education preparation program elements to learn what works and what does not in preparing "preeminent" teachers for the state of Wyoming.

Alignment to Key Performance Indicator(s)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.

Documentation of Need

- ☒ Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:
 1. Common Indicators System® Member Briefing national project sponsored by the Deans for Impact Organization
 2. Deans for Impact Action Plan for the Common Indicators System®
 3. Deans for Impact The Science of Learning document
 4. Deans for Impact From Chaos to Coherence document
 5. Business Sponsors for the Deans for Impact Common Indicators System®
 6. College of Education SWOT Survey Report

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

7. Transcription of College of Education SWOT Analysis
8. TEI TOWNHALL AND STATE SURVEYS - TEI Website @ http://www.uwyo.edu/trust_edu_init/research.html
9. Deans for Impact CIS® Instrument Dossier Document
10. Deans for Impact Common Indicators System® - Prototype Phase - May 2017
11. Cohen, J., & Wyckoff, J. (2016). Teacher education: Expanding the intersection of evidence and policy. Atlanta, Georgia: Southern Regional Education Board.

Summary of documentation of need:

Dr. Steven Covey (2004) in his highly successful book, Seven Habits of Highly Effective People, described one habit routinely used among highly effective people - "Begin with the End in Mind." Beginning with the end in mind means to begin each task or project with a clear vision of the desired direction and destination.

The same is true for continuously improving the quality of and informing the innovations needed in teacher preparation programs. Unfortunately the design, sequence of courses, curriculum elements, goals, clinical experiences, admissions processes and other typical elements associated with professional preparation programs in almost any field including business, law, and health care have gone largely unexamined. But there is no professional field wherein this failure is more publicly and unrelentingly denounced than teacher preparation programs offered by traditional colleges and schools of education. In order to "begin with the end in mind" as Covey (2006) suggests, the first step to be taken in designing effective professional preparation program elements must be to identify valued outcomes for the program and then select a set of metrics needed to assess those outcomes. Without identifying valued program outcomes and selecting the attendant assessments or metrics, program design efforts will fail to focus at the outset on a clear "direction or destination."

At a time when traditional colleges of education on the whole have faced withering criticism regarding their value - including the quality and effectiveness of the teachers they produce - there has been no coordinated national effort to identify valued program outcomes and common metrics that would provide teacher preparation programs with valid, reliable, timely, or comparable data to answer the criticisms about the professional educators they prepare (Deans For Impact, 2015). Similarly, the national organization for accrediting teacher preparation programs, the Council for the Accreditation of Educator Preparation (CAEP), has incorporated into its new standards for accreditation Standard #4 Program Impact and Standard #5 Provider Quality Assurance and Continuous Improvement, which state the following:

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Impact on P-12 Student Learning and Development:

4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures

shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives)

required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Indicators of Teaching Effectiveness:

4.2 The provider demonstrates, through structured validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers:

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers:

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' impact on P-12 student learning and development. The provider supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data college to establish priorities, enhance program elements and capacity, AND TEST INNOVATIONS [emphasis added] to improve completers impact on P-12 student learning and development.

Quality and Strategic Evaluation:

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement:

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The Deans for Impact (<https://deansforimpact.org>) in a document entitled, From Chaos to Coherence, spent much of 2015 investigating what data 23 teacher education programs collect on their candidates prior to enrollment, during enrollment, and after graduation. The resulting national landscape analysis confirmed a, “present paucity of valid and reliable data on the performance of graduates. The most glaring example: Of the 23 programs included in our analysis, only six have access to student-achievement data connected to teachers they prepared. And less than a third have access to other forms of data on the performance of their graduates, such as information from classroom observations” (Deans for Impact, 2015, p. 4). Their conclusion from this national landscape study was that we simply do not have the information we need to evaluate, improve, and innovate in teacher preparation programs to the degree we desire.

The College of Education’s teacher preparation program at the University of Wyoming is no exception to this national finding. In data obtained from a Strengths, Weaknesses, Opportunities, and Threats Assessment (SWOT) conducted internally and externally as well as data collected in statewide town hall meetings, similar weaknesses were found as were found in other comparable teacher education programs nationally. The College of Education at UW has not systematically gathered, analyzed, and used “valid, reliable, timely and comparable data” to guide and inform decisions related to program improvement and innovation (Deans for Impact, 2015, p. 2). For the College of Education to effectively and continuously improve and innovate, it must determine a set of valued outcomes, adopt a set of metrics, and then systematically collect and analyses these metrics to drive and inform its decision making processes. To that end, this proposal strongly recommends that the UW College of Education join a national consortium of trailblazing institutions in adopting and using the findings from a Common Indicators System® to continuously improve programs and examine effectiveness of programmatic innovations to learn with and from other innovators in teacher preparation at a national level.

Evidence Supporting Proposed Innovation: Literature Review



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

Literature Citations:

1. Deans for Impact. (2015). From chaos to coherence: A policy agenda for accessing and using outcomes data in educator preparation. Austin, TX: Retrieved from <https://deansforimpact.org/resources/from-chaos-to-coherence/>

2. Deans for Impact. (2015). The science of learning. Austin, TX: Retrieved from https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf
3. Deans for Impact. (2016). Practice with purpose. Austin, TX: Retrived from https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose_FOR-PRINT_113016.pdf
4. Cohen, J., & Wyckoff, J. (2016). Teacher education: Expanding the intersection of evidence and policy. Atlanta, Georgia: Southern Regional Education Board.
5. Deans for Impact. (2017). Common indicators system®: Member briefing. Austin, TX: Deans for Impact.
6. Levine, A. (2006). Educating school teachers. New York, NY: The Education Schools Project.
7. National Research Council. (2010). Preparing teachers: Building evidence for sound policy. Washington, D.C.: The National Academies Press.
8. _____

Summary of Literature Review:

Recent education policy goals have directly targeted improving teacher effectiveness. Effective teachers are essential for improving P-12 students’ academic, other soft-skills and social outcomes. Teacher preparation programs should play a key role in achieving these goals, but there is surprisingly little evidence about how to design effective teacher preparation programs to accomplish this desired result.

Teacher preparation programs are often composed of a highly varied and oft unstudied set of policies and practices leading some researchers to conclude that, “teacher education is the Dodge City of the education world. Like the fabled Wild West town, it is unruly and disordered” (Levine, 2006, p. 109). There is scant evidence that licensure exams, specific coursework, graduate degrees, different routes into teaching, charter schools or typical clinical experiences actually improve outcomes for teachers or their P-12 students.

In the absence of strong evidence, policymakers in states, school districts and teacher preparation programs have piloted innovations to increase the number of effective teachers. Cohen and Wyckoff (2016) found in their research three promising practices bulleted below. Although all three are promising, for purposes of this proposal, we will focus in on the first promising practice – data systems to inform improvement.

- Data Systems to Inform Improvement
- Revised State Licensure Requirements
- High-Quality Clinical Experiences

Historically program accreditation and teacher licensure requirements have focused mainly on program inputs, such as the number of courses taken, variety of clinical placements, etc., rather than focusing on program results – teaching effectiveness. Again, having failed to begin with the

end in mind, teacher preparation programs often relegate the selection of program metrics to the bottom of the program improvement list. So, it should not be surprising that a set of common program outcome metrics have never been adopted or used to improve and innovate in teacher preparation programs. The failure to identify outcome metrics and common data systems as a first step in program design, innovation, or improvement limits the potential for comparisons of graduate effectiveness from institution to institution, program to program, and state to state. Lacking adequate data, too many policy decisions award status to programs and practices that have intuitive appeal, often one-off anecdotes, but have little to do with improving teacher effectiveness or innovating the elements of teacher preparation programs using systematic data collection to become more effective.

Quite simply put, intuition and personal anecdotes to inform policies, practices and programs are not just unhelpful; they often distract teacher preparation programs from improved student outcomes as much or more than having no policies at all. There is currently little definitive evidence that particular approaches to teacher preparation yield teachers whose students are more successful than others...”(National Research Council, 2010). The evidence on practices in teacher preparation programs that make a difference, whether measured by assessments of teacher effectiveness or by demonstrated ability to improve student outcomes, is very thin. As a result, too many teachers enter classrooms ill-prepared to teach effectively. It is a fact, that teachers can improve “on-the-job,” but not until several groups of students have potentially received substandard instruction. Society would not tolerate for long a condition such as this in fields like health care or engineering where substandard practices could cost human lives. Furthermore, a prospective teacher’s preparation route, such as an alternative route, or graduating from a particular program has not been shown to be a reliable indicator of his or her effectiveness in the classroom. Knowing this, policymakers should focus their efforts on better understanding which components of teacher preparation, not on which routes or programs they graduate from, that render their graduates more or less effective as classroom teachers.

The most promising ingredient for improving and innovating in the design and implementation of effective teacher preparation program elements, according to Cohen and Wycoff (2016), is systematic development of relevant data. Teacher preparation programs, state certification offices, and school districts have little to no comparative information regarding preparation of teacher candidates and graduates. As a result, there is little basis on which to judge performance and make corresponding decisions about which teachers to employ or terminate.

Because data on teacher candidates and graduates is often housed in various agencies and units which rarely assimilate and integrate these data, what we know about the links between the elements of teacher preparation programs and later career performance is similarly limited and chaotic. One innovation desperately needed to improve the effectiveness of teacher preparation programs found in current research is building a robust understanding of how and for whom various elements of teacher preparation programs “works.” Meeting this need in the future is predicated upon developing rich, common, and sustained data systems about prospective teachers effectiveness as they move through their teacher preparation programs and into their first few years of professional practice.

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.)



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

Programs Reviewed:



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

Please list names and locations of traditional programs studied:

- College of Education, Temple University, Philadelphia, PN
- College of Education, University of Nevada, Reno, NV
- USC Rossier School of Education, University of Southern California, Los Angeles, CA
- College of Education, University of North Carolina, Charlotte, NC
- College of Education, Arizona State University, Tempe, AZ



Alternative educator preparation programs

Please list names and locations of alternative programs studied:

- Relay Graduate school, New York, NY
- Urban Teachers, Johns Hopkins University, Columbia, MD
- Teach for America, New York, NY
- Bank Street College, New York, NY
- Boston Teacher Residency, Boston College, Boston, MA



International educator preparation programs

Please list names and locations of international programs studied:

- NA
- _____

Summary of Evaluation of Other Programs:

Relying heavily upon the national landscape analysis of the Deans for Impact (2015) and the work of Cohen and Wycoff (2016), the evidence supporting the need for engaging in a consortium of institutions committed to participating in the collection and sharing of data about teacher preparation program effectiveness using the Common Indicators System® is

quite clear. At the risk of being redundant, Levine’s (2006, p. 109) comments about teacher preparation programs representing, “the Dodge City of the education world. Like the fabled Wild West town, it [teacher preparation program design] is unruly and disordered” seem equally applicable to the metrics currently deployed in assessing the quality and effectiveness of teacher preparation program elements and graduates nationally. We refer our readers to the document, From chaos to coherence: A policy agenda for accessing and using outcomes data in educator preparation, pages 17-18, for a comprehensive, but visually compelling overview of the patchwork collection of assessments used to assess the quality and effectiveness of teacher preparation program elements nationally. Similarly, we also direct our reader’s attention to the document attached to this proposal titled, Teacher education: Expanding the intersection of evidence and policy, by Cohen and Wycoff (2016) - Appendix Table 1 – Teacher licensure requirements by state. On page 15 of this document, examine the listing of assessments found in the sixth column of Appendix Table 1 titled “assessments” by state. Here again, a mere perusal of the assessment column in this appendix document reveals that there is no coherence to the patchwork of assessments collected by states to examine graduate or teacher preparation program effectiveness. In summary, the status of metrics deployed in traditional or alternative teacher preparation programs nationally is truly in need of moving from chaos to coherence by joining a consortium of institutions such as that offered by the Deans for Impact Common Indicators System® (2017).

Contextual Constraint Analysis



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

Fiscal

The proposal to join a national consortium of institutions committed to studying, improving, and innovating in teacher preparation does not have a direct funding source. Dean’s for Impact will receive, analyze and report data provided from member institutions but does not provide funding support to member institutions. Consequently, the UW College of Education will need some level of support to acquire the training for faculty to use the Common Indicator System® metrics, acquire and administer the metrics to teacher preparation candidates and employers, and provide deep dive analyses of the data collected to determine the effectiveness of teacher preparation program elements and adopted innovations on candidate outcomes including classroom performance, teaching dispositions, and initial employment performance evaluation.

State Policy

Current state policy and statute forbid the collection of teacher effectiveness measures connected to P-12 student achievement outcomes in the state of Wyoming. The Common Indicator System® metrics do not call for data collection of this type. However, it may be that the College of Education will at some time want to connect student data to teacher

data for the purpose of program improvement. If we do, it will come at our own expense and it will need to employ a form of data collection with P-12 students that doesn't permit access to their achievement data. State agencies such as Wyoming Department of Education and the Wyoming Professional Teaching Standards Board may want to execute a data sharing MOU with UW's College of Education once these data are available as well.

Federal Policy

There are no known contextual constraints coming from the U.S. Department of Education or the federal government prohibiting the collection of data on teacher preparation candidates such as is proposed here. In fact, the federal government under Every Student Succeeds Act (ESSA) would welcome data collection and sharing such as is proposed here.

Local Policy

Since these metrics will only request feedback from employers, it will be totally up to the local authorities surveyed to determine their participation.

Risk Assessment



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

The main risk for collecting and sharing data from UW CoED teacher preparation candidates is protecting candidates' identities. Consequently, steps will be taken to create a secure website database stored on a non-network accessible server where de-identified candidate data are stored separately from an identification key or legend file that can be used to link student identities to de-identified data files. This key or legend file will be stored in a separate, secure, encrypted server or on another hard disk data storage device from the deidentified data file. All of these data will need to be backed up and stored in separate, secured, encrypted files in the cloud.



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

The main risk of sharing data collected with the consortium of participating Common Indicator Set® institutions associated with Deans for Impact is the potential use of these data to make publicly disseminated and identifiable institutional program comparisons such as program rankings. That is not the purpose for collecting these data. We will insist that the data be used to examine teacher preparation program elements in the aggregate. This risk can be mitigated effectively in an executed MOU between UW's College of Education and the Deans For Impact organization.



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

The main risk of sharing data collected with the consortium of participating Common Indicator Set® institutions associated with Deans for Impact is the use of these data to make publicly disseminated and identifiable comparisons of other colleges or school partners such as rankings rather than using the data to examine teacher preparation program elements in the aggregate. This risk also can be mitigated effectively in an executed MOU between the University of Wyoming and any other participating schools districts or systems and the Deans For Impact organization.



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

The main risk of collecting or sharing data collected on UW candidates for TEI may be political backlash by policymakers who fear a conspiracy to invade student privacy and use

data for nefarious purposes. The best defense for this potential risk is a good offense.
Consequently we will need to share with key policymakers the steps that will be taken to
create a secure website database stored on a non-network accessible server where de-
identified candidate data are stored separately from an identification key or legend file
that can be used to link student identities to de-identified data files.



Please list all identified potential risks to other stakeholders:

NA

The total budget for this proposed Common Indicators System® innovation is \$95,000.00 per year. Currently the College of Education uses the edTPA as this primary outcome metric to assess teacher preparation candidate effectiveness. This requires the payment of a one time \$300 student fee on that part of teacher candidates. We will continue to use the edTPA as one of the College's outcome metrics since this is a widely accepted and utilized teacher preparation candidate assessment nationally and students and faculty are prepared to utilize it to its best advantage.

The subtotal budget cost, of \$50,000.00, for training of faculty and student teaching mentors will require the contractual employment of a CLASS® instrument trained facilitator from the Curry School of Education, University of Virginia, to provide training in support of a "train the trainers" model. We will need to pay for travel, consultant expertise, materials and supplies, and substitute or additional pay for those who receive the training. We envision a cadre of at least 10 certified trained Common Indicators System® CLASS® administrators and trainers. We will also need budget to support the training of personnel in the Office of Teacher Education and in the School of Teacher Education to administer the other Common Indicators System® assessments at various points in the teacher preparation program - prior to admission, during the program and after the first three years following graduation. Taken together, we believe a \$50,000.00 budget will be adequate for this purpose when coupled with other College matching funds for this purpose.

The subtotal of \$20,000 will be used to purchase the CLASS® handbooks, guides, technical manuals, and observation forms. We will duplicate as a traditional paper forms or digitally load and disseminate the remaining Common Indicators System® metrics in fillable PDF formats to be used on computers, tablets and smart phones. This subtotal budget will also support necessary travel and time to administer and score the Common Indicators System® metrics as prescribed by the Deans For Impact Institutional Trailblazer Consortium.

The subtotal of \$25,000 will be used to support in part the employment of an applied data scientist to analyze the data collected for program improvement and program innovation purposes. If the TEI has program innovations in various stages of a pilot study, this individual will also help to analyze and report data on effectiveness of program innovations on the preparation of teacher candidates in the UW teacher preparation programs.

Proposed Innovation Narrative:

To bring coherence to the chaos of teacher preparation program design, improvement and innovation, Deans For Impact (2015) have advanced four principles to guide future teacher education program development and innovation. Teacher preparation programs need to be: 1) data informed, 2) outcomes focused, 3) empirically tested, and 4) transparent and accountable. Using these four principles, Deans for Impact (2015) have carefully studied and recommended a set of common program metrics that are cost effective, valid and reliable for assessing, improving, and innovating key elements of teacher preparation programs. A limited number, 30, of teacher preparation institutions from a field of over 2000 providers nationally have been invited to participate in a "trailblazer" cohort of Common Indicators System® institutional adopters.

If the University of Wyoming were to join the Deans for Impact (2017) “trailblazer” institutions, we would receive training during 2017-2018 and begin data collection in 2018-2019. The five categories for the Common Indicators System® with Deans for Impact are: 1) observation of candidate instructional skill, 2) assessment of candidate dispositions, 3) graduate survey, 4) employer survey, and 5) a Memorandum of Understanding (MOU) for uses of outcomes data. Instrument or metric identification was a year-long process involving the collection of various instruments, a content analysis of each instrument, consultation with assessment experts and stakeholders, a literature review, creation of Common Indicators System® parameters, recommendation of a set of instruments for the Common Indicators System®. In June 2017, member deans of Deans for Impact agreed to the following common assessments, instruments or metrics for the Common Indicators System®. These include: 1) an observation tool -> CLASS; 2) a dispositions survey -> Short Teacher Self Efficacy Scale, Modified Short GRIT scale + Culturally Responsive Teaching Self-Efficacy items; 3) graduate survey -> UNC-GA Beginning Teacher Survey; and 4) an employer survey -> Massachusetts Hiring Principal Survey. Currently a diverse set of institutions have agreed to becoming trailblazer institutions as shown below:

- Arizona State University
- Bank Street College of Education
- Boston Teacher Residency
- Lesley University
- Loyola Marymount University
- Relay Graduate School of Education
- Southern Methodist University
- Temple University
- Texas Tech University
- University of North Carolina, Charlotte
- University of Nevada, Reno
- University of Southern California
- University of Virginia
- Urban Teachers

The parameters for instrument selection focused on the following: ease of implementation across diverse contexts, demonstrated reliability and validity whenever possible, and ensuring maximum adoption by member-led institutions. Using a single instrument to measure each category was a parameter adopted to

maximize institutional adoption and participation. Assessments were also selected based upon the degree of alignment with InTASC and state standards. A convening of 14 data leads and four teacher-educators deliberated over set of 10 remaining metrics or instruments winnowed down for an initial set of 66 for two days. For more information about the process of selecting the Common Indicators System® metrics please refer to the attached power point slides entitled, Common Indicators System® Briefing Deck, July 2017. For more comprehensive information about each of the four Common Indicators System® metrics we invite our readers to consult the attached document titled, CIS Instrument Dossier.

Why Should UW's College of Education Participate in a Common Indicators System of Teacher Preparation Program Data Collection and Sharing?

Recent research has found a “patchwork quilt of data” exists in U.S. teacher preparation programs nationally. Each year, these institutions collect significant amounts of data on teacher-candidates’ progress and performance in the profession. Sadly, these data are seldom if ever actionable because of a:

- Lack of uniformity in the type of evidence collected
- Lack of comparability of data collected across programs and institutions
- Lack of access to data related to the effectiveness of the teachers we prepare and how they impact their P-12 students.

This lack of uniformity, comparability, and access to meaningful data hampers efforts to improve or innovate in teacher preparation programs because we cannot determine which of the elements of teacher preparation programs matter, for whom, and under what conditions.

Since the inception of Deans for Impact, member deans have expressed a resolute commitment to the development of a Common Indicators System® to bring about a fundamental shift in the design and expectations of teacher preparation programs. Through the collection, analysis, sharing of data drawn from a Common Indicators System® of adopted metrics of teacher-candidate progress and performance, member institutions have the unique and transformative opportunity to lead the field in designing, improving and innovating in teacher education programs that are data-informed, outcomes-focused, empirically tested, accountable and transparent. More information about the commitments, timelines, benefits and frequently asked questions are available 2017 for trailblazer institutions and are detailed in an attached document titled, Common Indicators System – Prototype Phase, May 2017. Please note that if the College of Education at the University of Wyoming is recommended to participate as a trailblazer institution by the UW Trustees, the timeline shown in the document referenced above will simply shift by one year to begin in 2018.

TEI Coordinating Council Action on Proposal 2017-12
Title: Common Indicators System: A National Consortium
Action: Returned for Revision

REVISIONS
10.9.17

Requested Revisions:

- Provide an action plan for how the data will be used and shared.
- Amend the budget timeline to begin in 2018-2019.

Action Plan for How CIS Data Will Be Used

Since the CIS National Consortium under the leadership of Deans for Impact (<https://deansforimpact.org>) is just now coming together, information on how data will be used and shared is also a work-in-progress. The current plan for how CIS data will be used and shared is as follows:

1. Each participating “trail blazer” institution selected for inclusion in the CIS National Consortium will negotiate with *Deans For Impact* (DFI) a customized Memorandum of Understanding (MOU) to be signed by both an authorized representative from the participating institution and the CEO of Deans for Impact.
2. It is the intent of the Dean of the College of Education to negotiate the follow constraints and parameters for UW COE data sharing and use:
 - a. UW COE data using the CIS Deans for Impact assessment administration results shared with the *Deans for Impact: CIS Consortium* containing individual de-assessment scores must be de-identified at the level of individual scores to protect the identity of assessment participants.
 - b. Storage of the original and de-identified UW COE *Deans for Impact: CIS Consortium* data containing individual scores will be stored on a protected server within encrypted data.
 - c. Individual score data will be stored in two separate files using a double blind system. This is where the identities of individuals connected to individual scores are stored in a separate encrypted file away from the an encrypted data set where individual names are removed and individual identities are represented by an assigned number or code.
 - d. UW COE data will neither be released nor shared with any outside organizations other than *Deans for Impact: CIS Consortium* unless expressly authorized by the UW COE in writing.
 - e. *Deans for Impact* will not be authorized to share UW COE data internal with other *Deans for Impact: CIS Consortium* institutions unless data are de-identified and reported in the aggregate.
 - f. Any reports released to the public by Deans for Impact containing UW COE data must de-identify UW COE data and be reported in the aggregate representing a combination of all *Deans for Impact: CIS Consortium* data contributors.
 - g. All data sets, analyses and reports of UW COE data produced by the *Deans for Impact: CIS Consortium* will be shared with UW COE annually.

- h. When analyzed and or compared to other institutions within the *Deans for Impact: CIS Consortium*, UW COE data will be de-identified and compared only to the aggregate data for then entire data set of the *Deans for Impact: CIS Consortium* for the purpose of discovering programmatic components that are determined to be best practices for educator preparation programs within the *Deans for Impact: CIS Consortium* data base.
- i. UW COE data will not be released to external organizations to rank or make comparisons with any of the institutional members of the *Deans for Impact: CIS Consortium* or with any other educator preparation institutions.
- j. UW COE data will have full authorization to determine how UW COE data may be used for its own institutional marketing or communications to its public.

I believe these parameters and constraints will provide adequate control and risk protection for the sharing and use of the UW College of Education's CIS data.

Amend the budget timeline to begin in 2018-2019.

As requested, I have amended the budget timeline as shown below to begin in 2018-2019.

Funding Request to Support Pilot Innovation Implementation

\$95,000.00 **2018-2019 Total Request**

Subtotal Amount: \$50,000.00 **Purpose:** Training in Administration of the Common Indicators System® metrics, most especially the CLASS instrument.

Subtotal Amount: \$20,000.00 **Purpose:** Acquisition, Administration, and Scoring of the Common Indicators System® metrics, most especially the CLASS instrument

Subtotal Amount: \$25,000.00 **Purpose:** Part Time Applied Data Scientist to analyze and report data to the College of Education

Subtotal Amount: _____ **Purpose:** _____

\$95,000.00 **2019-2020 Total Request**

Subtotal Amount: \$50,000.00 **Purpose:** Training in Administration of the Common Indicators System® metrics, most especially the CLASS instrument.

Subtotal Amount: \$20,000.00 **Purpose:** Acquisition, Administration, and Scoring of the Common Indicators System® metrics, most especially the CLASS instrument

Subtotal Amount: \$25,000.00 **Purpose:** Part Time Applied Data Scientist to analyze and report data to the College of Education

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____

\$95,000.00 **2020-2021 Total Request**

Subtotal Amount: \$50,000.00 **Purpose:** Training in Administration of the Common Indicators System® metrics, most especially the CLASS instrument.

Subtotal Amount: \$20,000.00 **Purpose:** Acquisition, Administration, and Scoring of the Common Indicators System® metrics, most especially the CLASS instrument

Subtotal Amount: \$25,000.00 **Purpose:** Part Time Applied Data Scientist to analyze and report data to the College of Education

Subtotal Amount: _____ **Purpose:** _____

Subtotal Amount: _____ **Purpose:** _____



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-12

Assurance of Relevant Review

- ☒ Trustees Education Initiative Coordinating Council
- ☒ Trustees Education Initiative National Expert Reviewers
- ☒ Trustees Education Initiative Stakeholder Feedback Group
- ☐ University of Wyoming Academic Affairs
- ☐ University of Wyoming College of Agriculture and Natural Resources
- ☒ University of Wyoming College of Arts and Sciences
- ☐ University of Wyoming College of Engineering
- ☒ University of Wyoming College of Health Sciences
- ☐ University of Wyoming General Counsel
- ☒ Wyoming Professional Teaching Standards Board
- ☒ Wyoming Department of Education
- ☐ Other A _____
- ☐ Other B _____
- ☐ Other C _____

Funding Request

Funding Request by Academic Year:

\$0.00 2017-2018 Total Request

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$95,000.00 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund Grant 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$95,000.00 **2019-2020 Total Request**

Recommended Source and %: Daniels Fund Grant 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

It is recommended that the funding for this proposal would come entirely from the Daniels Fund Grant. The requested funding is for training, data acquisition and administration, and staffing. This innovation will support TEI by providing a common set of metrics by which to measure the outcomes of its work. Therefore, it is recommended that the sole funding source be the initial grant from the Daniels Fund.

Summary and Comments

This proposal positions TEI and the UW College of Education with leading innovators in educator preparation throughout the United States. Importantly, the innovation addresses a significant vacuum in the evaluation of effectiveness in educator preparation—a common set of outcomes measures. Participating in a group of innovators nationwide will provide TEI with meaningful measures of the outcomes of its work while simultaneously providing the UW College of Education with meaningful data upon which to focus its continuous improvement work.

Proposals Under Revision to Move Forward for Consideration of Preeminent Educator Preparation Committee:

- [Proposal 2017-08](#): Wyoming Center for Early Childhood Education
 - [Coordinating Council Action: October 3, 2017](#)
- [Proposal 2017-11](#): WYCOLA
 - [Coordinating Council Action: October 3, 2017](#)

UW TEI FUND DEVELOPMENT

October 2017 Report

Source	Amount	# Needed	# of Gifts/Pledges Received	Total Need	Total Pledged/Received	Remaining Need
Private Foundation Grant	\$ 5,000,000.00	1	1	\$ 5,000,000.00	\$ 5,000,000.00	\$ -
Private Foundation Grant	\$ 1,000,000.00	2	0	\$ 2,000,000.00	\$ -	\$ 2,000,000.00
University of Wyoming	\$ 1,000,000.00	1	1	\$ 1,000,000.00	\$ 1,000,000.00	\$ -
Private Gift	\$ 500,000.00	3	0	\$ 1,500,000.00	\$ -	\$ 1,500,000.00
Federal Grants	\$ 500,000.00	3	0	\$ 1,500,000.00	\$ -	\$ 1,500,000.00
Private Foundation Grant	\$ 250,000.00	3	0	\$ 750,000.00	\$ -	\$ 750,000.00
Private Gift	\$ 250,000.00	5	0	\$ 1,250,000.00	\$ -	\$ 1,250,000.00
Private Foundation Grant	\$ 100,000.00	2	0	\$ 200,000.00	\$ -	\$ 200,000.00
Private Gift	\$ 100,000.00	5	3	\$ 500,000.00	\$ 308,110.00	\$ 191,890.00
State Grants	\$ 50,000.00	10	8	\$ 500,000.00	\$ 408,110.00	\$ 91,890.00
Private Foundation Grant	\$ 50,000.00	3	3	\$ 150,000.00	\$ 150,000.00	\$ -
Private Gift	\$ 50,000.00	7	0	\$ 350,000.00	\$ -	\$ 350,000.00
In-Kind Support	\$ 50,000.00	4	0	\$ 200,000.00	\$ -	\$ 200,000.00
Private Gift	\$ 50,000.00	3	1.7	\$ 150,000.00	\$ 85,000.00	\$ 65,000.00
Private Foundation Grant	\$ 30,000.00	4	0.9666667	\$ 120,000.00	\$ 29,000.00	\$ 91,000.00
In-Kind Support	\$ 30,000.00	5	0	\$ 150,000.00	\$ -	\$ 150,000.00
Private Foundation Grant	\$ 10,000.00	3	4.2481	\$ 30,000.00	\$ 42,481.00	\$ (12,481.00)
Private Gift	\$ 10,000.00	10	5.5	\$ 100,000.00	\$ 55,000.00	\$ 45,000.00
Private Gift	\$ 1,000.00	10	0	\$ 10,000.00	\$ -	\$ 10,000.00
Private Gift	\$ 500.00	15	0	\$ 7,500.00	\$ -	\$ 7,500.00
Private Gift	\$ 250.00	20	0	\$ 5,000.00	\$ -	\$ 5,000.00
				\$ 15,472,500.00	\$ 7,077,701.00	\$ 8,394,799.00



University of Wyoming Trustees Education Initiative
Executive Director Report to Governing Board • September 2017

Connecting with Partners and Innovators

- In July the TEI Executive Director attended the National Network for Educational Renewal (NNER) Annual Symposium. NNER's focus is on simultaneous, symbiotic renewal of educator preparation programs and the schools districts with which they partner. The Wyoming School-University Partnership is a member organization of NNER.
- In August the TEI Executive Director and a UW College of Education faculty member attended the Relay Graduate Institute Teacher Education Institute. The Relay Graduate School is a highly innovative educator preparation program recognized as a key innovator and highly regarded by the Daniels Fund. The focus of the Teacher Education Institute was on embedding intentional, real-time practice with immediate feedback within educator preparation and ongoing professional development. The TEI innovation of using Mursion® technology to provide pre-professional educators with meaningful practice opportunities through augmented reality was lifted up as a promising innovation at the Institute.
- In August the TEI Executive Director engaged directly with Relay Founder and President Norman Atkins to gain insights on the processes Relay used to develop its highly innovative model. President Atkins was encouraged by TEI's work and offered encouragement for TEI's focus on innovation and re-imagining educator preparation.
- The TEI Executive Director was invited to serve as a member of the Wyoming Department of Education Computer Science Education Task Force. The task force was created to respond to the Joint Education Committee (JEC) of the Wyoming Legislature. The Task Force proposal was presented to the JEC in September and received strong support, resulting in draft legislation to address the need for computer science education in Wyoming schools.
- The TEI Executive Director is working closely with Wyoming Business Alliance Cindy DeLancey. Moving forward, collaboration between TEI and WBA will include work with Wyoming Excels, a coalition of business leaders working to improve the education-to-workforce pipeline in Wyoming.
- In September, the TEI Executive Director attended the America Succeeds EdVenture 2017. America Succeeds' mission is to elevate and expand America's business voice for the dramatic and continuous improvement of public education. The annual EdVenture summit included a keynote presentation by Ben Riley, the President of Deans for Impact, which is committed to transforming educator preparation and elevating the teaching profession. President Riley serves as one of TEI's national expert reviewers. UW College of Education Dean Reutzl was inducted as a member dean in Deans for Impact in Summer 2017.
- Building on connections made at EdVenture, the TEI Executive Director has begun to engage with [Project Lead the Way](#) (PLTW) in Wyoming. PLTW works with educators to ensure access to real-world, applied learning experiences to develop students' skills in problem solving, critical and creative thinking, collaboration, and communication – that they will use both in school and for the rest of their lives, on any career path they take. Through PLTW professional development, teachers learn to facilitate and coach and become comfortable in these roles as their students guide their own learning. PLTW is coordinated at UW through the College of Engineering and Applied Sciences.

New Innovation Suggestion Opportunity – Brief Online Submission Form

TEI has added an opportunity for anyone to submit innovation ideas to TEI for further exploration through a [Brief Online Innovation Idea Submission Form](#). To date, seven ideas have been submitted and will be shared with the Preeminent Educator Preparation Committee for exploration and further development.