



Governing Board Meeting

Wednesday, January 3, 2018 • 10:00 a.m. • Via Videoconference/Phone Conference

Videoconference Link: <https://uwyo.zoom.us/j/538193819>

Phone Attendance Option: 669-900-6833 or 646-558-8656, Meeting ID: 538 193 819

Uncertainty is a characteristic of groundbreaking effort. We will embrace it and blow the doors off in 2018.

Agenda

- | | | | |
|------------|-------|---|----------------|
| 10:00 a.m. | I. | Call to Order and Introduction..... | Dave Palmerlee |
| | A. | Introduce New Board Members and Executive Committee | |
| | B. | New Governing Board Committee Structure to be Developed | |
| | C. | Enhanced Governing Board Participation | |
| | D. | Transition from Innovation Development to Planning and Implementation | |
| 10:25 a.m. | II. | *Meeting Minutes, October 17, 2017..... | Dave Palmerlee |
| 10:30 a.m. | III. | *Financial Report | Rebecca Watts |
| 10:35 a.m. | IV. | *Review, Determination of Disposition of TEI Proposal 2017-08
Early Childhood Outreach Network (ECON)..... | Dave Bostrom |
| 11:00 a.m. | V. | *Review, Determination of Disposition of TEI Proposal 2017-11
Wyoming Coaching Laboratory (WYCOLA) | Dave Bostrom |
| 11:25 a.m. | VI. | Matching Funds Update..... | Ben Blalock |
| 11:30 a.m. | VII. | *Strategic Plan Update and Executive Director Report | Rebecca Watts |
| | A. | 2017 Interim Report to Daniels Fund | |
| | B. | National Reformer Connections | |
| | C. | Governing Board Meeting Schedule | |
| | D. | Potential Consultants | |
| | E. | TEI Personnel Needs and Action Steps | |
| 11:45 a.m. | VIII. | Roundtable Discussion | Dave Palmerlee |
| 12:00 p.m. | IX. | Adjournment | Dave Palmerlee |

*Denotes Action Item.

First Name	Last Name	Title	Representing	Current Term
David	Palmerlee	Board Co-Chairperson, Executive Committee	Trustees Education Initiative	Two Year: 01/01/2017 - 12/31/2018 (Former Kunz seat)
John	McKinley	Board Co-Chairperson, Executive Committee	University of Wyoming Board of Trustees	Three Year: 01/01/2016 - 12/31/2018
Ben	Blalock	Board Member, Executive Committee	University of Wyoming Foundation	While in Office
Thomas	Botts	Board Member, Executive Committee	University of Wyoming Foundation	Three Year: 01/01/2016 - 12/31/2018
Jason "Jay"	Harnack	Board Member, Executive Committee	Wyoming School Districts	Two Year: 01/01/2018 - 12/31/2019
D. Ray	Reutzel	Board Member, Executive Committee	University of Wyoming College of Education	While in Office
Jillian	Balow	Board Member, Ex Officio	Wyoming Department of Education	While in Office
David	Bostrom	Board Member	University of Wyoming Board of Trustees	Three Year: 01/01/2016 - 12/31/2018
Alan	Buss	Board Member	University of Wyoming College of Education	Two Year: 01/01/2018 - 12/31/2019
David	Fall	Board Member	University of Wyoming Board of Trustees	Two Year: 01/01/2017 - 12/31/2018
John	MacPherson	Board Member	University of Wyoming Board of Trustees	Two Year: 01/01/2018 - 12/31/2019
Keegan Marie	McLain	Board Member, Ex Officio	University of Wyoming College of Education	While a College of Educ Student
Carol	Mead	Board Member	Wyoming First Lady	Three Year: 01/01/2016 - 12/31/2018
Laurie	Nichols	Board Member, Ex Officio	University of Wyoming President	While in Office
Mark	Northam	Board Member	University of Wyoming School of Energy Resc	Three Year: 01/01/2016 - 12/31/2018
Amy	Pierson	Board Member, Ex Officio	Wyoming K-12 Educator	Three Year: 01/01/2016 - 12/31/2018
James	Rose	Board Member, Ex Officio	Wyoming Community College Commission	While in Office
Dave	True	Board Member	University of Wyoming Board of Trustees	Two Year: 01/01/2017 - 12/31/2018



TEI Governing Board Meeting Notes • October 17, 2017

University of Wyoming • Marian H. Rochelle Gateway Center

Attending: David Palmerlee; John McKinley; Ben Blalock; *Thomas Botts; Craig Dougherty; D. Ray Reutzel; Dave Bostrom; Alan Buss; John MacPherson; *Carol Mead; Mark Northam; *Wava Tully; *Jillian Balow; Laurie Nichols; Amy Pierson; *James Rose. Board Support: Katrina McGee, Tyler Spear, Rebecca Watts, Anaya Yates

Absent: Dave True

*Via Videoconference

Approval of June 26, 2017 Meeting Notes

- Board Member Reutzel made a motion to approve the June 26, 2017 meeting notes as presented.
- Board Member Bostrom seconded the motion.
- The motion passed on a unanimous voice vote.

Approval of September 2017 Financial Reports

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

Wyoming Business Alliance/Wyoming Excels Presentation

- Cindy DeLancey, President of the Wyoming Business Alliance, presented the business perspective and how it relates to education.
 - Wyoming Excels, which launched at the Governor's Business Forum in 2016, 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. Its goal is to work with programs in Wyoming like TEI.
 - The Daniels Fund and the John P. Ellbogen Foundation each donated money for a three-year grant totaling \$510,000 to support Wyoming Excels.
- Discussion on presentation:
 - Board Member Bostrom stated that he has been on the Wyoming Business Alliance Steering Committee for a number of years. The Alliance seeks to support Wyoming sectors such as oil and gas, education, and business. There should be a better connection between the Wyoming Business Alliance and the University of Wyoming.
 - Board Member Blalock asked who was funded first, Wyoming Excels or the Trustees Education Initiative.
 - Board Member Balow responded by stating she was present when the UW Trustees initially met with the Daniels Fund seeking funding support for TEI. At that meeting, Tim Taylor, the president of America Succeeds, spoke. Following that meeting, Superintendent Balow contacted Bill Schilling, Ms. DeLancey's predecessor at the Wyoming Business Alliance, to discuss engaging the Wyoming business community in the improvement of educational outcomes in the state. An outgrowth of that discussion was the development of Wyoming Excels, its connection with America Succeeds and the Daniels Fund grant support.
 - Ms. DeLancey reported that the grant to Wyoming Excels was awarded in September 2016.
 - Board Member MacPherson asked if there were tangible, actionable steps for TEI and Wyoming Excels to reach a common objective on a set timeline.
 - Ms. DeLancey stated she would spend time with Executive Director Watts to brainstorm ideas and report back by the end of this calendar year. There would be a commitment to connectivity in education, policy advocacy, and setting a gold standard for education in the state. Having access to resources/people at UW helps attain needed information.

- Board Member Bostrom suggested that business representation on the respective advisory councils for each college at UW would support the University's mission to serve all citizens of Wyoming.
- Board Member Dougherty stated that to enable students to be ready for the workforce through education there needed to be an acceleration of reform in education by taking action now.

Organizational Restructuring and Nomination Process

- Co-Chairperson Palmerlee stated a new innovation development structure was developed to foster accelerated production of innovative proposals. A new Preeminent Educator Preparation Committee will replace the nine previously-established TEI Work Groups. It decreases the number of individuals and broadens the focus of this work to cut across all programs.
- Board Member Reutzel stated there is now clear understanding of a bright line delineating that the College of Education is responsible for continuous improvement of current academic programs and development of future academic programs; TEI is responsible for new and innovative ideas/proposals.
 - Dean Reutzel provided a list of current improvement projects under way at the College of Education, including: Strategic Plan development in alignment with the University of Wyoming; review of the Elementary Education program curriculum; re-expansion of student teacher residency placements statewide; the development of an undergraduate Special Education program; the development of a 21st century-relevant Career and Technical Education program; and an alternative route to the post-baccalaureate program.
- Executive Director Watts stated that through the current TEI structure of nine program-focused work groups, the vast majority of proposals did not receive approval from the Coordinating Council due to limitations in scope and innovation. In the new structure there would be one overarching committee inclusive of four sub-committees designed to develop innovation proposals that cut across individual programs. A survey was sent out to all 59 previous work group members seeking their interest in being considered for the new Preeminent Educator Preparation Committee. The survey produced 30 responses, 27 of which indicated interest in being considered for the new committee.
- Discussion on Organizational Restructuring
 - Co-Chairperson McKinley asked President Nichols for support from a representative from Academic Affairs on the committee. He also observed that the business community representation to date has been minimal and suggested that Cindy DeLancey encourage service. He noted that representation from Wyoming's community colleges also is important. His overarching concern was having enough people to avoid burnout from the significant time and effort required for the work.
 - Board Member Buss asked Executive Director Watts how work process in the new structure was envisioned.
 - Executive Director Watts stated the committee would meet face-to-face as a whole group, cross-pollinate ideas through the sub-committees, use a shared online workspace, and work between meetings through electronic communication.
 - Board Member Dougherty would like to see "out-of-the-box thinkers" on the committee, including individuals outside academia. The Governing Board should be provided details of who is selected.
 - Board Member Botts noted that to develop "take your breath away proposals," people make the difference, not the number of people involved. He would like people that can tell the difference between traditional models and "out-of-the-box" thinking.
 - Board Member Reutzel suggested that TEI seek help from outside the state to reach out to innovators with experience beyond Wyoming.
 - Board member Buss asked what other types of structures were considered for the restructuring.
 - Executive Director Watts responded that the proposed new structure reflects what TEI initially proposed to the grantor. No other alternatives were considered.
 - Board Member Buss suggested that the four sub-committees (A. Marketing, Recruitment, Selectivity B. Subject Content and Teaching Methods C. Clinical Experiences and Internships D. Induction and Mentoring)

- were designed around traditional components of educator preparation, and not around innovation. Instead, a unified committee could look for innovations outside those constraints to design flexible innovations.
- President Nichols did not want to see a committee based on a traditional model. A committee should be as diverse and nimble as possible.
 - Co-Chairperson McKinley suggested 25 people as the committee size. Then, ad hoc groups of up to five people could be assigned an idea to develop. It would be a group that changes all the time.
 - Board Member Dougherty said it is critical in how the committee is structured. It needs credentials from who is an expert on a particular subject.
 - Board Member Northam suggested the inclusion of members at large, who are not tied to Wyoming. The individuals should include successful innovators outside academia whose thinking is not constrained by higher education or historic Wyoming paradigms and structures.
 - Board Member Pierson stated that, "If you ask Wyoming people, you're going to get Wyoming answers." Having four sub-committees is just a reduction of the previous nine groups.
 - Board Member Bostrom suggested on particular issues there could be five people to add expertise who may or may not be a member of that group; an ad hoc group that has great flexibility.
 - Board Member Reutzel asked how the "box" was defined. Who is in it, why are they there, and to step back and look for flexibility.
 - Executive Director Watts addressed President Nichols to ask for support from UW Academic Affairs and Finance and Administration that could help identify ways to address institutional barriers that might constrain innovation.
 - Co-Chairperson Palmerlee suggested creating an Ad Hoc Work Group to develop a proposed structure for the UW TEI Preeminent Educator Preparation Committee as well as a nomination slate for the proposed Committee. It would be comprised of Rebecca Watts, Mark Northam, Alan Buss, John McKinley, and Craig Dougherty
 - Co-Chairperson McKinley asked what structure will be used until the Organization Restructuring can be revised.
 - Executive Director Watts stated the Breakthrough Innovation Team continues its work and the previous nine Research Work Groups are no longer operational. Therefore, any proposals emerging until a Preeminent Educator Preparation Committee is formed would move through the existing Breakthrough Innovation Team.
 - Board Member Botts asked what the timeline would be for the new structure.
 - Executive Director Watts suggested a target of January or before.
 - Co-Chair Palmerlee set the target date for December 1, 2017.
 - Board Member Bostrom made a motion to table the Organizational Restructuring until a revision is approved.
 - Board Member Reutzel seconded the motion.
 - The motion was tabled on unanimous vote.

TEI Proposal 2017-05

- Board Member Bostrom and TEI Executive Director Rebecca Watts presented TEI Proposal 2017-05 for the Board's consideration and action.
- Board Member Bostrom highlighted aspects of the proposal, including formalized professional induction and mentoring for a novice educator's first four years in the classroom and the requisite delay of declaring a sub-major, e.g., Elementary Education, Secondary Education, Special Education.
- Executive Director Watts described the proposed UW-E⁴ use of 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 on an engaged citizenry. District partners will be asked to identify promising individuals for education careers. Students will be required to earn college credits in high school and

participate in a summer institute. By their fourth year in college, they will be required to complete a full academic year residency program/internship (student teaching) in a Wyoming school district.

- Discussion of proposal:
 - Board Member Buss commented it was an awesome idea, a one-year residency is important, but to clarify, what happens in between recruitment to their expectation to participate?
 - Board Member Dougherty felt this was a step in the right direction. 90% of his student teachers want to be in Sheridan, but some lack a basic skill set and classroom management. Place student teachers through a systemic mentor selection process in a school with mentors/practitioners who have a high skill set to strengthen candidate skills prior to graduation.
 - President Nichols said this was her favorite proposal in this cycle. She asked that in addition to the idea with dual enrollment, TEI add Advanced Placement (AP) and International Baccalaureate (IB) courses. She also asked that we increase the amount of proposed UW scholarships. President Nichols also asked that the option to complete a Master's degree as part of professional induction be added to the proposal.
 - Board Member Reutzel is very supportive of the proposal. Internships in education are long overdue. The obstacle to interns is they need to move location, give up employment, default on a lease, receive no compensation, and incur student debt. He suggested salary/compensation in addition to the housing allowance included in the proposal. He also suggested partnering with the new UW Honors College to consider UW-E⁴ Fellows as primary candidates as it would be a great experience for them.
- Co-Chairperson McKinley made a motion to approve TEI Proposal 2017-05.
- Board Member Bostrom seconded the motion.
 - Board Member Buss asked if there were comments from peers throughout the different colleges.
 - Executive Director Watts said they would coordinate with the College of Arts and Sciences on the content courses for concurrent majors. TEI Coordinating Council Member Robert Schumann, Associate Dean of Arts and Sciences, is in full support of the proposal, and the potential need for that college to expand the mode of delivery for courses. Executive Director Watts further stated that the program would not supplant existing programs at the College of Education. It would run parallel with them. Co-Chairperson McKinley made a motion to approve TEI Proposal 2017-05 for recommendation to the University of Wyoming Board of Trustees for approval for funding and implementation.
- The motion was approved on unanimous voice vote.

TEI Proposal 2017-09

- Board Member Bostrom, College of Education Associate Dean Leslie Rush, and Wyoming Excellence in Education Literacy Chair Cindy Brock presented TEI Proposal 2017-09 for the Board's consideration and action.
- The proposed innovation is for a three-year development and integration of an ethics awareness strand throughout its teacher preparation program. Implementation consists of four components plus a Summer Ethics Institute: ProEthica, Case Studies, Fieldwork, and Recognitions.
- Discussion of the proposal:
 - Board Member Dougherty is concerned about the investment of time to implement the program and monitor its outcomes.
 - Co-Chairperson Palmerlee reminded members that the Daniels Fund has funded the Bill Daniels Endowed Chair of Ethics at the University of Wyoming College of Business.
 - Board Member Reutzel said the proposal was innovative and noted that the majority of colleges of education across the country do not embed ethics education as a requirement throughout their preparation programs. Looking across the nation there is no evidence of an effort to change. Generally, unethical behavior by professional educators results in discipline up to and including loss of licensure.
 - Co-Chairperson McKinley stressed the importance of embedding ethics preparation across all programs, including ongoing professional development in the P-12 arena. It is possible that this proposal does not fully represent innovation.

- Dr. Brock said the review of literature showed confluence of evidence of the need for this aspect of educator preparation.
- Board Member Buss was concerned if it would be effective and/or produce behavioral changes. He would like to see it as a research study.
- Board Member Botts stated that professional ethics must include an accountability framework and action. TEI ought to start this, and see where it leads with students and educators.
- Board Member Northam is in favor. In his work in the energy industry prior to coming to UW, he developed a professional ethics program for professionals in the field. A key take-away from that prior work is that ethics preparation must be culturally sensitive and responsive, which can be difficult but is achievable.
- Board Member Bostrom said it was not practical for the College of Education, as there are no financial resources with which to build the program. By starting the program through TEI resources, the UW College of Education can build a program to be sustained once the arduous work of developing the program is complete.
- Board Member MacPherson said ethics are inherent in upbringing. It is important to all colleges not just law. In law, ethics are covered in most of all classes taken.
- Board Member Dougherty stated out of 800 employees, he's seen only 2 or 3 ethics violations. It should be a part of the regular curriculum though.
- Board Member Reutzel agrees it needs to be started. It's worth the time, money, and effort to prime the pump. The Daniels Fund actions have demonstrated their commitment to ethics.
- President Nichols suggested positioning the program as "Education Ethics in the Year 2020". This would reflect the daily realities of ethical challenges including cyber-bullying, and free speech.
- Board Member Balow echoed President Nichols comments and sees the need for professional ethics preparation to include a focus on educational equity among all students.
- Executive Director Watts relayed information from TEI Coordinating Council Member Nick Bellack, who is a leader at the Wyoming Professional Teaching Standards Board. Nick stated that the scope and severity of the ethical violations his office addresses each year is great. Rebecca asked if there was any required remediation in Wyoming for ethical violations that do not rise to the level of loss of licensure.
- Associate Dean Leslie Rush responded that PTSB first sends out an advisory letter. Future offense(s) will lead to the undertaking of a course at the violators cost, and finally it could lead to loss of license.
- Board Member Bostrom made a motion to approve TEI Proposal 2017-09 for recommendation to the University of Wyoming Board of Trustees for approval for funding and implementation.
- Board Member McKinley seconded the motion.
- The motion was approved by majority voice vote.

TEI Proposal 2017-12

- Board Member Bostrom and Reutzel presented TEI Proposal 2017-12 for the Board's consideration and action.
- Board Member Reutzel shared the work of *Deans for Impact* to provide a national consortium of teacher preparation programs using common metrics to assess, improve, and innovate in teacher preparation. 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. The UW College of Education would be part of a national consortium as a "trail blazer" institution collecting data on teacher preparation programs using a common set of metrics, which will help the college learn what works and what does not in preparing "preeminent" educators for the state of Wyoming.
- Discussion on Proposal 2017-12
 - Board Member Dougherty asked what type of data analysis or other resources will be used.
 - Board Member Reutzel responded that the data will be analyzed at all levels which will determine how well performance is indicated.

- Rebecca Watts mentioned that Deans for Impact goes beyond data analysis to identify highly effective practices.
- Board Member Buss made a motion to approve TEI Proposal 2017-12 for recommendation to the University of Wyoming Board of Trustees for approval for funding and implementation.
- Board Member Bostrom seconded the motion.
- The motion was approved on unanimous voice vote.

Proposals Invited to Complete Revisions for Consideration of Moving Forward in New Structure

- Co-Chairperson Palmerlee questioned these proposals as the new organizational structure had been tabled for revision.
- Executive Director Watts explained that they will continue under the current structure while they are being revised.
- Board Member Bostrom reminded the Board that once revised the proposals will go back to the Coordinating Council.

Matching Fund Update

- Katrina McGee, Director Foundation Development, stepped in for Board Member Blalock.
- There will be no College of Education \$1M match.
- There are no College of Education reserves.
- There is a \$750,000 SER Grant.
- Other funding is through Federal Grants, University of Wyoming, State Grants, Private Gift, Private Foundation Gift, and In-Kind Support.
- Co-Chair Palmerlee suggested a meeting between Ben Blalock, Katrina McGee, Rebecca Watts, Tyler Spear, and D. Ray Reutzel to go over the details on future finances.

Executive Director Report

- Rebecca Watts briefly went through what has happened since the last Governing Board Meeting.
 - NNER Annual Symposium, Relay Graduate Institute Teacher Education Institute, meeting with Relay Founder and President Norman Atkins, Wyoming Department of Education Computer Science Education Task Force, Wyoming Business Alliance through Cindy DeLancey, America Succeeds EdVenture, and engagement with Project Lead the Way.

Roundtable Discussion

- Board Member Dougherty asked if there is knowledge of the artificial intelligence algorithms used in the Mursion® technologies. Board Member Buss reported back on Mursion and algorithms. There is a simulation specialist, an actor, who provides the actions and responses of the avatars in Mursion. There is no AI being used.
- Co-Chair McKinley noted an observation Board Member Bostrom had made earlier regarding how things are working between TEI, the College of Education, faculty, staff, and administration.
- Board Member Buss responded by saying there is a possibility of disconnection.
- Board member Reutzel felt communication needed to be updated by the source rather than second person, hearsay, or gossip. He suggested the faculty meet with the Governing Board Executive Committee sometime in the future. On future updates, he would create a TEI section on his biweekly update.

Adjournment

- Co-Chair Palmerlee adjourned the meeting at 3: 50 p.m.

**Financial Reports to Daniels Fund
December 2017**



Balance Sheet

Assets		Liabilities	
Cash	1,081,829.21	Wages and Benefits Payable	725,838.66
Gifts / Matching Support	2,082,087.00	Admin/Operating	20,000.00
Equipment and Furnishings	9,653.70	Research Support	297,380.00
Supplies	3,248.19	Implement Best Practices	1,452,984.38
Total Current Assets	\$3,176,818.10	Total Current Liabilities	\$2,496,203.04

Income and Expense Statement • August 1, 2015 - December 31, 2017

Income

Daniels Fund Grant	2,000,000.00
Expendable Gift Income	16,795.93
Matching Support	2,082,087.00
Refunds	593.01
Total Income	\$ 4,099,475.94

Expense

Boards and Committees	(72,868.39)
Personnel	(448,845.08)
Identify and Evaluate Best Practices	(323,460.84)
Initial Planning for Expanding Financial Support	-
Public Communications	(8,695.69)
Administration	(81,689.73)
Total Expenses	(935,559.73)
Net Income	\$ 3,163,916.21

**Financial Reports to Daniels Fund
December 2017**



**Budget vs. Actual Expenditures:
Combined Year One and Year Two
August 2015 through 2017**

	Budgeted	Actual	Variance
Boards and Committees	130,000.00	72,868.39	57,131.61
Personnel	600,000.00	448,845.08	151,154.92
Identify and Evaluate Best Practices	1,081,000.00	323,460.84	757,539.16
Initial Planning for Expanding Financial Support	45,000.00	0.00	45,000.00
Public Communications	49,000.00	8,695.69	40,304.31
Administration	57,200.00	81,689.73	(24,489.73)
TOTAL	\$ 952,200.00	\$657,205.03	\$1,026,640.27

Variances Explained

Category	Type	Explanation
Boards and Committees	Favorable	Actual expenses for Boards and Committees show a favorable variance of \$57,131.61, as some meetings have been held via video conference, which reduces travel expenses.
Personnel	Favorable	Personnel costs show a favorable variance of \$151,154.92, as the full-time salary and benefit costs are below the anticipated amounts.
Identify and Evaluate Best Practices	Favorable	The expenses for identifying and evaluating best practices have been \$757,539.16 less than budgeted, as the travel expenses to connect with leading programs has been coupled with convenings of multiple leading programs, thereby reducing the number of trips and associated costs. Examples of convenings of multiple programs include the Relay Teacher Education Institute and America Succeeds EDventure 2017.
Initial Planning for Expanding Financial Support	Favorable	No TEI funds have been expended to date for the expanding financial support, as the College of Education has covered these expenses. This has resulted in a \$45,000 favorable variance for this budget category.
Public Communications	Favorable	Public communication costs to date have been \$40,304.31 below the budgeted amount, however, we anticipate expenditures in this area to increase for marketing of the TEI innovations approved by the University of Wyoming Board of Trustees.
Administration	Unfavorable	Administration expenses to date have exceeded the anticipated amount by \$24,489.78 due to the Executive Search Firm fees in 2016 for the TEI Executive Director position. These fees were not considered in developing the original budget.



Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-08: Early Childhood Outreach Network

Assurance of Relevant Review

- ☒ Trustees Education Initiative Coordinating Council
- ☒ Trustees Education Initiative National 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:

\$84,000.00 2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$130,000.00 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund Grant - 50%

Recommended Source and %: W.K. Kellogg Foundation - 50%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$183,850.00 **2019-2020 Total Request**

Recommended Source and %: W.K. Kellogg Foundation - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Executive Director Funding Request Comments:

It is recommended that the planning year be funded through the Daniels Fund Grant to the Initiative. It is recommended that the TEI Executive Director seek grant support from the W.K. Kellogg Foundation for the two pilot years of the program, seeking support for 50 percent of the costs in 2018-2019 and 100 percent of the costs in 2019-2020.

Summary and Comments

The body of evidence on educational attainment correlates early learning with long-term educational success. By strengthening the quality and availability of early learning experiences for Wyoming's youngest citizens, the University of Wyoming will lead in achieving improved learning outcomes for Wyoming's P-12 learners.

This program will provide access to high-quality experiences to support the professional development and growth of all early childhood educators in Wyoming, benefiting all communities.



Wyoming Early Childhood Education Research Work Group Proposal for The Early Childhood Outreach Network

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: Early Childhood 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. 306 or 335

Submission date: December 1, 2017

Research Work Group members:

- Tricia Johnson
 - Mark Bittner
 - Lety Liera
 - Nicole Novotny Smith
 - Tim Shepard
 - Becca Steinhoff
 - Nick Whynott
 - Jennifer Zook
-

Proposed Innovation

Why Is This Practice Innovative?

The Early Childhood Education Research Work Group (ECE RWG) proposes the Wyoming Early Childhood Outreach Network (WyECON) to act as an organizing body to provide high-quality field experience options, to make existing professional development opportunities available to all early childhood (EC) educators, and to create a degree pathway into the University of Wyoming system. The overarching goals are to support a highly qualified EC workforce in the state, to overcome limited access to early childhood education (ECE) excellence

due to economic hurdles related to traditionally low compensation and higher education degree or workforce credential attainment, and to elevate early childhood care scopes of service.

This multimodal focus on developing practical, applicable EC workforce training creates a unique opportunity for the University of Wyoming to become the national leader in supporting EC educators for rural settings.

The network is a progressive endeavor, establishing a platform to unify ECE businesses, organizations, agencies, and workers across the state, as they collaborate, share resources, and work on issues of mutual interest. This model also facilitates the discovery and development of a statewide vision, goals, and metrics for ECE that include all stakeholders, including parents, educators, business and industry, and government leaders.

The overall goals of the network are to provide high-quality support and education for Wyoming's current and future EC workforce in order to improve services, particularly to underserved and rural populations, to enhance kindergarten readiness across the state and to generate widespread public awareness of the importance of ECE. See Appendix A for a graphic overview of the proposal.

What Is the Proposed Innovation?

Wyoming Early Childhood Outreach Network (WyECON)

The primary role of WyECON is twofold: to provide a more seamless system of professional development opportunities to early care and education professionals across the state; and to expand field experience options available to preservice teaching students. Current professional development opportunities are largely available to providers working within systems such as Head Start or Child Development Centers (CDCs), while those available to others require extensive travel and cost. The rural location of many EC programs limits access to effective collaborative learning communities with ongoing professional development. Due to the rural scope of the state, providing a streamlined opportunity for professional development can be a major challenge.

WyECON would alleviate the uneven access to professional development by not only providing professional development opportunities, but also leveraging already available resources such as existing provider systems, Department of Family Services (DFS) systems, the University of Wyoming, local and community systems, and other informal opportunities around the state. WyECON would not replace these existing opportunities, but rather help to make them available to all providers, regardless of location, type of system, or education level. WyECON could accomplish this goal by taking advantage of the expertise, technology, and support available from the University of Wyoming. By utilizing the reach of the University, all EC educators would have access to the high-quality professional development opportunities offered across the state. Moreover, these same resources would be used to expand the options for field experience placements, allowing students to work in a variety of provider settings.

There are four components in the proposed network, with a recommendation for uptake by the University to develop a dual degree program that would then interface with WyECON.

Component 1: Field Placement Options

Although a bachelor's degree in an ECE program does not currently exist, this network would provide additional field experience opportunities to students in existing EC minor programs. WyECON would allow the University of Wyoming to place students enrolled in undergraduate programs in unique opportunities, including licensed home-based ECE environments, reservation Head Start centers and CDCs, and mobile EC classrooms, among others, to increase options for field experiences. A strong emphasis would be on placement in home settings, not only because of the high percentage of home providers, but also as a means to provide professional

development for these providers, which otherwise might not have professional development options. WyECON would create a fieldwork placement system that allows for family childcare providers to mentor University preservice education students placed with them, and for these mentors to receive training and support in tandem with mentoring these students. In this way, students would experience unique placements and integrate learning skills and knowledge with mentored application, while providers who agree to serve as mentors would have additional manpower and access to coursework that they might not otherwise undertake.

WyECON would work with home-based providers and other EC organizations to develop a list of potential mentors around the state. Then, students who are ready to be placed would have the option of working within the school system, within provider organizations, or in a home-based environment. Thus, students would be able to work within their hometowns, reduce housing barriers, and empower community systems. Students would take a fully online semester of courses to meet requirements, as well as electives focused on content areas such as parent partnerships, leadership, special education, and curriculum development. The planning committee would work with the University and DFS to determine which existing courses could be delivered online and to discuss potential course development.

In addition to providing increased access to field experience options, WyECON would also provide significant benefits to mentors. They would receive a stipend for participation in the program, as well as full access to professional development opportunities for both students and providers. Courses or other professional development opportunities could target population-specific needs or individual preferences, and mentors could receive STARS or college credit. Courses could also be offered online, and professional learning communities could be created through collaborations with community colleges.

An important aspect of these experiences would be the provision of family-resource support. Preservice teachers and mentors would receive additional training, tied to coursework in best practices when working with families. Additionally, under the direction of mentors and with support from University faculty, preservice teachers would create and run family education offerings, to individual families as well as to groups, during their semester placements. The content of these trainings may include child development and enrichment activities to support healthy child growth and development. Specific training for both preservice teachers and providers would allow students to address specific needs that have been identified through processes within the county CDC or Head Start, or needs that the students themselves discover through their placements. Preservice teachers would also conduct, in addition to parent education, supervised home visits. This aspect of the program could be aligned with Head Start and CDC partnerships, as well as other early care and education facilities, that would provide training for both home-based providers and preservice teachers.

Component 2: Community Hubs

As the statewide network develops, community hubs would be established on the local level, potentially at community colleges throughout Wyoming. Through its research, this committee found that, though competitive, the EC workforce is in need of reliable, easily accessible channels for higher education and training. A critical component of this proposal is the establishment of these community hubs in which high-quality information, training, and resources would be housed and disseminated in a noncompetitive, nonexclusive, and non-regulatory manner to the entire EC workforce. Our vision is that, within these hubs, EC professionals will feel free to openly communicate their needs and challenges.

In terms of structure, a coordinator would be hired for each community hub. These coordinators would oversee the field experiences, provide coaching for preservice teachers and candidates, offer professional development, and link providers to available professional development opportunities both in person and virtually. The

community hubs and their coordinators would ensure that WyECON meets regional needs and that the unique perspectives, resources, cultures, and needs of the community are considered and prioritized.

Component 3: Professional Development Network

The third component of WyECON involves generating a professional development partnership between existing provider systems such as (but not limited to) the following:

- Wyoming Kids First: <http://wyokidsfirst.org/>
- Wyoming Department of Workforce Services: <http://www.wyomingworkforce.org/>
- Wyoming Department of Education: <https://edu.wyoming.gov/>
- Wyoming Department of Health: <https://health.wyo.gov/>
- Wyoming Department of Family Services: <http://dfsweb.wyo.gov/>
- Community colleges and campus child care centers: <http://www.uwyo.edu/ecec/>
- Wyoming Office of Head Start: <http://wyomingchild.org/index.php?/main/services/C19>
- Child Development Services of Wyoming: <http://www.cdswy.org/>
- Board of Cooperative Educational Services (BOCES):
<http://www.crb2.k12.wy.us/boces/kindergarten.html>
- Temporary Assistance to Needy Families (TANF): <http://dfsweb.wyo.gov/economic-assistance/tanf>
- Wyoming's Statewide Training and Resource System (STARS): <http://wyostars.com/>
- Wyoming Early Childhood Association: <http://www.wyeca.com/>
- Parent Information Center/Parent Education Network (PIC/PEN): http://www.wpen.net/PAT_State.html

WyECON would collaborate with these partners to increase the availability of high-quality professional development opportunities for all practitioners in Wyoming. The goal of WyECON would be to join the effort to improve professional development for ECE providers in Wyoming. WyECON would support regularly scheduled meetings that provide a platform to share resources, reduce duplication of efforts, and make these professional development opportunities accessible. In addition, WyECON would provide train-the-trainer workshops, run by existing provider organizations, to strengthen the community and statewide professional development system. Some trainings would be delivered online, while others would be made available across the state. Wider access to thoughtful, cutting-edge professional development not only benefits providers and the environments and facilities in which they work, but also facilitates leveraging relationships and resources across a dispersed EC system. Initially, the planning committee would fulfill the role of coordination and oversight, but, in Year 3, a network coordinator position would be created.

Component 4: Degree Pathway

The WyECON community hubs would also work with the University to create a gateway into the University's education system, providing opportunities for providers to work towards associate's or bachelor's degrees. Mentor teachers could work on modules alongside students and with learning community members from their hubs. Successful completion of the modules could be combined for credit toward a degree.

Although the recommendation of a bachelor's degree in ECE is beyond the scope of the RWGs, the ECE RWG strongly endorses the development of this degree program. WyECON would support this program by providing increased field experience options as well as a pathway into the program for interested providers. The ECE RWG will forward its work on a degree program to the dean for further consideration.

What Are We Proposing?

Year 1: Planning Year (\$84,000)

The ECE RWG proposes the funding of a committee to develop the various components of WyECON in year one and to provide oversight in subsequent years.

WyECON committee. The ECE RWG proposes a committee composed of stakeholders and representatives from the University and EC organizations. The work of this committee would begin with a 2-day working retreat to ensure shared understanding, common goals, and stakeholder buy-in, and would continue with monthly meetings around the state.

This committee would be responsible for designing and implementing WyECON and accomplishing the following tasks:

- Development of a professional development network with key stakeholders from list of network partners in the state.
- Contact with community colleges or other local organizations to establish partnerships for the creation of community hubs that would be essential to the identification of priorities, providers, and placements.
- Creation of a “master list” of available professional development opportunities, including the STARS system.
- Survey research to prioritize state needs for professional development.
- Development of selection criteria for mentors and participating students.
- Discussion of potential delivery systems (online, in-person, coaching).
- Determination of costs and fees associated with professional development, with budget revision as needed.
- Support to the University as it determines whether and how to develop a dual degree program for ECE.

Specifically, the committee would begin with a 2-day working retreat with selected stakeholders to define the scope of work for the year. Each of the topics above would be addressed, and progress could be made in beginning the compilation and sharing of available resources. Essential to the success of this effort is the establishment of common goals and common language to frame the year’s work.

Additionally, the committee would set up the network for the Year 2 pilot as follows:

- Identify providers who are interested in professional development as part of a degree pathway and who will serve as mentors and provide placements for students.
- Evaluate “Parents as Teachers” as a possible partner for a family education module for students.
- Consider alternative practical experiences or field placement options (e.g., the Human Development and Family Sciences program in the College of Agriculture).
- Establish hub learning communities.
- Initially develop pilot training modules, utilizing existing resources.

Year 2: Pilot Year for Implementation of WyECON (\$130,000)

The focus in the second year of implementation would be on expanding coursework and practical experiences in family education and working with families through collaborations within the Human Development and Family Sciences program in the College of Agriculture. Students would have opportunities to participate in a community-based rotation focusing on home-based service delivery and family education. As WyECON spreads to more Wyoming communities, students would benefit from taking advantage of the potential strengths of the network through expanded opportunities in more diverse rural communities across the state. Initially, two hub sites identified during the planning year, one in the Laramie area and another in a high-needs area, would be set up for Year 2 implementation. Students placed in the high-needs hub would receive a stipend to cover travel and housing, and as an incentive to provide services to underserved populations. There would be three mentors per semester for each hub, and two students would be assigned to each mentor.

Fieldwork supervision would be provided by hub coordinators, who, along with a representative from the University program, would meet quarterly with the committee to assess the successes and challenges of the initiative. Necessary refinements would be implemented throughout the pilot year. The professional development modules designed by the planning committee would be made available to the mentor–student pairings, with an exit survey completed in addition to an assessment of learning.

Year 3: Evaluation, Refinement, and Expansion (\$183,850)

Year 3 would have two distinct phases. During the first semester, the pilot, using established mentees and the developed network, would continue to provide field experiences and professional development opportunities while a program evaluation is completed.

A graduate assistant (GA) would gather information on program effectiveness from fieldwork supervisors, mentors, students, course instructors, families, and hub coordinators, as well as develop and administer a survey and conduct focus groups to gather stakeholder feedback. At the end of the semester, the GA would meet with the committee, hub supervisors, and the network coordinator to make recommendations for refinements and expansion.

During the second semester, WyECON would be expanded to include two more community hubs, and professional development would continue to grow. Additionally, ongoing conversations with University faculty would fuel discussions for a degree pathway for mentors and professional development participants.

Documentation of Need

The field of ECE is fragmented across the nation in terms of the variety of funding sources, providers, and governmental regulatory agencies supporting the work (Gable, 2015). The research of the ECE RWG shows that Wyoming is no exception to this fragmentation.

Currently, more than 60 percent of all childcare providers in Wyoming are family or group childcare home providers. Specifically, according to the Resource and Referral division at DFS, Wyoming is home to 698 licensed childcare facilities as of July 6, 2017. These are broken down as follows:

- 274 childcare centers (39%)

- 149 family childcare centers (21%)
- 275 family childcare homes (40%)

Wyoming is a predominantly rural state with a low population in comparison to its land size. As a result, obtaining training is difficult for many professionals across the state. While programs such as Head Start or CDCs may include access to specific trainings, other private centers and home providers are left to find or develop training on their own, which can lead to a segmented and difficult-to-navigate system statewide. Some online services are available, such as the ECHO network; however, awareness of these resources is low, and relying exclusively on online professional development limits the face-to-face opportunities for classroom networking. Moreover, resources sometimes reveal a failure to account for the ability of ECE providers to participate. For example, the ECHO network hosts opportunities midmorning on Fridays, making professional development inaccessible to family childcare providers unless they have the finances and support network to hire substitutes for part of the day.

The University of Wyoming's ECE programs are currently housed in the College of Education and the College of Agriculture. Although these programs have slightly different foci, a great deal of overlap exists.

Alignment to Key Performance Indicators

- Statewide perceptions of the University of Wyoming College of Education
 - Continuous Improvement Protocols for field and clinical experiences
-

Evidence Supporting Proposed Innovation: Literature Review

Tribal and rural outreach:

National Center for Rural Early Childhood Learning Initiatives. (2006). *Proceedings of the Rural Early Childhood Forum on American Indian and Alaska Native Early Learning, July 28–29, Little Rock, AR* (Rural Early Childhood Report No. 2). Mississippi State, MS: Mississippi State University, Early Childhood Institute. Retrieved from <http://files.eric.ed.gov/fulltext/ED498834.pdf>

Difference in rural and non-rural early childhood education:

Gable, S. (2015). America's fragmented child care and early education system. Retrieved from <https://contemporaryfamilies.org/ccf-briefing-report-fragmented-child-care/>

Green, N. C., & Nolan, A. (2011). Preparing the Australian early childhood workforce for rural and remote settings: A review of the literature. *Australian Journal of Teacher Education*, 36(12), 83–96.

Maher, E. J., Frestedt, B., & Grace, C. (2008). Differences in child care quality in rural and non-rural areas. *Journal of Research in Rural Education*, 23(4).

Miller, P., Votruba-Drzal, E., & Setodji, C. M. (2013). Family income and early achievement across the urban-rural continuum. *Developmental Psychology*, 49(8), 1452–1465.

Summary of Literature Review:

Families in rural settings have difficulty finding early childhood education that is affordable and convenient and that has high-quality, prepared teachers (Gable, 2015). Green and Nolan (2011) suggested that teachers moving to rural areas must be familiar with how to work in these settings, but that they are often not properly prepared.

Teacher training in rural contexts is needed but impeded by lack of offerings and the cost of travelling to rural locales. According to Green and Nolan (2011), “Adequately preparing the workforce to be confident and comfortable teaching in rural and remote early childhood settings will need to be one goal...” (p. 92). The authors also mentioned that teacher shortages and low teacher retention rates in rural schools are due to perceptions that such settings are unattractive.

Another goal, then, would be to create a new perspective on rural schools in order to attract and retain excellent teachers. Maher, Frestedt, and Grace (2008) suggested that teacher shortages result in fewer available adults per child in rural EC settings. This shortage leads to a lower quality of care. The authors also mentioned that there are fewer facilities available because of the high costs of opening and operating them. Additionally, less availability of licensed child care compels many employers to lower standards when staffing the buildings. Miller, Votruba-Drzal, and Setodji (2013) conducted a study suggesting that, even when they have enough money, families are unable to utilize it for EC services because resources are still not readily available in rural settings. The shortage of licensed centers may lead to a reliance on in-home childcare.

Native Americans are an often-discussed underserved subgroup. According to the National Center for Rural Early Childhood Learning Initiatives (2006), many American Indians or Alaska Natives live in rural settings (p. 4). These rural communities deal with shortages of high-quality teachers, higher costs for transporting students, limited economic opportunities, and increased concentrations of poverty (p. 4). As the center states, “Understanding the specific contexts in which Indian education takes place, including both the challenges and assets posed by the rural context, is a crucial part of developing a better understanding of promising models and practices to improve the life chances of Native children, and of ensuring the continued social, cultural and economic vitality of the communities of which they are a part” (p. 4–5).

Proposed Innovation: Program Evaluation

During the first part of Year 3, a graduate student would use the data collected from surveys and assessments, as well as data from the quarterly meetings, to develop an evaluation report that would be shared with the committee in mid-fall semester. The committee would determine recommendations for changes and expansion and put them into action during the spring semester.

Proposed Budget

We seek a total investment of \$397,850.00 for this project for innovation.

Description of Costs	Estimated Total Cost
Year 1: Planning Year	\$84,000
Facilities for initial retreat – 15 @ \$600	\$9,000
Travel for retreat, site visits, and monthly meetings (some will be via Zoom web conferencing)	\$35,000
Stipend for committee members – 15 @ \$2,000	\$30,000

Description of Costs	Estimated Total Cost
Technical support	\$5,000
Platform for dissemination	\$5,000
Year 2: Pilot Year	\$130,000
Stipends for mentors – 12 @ \$2,000	\$24,000
High-needs hub student support – 12 @ \$2,500	\$30,000
Committee quarterly meetings (stipends and travel for 15 members + 2 hub supervisors and UW faculty representative)	\$30,000
Stipends for hub supervisors – 2 @ \$6,500 per semester	\$26,000
Stipends and costs for professional development providers, 1/2-year salary for network supervisor	\$20,000
Year 3: Evaluation, Refinement, and Expansion (Semester 2)	\$183,850
Stipend for mentors, expanded in Semester 2 – 18 @ \$2,000	\$36,000
High-needs hub student support, expanded in Semester 2 – 18 @ \$2,500	\$45,000
Network coordinator salary	\$30,000
Stipends for hub supervisors – 2 @ \$6,500 per semester	\$26,000
Professional development provider stipends	\$7,500
Evaluation report convening (stipends and travel for 15 members + travel for hub coordinators, network coordinator, and UW representative)	\$8,000
Graduate student assistantship	\$31,350
TOTAL: \$397,850	

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:

- South Dakota State University, Early Childhood Education (B.S.) – Birth to 8 Specialization: <https://www.sdstate.edu/programs/undergraduate/early-childhood-education-bs-birth-8-specialization>
- University of Northern Colorado, Early Childhood Education: <http://www.unco.edu/programs/early-childhood/>
- Warner School of Education at the University of Rochester, Early Childhood Education Program: <https://www.warner.rochester.edu/programs/earlychildhood>

Alternative educator preparation programs

Names and locations of traditional programs studied:

- University of Denver (DU), Marsico Institute for Early Learning and Literacy: <https://www.du.edu/marsicoinstitute/>
- The State University of New York at Buffalo, Early Childhood Research Center: <http://ecrc.buffalo.edu/>
- University of Colorado Denver, Colorado School of Public Health, Tribal Early Childhood Research Center
<http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/trc/Pages/TRC.aspx>

International educator preparation programs

Names and locations of international programs studied:

- Edith Cowan University Australia, Centre for Research in Early Childhood: <http://www.ecu.edu.au/schools/education/research-activity/centre-for-research-in-early-childhood>
- University of New Brunswick, Early Childhood Centre: <http://www.unb.ca/fredericton/education/ecc/>

Existing early childhood professional development networks associated with university programs

- The City University of New York (CUNY), New York Early Childhood Professional Development Institute: <http://www.earlychildhoodny.org/>

Summary of Evaluation of Other Programs:

ECE RWG found only one program associated with a university and focused on professional development (at CUNY). However, this program is in an urban setting and has different needs than those in Wyoming. Other early childhood centers (NIEER at Rutgers and Marsico Institute at DU) focus on research rather than professional development. Centers that focus on professional development are federal (NAEYC) or state (Indiana Association for Child Care Resources and Referral [ACCRR] Training Central). Therefore, evaluation of existing programs reinforces the need for a program that would serve Wyoming's specific needs and be of use to other states with rural demographics.

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)

As this proposal is to fund a planning, pilot, and revision phase, the only limits involve locating stakeholders who are willing to commit to the effort. Careful recruitment, the opportunity to network with other stakeholders, and the availability of stipends should ensure participation of the right individuals.

Risk Assessment

Identified Potential Risks to College of Education Candidates

There is a risk in terms of safety and educational validity of placing students in home-based childcare settings for fieldwork. The planning committee would address this risk by developing a careful vetting process. The hub supervisor would also monitor this risk throughout the placement.

Identified Potential Risks to the UW College of Education:

The College of Education could be at risk if placements do not meet the standards established. However, the process described above should prevent this from occurring.

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

There is a risk associated with funding for WyECON beyond the three years. If the evaluation provides evidence that the program should be continued, a committee could be formed to develop alternate funding sources during Year 3, Semester 2.

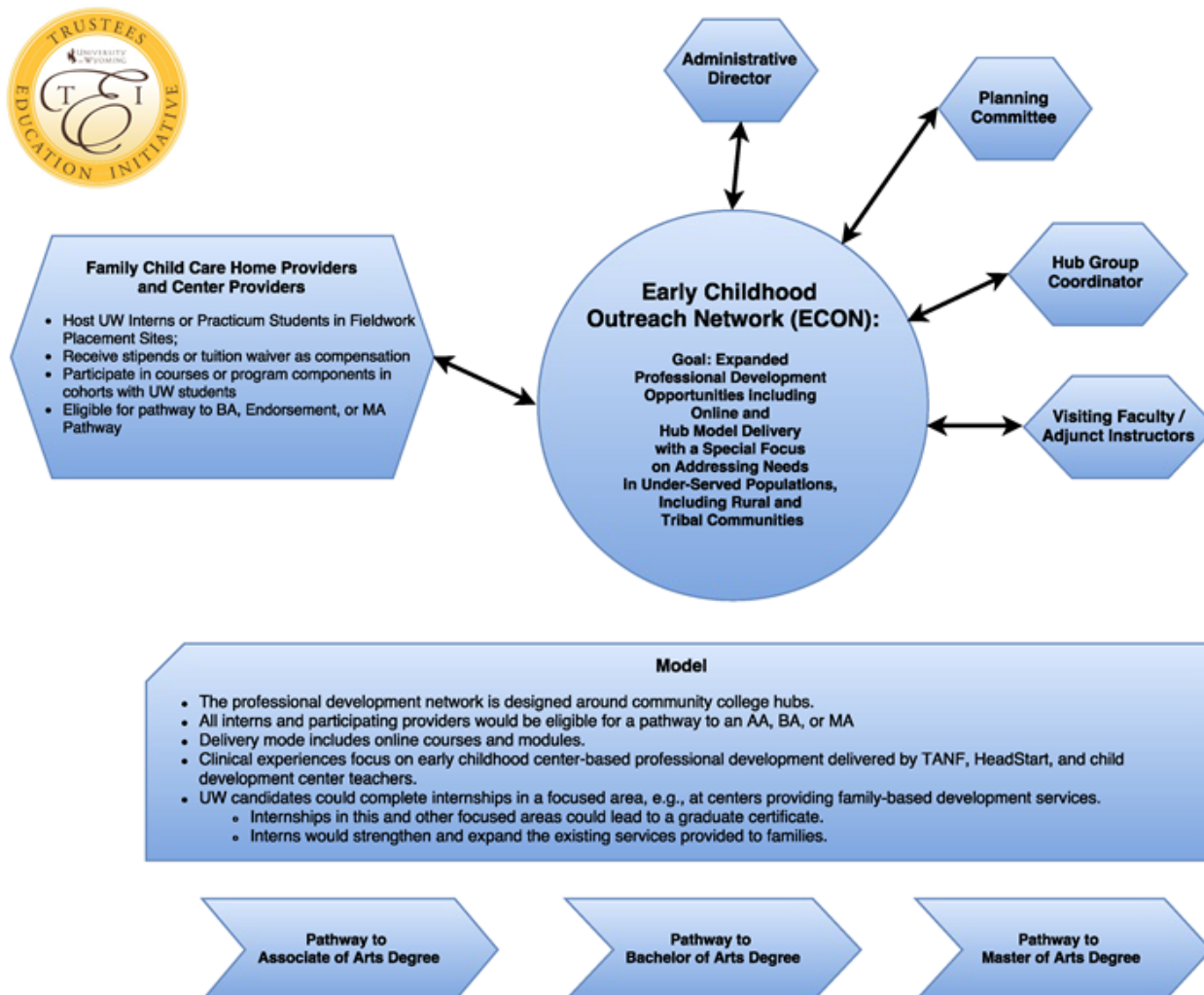
Identified Potential Risks to the UW Trustees Education Initiative

None.

Identified Potential Risks to Other Stakeholders

None.

Appendix A. Graphic Overview of Proposal





Executive Director Proposed Innovation Review Form

Proposed Innovation Number: 2017-11 Wyoming Coaching Laboratory

Assurance of Relevant Review

- ☒ Trustees Education Initiative Coordinating Council
- ☒ Trustees Education Initiative National 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:

\$248,100.00 2017-2018 Total Request

Recommended Source and %: Daniels Fund Grant - 100%

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

Recommended Source and %: _____

\$519,967.00 **2018-2019 Total Request**

Recommended Source and %: Daniels Fund Grant - 100%

Recommended Source and %: _____

Recommended Source and %: _____

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 two pilot years for this innovation be funded with resources from the Daniels Fund grant to the Trustees Education Initiative. It will be imperative to seek additional funding support to sustain the program after the pilot years.

Summary and Comments

The development of the Wyoming Coaching Laboratory will elevate the pre-eminence of the UW College of Education by elevating the ongoing professional development of Wyoming educators.

Further, this model has significant potential to be implemented as the critical professional induction and mentoring phase of the approved TEI UW E-4 model.



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

Educator Professional Growth

Submitted by Kate Muir Welsh and the WY-COLA Team (Amy Spiker- UWYO School of Teacher Education, Kate Kniss and Ariane Eicke-Albany County School District #1,

Contact Email kmuir@uwyo.edu

Contact Phone 307-766-2013

Submission Date 9-15-17

Research Work Group Member Names- Educator Professional Growth

Mark Bowers

David Holbert

Keren Meister-Emerich

Keather Pieratoni

Kathy Vetter

Kate Welsh

Proposed Innovation (Title/Brief Description)



Wyoming Coaching Laboratory (WY-COLA). The WY-COLA is an innovative and new year-long intensive professional development experience that would begin in the summer of 2018 for pre-service teachers, in-service teacher leaders, aspiring instructional coaches, and instructional coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching.

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

WY-COLA's INNOVATION

In this section we discuss the proposed, but not yet enacted, WY-COLA three-part triangle of innovation (1) enriching pre-service teacher education, (2) developing school-university partnerships, and (3) elevating the craft of practicing professionals.

Enriching Pre-Service Teacher Education: The integration of pre-service teachers into the WY-COLA experience will afford them a space to establish, observe, and develop their teaching practice through interaction with growth-oriented teachers. The opportunity to observe a skilled but developing teacher will confront and undermine the prevailing philosophy that teaching is an inherent trait by making visible that even for the most skilled practitioners, the work of improving practice is ongoing and intellectually challenging. They will also be afforded focused coursework and additional practicum hours through direct work with planning and instruction for elementary age students. WY-COLA will use innovative practices to enrich and expand the current WTEP field experiences. (For detailed descriptions please see Table XXX) The opportunities for pre-service teachers will extend to supporting mentor teachers. Pre-service and mentor teachers will not only be invited to participate in the WYCOLA summer training, but mentor teachers will have the opportunity in year 2 to become Affiliate Coaches¹ who will provide ongoing support and training to mentor teachers, pre-service teachers, and early career teachers in their local school district.

Developing School-University Partnerships: The WY-COLA will present a forum for University faculty, practicing teachers, and pre-service teachers to collectively study, name, and develop teaching practice. The project will expand the definition of partnerships beyond relationships between players (teachers, parent, students, faculty) directly involved in the project, to a more expansive definition of partnerships in which a rich network between individuals and organizations is continually expanding and evolving. To ensure that the project involves stakeholders from across the state, The WY-COLA experience will be offered in varying locations throughout the state, on a rotational basis, with the first session being offered in Laramie, WY in

¹ Affiliate Coaches are school district employees whose positions are supplemented through WYCOLA in-order to allow the coaches release time to provide ongoing and embedded support to early career, preservice, and mentor teachers. These Coaches will be identified through nomination by their local district and an application and selection process conducted by the University of Wyoming College of Education, School of Teacher Education. (For more information regarding the Affiliate Coach, please see Appendix A.)

2018, then moving to other locations in future years. Solicitation of potential in-service and pre-service participants will be widespread, and will include communications that extend to all school districts in Wyoming and potentially beyond.

Elevating the Craft of Practicing Professionals: WY- COLA is an innovative program that seeks to simultaneously establish a professional development model for established and emerging instructional coaches and determine the core competencies of instructional coaching. This initiative will do this through a public classroom that will allow coaches to parallel core practices of classroom teaching with those of coaching, while also creating a space in which coaches can practice and hone their craft in real time.

Proposed Innovation Narrative:

[Please note we moved this narrative section to the front of the proposal for ease of reading.]

We propose to create the Wyoming Coaching Laboratory (WY-COLA) program. The WY-COLA is an intensive professional development experience for pre-service candidates, teacher leaders, aspiring coaches, and coaches. In this experience participants will observe teaching for the purpose of extending this observation into the study of both teaching and coaching. Year 1 of the program (2017-18) will be in Laramie and Year 2 will be in Laramie and Powell/Riverton. [The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other education professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.]

WY-COLA's aims are to improve teaching at all levels through improved instructional coaching in Wyoming schools, to strengthen the partnership between UW and Wyoming schools, and to develop a model program for continued partnership and professional growth. These goals are in keeping with the current needs and goals of the University of Wyoming and the College of Education. This proposal details a plan to serve numerous entities in our state and to build strong and lasting partnerships. The University of Wyoming's mission statement outlines a commitment to outreach and service that extends our human talent to serve the people in our state. The Wyoming Coaching Laboratory (WY-COLA) will provide an effective means for providing outreach and service to Wyoming's schools and teachers. WY-COLA will provide an innovative model for providing outreach and professional development in Wyoming schools through work with effective teaching and coaching.

The UW College of Education currently seeks to pursue new levels of outreach and excellence as it works toward establishing a preeminent program. This pursuit will be supported well by WY-COLA. Reaching out to Wyoming and its schools remains a focus for the College of Education and professional development for in-service teachers is a major need. The WY-COLA project outlined presents an effective way to meet this need and to provide mutual benefits for all involved. This work will involve UW faculty actively examining effective teaching and coaching and this will surely carry over into university classrooms and further professional development interactions with Wyoming's in-service teachers.

The College of Education faces the challenge of revitalizing our perception statewide and re-engaging Wyoming schools through professional development. WY-COLA addresses the challenges we face by providing a positive partnership between UW and a local school district that will reach out to the entire state while continuing to provide quality experiences for pre-service teachers.

WY-COLA will make the practice of coaching and teaching visible and open to study and research. The Elementary Mathematics Laboratory (EML) in the Teaching Works program at the University of Michigan

(<http://www.teachingworks.org/training/LaboratoryClasses>) provides an example of how this work is being undertaken for the benefit of classroom teachers and researchers. By providing a laboratory classroom in which participants observe teaching and participate in formal professional development grounded in the EML classroom, a venue is created for unpacking and exploring the complex work of teaching. The development of WY-COLA would focus on maintaining the core tenants of the EML: making teaching public, providing opportunities for educators to name practice, and to explore core aspects of the work of teaching (D. Ball, personal communication, 2015).

WY-COLA will be a year-long experience. The year will start with a two-week summer institute. (See below for a schedule of a WY-COLA two-week summer institute typical day.). During the academic year, we propose (and budgeted for) visiting institute participants in their regions at Community Colleges throughout the state. At these academic year meetings, we will reflect on the year's learnings and plan for the following year's events.

WY-COLA Two Week Summer Institute Typical Day

[Year 1: 2017-18 June 18-29, 2018 Laramie / Year 2: 2018-19 Powell or Riverton]

Time	UW Pre-service Teacher Candidates	Elementary Students (3 rd -5 th Grade) Summer School	Coaches and Teachers WY-COLA Institute
Morning	Lesson Pre-Brief Lesson Observation Lesson De-brief	Mathematics Lesson	Lesson Pre-Brief Lesson Observation Lesson De-brief
	Lunch	Lunch	Lunch
Afternoon	Tutoring sessions with 3 rd -5 th grade students.	Tutoring session and enrichment activity e.g. Art Museum, Geology Museum, Athletics, etc.	Formal Professional Development based on morning observation

The goal of the Wyoming Coaching Laboratory (WY-COLA) is to improve two aspects of teacher learning: (1) developing coaching practice for the benefit of in-service teaching, and (2) providing coursework for the benefit of pre-service teaching. Coaching has the power to improve instructional practice and teacher quality (Knight & Cornett, 2009). Teacher quality is a strong determinant of differences in student learning and has been shown to be more important than any other factor, but access to skillful teachers is largely a matter of chance; students of color or students from low socioeconomic backgrounds are twice as likely to be assigned ineffective teachers. This has profound implications, especially considering that the effects of teacher quality on students appear to be additive and cumulative (Darling-Hammond, 2000). WY-COLA's goals afford the following opportunities and illuminate a series of questions for ongoing research.

OPPORTUNITY 1- Enhance Pre-service candidates vision of teaching: Focusing on pre-service teacher candidate growth, WY-COLA will provide an intensive course on working in small groups with elementary age students who have struggled in mathematics. The pre-service teacher candidate will gain experiences in diagnosing elementary student need and then planning educational experiences to target identified areas of

need. In addition, pre-service teachers will be afforded the opportunity to engage with and observe in-service practicing teachers as they grapple with defining the core practices of teaching. Please see table below outlining the differences in field experiences between the Wyoming Teacher Education Program majors and WY-COLA preservice teachers. [Research Question: What is the impact of WY-COLA participation on preservice teachers' perspectives on teaching?]

Table 1 Wyoming Teacher Education Program with WY-COLA enhancement

Current Program	Wy-COLA Pre-service Teacher Participants
Field Experiences/Residency	
EDST 3000- 30 hours classroom practicum experience with one mentor teacher- Observation and teaching one or two lessons	Wy-COLA participation will allow for additional contact hours with students in a mentored tutoring setting. Participants will work daily with students and will plan collaboratively with peers- allows for additional experiences beyond 30 hours.
Math seminar courses (EDEL 1410/2410) 1 hour courses designed to supplement content math courses- practical application of theory	Wy-COLA participants will enroll in a course to replace one or more seminar courses. This course will be designed to present content instruction and best practices in teaching and will have practical application in the tutoring setting. Wy-COLA participants will be able to see these teaching practices in action and to discuss the act of teaching with teachers who have a wide range of experiences.
EDEL 4309, 4409, 4509 Methods semester for Elementary Education- approximately 15 days in classroom observing and working with small groups of students prior to residency semester Methods courses for Secondary Education- Content courses with one full day in residency classroom prior to residency semester	Wy-COLA participants will have additional hours working with students and collaboratively planning with peers prior to methods and residency. They will interact with practicing teachers and deeply reflect upon high leverage learning practices that will apply to their methods and residency experiences.

OPPORTUNITY 2- Promote equity by improving teaching: Studying the core practices of teaching and establishing a venue that allows teachers, coaches and researchers to unpack and explore their complex practice will be a step towards making equitable access to quality instruction a reality for *all* Wyoming students. Sustained and ongoing observation and study of quality teaching will provide a forum to name and define practices that promote student learning. [Research Question: What teaching practices emerge or are reinforced through observation of the summer school lessons?]

OPPORTUNITY 3 – Improve instructional coaching: Defining the core practices of improving teacher instructional skills in order to ensure that all instructional facilitators and instructional coaches have the training necessary to make a positive impact on teacher and student learning. There are multiple lists of the “core practices” for coaching. Many scholars define a set of dispositions or skills necessary for coaching (Aguilar, 2013; Killion, Harrison, Byran, & Clifton, 2012; Kise, 2006; Knight, 2007; West & Cameron, 2013). These are, however, all reflections of the particular models of coaching that the authors promote and do little to establish consensus around the critical work of coaching that should be practiced by teachers of teachers. The need to come to an agreement about the core set of coaching practices necessary to improve teacher practice is much like the argument made by Ball and Forzani around the need to calibrate practice for teachers (2009). [Research question: What are the impacts of participating in WY-COLA on participants’ ability to define core practices of coaching?]

OPPORTUNITY 4 –Strengthen the partnership: WY-COLA implements a collaborative effort between the University of Wyoming and all of Wyoming’s school districts in an effort to improve the education of teachers who teach teachers. The National Association for Professional Development Schools calls for strong partnerships that establish symbiotic relationships in which university faculty and practicing classroom teachers “operate in boundary-spanning ways” (Parkinson & Muir Welsh, 2009) to develop school-based teacher educators while also preparing teacher candidates to be quality teachers (National Association for Professional Development Schools, 2015). [Research question: What are WY-COLA’s impacts on participants’ perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

OPPORTUNITY 5 – Support and development of preservice/early career teachers and mentor teachers: Drawing from the established literature on job-embedded professional development, WY-COLA proposes the Affiliate Coach role. These Affiliate Coaches will benefit school districts and strengthen the development of UW partnerships. Particular emphasis will be placed on supporting early career and pre-service teachers through the inclusion of mentor teachers and Affiliate Coaches in WY-COLA. The Affiliate Coach will have the opportunity to provide job-embedded and sustained professional development (Loucks-Horsley, et. al, 2003) to mentor teachers and early career teachers, which would not be possible without a coach who is accessible daily and familiar with the school and local education environment. Supporting preservice and early career teachers is challenging work that involves learning skills other than those that most classroom teachers possess (Moir & Gless, 2001). It is critical, therefore, that we create a system for supporting the development of these skills for the mentors or preservice/early career teachers. Affiliate coaches will provide training and support of mentors empowering them to maximize their effectiveness. [Research question: What are the Affiliate Coaches’ impacts on perceptions of partnerships between Wyoming school districts and UW’s CoEd?]

Alignment to Key Performance Indicator(s)²

(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

² List complete as of June 2017. Research Work Groups will introduce additional Key Performance Indicators for Governing Board review and action.

- ☐ **Employment of University of Wyoming graduates** in Wyoming schools
- ☐ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- ☐ **State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

NEW KEY PERFORMANCE INDICATORS We suggest that WY-COLA's innovative nature illuminates the opportunity to expand the existing list of Trustees' Education Initiative indicators to include:

- ☒ **Expanding practicum and field experiences for School of Teacher Education preservice teachers**
- ☒ **National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standards 1 Content and Pedagogical Knowledge Component 1.1 Candidate Knowledge, Skills, and Dispositions and 2 Clinical Partnerships and Practice Components 2.1 Partnerships for Clinical Preparation and 2.3 Clinical Experiences
- ☒ **Advanced learning opportunities for graduate and post-graduate learners** (possibly UW Curriculum & Instruction graduate students and/or Wyoming in-service teachers)

Documentation of Need

- ☒ Please list evidence gathered and analyzed from the current program practice, including quantitative and qualitative data analyzed:
 1. Formal discussions between WY-COLA staff with Instructional Facilitators at various sites around the state of Wyoming reveal inconsistent expectations of Instructional Facilitators and a need to clearly identify the definition and roles of productive instructional coaching.
 2. There is currently no systematic instructional coaching or teacher leadership training offered in the state of Wyoming, with the exception of various workshops provided by Gear Up. There is also no certificate or degree program offered at the University of Wyoming or any Wyoming community college for instructional coaching.
 3. CAEP Standard 1.1 calls for "[pre-service] candidates to demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility."
 4. CAEP Standard 2.1 calls for university and clinical partnerships where "partners co-construct mutually beneficial P-12 school and community arrangements...for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. [The partnerships]... ensure that theory and practice are linked; [and] maintain coherence across clinical and academic components of preparation; ..." (For complete standard statements, visit <http://caepnet.org/standards>)

Summary of documentation of need:

The needs documented above present motivation for the WY-COLA project in the following ways: Conversations with Instructional Facilitators (IFs) around Wyoming made it clear that IF roles vary according to grade level and school and district contexts. There did not appear to be a central job

Please email completed form to TEI Executive Director upon completion.

description as the descriptions offered were mainly a detailing of tasks and roles IFs maintained in classrooms and schools. Often coaching roles described tended to blend with administrative roles. Along with coaching teachers in classrooms, they held responsibilities for data collection and analysis to inform instruction, assisting administrators with reporting, organizing team meetings to plan instruction based upon data, and building strong relationships between faculty and administration.

Instructional Facilitators discussed concern with their lack of time in classrooms engaging in coaching roles, though the definition of coaching was difficult for them to clearly articulate. They shared descriptions of aspects of their roles carried out on a daily basis but did not articulate a central definition. It was evident that all IFs at the sites we visited did not share a fully understood definition of coaching. Several IFs expressed the desire for more time to discuss, plan, and collaborate with other IFs, support in content area teaching and integration, and a better understanding of coaching roles.

Some needs for our focus are evident. There is a need for a centralized definition instructional coaching and the respective roles. WY-COLA's work can create this central definition in a partnership with Wyoming teachers, schools, and university personnel by recognizing coaching as a significant role of instructional facilitators and identifying and examining the core competencies thereof. In addition, a need for clear communication of central agreed upon goals for a project is imperative to our work going forward. With clear definitions, goals, and communication we believe we can create a true collaborative partnership that will mutually benefit pre-service teachers, in-service teachers, and administrators at all levels. Most importantly, we believe this will benefit K-12 students in our state.

The WY-COLA project will offer much-needed training specifically for Instructional Facilitators around the work of coaching, unpacking the core competencies of a productive instructional coach. IFs will learn the components of the practices and hone their skills using real-time instruction in a laboratory environment. Potentially, WY-COLA could be a continuing professional development instructional coaching certificate program.

By taking part in the WY-COLA project, preservice teachers will have opportunities to discuss content and learn high leverage instructional practices with other preservice and experienced teachers. The observation of real-time instruction followed by discussion of best practice and planning of enrichment and tutoring experiences for the elementary students will provide an immediate link between theory and practice. The additional practicum hours afforded to preservice teachers are an opportunity to make the ties between their academic and clinical learning coherent.

Evidence Supporting Proposed Innovation: Literature Review

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

Literature Citations:

1. Aguilar, E. (2013). Art of coaching: Effective strategies for school transformation. Retrieved from <http://www.ebllib.com>

2. Darling-Hammond, L. (2000) Teacher quality and student achievement: A review of state policy evidence. Education Policy Analysis Archives 8(1). Retrieved from <http://epaa.asu.edu/epaa/v8n1/>
3. Fletcher, S. J. (2012). Coaching: An overview. SAGE Handbook of Mentoring and Coaching in Education (pp. 24-40). London: SAGE Publications Ltd.
4. Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). Coaching matters. Oxford, OH: Learning Forward.
5. Kise, J.A. (2006). Differentiated coaching: A framework for helping teachers change. Thousand Oaks, CA: Corwin Press.
6. Knight, J. (2007). Instructional coaching: A partnership approach to improving instruction. Thousand Oaks, CA: National Staff Development Council.
7. Loucks-Horsley, S., Love, N., Siles, K. E., Mundry, S., & Hewson, P. W. (Eds) (2003). Designing professional development for teachers of science and mathematics. Thousand Oaks, CA: Corwin Press, Inc.
8. Moir, E., & Gless, J. (2001). Quality Induction: An Investment in Teachers. Teacher Education Quarterly, 28 (1), 109-114.
9. Parkinson, D., & Muir Welsh, K. (2009, Spring). Is authentic, cross-cultural collaboration possible between universities and public schools within a Professional Development School model? School University Partnerships, 3(1), 14-27.
10. West, L., & Cameron, A. (2013). Agents of change: How content coaching transforms teaching and learning. Portsmouth, NH: Heinemann.
11. Preservice Teacher field experiences: (Conderman et al., 2013a; Dorel et al. ,2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

Summary of Literature Review:

The greatest predictor of student success, is teacher quality (Darling-Hammond, 2002). For this reason, it is imperative that we do all that we can to continually work to continually improve the skills of the teachers in every classroom. Coaching is one of the most effective ways to improve teacher quality, yet the field of instructional coaching is under-researched (Fletcher, 2012). When teachers receive professional development support from instructional coaches, the implementation rate of newly learned instructional practices increases from 10% to 90% compared to traditional forms of professional development (Knight, 2007). As Wyoming reallocates money once reserved for instructional facilitators, it will be imperative that we learn to maximize teacher learning. Maximizing the effectiveness of coaching provides this opportunity.

The study of public teaching opens opportunities to study coaching as well as multiple research foci beyond the realm of coaching. It requires us to focus on the enactment of teaching to study instruction and to think carefully about the practices critical to improving student learning (www.teachingworks.org) in order to determine the core practices of coaching. It promotes partnerships at many levels including at the school level between coachee and coach, at the district

level between professional development providers and coaches, and finally between school districts and higher education institutions through collaborative work with coaches and university researchers.

In order to capitalize on the opportunities presented by the study of instructional coaching, the following research questions emerge:

In what ways does naming the core practices of instructional coaching impact the work of coaches?

- o What are the core practices of instructional coaching?
- o How can coaches learn about the core practices of instructional coaching?

Our literature review focuses on what is known about instructional coaching and its importance in teacher quality and student learning, what is not known about instructional coaching (shaping the research questions above), and the need for and importance of determining the core practices of coaching.

In addition to instructional coaching literature, we highlight that there is strong support in the literature for the idea that more field experiences are better for pre-service teacher candidates (Conderman et al., 2013a; Dorel et al., 2016; Flores, 2015; Hoffman et al., 2016; Massey & Lewis, 2011; McDonald et al., 2011).

Evidence Supporting Proposed Innovation: Evaluation of Leading Programs

(Check all that apply.) Since this proposal details an innovative program with work pre-service teachers and in-service educators' categories do not really apply. We reviewed the following programs

1. WestEd Professional Development Program: <https://www.wested.org/program/teacher-professional-development-program/>
2. National Math and Science Foundation Professional Development: <http://www.nms.org/Our-Approach/Laying-the-Foundation.aspx>
3. Ohio Resident Educator Program - <http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program>
4. Leading Educators: <http://www.leadingeducators.org/aboutus/>
5. Elementary Mathematics Laboratory, a program of the University of Michigan's Teaching Works Program: <http://www.teachingworks.org/support-resources/laboratory-classes>
6. TEI Research Work Group Educator Professional Growth review of existing US coaching programs

Summary of Evaluation of Other Programs:

While there are effective programs for teacher professional growth in other states and at other institutions, very few focus on both in-service and pre-service teachers. In addition, few focus on the complexity of teaching and instructional coaching. WY-COLA helps to fill this gap.

Contextual Constraint Analysis

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

There are multiple, but not insurmountable contextual constraints associated with this project. First, in order to best serve the multiple stakeholder groups involved in this project (practicing teachers, pre-service teachers, and elementary students, it will be important to secure long-term funding early in the project. This will allow us to maximize efficiency by purchasing core resources such as classroom manipulatives, resource texts, and the like only once. It will also allow us to establish a program that can be equitably accessible to communities across Wyoming. Without funding for multiple years we will be unable to rotate the professional development site, thus serving fewer of Wyoming's school aged students.

The shifting role of Instructional Facilitators in the state of Wyoming may present a challenge in recruiting professional development participants. We plan to develop the program to appeal to both practicing instructional facilitators as well as other professionals interested in developing their capacity to facilitate teacher learning and growth, but it will take a well-executed and extensive advertisement program in order to communicate that the program is not only for acting instructional coaches.

Finally, changes in requirements and allocations of federal funding over time, will make it difficult to rely on funding sources that have been historically allocated for professional development programs to support practicing teachers such as Title I and Title II.

Risk Assessment

- ☒ **Please list all identified potential risks to College of Education Candidates:**
None
- ☒ **Please list all identified potential risks to the UW College of Education:**
None
- ☒ **Please list all identified potential risks to College of Education Partners, e.g. Wyoming School District Partners, Other Colleges at University of Wyoming:**
None
- ☒ **Please list all identified potential risks to the UW Trustees Education Initiative:**
There is a risk that the public perception of the program will be that it is Laramie-centric. However, the program will be rotating to sites beyond Laramie after year 1. In addition, follow-up sessions will be offered at Community College sites throughout the state.
- ☒ **Please list all identified potential risks to other stakeholders:**
None

Funding Request to Support Pilot Innovation Implementation

\$248,100

2017-2018 Total Request

Subtotal Amount: \$75,232 **Purpose:** WY-COLA staff support

Subtotal Amount: \$128,970 **Purpose:** Professional Development Teacher support

Subtotal Amount: \$44,200 **Purpose:** Program Equipment, Materials, & Supplies

\$519,967

2018-2019 Total Request

Subtotal Amount: \$179,190 **Purpose:** WY-COLA staff support

Subtotal Amount: \$296,720 **Purpose:** Professional Development Teacher support

Subtotal Amount: \$44,058 **Purpose:** Student support and program supplies

Budget Narrative to Support Funding Request:

\$768,369 is the total request for 2 years to develop WY-COLA an innovative professional development program. Year 1 will be in Laramie in Albany County School District#1 (ACSD1) and Year 2 will be in Laramie (ACSD1) and either in Powell, WY or Riverton, WY. In this narrative, we will describe the three major budget categories listed above and their associated costs.

Category 1: **WY-COLA staff support** (Y1 request \$75,232/ Y2 request \$179,190) includes summer salary and benefits for WY-COLA staff, stipends for Community College faculty, graduate assistantship for program support, office associate support, 100 hours of an hourly helper, and staff travel to academic year meetings at community colleges to work with community college faculty and local WY-COLA professional development participants.

Category 2: **Professional Development Teacher support** (Y1 request \$128,970 20-25 teachers/ Y2 request \$196,720 40 teachers-20 @ each professional development site- Laramie and Powell or Riverton plus \$100,000 for 10 Affiliate Coaches) includes stipends for participating teachers (\$2,500), travel costs to Laramie and Powell or Riverton, meal costs for breakfasts and snacks for participating teachers and elementary age students, and technology (cube camera) for participating teachers to record their teaching. It will also provide those participating teachers \$1,000 stipend to take additional professional development courses.

Category 3: **Student support and program supplies** (Y1 request \$44,200/ Y2 request \$44,058) This category includes expenses for documenting the professional development (video recordings and video storage of the sessions for future educational and research use), technology for WY-COLA staff when visiting teachers in their classrooms, educational supplies for the WY-COLA teaching room, tuition and fees for pre-service teachers for the WY-COLA course³, and graduate student tuition and fees.

³ Due to the innovative nature of the pre-service work we are asking to fund the tuition and fees for the pre-service participants in order to ensure that there are no barriers to their participation.

Appendix A: Affiliate Coach Description⁴

Affiliate Coaches will build bridges between UW and their home school districts by directly supporting early career teachers (1st-3rd year of teaching) and mentors. This work will indirectly benefit UW pre-service teachers through increased mentor capacity. These Coaches will be identified through nomination by their local district and an application and selection process conducted by the University of Wyoming College of Education, School of Teacher Education. School districts will be compensated \$10,000 to allow for release time.

The Affiliate Coaches include responsibilities such as:

- Enable and support collaborative relationships between mentors and preservice/early career teachers.
- Design and facilitate professional development for mentor teachers in order to empower them to work successfully with pre-service teachers.
- Engage early career and mentor teachers in coaching cycles.
- Support mentors in engaging preservice teachers in coaching cycles.
- Aid in the transition from pre-service work to early career teaching.
- Strengthen the UW and community partnerships by increasing the people who share a vision of effective preservice/early career teachers support.
- Build and maintain systems of communication between pre-service/early career teachers and mentors, school district administrators, WY-COLA staff, and UW's School of Teacher Education.
- Participate in on-going professional learning.

⁴ Affiliate Coaches are neither replacements for existing UW facilitators nor School District based instructional coaches.

UW TEI Fund Development

January 2018 Report

ENTITY NAME	ALLOCATION	GIFT AMOUNT	TEI AREA	GIFT DATE
John P. Ellbogen Foundation #166695 (Foundation)	JOHN ELLBOGEN FUND IN EDUC (4400186411)	\$ 50,000.00	Early Childhood	12/30/2016
Mr. Phillip E. Lantz #16951 (Alum, Graduate College of A & S 1966)	COLLEGE OF ED DISC (1600129441)	\$ 10,000.00	College of Ed	12/31/2016
Miss Thea J. Stidum #21360 (Alum, Graduate College of Education 1964)	THEA STIDUM EXCELLENCE FUND (1600180751)	\$ 10,000.00	Counselor Education	10/14/2016
Institute for Educational Inquiry #261943 (Foundation) (ANONYMOUS)	LEAGUE OF DEM SCHOOLS FUND (4400217761)	\$ 27,481.00	College of Ed	2/8/2016
Scarlett Family Foundation #182551 (Foundation)	SCARLETT FAM FDN LIT EXC FUND (000022221SLX)	\$ 50,000.00	College of Ed	1/4/2017
Scarlett Family Foundation (State Match)	SCARLETT FAM FDN LIT EXC FUND (000022221SLX)	\$ 50,000.00	College of Ed	1/4/2017
Dr. Darryl D. Bindschadler #0000021561	BINDSCHADLER FAM LITERACY/LIB PARTNERSHI (000022221BFL)	\$ 50,000.00	College of Ed	2/2/2017
Dr. Darryl D. Bindschadler #0000021561 (State Match)	BINDSCHADLER FAM LITERACY/LIB PARTNERSHI (000022221BFL)	\$ 50,000.00	College of Ed	2/2/2017
Prof. Charles J. Ksir #0000075467	SPECIAL EDUCATION DISCRETION (1600176701)	\$ 10,000.00	Special Education	11/10/2016
James and Catherine L. Krehmeyer #0000008467	KREHMEYER, JIM & CATHEY SPEC. ED. SCHOL (4300219371EXP)	\$ 25,000.00	Special Education	2/7/2016
John Metzke / Mary Jo Carson Living Trust #0000265016	CARSON, MARY JO LITERACY EXCELL FUND (4400220121)	\$ 119,500.00	College of Ed	11/1/2016
John Metzke / Mary Jo Carson Living Trust #0000265016 (State Match)	CARSON, MARY JO LITERACY EXCELL FUND (4400220121)	\$ 119,500.00	College of Ed	11/1/2016
John and Lucia Gilbert #0000007927	COLLEGE OF ED DISC (1600129441)	\$ 35,000.00	College of Ed	2/17/2017
Kohler Corporation #0000264871	AGRICULTURAL EDUCATION (1600129441)	\$ 15,000.00	STEM Education	2/20/2017
Millipore Sigma (Sigma Aldrich) #0000242433	STEM EDUCATION (1600129521)	\$ 29,000.00	STEM Education	4/12/2017
Eric Jones/Sigrid See Estate #0000037509	SEE EXCELLENCE FUND IN LITERACY (000022221SEE)	\$ 208,110.00	College of Ed	8/7/2017
Eric Jones/Sigrid See Estate #0000037509 (State Match)	SEE EXCELLENCE FUND IN LITERACY (000022221SEE)	\$ 208,110.00	College of Ed	8/7/2017
Sanford, T. Denny #0000271957	SANFORD INSPIRE MODULES (000022221SII)	\$ 50,000.00	TEI	7/13/2017
Heywood, John L. and Catherine D. Fund #0000009014	GRANT FOR: CLASSROOM DISTANCE TECHNOLOGIES (4400173371)	\$ 107,190.00	TEI	8/14/2017
Thompson, Mary L. #0000050150	BLOM EDUCATION SCHOLARSHIP FUND (0002294291HOLD)	\$ 50,000.00	Special Education	10/19/2017
Sorenson, Diane L. #0000132463	DR. L. DEAN SORENSON MEMORIAL SCHOLARSHIP (4400211251)	\$ 25,000.00	Ed Leadership	12/6/2017
UW School of Energy Resources	UW School of Energy Resources	\$ 808,196.00	Science and Energy Education	11/10/2017
Rebecca Watts and Richard Garretson	Trustees Education Initiative	\$ 5,500.00	TEI	12/19/2017
	Total: \$ 2,112,587.00			



Strategic Plan 2016-2020

Vision

The vision of the University of Wyoming Trustees Education Initiative (TEI) is to elevate the College of Education to the status of a preeminent college in Professional Educator Preparation.

Mission

Through extensive evaluation and adaptation of national Best practices, TEI will recommend and the College of Education will implement practices through which the College will prepare and graduate, preeminent P-12 Professional Educators. These highly-skilled K-12 teachers, counselors, and administrators will spread throughout Wyoming's P-12 system, ultimately resulting in high school graduates who are among the most skilled and best educated in the nation. These highly-skilled Professional Educators will enrich the education of each and every individual P-12 Wyoming child. Across the state of Wyoming, these high school graduates will drive Wyoming's cultural and economic engine into the future.

Goals, Objectives, Strategies, and Tactics

Goal I: Establish structure and operations

- Objective
 - Design and implement an optimal structure to support the Initiative's vision and mission
- Strategies
 - Establish and operate boards, committees and councils
 - Employ executive director and support staff
 - Identify College of Education personnel assigned to the Initiative, part-time
 - Develop and implement a model to seek input from Wyoming education, business and community leaders on teaching strategies that best serve Wyoming's P-12 learners
- Tactics
 - Invite key stakeholders to serve on boards, committees and councils
 - Support the operation of boards, committees, and councils, including meeting and research facilitation
 - Conduct a national search and hire an executive director
 - Conduct a local search leading to the recruitment and hiring of support personnel
 - Identify UW College of Education to work on the Initiative part-time
 - Conduct a national scan to identify evaluation experts aligned with disruptive innovation
 - Host a series of town hall meetings throughout Wyoming to seek input
 - Seek Wyoming stakeholder participation in a stakeholder feedback group

Goal II: Identify and Implement Innovations aligned with highly effective, innovative educator preparation models

- Objective
 - Identify, customize, and implement Wyoming-relevant highly effective, innovative educator preparation models
- Strategies
 - Identify highly effective, innovative educator preparation models and leading programs employing the models
 - Customize identified models and models to meeting Wyoming-specific context and needs
- Tactics
 - Engage an evaluation expert to identify a common set of meaningful metrics and identify promising programs with desired outcomes on the metrics
 - Evaluate models employed by leading programs and design Wyoming-relevant models
 - Engage Wyoming stakeholders to provide input and feedback on the Wyoming-relevant models

Goal III: Transfer highly effective, innovative educator preparation models to the UW College of Education for implementation

- Objective
 - Collaborate with the College of Education and external experts to design the implementation of approved TEI innovations
- Strategies
 - Form collaborative design teams to detail the components, delivery, and personnel structure for innovation implementation

- Tactics
 - Once the detailed implementation design is complete for each TEI innovation, responsibility for implementation transfers to the UW College of Education.

Goal IV: Continuously evaluate, analyze, and improve educator preparation models being implemented by the UW College of Education

- Objective
 - Deploy an effective continuous improvement model for implemented innovations
- Strategies
 - Gather and analyze the outcomes of TEI innovations at the UW College of Education
 - Continuously improve the models informed by analysis of outcomes
- Tactics
 - Engage a data evaluation expert to gather and evaluate outcomes data
 - Distribute the data analysis to key stakeholders to inform continuous improvement of the models
 - Identify UW College of Education personnel to implement the identified changes

Goal V: Ensure financial sustainability to support innovations

- Objective
 - Implement a financial sustainability plan to support the identification, customization, implementation, measurement, and ongoing continuous improvement of best models in educator preparation
- Strategies
 - Develop a financial sustainability plan, identifying sources of support
 - Gain the support of private donors and foundations
 - Gain UW funding support
 - Gain state funding support
 - Gain funding support from federal grants
- Tactics
 - Work with the University of Wyoming Foundation to engage with private donors to seek support
 - Seek funding support from private foundations, including the development of grant proposals
 - Engage University of Wyoming institutional leaders to seek institutional funding support
 - Engage with Wyoming legislators to seek state appropriations to support sustained deployment
 - Develop and submit grant proposals seeking federal funding support

Budget

2016	Revenue	Expense
Daniels Fund Grant	500,000.00	
Other Sources		
Boards and Committees		10,000.00
Personnel: Full-Time and Part-Time		300,000.00
Identify Best Practice Models		600,000.00
Plan for Expanding Financial Support		25,000.00
Public Communications		25,000.00
Administration		50,000.00
Annual Total	\$500,000.00	\$1,010,000.00
2017		
Daniels Fund Grant	1,000,000.00	
Other Sources	2,000,000.00	
Personnel: Full-Time and Part-Time		300,000.00
Identify, Design, and Implement Best Practice Models		200,000.00
Garner Expanded Financial Support		25,000.00
Public Communications		25,000.00
Administration		50,000.00
Design and Implement Delivery of Best Practice Models		200,000.00
Annual Total	\$3,000,000.00	\$800,000.00
2018		
Daniels Fund Grant	1,000,000.00	
Other Sources	2,000,000.00	
Personnel: Full-Time and Part-Time		300,000.00
Design and Implement Best Practice Models		1,663,000.00
Garner Expanded Financial Support		25,000.00
Public Communications		25,000.00
Administration		50,000.00
Annual Total	\$3,000,000.00	\$2,063,000.00
2019		
Daniels Fund Grant	1,000,000.00	
Other Sources	2,000,000.00	
Personnel: Full-Time and Part-Time		300,000.00
Implement Best Practice Models		2,663,000.00
Garner Expanded Financial Support		25,000.00
Public Communications		25,000.00
Administration		50,000.00
Annual Total	\$3,000,000.00	\$3,063,000.00
2020		
Daniels Fund Grant	1,000,000.00	
Other Sources		
Personnel: Full-Time and Part-Time		300,000.00
Implement Best Practice Models		3,164,000.00
Garner Expanded Financial Support		25,000.00
Public Communications		25,000.00
Administration		50,000.00
Annual Total	\$1,000,000.00	\$3,564,000.00
2016-2020 Totals	\$10,500,000.00	\$10,500,000.00

ACTUAL RESULTS

Strategic Plan [As outlined in application budget detail]

The UW-TEI Strategic Plan is uploaded as an addendum to this report.

Recruit and hire Executive Director to lead the Education Initiative

The UW-TEI Governing Board recruited and hired a UW-TEI Executive Director in August 2016.

Hire support personnel for administrative support

UW-TEI recruited and hired a Project Coordinator in January 2017.

Establish a top-level Education Initiative Board

The UW-TEI Governing Board is comprised of five University of Wyoming Trustees, Wyoming State Superintendent of Public Instruction, the Wyoming First Lady, a Wyoming School District Superintendent, a Wyoming P-12 teacher, the University of Wyoming School of Energy Resources Director, the University of Wyoming Foundation President and one Foundation Board Member, the University of Wyoming President, the University of Wyoming College of Education Dean, and a University of Wyoming College of Education faculty member. Notably, two of the TEI Governing Board members also serve on the Wyoming Business Alliance Steering Committee.

Hire an evaluation expert to help evaluate existing Professional Educator Preparation Programs and set up methodology for evaluating promising programs going forward Identify and evaluate promising programs across the country to understand current professional educator preparation activities nationwide

UW-TEI has sought the advice and counsel of education policy experts in identifying practices and programs in educator preparation that yield educators who: demonstrate strong professional ethics; lead P-12 students to top-performance in learning and character development; effectively community with and engage parents and community leaders in schools and learning; and collaborate effectively with peers in professional learning communities.

TEI consultations include the following organizations and leaders:

- America Succeeds: Eric Lerum, Vice President of Growth and Strategy
- American Enterprise Institute: Rick Hess, Resident Scholar, Director of Education Policy Studies
- Clayton Christensen Institute: Thomas Arnett, Sr. Research Fellow and Alana Dunagan, Researcher
- Deans for Impact: Benjamin Riley, Executive Director and Founder
- Entangled Solutions: Michael Horn, Principal Consultant
- Marzano Research Group: Jeanette Joyce, Sr. Researcher and David Yanoski, Researcher
- Project Lead the Way: John Hansen, Director of Evaluation and Assessment and Logan LeCompte, Director of School Engagement, Idaho, Montana, Utah, Wyoming
- Relay Graduate School: Norm Atkins, President and Founder and Brent Maddin, Provost
- Sanford Collaborative: Deborah Rabinowitz, Program Coordinator and Veronica Calvo, Trainer
- See the Change USA: Heather Webb, CEO and President

Review promising program results and adaptability for Wyoming

Informed by the guidance provided by leading national experts, UW-TEI has completed a review of promising programs and identified practices adaptable for Wyoming. Each of the identified promising programs has set aside historic practices and paradigms, developed new approaches with relevance to 21st century learning, and focused on a mission to equip teachers and school leaders with the skills, passion, and commitment to prepare every student to succeed in a global economy.

Conduct meetings across the state with education, business, and community leaders to assess and solicit

input on teaching strategies and curriculum that will best serve Wyoming's K-12 educational system

In February and March 2017, UW-TEI hosted a series of 10 Town Hall Meetings across Wyoming to gather stakeholder perspectives on the UW College of Education and its educator preparation programs in service of Wyoming's pre-school through high school students. Meetings were held in Casper, Evanston, Gillette, Jackson, Cheyenne, Powell, Riverton, Rock Springs, Sheridan, and Torrington. For those unable to attend any of the Town Hall Meetings, an online survey provided an opportunity for input. The results of the participant feedback are uploaded as an addendum to this report.

Determine top 20 promising programs for site visits

Based on an initial set of consultations with leading innovators, UW-TEI has established a preliminary list of top 20 promising programs. The status of completed or pending site visits and/or consultations are noted for each.

Initial visits/consultations complete:

- America Succeeds
- Clayton Christensen Institute
- Deans for Impact
- Educators Rising / Future Teachers of America
- National Board for Professional Teaching Standards
- National Center for Teaching Residencies (NCTR)
- National Council on Teacher Quality
- National Math + Science Initiative
- Ohio Deans Compact for Exceptional Children
- Relay Graduate School of Education and Teacher2 Consortium
- Sanford Inspire and Sanford Harmony
- Teach for All (Including Teach for America and Teach First)
- TeachingWorks - University of Michigan (Deborah Ball)
- Woodrow Wilson Fellowship Programs

January 2018 Visits/Consultations:

- Arizona State University: IteachAZ Program (January 24, 2018)
- American Enterprise Institute (January 26, 2018)

Initial visits/consultations pending:

- Boston Teacher Residency
- Elevate Preparation: Impact Children (EPIC)
- Leading Educators
- Sposato Graduate School of Education
- Teacher Education by Design (TEDD) - University of Washington
- University-School Partnership for the Renewal of Educator Preparation
- Urban Teachers
- UTEACH Institute

Develop unique Professional Educator Programs taking the best attributes from promising programs studied and combining those with unique and innovative ideas developed independently within the Education Initiative

The UW Board of Trustees has approved the implementation of University of Wyoming Enterprise for Elevating Educational Excellence (UW-E⁴), a unique model for educator preparation developed by UW-TEI.

The UW-E⁴ model combines multiple new approaches to teacher preparation, setting aside old practices that lack relevance to 21st century classrooms, and replacing them with out-of-the-box tactics to produce knowledgeable, ethical, caring educators.

The UW-E⁴ model begins by engaging and recruiting promising high school students into education professions; leverages dual enrollment/AP/IB courses; creates modularized learning experiences for UW-E⁴ Fellows, with progression achieved through demonstration of mastery instead of the historic paradigm of a set number of weeks or class sessions; provides intensive clinical experiences including a one-year teaching residency/internship; and supports novice educators through a formalized professional induction and mentoring program through their first four years in Wyoming classrooms.

A detailed description of the UW-E⁴ model is provided as an addendum to this report.

In addition to UW-E⁴, the UW Board of Trustees has approved implementation of these TEI innovations:

- **Mursion® Augmented Reality Simulations for Learning** will be used by educator candidates for guided practice of their teaching and classroom management skills prior to moving to practice in Wyoming classrooms. University of Wyoming faculty members will provide real-time feedback and facilitate guided practice as candidates apply teaching strategies.
 - The use of this innovative technology was endorsed by Relay Graduate School of Education Provost Brent Maddin. The innovation was lifted up as an exemplar at the Relay 2017 Teacher Education Institute.
 - The University of Wyoming plan for embedding these experiences into teacher preparation directly addresses a need that Wyoming schools identified for student teachers to have more extensive practice before moving to Wyoming classrooms to work with P-12 students.
 - Mursion's technology is being used by leading programs to prepare teachers for the challenges of teaching in today's classrooms. School systems also are using the technology to help classroom teachers hone their skills once on the job.
- **The Wyoming Ethical Educator Program** integrates a formalized ethics strand throughout teacher preparation. The ethics preparation includes case studies requiring teacher candidates to practice applied ethics in challenging educational scenarios. The program concludes with graduates signing an *Educator Oath of Ethics*.
 - This innovation addresses a national need in professional educator preparation and positions the University of Wyoming as a leader in an aspect of educator preparation that has historically received insufficient attention.
 - Existing resources, including the Daniels Fund Chair in Ethics in the UW College of Business and the College of Engineering's Professional Ethics curriculum and practices will also be consulted to refine the program elements.
- **The Common Indicator Set (CIS) of Leading Programs** was developed by an elite group of educator preparation programs through Deans for Impact. By measuring performance against this set of outcomes measures, the UW College of Education will join a national consortium of high-performing programs using a common set of metrics to support innovation and continuous modernization of educator preparation.

Develop detailed implementation plan based on information gained from promising program site visits

Detailed implementation of the following approved on an established timeline is under way. The timeline is provided under the Future Plans section of this report. is under way for the following UW-TEI innovations approved for implementation by the University of Wyoming Board of Trustees:

- UW-E⁴: University of Wyoming Enterprise for Elevating Educational Excellence (UW-E⁴)
- Mursion® Augment Reality Simulations for Learning

- The Wyoming Ethical Educator Program
- The Common Indicator Set of Leading Programs

In addition, implementation of two additional innovation proposals currently in the review process would begin in 2018:

- Wyoming Early Childhood Outreach Network would provide professional development to early childhood teachers, focusing on those regions of the state that currently lack access to professional development for the teachers of the state's youngest learners.
- WY-CoLa: Wyoming Coaching Laboratory is an intensive experience to strengthen initial teacher preparation, prepare veteran teachers to become master instructional coaches, and to strengthen school-university partnerships to include teachers, parents, students, and faculty.

Provide Year-End Interim Report detailing progress and outcomes of the Education Initiative Year One

In December 2016, UW-TEI provided a Year-End Interim Report detailing progress and outcomes of the Education Initiative Year One.

UNANTICIPATED RESULTS AND EXTERNAL FACTORS

In 2017, a number of opportunities arose that have bolstered TEI's partnerships in Wyoming. The TEI Executive Director participated in the development of state's required education plan aligned to the Federal Every Student Succeeds Act. The Wyoming plan was heralded by the national Council of Chief State School Officers for 1) its expanded accountability model that includes career readiness and military readiness in addition to college readiness measures and 2) the state's partnership with the Trustees Education Initiative. The TEI Executive Director accepted invitations to serve on the following statewide groups: Wyoming Department of Education Task Force on the State Plan under the Federal Every Student Succeeds Act; Wyoming Department of Education Computer Science Education Task Force; and Wyoming Excels Executive Director Search Committee. TEI participated in the Wyoming Governor's Business Forum, an event designed and hosted by the Wyoming Business Alliance.

While tangible results of these partnerships are not yet realized, these alliances will be very important to TEI's ongoing work to develop and implement educator preparation programs that benefit Wyoming's children and youth by yielding improved P-12 student learning in Wyoming.

FUTURE PLANS

January through May 2018:

- Pilot the Mursion® Virtual Reality Simulations for Learning and measure outcomes on candidate preparation
- Pilot the Wyoming Ethical Educator Program and measure outcomes on candidate preparation
- Develop and implement the marketing and school district/community college recruitment plan for UW-E⁴

June through August 2018:

- Determine operational details of the UW-E⁴ common elements across programs, including: child and adolescent development and learning; design and lesson planning using instructional models, including the effective use of instructional technology; formative assessments; analysis of assessment data to inform differentiated instruction; effective classroom management; influences on American education; knowledge of state and local processes for learning standards; and professional ethics

September through December 2018

- Implement the core elements of UW-E⁴ and measure the outcomes on candidate preparation

- Determine the operational details of UW-E⁴ program-specific elements for social studies education, mathematics education, science education, elementary education, special education
- Implement Mursion® Virtual Reality Simulations for Learning and measure outcomes on candidate preparation
- Implement the Wyoming Ethical Educator Program and measure outcomes on candidate preparation

January through May 2019

- Measure the outcomes of all implemented TEI programs
- Assess outcomes data to inform continuous improvement

FINANCIAL EXPLANATION

A Financial Report including a Balance Sheet, Income and Expense Statement, and Budget vs. Actual Expenditures Statement is included as an addendum to this Grantee Interim Report.

Through November 30, 2017, the Trustees Education Initiative has garnered \$2,082,087 in matching fund support. Total current assets are \$3,176,818.10 and total current liabilities are \$2,496,203.04. Total income to date is \$4,099,475.94 and total expenses to date are \$935,559.73, yielding a net income of \$3,163,916.21.

Detailed explanations of variances in each budget category are provided in the TEI Financial Report.

DOCUMENTS

1. Palmerlee_Letter_President_Childears
2. TEI_Financial_Report
3. TEI_Strategic_Plan
4. TEI_Town_Hall_Meeting_Results
5. UW-E4_Model
6. TEI_Promising_Programs
7. COE_Projects



December 13, 2017

Ms. Linda Childears
President and Chief Executive Officer
Daniels Fund
101 Monroe Street
Denver, Colorado 80206

Re: Grant G-14606, University of Wyoming Trustees Education Initiative

Dear Linda,

I would like to supplement the Initiative's Interim Report with several personal observations.

In thinking about this Interim Report, I reviewed my notes on the Education Reform Summit you arranged and hosted for the fledgling Initiative in April 2015. It seems to me that the recommendations from those two days of intense discussion can be boiled down to four Basic Principles:

1. Rigorous recruiting of highly qualified and motivated high school graduates to enter the College of Education.
2. Extensive classroom experience for all education students, at all levels, coached by experienced and qualified education faculty, mentors and coaches.
3. Drastically revised educator preparation teaching methods at the Colleges of Education and Liberal Arts moving from traditional, seat time classroom methods to substantive, interdisciplinary module methodologies.
4. Upon graduation from the College of Education and entry into the teaching profession, continuing classroom monitoring and coaching by qualified and compensated teaching professionals for years after entering the teaching profession.

The centerpiece of the Initiative's proposal to make the College of Education a preeminent teacher preparation institution is the UW Enterprise for Elevating Educational Excellence ("UW-E⁴"). This comprehensive model, UW-E⁴, is of course supported and complemented by other approved Initiative programs and proposals detailed in the Interim Report.



To me, the overarching importance of UW-E⁴ is that it is built on the Basic Principles derived from that wonderful Summit in April 2015.

UW-E⁴ is a unique, comprehensive model that recruits highly promising high school students into the College of Education; provides intensive clinical experiences at the college level including a one-year teaching residency/internship; adopts new module concepts to teacher preparation which set aside historic practices that lack relevance to 21st century classrooms and supports newly graduated educators through a formalized professional induction and mentoring program through the first four years of actual teaching in Wyoming classrooms. (UW-E⁴ is fully described in attachment 5 to the Interim Report.)

Linda, it is my belief that the Initiative has been and is true to the Basic Principles established by the Daniels Fund in the April, 2015 Education Reform Summit and as further articulated in the Daniels Fund grant documentation. Moreover, it is my belief that the University of Wyoming, the Board of Trustees, President Laurie Nichols, the College of Education and the Initiative are fully committed to the Basic Principles and full implementation of UW-E⁴.

Please know that I deeply appreciate the Daniels Fund commitment to the Trustees Education Initiative and its mission of preparation of preeminent educators for service to all of Wyoming.

A large, stylized handwritten signature in black ink, appearing to read "DPLE", with a long horizontal flourish extending to the right.

Dave Palmerlee



Co-Chair, Trustees Education Initiative

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