



Trustees Education Initiative

Governing Board Meeting

Monday, November 21, 2016 • 11 a.m. to 3 p.m.

(Working lunch served at 12:15 p.m.)

University of Wyoming • Marian H. Rochelle Gateway Center

Boyd Conference Room, Second Floor

222 S. 22nd Street • Laramie, Wyoming 82071

Agenda

11:00 a.m.	I. Call to Order and Welcome	Dave Palmerlee
11:05 a.m.	II. *Approval of March 4, 2016 Minutes	Dave Palmerlee
11:10 a.m.	III. *Financial Report.....	Rebecca Watts
11:20 a.m.	IV. College of Education Program Presentations	Ray Reutzel and Program Chairs
	1) <i>Overview – Ray Reutzel</i>	
	2) <i>Early Childhood, Samara Dawn Akpovo</i>	
	3) <i>Elementary Education, Peter Moran</i>	
	4) <i>Secondary Education, J. Chris Haynes</i>	
	5) <i>Special Education, Tiffany Dobler</i>	
	6) <i>Education Leadership, Suzanne Young</i>	
	7) <i>Counselor Education, Mary Alice Bruce</i>	
	8) <i>Instructional Technology, Tonia Dousay</i>	
	9) <i>Program of Innovation—Instructional Facilitator, Kate Muir Welsh</i>	
12:15 p.m.	V. Q & A with Dean and Program Chairs	Governing Board
	<i>Working Lunch</i>	
1:00 p.m.	VI. Discussion: National Advisory Board Appointees	Rebecca Watts and Ray Reutzel
1:30 p.m.	VII. *Nomination Slate: Strategic Planning Committee; Program Study Groups; Education Stakeholder Group	Rebecca Watts and Ray Reutzel
1:45 p.m.	VIII. *Contract for Research Support.....	Rebecca Watts
1:55 p.m.	IX. Bylaws Discussion.....	Dave Palmerlee
2:15 p.m.	X. Executive Director Report	Rebecca Watts
2:30 p.m.	XI. Roundtable Discussion	Dave Palmerlee
3:00 p.m.	XIII. Adjournment	Dave Palmerlee

*Denotes Action Item.



MINUTES

TRUSTEES EDUCATION INITIATIVE INAUGURAL BOARD MEETING

**March 4, 2016
9:30 a.m. - 4:30 p.m.**

MINUTES

TRUSTEES EDUCATION INITIATIVE INAUGURAL BOARD MEETING

March 4, 2016

1. The following Members attended the meeting:
 - a. Dave Palmerlee, President, Board of Trustees
 - b. Dick McGinity, President, UW
 - c. Ray Reutzel, Dean, UW College of Education
 - d. John McKinley, Trustee
 - e. John MacPherson, Trustee
 - f. Dave Bostrom, Trustee
 - g. Mark Northam, Director, UW School of Energy Resources
 - h. Craig Dougherty, Superintendent, Sheridan County School District No. 2
 - i. Tom Botts, External Board Member
 - j. Carol Mead, First Lady, State of Wyoming, External Board Member
 - k. Jillian Balow, Wyoming State Superintendent of Public Instruction
 - l. Ben Blalock, President, UW Foundation
 - m. Katherine Greenwell, Student, UW College of Education
 - n. Amy Pierson, K-12 Educator, Teacher of the Year
2. The Agenda for the meeting is attached to these Minutes.
3. The Board approved the Board terms set out in Article IV, subparagraph g, of the Agenda.
4. The Board eliminated Article VI and replaced it with an Executive Committee, with a Chair and Co-chair. The Executive Committee consists of Dave Palmerlee, Chair; John McKinley, Co-chair; Ray Reutzel, Ben Blalock, Craig Dougherty and Tom Botts. The Chair will function as the President in accordance with the Resolution of the Trustees, assisted by the Co-chair. The Executive Committee will serve to advise the Chair and Co-chair when called upon by them for consultation, advice and assistance.
5. The Board eliminated the Operating Committee set forth in Article VII.

The meeting adjourned at 4:00 p.m.

Approved:


Dave Palmerlee, Chair


Date

AGENDA

- I. INTRODUCTIONS BY DAVE PALMERLEE**
- II. OPENING STATEMENTS – PERSPECTIVES**
 - a. President Dave Palmerlee
 - b. President McGinity
 - c. Superintendent Jillian Balow
 - d. Dean Ray Reutzel
 - e. Superintendent Craig Dougherty
 - f. Teacher of the Year - Amy Pierson
- III. APPROXIMATE SCHEDULE**
- IV. TEI BOARD PROCESS AND PROCEDURES**
 - a. Future Meeting Schedule – Bring Your Calendars
 - b. Bylaws or Rules (Committee)
 - i. Interim Rules; Roberts Rules of Order
 - ii. Appoint Bylaws/Rules Committee
 - c. Budget
 - d. Interim Financial Oversight
 - e. Project Oversight
 - f. Progress Reporting to:
 - i. Trustees
 - ii. Daniels Fund
 - iii. College
 - g. Initial TEI Board Terms (for discussion)
 - i. While In Office
 - 1. Dave Palmerlee (President, Trustees)
 - 2. Dick McGinity (President, University of Wyoming)
 - 3. Ray Reutzel (Dean, College of Education)
 - 4. Jillian Balow (Wyoming State Superintendent of Public Instruction)
 - 5. James O. Rose, Ex Officio (Executive Director, Wyoming Community College Commission)
 - ii. Three Year Terms
 - 1. John McKinley (Trustee)
 - 2. Dave Bostrom (Trustee)
 - 3. Mark Northam (Director, School of Energy Resources)
 - 4. Tom Botts (External Board)
 - 5. Carol Mead (First Lady, State of Wyoming, External Board)
 - 6. Amy Pierson (K-12 Educator, Buffalo)
 - iii. Two Year Terms
 - 1. John MacPherson (Trustee)

2. Wava Tully (Trustee)
 3. Alan Buss (Faculty Member, College of Education)
 4. Craig Dougherty (Superintendent, Sheridan County School District No. 2)
 5. April B. Kunz (External Board)
 6. College of Education Student (Academic Years While Student)
- h. All terms are renewable by the President of the TEI Board

V. BYLAWS/RULES COMMITTEE

- a. Purpose
- b. Timing
- c. Members

VI. ELECTION OF OFFICERS AND EXECUTIVE COMMITTEE

- a. President: Dave Palmerlee
- b. Vice President: John McKinley
- c. Secretary: Ray Reutzel
- d. Treasurer: Ben Blalock
- e. Executive Committee: Craig Dougherty
- f. Executive Committee: Tom Botts

VII. APPOINTMENT OF OPERATING COMMITTEE

- a. Purpose
- b. Committee Members: (for discussion)
 - i. Dave Palmerlee (President, Trustees)
 - ii. Ray Reutzel (Dean, College of Education)
 - iii. John McKinley (Trustee)
 - iv. Mark Northam (Director, School of Energy Resources)

VIII. TEI EXECUTIVE DIRECTOR SEARCH

- a. Statement of Qualifications
- b. Search Consultant
 - i. Alberto Pimental
 - ii. Meeting 1/5/2016
 - iii. Background, K-12
- c. Search Committee
 - i. Dave Palmerlee (Chair)
 - ii. Ray Reutzel
 - iii. John McKinley
 - iv. John MacPherson
 - v. Mark Northam
 - vi. Alan Buss (Faculty, College of Education)
 - vii. Ben Blalock, Ex Officio
- d. Timeline
 - i. Start 3/1/2016
 - ii. Completion Goal – no later than 6/1/2016

- iii. Selection and Approval Process
- e. Search Budget
- f. Support Personnel
 - i. Temporary
 - ii. Permanent

IX. NATIONAL ADVISORY PANEL

- a. Purpose and Role
- b. Size and Composition
- c. Qualifications
- d. Recruitment and Timing
- e. Select Chair (Arthur Levine)
- f. Remuneration
- g. First Meeting

X. TEI STRATEGIC PLANNING COMMITTEE

- a. Purpose
- b. Identification of Key Stakeholder Groups
- c. Collaboration within other UW Colleges and Programs
- d. Size and Composition
- e. Recruitment/Support
- f. Chair Selection
- g. Task/Activity List
- h. Timeline & Benchmarks
- i. Reporting/Recommendations
- j. Program Study Subcommittee Of Strategic Planning Committee
 - i. Purpose
 - ii. Size and Composition
 - iii. Recruitment/Support
 - iv. Program Study Focus
 - v. Identification of "Best Practices" ("Practices that work") and Programs
 - vi. Research Consultants for Study/Visit Teams
 - vii. Chair Selection
 - viii. Task/Activity List
 - ix. Timeline & Benchmarks
 - x. Reporting
 - xi. Recommendations to College of Education

XI. WOODROW WILSON MBA FELLOWSHIP IN EDUCATION LEADERSHIP ("MBA-EL")

- a. Sponsor: Woodrow Wilson National Fellowship Foundation
- b. College of Business MBA with Education Leadership Emphasis:
- c. Concept
- d. Funding
- e. Relationship with TEI
 - i. Matching Funds

ii. Use of TEI funds for MBA-EL

XII. PUBLIC RELATIONS

- a. Brochure/Materials
- b. Purpose and Goal
- c. Plan

XIII. FUND RAISING/MATCHING ACTIVITIES

- a. Coauthoring or Joint Grants with WDE
- b. Alumni Fundraising Campaign
- c. Identification of Major Gift Donors in Education
- d. Plan for making gift requests to achieve necessary match
- e. Planning for State Matching Request
- f. UW Foundation Support
- g. MBA-EL

Trustees Education Initiative Financial Report

November 2016

Reporting Period 08/01/2016 through 10/31/2016				
Category	Amount	Type		
Prior Period Balance	\$3,636.93	Balance Forward		
Expendable Gifts	\$897,809.60	Revenue		
Current Year Income	\$1,069.83	Revenue	\$898,879.43	Revenue Subtotal
Computers and Software	\$(11,286.95)	Expense		
Conference Attendance	\$(1,570.00)	Expense		
Executive Director Search	\$(41,490.27)	Expense		
Facilities	\$(47.00)	Expense		
Faculty Course Release	\$(625.00)	Expense		
Foundation Assessment	\$(2,244.52)	Expense		
Office Furnishings	\$(2,697.53)	Expense		
Office Supplies	\$(1,915.64)	Expense		
Salaries and Benefits	\$(8,210.84)	Expense		
Subscriptions	\$(39.00)	Expense		
Travel	\$(4,938.64)	Expense	\$(75,065.39)	Expense Subtotal
BALANCE	\$827,450.97			



Trustees Education Initiative Governing Board Overview of the College of Education November 2016

Accreditation

- ◆ Continuously Nationally Accredited Since 1954 – Accredited for seven more years by National Council on Accreditation of Teacher Education (NCATE) this year.

About Us

- ◆ 53 Tenure Track and Tenured Research and Teaching Faculty
- ◆ 10 Academic Professional Lecturers (Teaching Only Faculty)
- ◆ 600 Graduate Students
- ◆ 633 Undergraduate Students
- ◆ 21 Support Staff

Administrative Units

- ◆ Departments
 - Educational Studies
 - Elementary and Early Childhood Education
 - Professional Studies
 - Secondary Education
- ◆ Office of Teacher Education
- ◆ Dean's Office

Institutes, Centers, and Clinics

- ◆ University School Partnership
- ◆ Science Math Teaching Center
- ◆ Literacy Research Center and Clinic
- ◆ University Laboratory School
- ◆ Counseling Education Training Center
- ◆ Early Care and Education Center
- ◆ Wyoming Center for Educational Leadership

Degrees Offered

- ◆ Bachelor of Science (B.S.)
 - ◆ Bachelor of Arts (B.A.)
 - ◆ Master of Arts in Education (M.Ed.)
 - ◆ Master of Arts in Education (M.A.)
 - ◆ Doctoral Degrees (Ed.D.), (Ph.D.)
-

Programs of Study

- ◆ Early Childhood Education
- ◆ Elementary Education
- ◆ Secondary Education
- ◆ Special Education
- ◆ Curriculum and Instruction
- ◆ Counselor Education
- ◆ Educational Leadership
- ◆ Adult and Post-Secondary Education
- ◆ Instructional Technology
- ◆ Literacy Education
- ◆ Mathematics Education
- ◆ Science Education

UW Awarded Certificates

- ◆ Online Instruction Certificate
- ◆ Community College Leadership
- ◆ Online Play Therapy

Initial Licensure or Endorsements to Professional License

- ◆ Early Childhood Birth to Eight
- ◆ Early Childhood Birth to Five
- ◆ Early Childhood Special Education
- ◆ Literacy
- ◆ English as a Second Language (ESL)
- ◆ School District Superintendent
- ◆ School Principal
- ◆ Special Education
- ◆ Teachers of American Indian Children
- ◆ Post-Baccalaureate Teacher Certification

Statewide Engagement

- ◆ Provide and develop statewide curriculum for use in schools
- ◆ Provide scholarships to practicing teachers in Science, Technology, Engineering, or Mathematics (STEM) disciplines, supplies, professional development, summer workshops and degree programs from grants obtained by UW faculty
- ◆ Provide scores of summer workshops and conferences on a variety of topics statewide every year
- ◆ Provide endorsement courses for principals, superintendents, and in-service teachers in a variety of subject areas to access new roles in professional education
- ◆ Provide contracted services to public schools for research and professional development

Elementary Education Degree with an Area of Concentration in Early Childhood Education

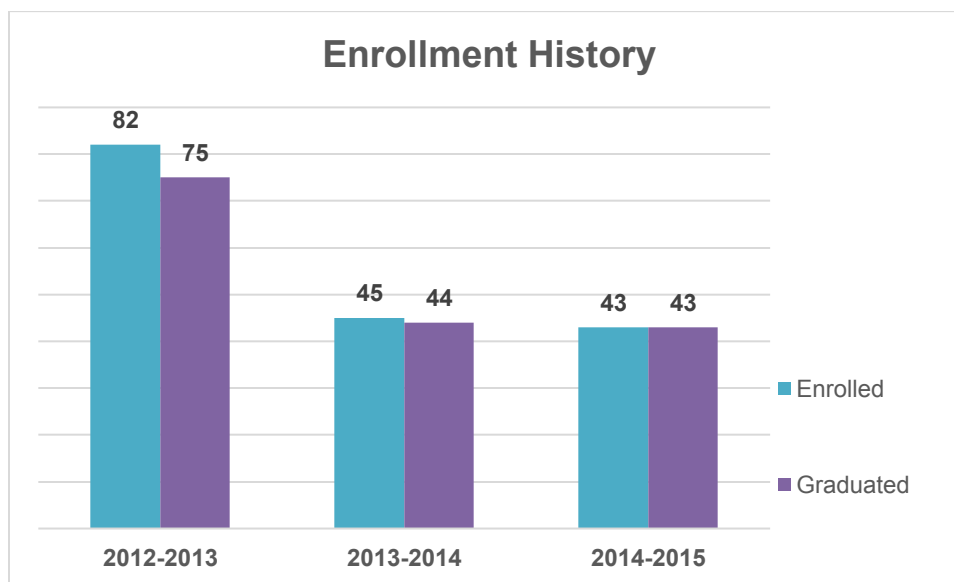
Program Purpose: The Elementary Education Degree (ELED) with an Area of Concentration in Early Childhood provides candidates with expertise in working with children from infancy through third grade in public preschool and elementary education settings. All ELED students choose one area of concentration with four offered. Early Childhood is one of the four areas of concentration and is the most popular with 275 students choosing this area of concentration since 2012.

Program Faculty: There are four full-time faculty members teaching in the early childhood program with one additional adjunct faculty member.

Admission Requirements and Process: Candidates are admitted to the Elementary Education degree program.

Program Requirements: The program requires 18 credit hours of coursework in addition to the Elementary Education Degree program requirements. The Early Childhood Program is accredited through the National Association of the Education of Young Children (NAEYC) and is recognized nationally.

Program Enrollment:



Program Contact

Samara Madrid Akpovo • smadrid3@uwyo.edu • 307-766-3241

Elementary Education Degree with a Minor in Early Childhood Education (Birth to 8) Leading to an Early Childhood Endorsement

Program Purpose: The Elementary Education Degree with a Minor in Early Childhood Education (birth to 8) provides candidates with expertise in working with children from infancy through third grade in public preschool and elementary education settings.

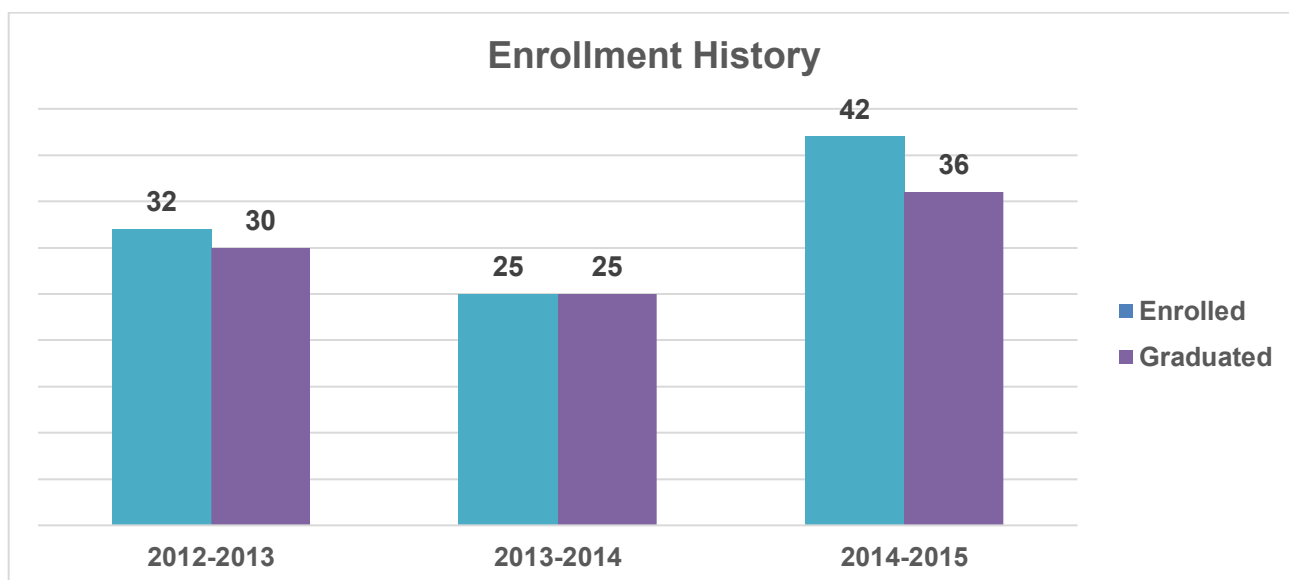
In a climate with growing emphasis on early childhood education, the minor is important for students who wish to teach in public preschool or primary grade settings. Additionally, students who seek to work in publicly funded Head Start or Child Development Centers are required to have the Early Childhood minor along with the Early Childhood Birth to 8 Endorsement.

Program Faculty: There are four full-time early childhood faculty teaching in the program with one additional adjunct faculty member as needed.

Admission Requirements and Process: Candidates must be enrolled in the Elementary Education Degree or Child Development Option of Family and Consumer Sciences. To be accepted for the minor, students must have a C or better in the *Introduction to Early Childhood Education* course (EDEC 1020) and maintain a B average in Early Childhood coursework throughout the program.

Program Requirements: The program requires completion of 18 hours of coursework for the minor and 24 hours of coursework for Wyoming Professional Teaching Standards Board (PTSB) endorsement. The coursework is the same for both options with the addition of six credit hours (i.e., internship) for the endorsement.

Program Enrollment:



Program Contact:

Samara Madrid Akpovo • smadrid3@uwyo.edu • 307-766-3241

Elementary Education Degree leading to an Endorsement in Early Childhood Special (Birth to 5)

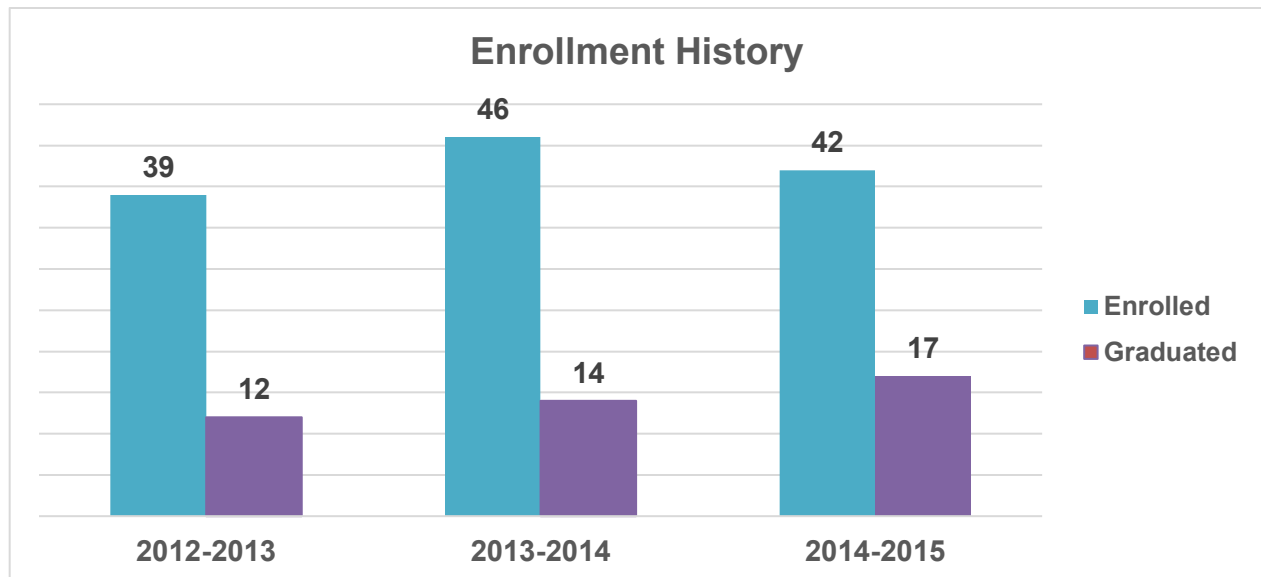
Program Purpose: The Elementary Education Degree leading to an Endorsement in Early Childhood Special Education (birth through age 5) prepares candidates to be licensed through PTSB for teaching young children with disabilities and their families in child development centers throughout the state.

Program Faculty: There is one full-time faculty teaching in the program with an additional one adjunct faculty as needed.

Admission Requirements and Process: Candidates must hold either a Bachelor of Arts (BA) in Elementary Education or a Bachelor of Science (BS) Degree in a field related to Early Childhood. Ninety-five percent of the students are already working under an exception authorization in a child development center and seek this endorsement as a condition for employment.

This program received accreditation through the Council of Exceptional Children (CEC) Early Childhood Division. This endorsement is not just valid in Wyoming but is recognized nationally because of the accreditation.

Program Requirements: Candidates must complete seven required courses for a total of 20 credits and a six-hour internship.



Program Contact:

Michelle Buchannan • mlbuchancna@uwyo.edu • 307-766-3211

Bachelor of Arts Degree in Elementary Education

Program Purpose: The Bachelor of Arts degree in Elementary Education prepares candidates for certification to teach in grades Kindergarten through grade six. Our graduates are prepared to teach all of the core content areas (literacy, mathematics, science, social studies) in the elementary grades.

Program Faculty: There are 23 full-time faculty members teaching in the program with an additional five adjunct faculty members and graduate teaching assistants.

Admission Requirements and Process: First-year students who meet the ACT requirements (score of 21 or better in mathematics and composite score of 21 or better) are admitted to the program. Students who do not meet the ACT requirement may apply for admission once they have successfully completed 15 credit hours with a UW grade point average of 2.75 or better, and an approved background check on file with the Office of Teacher Education. Transfer students with 15 credit hours are admitted provided that they have earned a C or better on their first mathematics course.

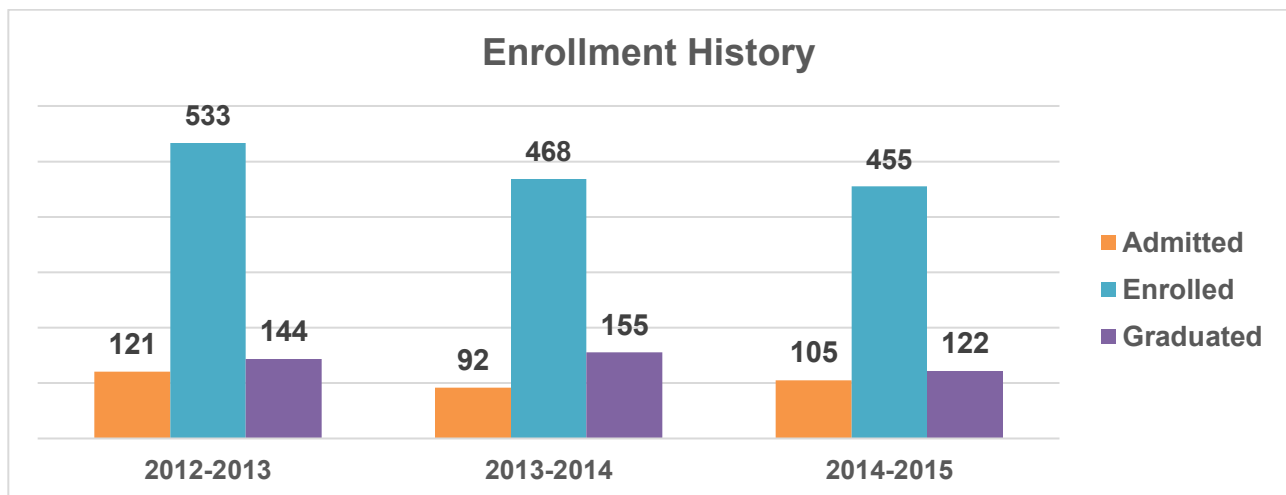
Program Requirements:

The Bachelor of Arts degree in Elementary Education requires a minimum of 120 credit hours. Students in the Elementary Education program take 27 credits of education coursework and 36 credits in core content, including literacy, mathematics, science, health, history / political science, geography, art, music, American diversity, and speech/acting.

Students are also required to complete an area of concentration (18 hours minimum in creative arts, early childhood, cultural diversity, or environmental science); or students may complete a minor in early childhood education, literacy education, or in any University of Wyoming academic minor.

Student dispositions are also evaluated at several points in the program: Phase I, Phase II, EDST 3000, Methods semester, and Residency.

Program Enrollment:



Program Contact Information:

Dr. Scott Chamberlin, Department Chair • scott@uwyo.edu • 307-766-3070
Dr. Amy Spiker, Associate Department Chair • aspiker@uwyo.edu • 307-766-4872
Dr. Peter Moran, Associate Professor • moranpw@uwyo.edu • 307-766-2369
Website: <http://www.uwyo.edu/elemed/>

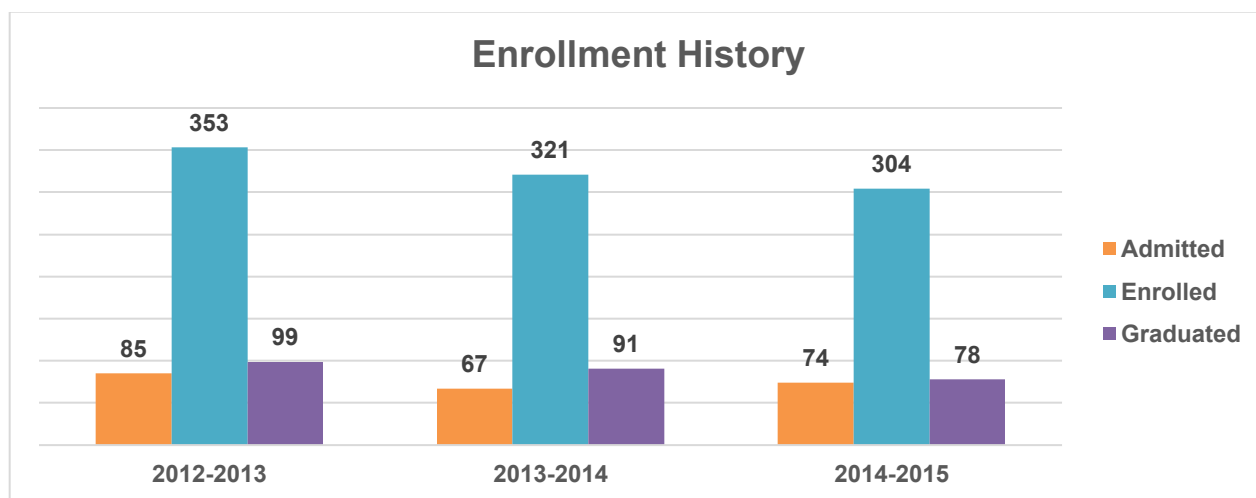
Bachelor's Degree in Secondary Education

Program Purpose: Secondary education offers the unique chance for teachers to share their passion and expertise for a specific subject. High-quality teachers are in demand all across the country, and our teacher program is nationally recognized. Our professors work with students to refine teaching skills and build confidence in pedagogy and content knowledge. We are extremely proud of our teacher education programs and of the graduates we produce to fill the classrooms in the public schools of Wyoming and the Rocky Mountain region, as well as schools across the country.

Program Faculty: There are eight full-time faculty teaching in the secondary education department with no additional adjunct faculty. There are four graduate assistants directly assigned to facilitate content specific programs within the department. Two Endowed Chair positions are currently housed in the department with the potential for a third, which was previously housed in the department. One of the college's two associate dean faculty positions also is in the department. In addition, department faculty have strong relationships with faculty in the College of Arts and Sciences as well as the College of Agriculture and Natural Resources.

Admission Requirements and Process: First -time students who meet the University of Wyoming (UW) standards for admission and have a minimum ACT Composite score of 21 may declare their major in Secondary Education. Current UW students wishing to change their major to Education but do not yet have a UW grade point average must wait until they meet the requirement of a minimum 2.75 UW grade point average, with at least 15 UW credits posted to their transcript.

Program Requirements: Students must meet all University Studies Program (USP) requirements and all content-specific program required courses via the program sheets with a grade of C or better. Students must maintain a minimum 2.5 GPA in the major content. Students must complete a background check to participate in program residency experiences in grade six through 12 schools. Program of Study sheets for the 15 separate content/concurrent majors can be found on line at:
<http://www.uwyo.edu/ted/majors-and-program-sheets/index.html>.



The numbers above include candidates in our eight content areas:

- Agricultural Education
 - Art Education
 - English Education
 - Mathematics Education
 - Modern Languages (French, German, and Spanish) Education
 - Science (Biology, Chemistry, Earth, and Physics) Education
 - Social Studies (Geography, History, and Political Science) Education
 - Technical Education
-

Program Contacts:

James Chris Haynes jhaynes4@uwyo.edu • 307-766-6806
Dr. Kate Muir Welsh • kmuir@uwyo.edu • 307.766.2013

Master's Degree in Special Education

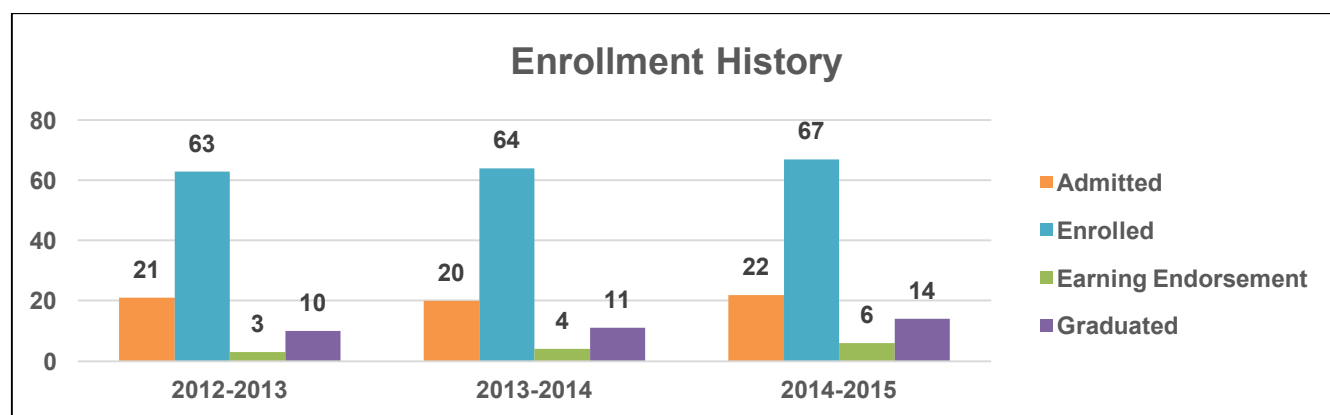
Program Purpose: The Master's Degree in Special Education prepares candidates for K-12 licensure in Special Education. Graduates of this program are highly qualified in Wyoming to provide special education services to students with disabilities who are five to 21 years of age. Graduate students may choose to enroll in the endorsement-only program or complete a Master's Degree that includes the Special Education Endorsement. Once graduate students complete all required 13 courses (34-38 credits), they are eligible to add the special education endorsement to their teaching license. Those students who aim to earn their master's degree remain in the program and complete a Plan A or Plan B project. Throughout this process, students are supported and overseen by a committee with one chair and two additional faculty members.

Program Faculty: Currently there are three full-time faculty members (two tenure and one academic professional lecturer (APL) teaching in the program with an additional two adjunct faculty members. We are actively seeking an additional tenure faculty member to fill an open position.

Admission Requirements and Process: Interested students are required to complete an online application. This includes background information, three letters of reference, transcript submission, submission of a copy of the candidates current teaching license, and a writing sample explaining the applicant's interest in special education and teaching philosophy. Along with application materials, applicants must participate in an on-campus interview with the Special Education Program faculty. Students are invited to participate in this process if they pass an initial review of application materials. During the interview, students participate in an informational review of the program, engage in one-on-one interviews with faculty members, and complete a timed writing assignment. Applications are reviewed two times per year (Fall and Summer) and admitted students can begin the program the following semester, although course prerequisites must be followed.

Program Requirements: Coursework in this program focuses on special education law, mild/moderate disabilities, significant and low incidence disabilities, positive behavioral supports, academic instruction for students with disabilities, professional collaboration, transitions for students with disabilities, and assistive technology. Graduate students are also required to complete practicum experiences equating to a total of 150 hours. Students participate in practicum work that occurs both in the elementary and secondary special education setting. Throughout this experience, students also complete virtual portfolios demonstrating their proficiency in the CEC (Council of Exceptional Children) and PTSB (Professional Teaching Standards Board) standards. Graduate students committed to earning their master's degree remain in the program and complete a Plan A paper (research focus) or Plan B project (topical paper, national board certification, case study, or program development). A committee of three faculty members oversee students completing this work.

Program Enrollment:



Program Coordinator: Martin Agran • magran@uwyo.edu • 766-2082

Additional Contact: Tiffany Dobler • tdobler@uwyo.edu • 766-2902

Master of Arts Degree / Principal Certificate in Educational Leadership

Program Purpose: The Master of Arts degree and the Principal Certificate in Educational Leadership are comprehensive internship-based leadership programs designed to prepare candidates for positions as K-12 leaders at the school building level.

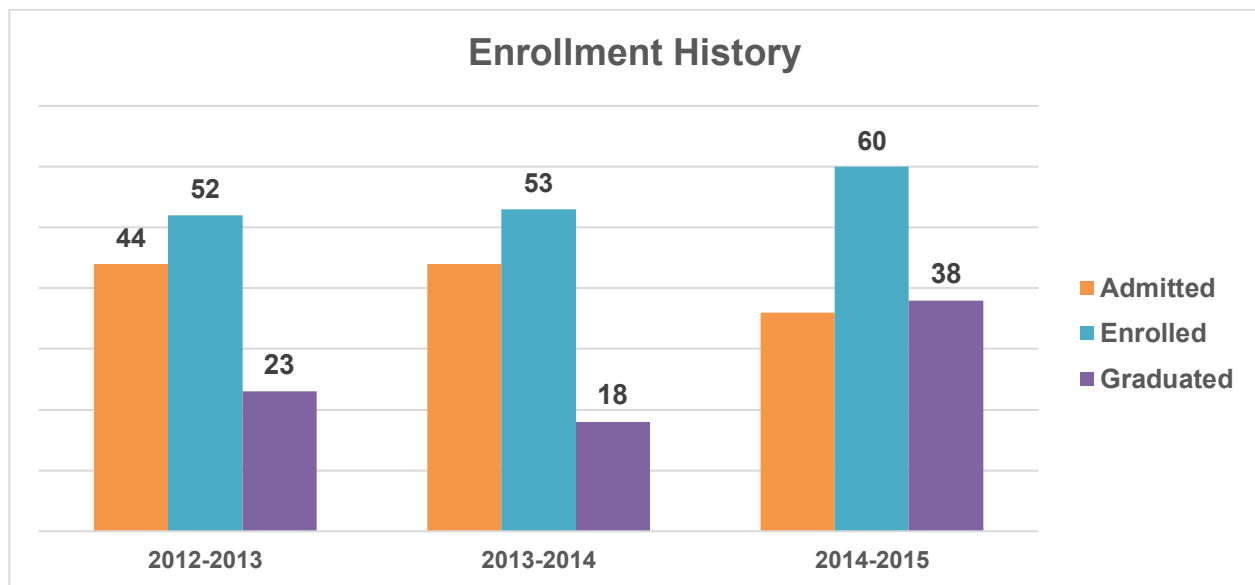
Program Faculty: There are two full-time faculty members teaching in the program with one additional full-time temporary lecturer and three adjunct faculty members.

Admission Requirements and Process: Applicants for both programs are required to have at least two years of teaching experience, three letters of recommendation, proof of teaching certification, a letter of interest, a current resume, transcripts showing a bachelor's degree, and a recommendation from their superintendent.

For the principal certificate program, candidates must also have transcripts documenting a master's degree in an education-related field. International applicants are also required to have a Test of English as a Foreign Language (TOEFL) score of at least 550 written or 80 online (or 6.5 on the IELTS), as well as Graduate Record Examination (GRE) scores of at least 147 on the quantitative and verbal sub-tests and at least 4.0 on analytical writing.

Program Requirements: Students in the master's program are required to complete 33 credit hours of coursework; students in the principal certificate program are required to complete 24 credit hours of coursework. Both programs include 6 credit hours (435 hours) of structured internship activities at the elementary, middle, and high school levels.

Program Enrollment:



Program Contact:

David Hvidston • dhvidsto@uwyo.edu • 307-766-2071

Doctor of Education Degree / Superintendent Certificate in Educational Leadership

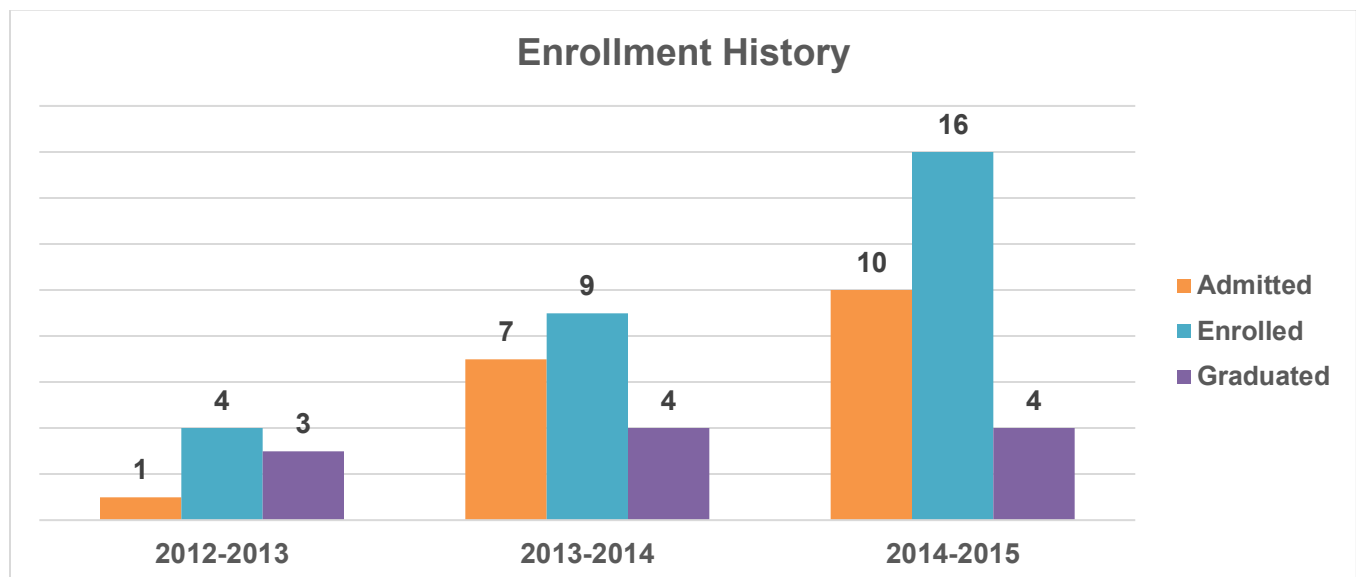
Program Purpose: The Doctor of Education (EdD) degree (and Superintendent Certificate) in Educational Leadership prepares candidates for positions as K-12 leaders at the district level.

Program Faculty: There are two full-time faculty members teaching in the program with one additional full-time temporary lecturer and three adjunct faculty members.

Admission Requirements and Process: Applicants for both programs are required to have at least two years of school building level leadership experience, three letters of recommendation, a letter of interest, transcripts showing a master's degree, and, except for the certificate program, GRE scores (min of 291).

Program Requirements: Students in the EdD program are required to complete 77 to 80 credit hours of coursework to include 30 credit hours from a Master's Degree program in Education; students in the Superintendent Certificate Program are required to complete 26 credit hours of coursework. Both programs include two credit hours (220 clock hours) of structured internship activities.

Program Enrollment:



Program Contact:

Toby Holmes • wholmes4@uwyo.edu • 307-766-3187

Master of Science (M.S.) Degree in Counseling

Program Purpose: The M.S. Degree in Counseling prepares graduates for counseling professions in a variety of settings including schools, community mental health agencies, substance abuse treatment centers, independent practices, hospitals, and many more. Students choose a concentration in Mental Health Counseling or School Counseling. Students learn a variety of counseling theories and are supported to create their own style and theory of counseling. At the time of graduation, the great majority of our graduates already have accepted jobs in Wyoming.

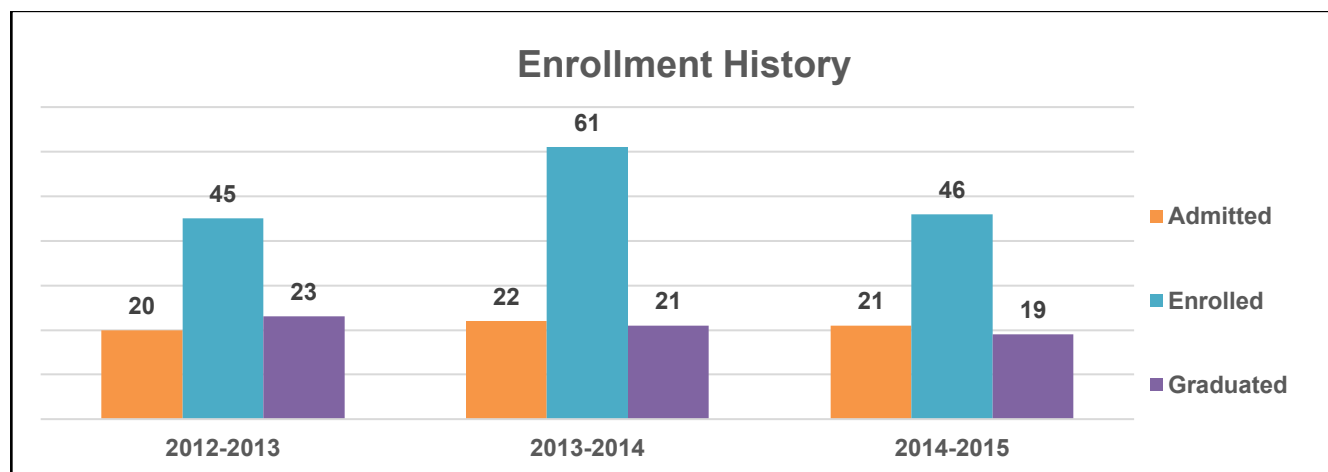
Program Faculty: Four full-time and an additional three adjunct faculty members teach in the Laramie-based program with two full-time faculty members located and teaching at the Casper-based program.

Admission Requirements and Process: By December 15, each applicant electronically submits a personal statement, résumé, transcripts, and academic summary via the UW web portal. Individuals providing references for applicants also send their recommendations through the portal. Faculty members screen materials and select applicants to attend the required *Interview Day*, which occurs the first Friday of February annually. During *Interview Day*, applicants interact with current Counseling students and engage in individual as well as group interview sessions with faculty members. Within two weeks of *Interview Day*, up to 24 chosen applicants are invited to join our learning community. Those who choose to enroll at UW declare their intention within two weeks of being selected and begin summer classes in June.

Program Requirements: The Master of Science Degree program is 61 credit hours. Full-time students can complete their chosen specialty in a two-year period, beginning courses during the summer of their initial year. Actual counseling sessions with clients begin in our on-campus Counselor Education Training Clinic during the fall of the first year with practicum courses continuing throughout the spring semester, followed by supervised internships at various field sites. Clinical work is complemented by academic content courses which assist students in developing their own counselor identity and professional role to empower and advocate for their clients as well as be leaders in our global society.

Currently, our Laramie campus programs are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Casper-based program is dependent upon the Laramie campus accreditation. However, we face losing accreditation due to the lack of five faculty members for the Laramie-based program that includes a doctoral program.

Program Enrollment:



Program Contact:

Mary Alice Bruce, Ph.D., LPC, NCC • mabruce@uwyo.edu • 307-766-6819

Graduate Certificate in Online Instruction

Program Purpose: The graduate certificate in online instruction helps students acquire the necessary knowledge and skills to effectively develop and teach online courses in a variety of settings. The certificate does not lead to K12 teacher licensure or endorsement. Completers of the program go on to design, teach, and/or administer online courses for K12 schools, community colleges, universities, government agencies, and private companies in the U.S. and around the world. The certificate has become a feeder program for the master's degree in Instructional Technology.

Program Faculty: There are four full-time faculty members teaching in the program.

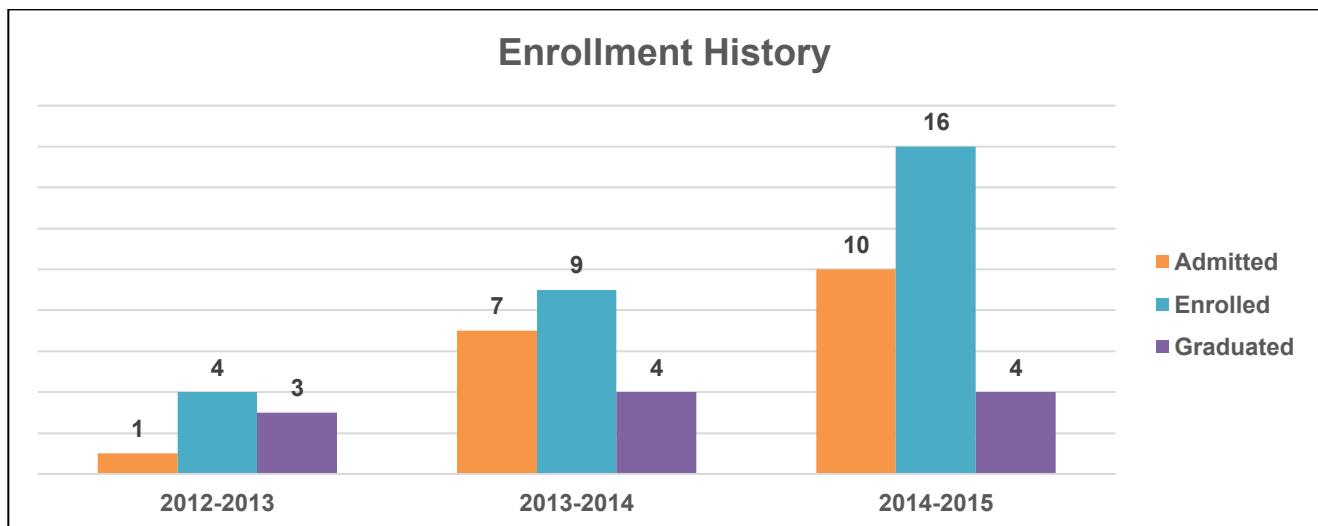
Admission Requirements and Process: Candidates must have graduated from an accredited bachelor's program. There are no grade point average (GPA) or Graduate Record Examinations (GRE) requirements for the program.

Candidates may pursue the certificate in coordination with a masters or doctoral program at UW or independent of any other graduate enrollment. Applications are accepted at any time, and candidates may begin the program in the next term following acceptance.

Program Requirements: Candidates must complete 12 hours of prescribed graduate course work in Instructional Technology; specifically, the following four courses:

- ITEC 5030: Introduction to Online Teaching
- ITEC 5020: Technology and Distance Education
- ITEC 5160: Introduction to Instructional Design (with an emphasis on online learning environments)
- ITEC 5510: Instructional Telecommunications

Program Enrollment:



Program Contact:

Tonia Dousay • tdousay@uwyo.edu • 307-766-3608

M.S. Degree in Education: Instructional Technology

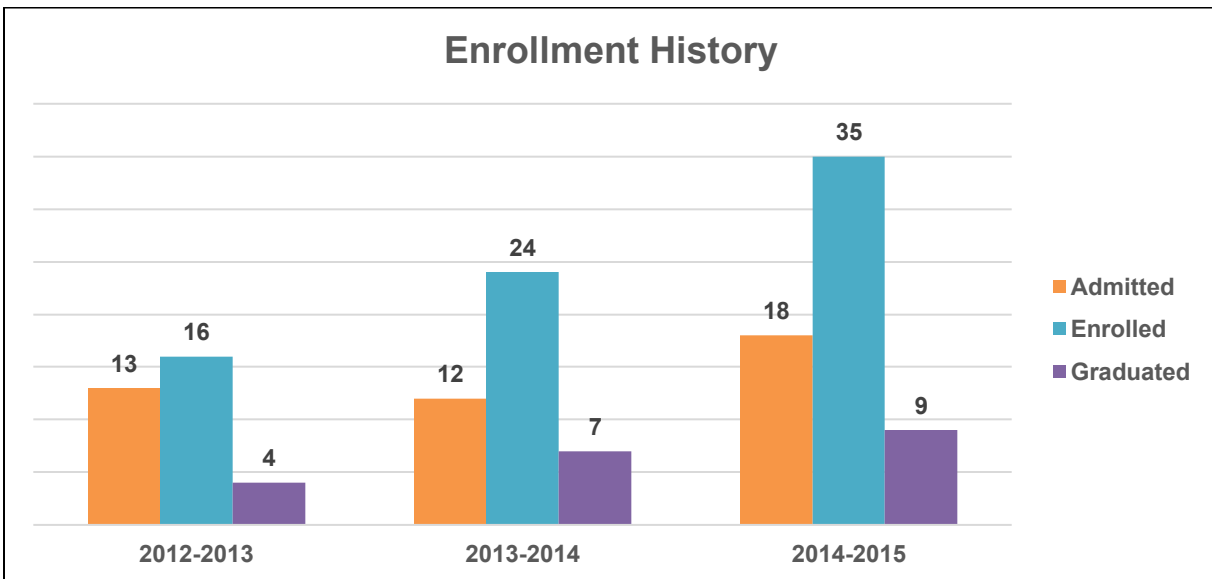
Program Purpose: The master's degree in instructional technology prepares candidates to design, develop, implement, and evaluate instructional resources and systems in professional learning environments. The degree does not lead to K12 teacher licensure or endorsement. Graduates of the program work in PK12 schools, universities, and industry as educational consultants, instructional technologists, instructional designers, program managers, and more.

Program Faculty: There are four full-time faculty members teaching in the program.

Admission Requirements and Process: Candidates must have graduated from an accredited bachelor's program with a minimum 3.0 grade point average (GPA). There is no Graduation Record Examinations (GRE) requirement, but international applicants must have a minimum 550 written score or 80 online score on the Test of English as a Foreign Language (TOEFL) or a 6.5 minimum score on the International English Language Testing System (IELTS). Applications are reviewed twice a year in September (for Spring admission) and January (for Fall admission).

Program Requirements: Candidates must complete 36 hours of prescribed graduate coursework in Instructional Technology, complete a written case analysis of an instructional problem, and defend an electronic portfolio that documents individual professional goals aligned with program pillars and evidence that illustrates accomplishment of these goals.

Program Enrollment:



Program Contact:

Tonia Dousay • tdousay@uwyo.edu • 307-766-3608

Doctoral Degree in Education: Instructional Technology

Program Purpose: The doctoral degrees in instructional technology prepare candidates for academic research/teaching, administration, or consulting positions government, higher education. The degree does not lead to K-12 teacher licensure or endorsement.

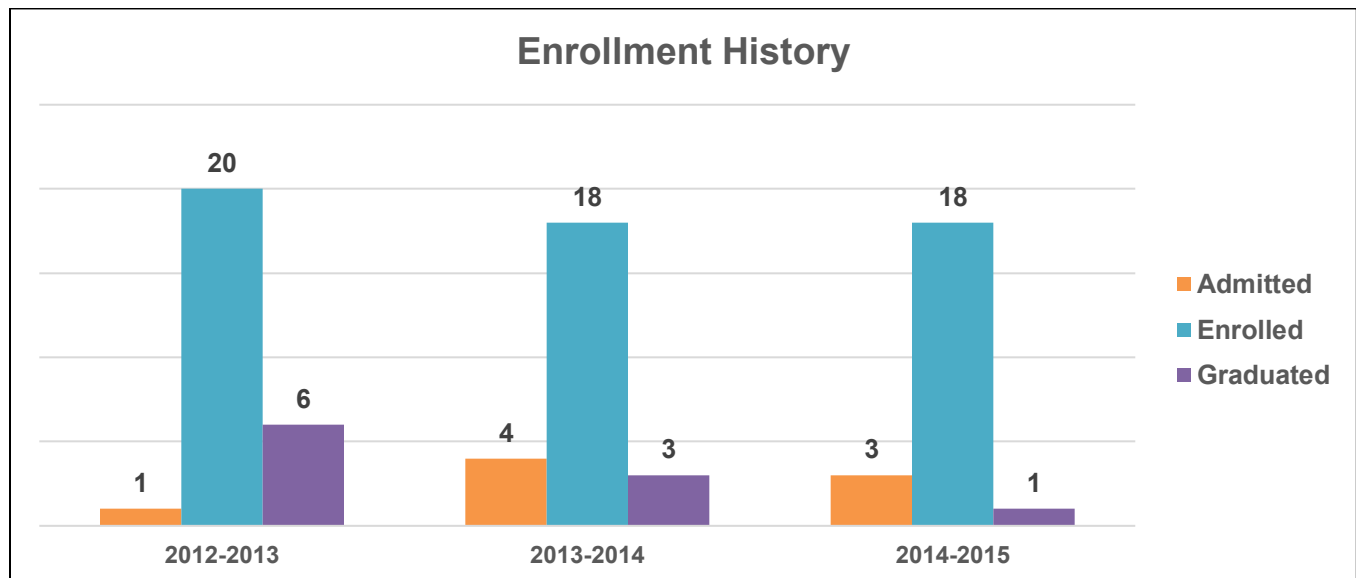
Graduates of the program currently serve as faculty and/or administrators at U.S. and international universities as well as educational consultants to school districts, private companies, and governmental agencies.

Program Faculty: There are four full-time faculty members teaching in the program.

Admission Requirements and Process: Candidates must have graduated from an accredited bachelor's program with a minimum 3.0 GPA and achieve a minimum combined score of 900/291 on the GRE as well as a minimum score of 4.0 on the analytical writing portion of the exam. Additionally, international applicants must have a minimum 550 written score or 80 online score on the TOEFL or a 6.5 minimum score on the IELTS. Applications are reviewed once a year in January (for Fall admission).

Program Requirements: Candidates must complete 81 hours of prescribed graduate coursework in Instructional Technology and Educational Research, develop an electronic portfolio that documents individual professional goals aligned with program pillars and evidence that illustrates accomplishment of these goals, complete a preliminary examination of coursework, defend a research (PhD) or applied project (EdD) proposal, and successfully defend the research dissertation or applied project.

Program Enrollment:



Program Contact:

Tonia Dousay • tdousay@uwyo.edu • 307-766-3608

Instructional Facilitator/Coach

Program Purpose: The purpose of this study group is to investigate and make recommendations on coaching models that increase instructional capacity in schools. Based on these recommendations, we envision an innovative graduate program in instructional coaching.

Program Faculty: Currently there are two groups in the college who are working together to implement and research coaching models:

- (1) Literacy Research Center and Clinic – Dr. Robertson is part of a multi-institution study that is examining literacy coaching with teachers. He is also working with the Standards Revision Committee of the International Literacy Association to rewrite ILA's Literacy Coach standards. These new standards will be aligned with the Council for Accreditation of Educator Preparation (CAEP) standards.
- (2) Wyoming Coaching Laboratory (WYCOLA) – Drs. Welsh and Spiker are developing a professional development program for Wyoming Instructional Facilitators on coaching. (See reverse side of this sheet.)

Both the LRCC and WYCOLA are forging partnerships with the Wyoming Department of Education, Wyoming Community Colleges, and school districts across the state.

Program Goals:

- Building capacity in the state for school district site-based professional development by creating a cadre of instructional coaches.
- Supporting UW's land grant mission of service to the state.
- Contributing to the expanding research on instructional coaching's impact.
- Developing a coaching preparation model that is evidence based and distinctive among the University of Wyoming's peer institutions.
- Leveraging Wyoming's commitment to Instructional Facilitators as shown through WY legislation/statute (House Bill 139, 2006 and W.S. 21-13-335, Senate File 70, Reauthorized 2009) and legislative funding.

Program Contacts

Dana Robertson, LRCC Executive Director • drober36@uwyo.edu • 307-766-2367

Kate Muir Welsh, WY-COLA • kmuir@uwyo.edu • 307-766-2013

WYCOLA

WYOMING COACHING LABORATORY

This project aims 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 development.



GOALS

- Improve teaching at all levels
- Pursue increased outreach and a preeminent program for developing instructional coaching
 - Enhance partnerships with UW, community colleges and school districts



BENEFITS

- Participants will define core aspects of instructional practice
- Participants will explore critical aspects of coaching practice
 - Increased communication between UW and partner districts



LOGISTICS

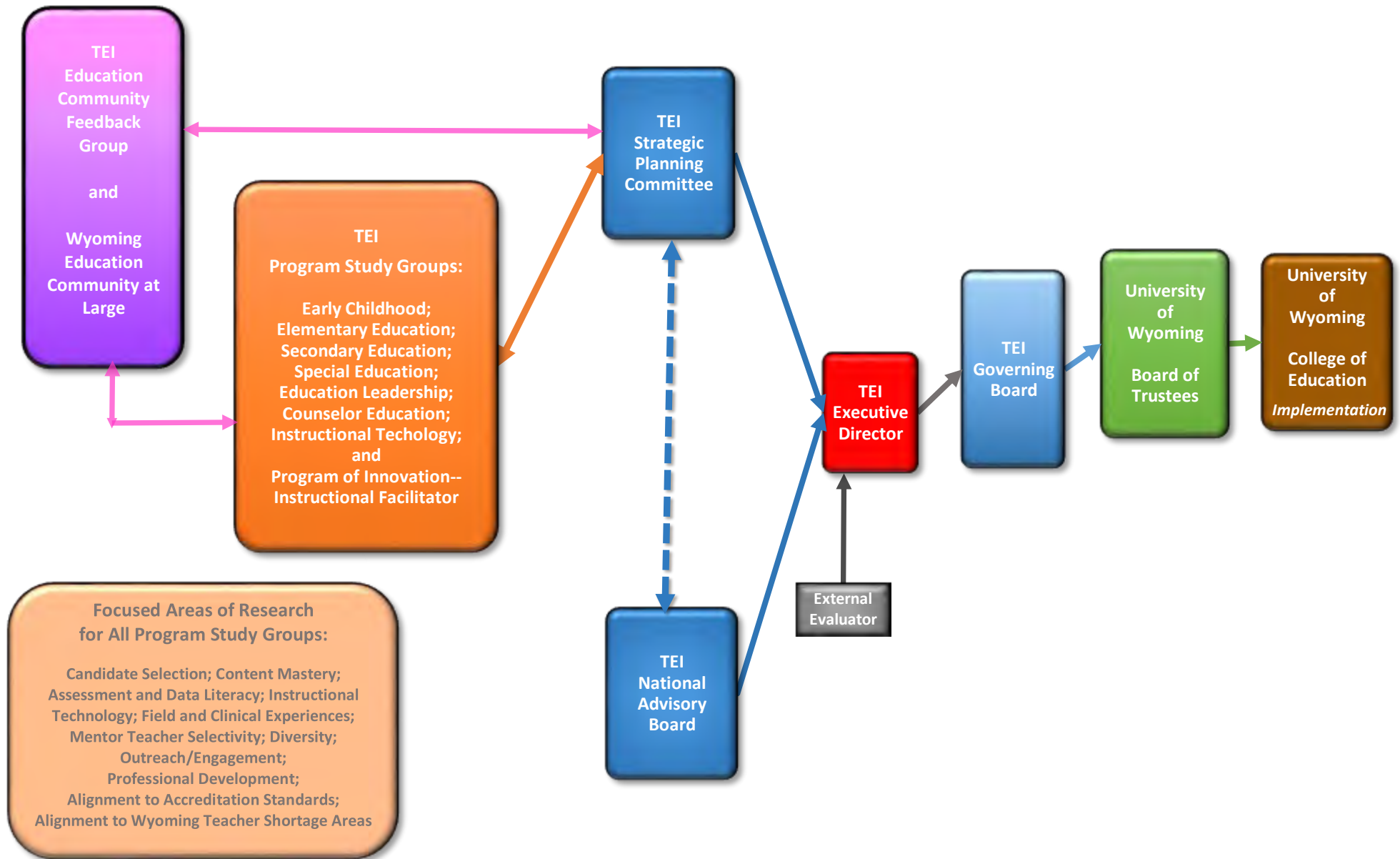
- 2 Week Intensive PD experience
- Incorporates learning for coaches, pre-service teachers, and students

TIME	Activity
8-12:30	Pre-brief Lesson Observe Lesson De-brief Lesson
LUNCH	
1-4:00	Formal Professional Development around coaching and Instruction based on morning observation of teaching

GET IN TOUCH WITH US

kmuir@uwyo.edu 307.766.2013

Governance Structure and Process



Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

University of Wyoming Board of Trustees

Membership

In accordance with the laws of the State of Wyoming, the governance of the University of Wyoming is vested in a Board of Trustees, appointed by the Governor, with the advice and consent of the Senate. The Board consists of twelve members appointed to six-year, staggered terms. The Governor, the President of the University, the Superintendent of Public Instruction, and the President of the Associated Students of the University of Wyoming serve as ex-officio members of the Board with no vote.

Authority

The Board has the responsibility to approve and adopt the general policies governing the University of Wyoming and provide broad oversight for the fiduciary management, academic policies, and general welfare of the students of the University.

The Board created the Trustees Education Initiative by unanimous Resolution on November 13, 2014 for the purpose of elevating the College of Education to national preeminence in Professional Educator Preparation.

The Board retains full and complete authority over the Initiative and all grant funds received to support the work of the Initiative.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Trustees Education Initiative Governing Board (“Governing Board”)

Membership

The members of the Governing Board are appointed by the President of the Board of Trustees. The Executive Committee of the Governing Board is comprised of: Chairperson David Palmerlee, Co-Chairperson John McKinley, and members Ray Reutzel, Ben Blalock, Craig Dougherty, and Tom Botts.

Engagement Frequency and Modality

The Governing Board meets a minimum of three times annually at the University of Wyoming in Laramie. Meetings are announced publicly prior to each meeting.

Authority

All substantive actions of the Governing Board require the majority approval of its members and a majority approval of the University Trustees on the Governing Board. The Governing Board reports to the Board of Trustees. The Governing Board acts upon recommendations it receives from its National Advisory Board and its Strategic Planning Committee presented by the Executive Director to the Governing Board.

Charge

1. Overall governance of the Initiative.
2. Approve the Strategic Plan developed and recommended by the Initiative Strategic Planning Committee.
3. Evaluate recommendations emerging from the National Advisory Board and Strategic Planning Committee, including:
 - a. definition of a set metrics indicative of professional educator preparation programs producing the best teachers; and
 - b. Implementation of models and practices predicted to result in University of Wyoming College of Education graduates who are highly skilled, knowledgeable professional educators entering Wyoming’s K-12 schools.
4. Recommend to the Board of Trustees professional educator preparation best practices (“Best Practices”) for approval by the Board of Trustees and implementation by the College of Education.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

College of Education

Overview

The College of Education provides programs in Professional Educator Preparation as follows: Early Childhood Education; Elementary Education; Secondary Education; Special Education; Education Leadership; Counselor Education; and Instructional Technology. Further, the College is launching a Program of Innovation to develop and expand the number of expert Instructional Facilitators in Wyoming's K-12 schools. The College of Education is Wyoming's sole comprehensive professional educator preparation unit.

Charge

1. Coordinate with the Initiative as set forth in the approved Strategic Plan, including faculty participation in the Program Study Groups.
2. Provide data to the Executive Director to support the measurement of short-term and long-term outcomes of the Best Practices implementation.
3. Implement the Best Practices approved by the Governing Board and the Board of Trustees.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Executive Director, Trustees Education Initiative

Responsibilities

1. Serve as the Chief Operating Officer of the Initiative with direct reporting responsibility to the Governing Board.
2. Ensure the effective operations of the Initiative, including budgetary compliance and adherence to all University policies and procedures.
3. Act as a professional advisor to the Governing Board on all aspects of the Initiative.
4. Foster effective teamwork between and among the groups engaged in the Initiative.
5. Participate in fundraising activities for the Initiative.
6. Identify and evaluate the risks to the Initiative's success, implementing measures to control risks.
7. Represent the activities of the Initiative to external and internal stakeholders.

Charge

1. Facilitate and support all aspects of the work of Initiative groups.
2. Seek Governing Board approval to engage research support for each Program Study Group.
3. Seek Governing Board approval to engage an external evaluator to assure that the Initiative research activities align with accepted research protocols to achieve effective, credible, measurable results.
4. Analyze the recommendations of the Strategic Planning Committee and the National Advisory Board, to ensure alignment with the Initiative goals.
5. Present the recommendations of the Strategic Planning Committee and the National Advisory Board to the Governing Board.
6. Work with the Strategic Planning Committee and the Dean of the College of Education to ensure the implementation of Best Practices approved by the Governing Board.
7. Measure and report to the Governing Board short-term and long-term outcomes of the Best Practices implementation.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Trustees Education Initiative National Advisory Board

Membership

The Governing Board appoints the members of the National Advisory Board.

Engagement Frequency and Modality

The National Advisory Board meets a minimum of twice annually on dates and in locations determined in advance of each meeting.

Authority

The National Advisory Board serves in an advisory role to the Governing Board.

Charge

1. Identify and recommend to the Governing Board a set of metrics indicative of professional educator preparation programs' Best Practices.
2. Identify promising educator preparation models and practices emerging across the country.
3. Review and evaluate recommendations from the Strategic Planning Committee.
 - a. Evaluate recommendations for alignment with highly effective, evidence-based educator preparation models and practices.
4. Provide recommendations to the Governing Board for implementation of models and practices predicted to result in University of Wyoming College of Education graduates who are highly skilled, knowledgeable professional educators entering Wyoming's K-12 schools and the College of Education achieving preeminence in professional educator preparation by producing the best teachers.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Trustees Education Initiative Strategic Planning Committee

Membership

Upon the recommendation of the Executive Director, the Governing Board appoints the members of the Strategic Planning Committee.

Engagement Frequency and Modality

The Strategic Planning Committee meets a minimum of six times annually at the University of Wyoming in Laramie. Funding support will be provided as needed for travel, meals, lodging, and substitute teacher funding.

Authority

The Strategic Planning Committee is advisory to the Governing Board.

Charge

1. Develop and recommend to the Governing Board a five-year strategic plan for the Initiative ("Strategic Plan").
 - a. Phase I: Two-year planning and evaluation phase
 - b. Phase II: Implementation phase
 - c. The Strategic Plan should include elements for evaluating, recommending, and implementing Best Practices in the College of Education based on Governing Board-approved metrics indicative of professional educator preparation programs producing the best teachers.
 - d. The Strategic Plan should reflect attention to the cross-cutting themes of:
 - i. Candidate Selection
 - ii. Content Mastery
 - iii. Assessment and Data Literacy
 - iv. Instructional Technology
 - v. Field and Clinical Experiences
 - vi. Mentor Teacher Selectivity
 - vii. Diversity
 - viii. Outreach and Engagement
 - ix. Professional Development for Wyoming Educators
 - x. Alignment to Wyoming Teacher Shortage Areas
2. Following Governing Board approval of the Strategic Plan, monitor the implementation of the Strategic Plan.
3. Evaluate and analyze evidence-based practices recommended by the eight Program Study Groups.
4. Submit recommendations to the Governing Board through the Executive Director for practices to be included in the implementation phase of the Initiative. These recommendations will align with highly effective, evidence-based educator preparation models and practices.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Trustees Education Initiative Program Study Groups

Membership

Upon the recommendation of the Executive Director, the Governing Board appoints members to eight Program Study Groups: Early Childhood; Elementary Education; Secondary Education; Special Education; Education Leadership; Counselor Education; Instructional Technology; and Program of Innovation—Instructional Facilitators.

Engagement Frequency and Modality

The Program Study Groups will meet monthly beginning December 2016. Meetings will be held at the University of Wyoming with virtual participation provided as needed. Research support and logistical coordination will be provided to each Program Study Group. Funding support will be provided as needed for travel, meals, lodging, and substitute teacher funding.

Authority

The eight Program Study Groups are advisory to the Strategic Planning Committee.

Charge

1. Evaluate the program's performance on Governing Board-approved metrics indicative of professional educator preparation programs producing the best teachers.
2. Document the current model and practices of the program.
 - a. Candidate Admission, Persistence, and Completion
 - i. Program admission timeline, e.g. freshman year, sophomore year, junior year
 - ii. Admissions selectivity, including dispositional assessments
 - iii. Candidate development plan informed by admissions assessments
 - iv. Candidate assessment framework and key milestones
 - b. Program Structure and Sequence
 - i. Content course requirements and sequence in program
 1. Assessments
 2. Embedded field experience
 - ii. Methods course requirements and sequence in program
 1. Assessments
 2. Embedded field experience
 - c. Program Clinical Experience Requirements
 - i. Early fieldwork requirements and sequence

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

- ii. Clinical experience (student teaching) requirements and sequence
 - iii. Diversity of clinical placements
- d. Candidate Preparation for 21st Century Classroom
 - i. Effective use of instructional technology
 - ii. Approaches including but not limited to: flipped learning; online learning; and asynchronous student engagement
- e. Candidate Assessment and Data Skills
 - i. Candidate assessment expertise and data analysis skills to inform instruction
- f. Candidate Classroom Management Skills
 - i. Creating a positive climate for learning
 - ii. Establishing effective rules and routines
 - iii. Managing disruptive behavior
 - iv. Gaining and keeping student attention
 - v. Building and sustaining respectful, positive relationships
- g. Candidate Preparation for Professional Learning Community
 - i. Collaboration with colleagues
 - ii. Knowledge of Wyoming resources, e.g. Statewide System of Support
 - iii. Engaging families
 - iv. Accessing community resources
- h. Program Engagement with Wyoming K-12 Community
 - i. Geographic reach of clinical and field placements
 - ii. Selectivity of mentor teachers
 - iii. University supervisor model, e.g. full-time faculty, clinical faculty
- i. Existing memoranda of understanding with school districts
 - i. Fieldwork
 - ii. Clinical Practice (Student Teaching)
 - iii. Professional development offerings for district educators
- j. Alignment to Accreditation Standards
 - i. Council for Accreditation of Educator Preparation (CAEP)
 - ii. Specialized Professional Association (SPA)
 - iii. Wyoming Professional Teaching Standards Board (PTSB)
- k. Program focus on addressing Wyoming Teacher Shortage areas (See Appendix A.)

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

- I. Program focus on rural education issues in Wyoming (See Appendix B.)
3. Evaluate research on evidence-based models and practices showing success indicative of professional educator preparation programs producing the best graduates.
4. Develop and present recommendations to the Strategic Planning Committee for pilot implementation and evaluation in the program.
5. Identify policy and other barriers to successful implementation represented by:
 - a. Program policy
 - b. College of Education policy
 - c. University policy
 - d. State Government policy
 - e. Federal Government policy
 - f. Accreditor Policy (Council for Accreditation of Educator Preparation, Specialized Professional Associations, Higher Learning Commission of the North Central Association of Colleges and Schools)
 - g. Geographic distance

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Trustees Education Initiative Community Feedback Group

Membership

Upon the recommendation of the Executive Director, the Governing Board appoints the members of the Community Feedback Group.

Engagement Frequency and Modality

The Community Feedback Group will provide input solely through online surveys.

Authority

The Community Feedback Group is advisory to the eight Program Study Groups.

Charge

1. Provide stakeholder input in response to proposed models and practices proposed by the Program Study Groups based on Governing Board-approved metrics indicative of professional educator preparation programs producing the best graduates.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Wyoming Education Community at Large

Engagement Frequency and Modality

The Initiative will hold a series of town hall meetings early in Phase II of the Initiative to gather input to inform the work of the Program Study Groups and the Strategic Planning Committee.

The Initiative will host a second series of Town Hall to provide feedback to models and practices proposed by the Program Study Groups and the Strategic Planning Committee.

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Appendix A **Wyoming Teacher Shortage Areas¹**

2014–2015 and 2015–2016

Adaptive Physical Education
At-Risk/Alternative/Non-Traditional Teachers Certification Area
Elementary Grades (Core Subjects)
English (Including Middle Language Arts)
English as a Second Language
Family and Consumer Science
Health
Mathematics
Physical Education
Reading
Secondary Sciences
Spanish
Special Education

2016–2017

Elementary Grades (Core Subjects)
English (Including Middle Language Arts)
English Learner Education
Family and Consumer Science
Gifted and Talented
Health
Mathematics
Music
Secondary Sciences
Spanish
Special Education

¹ United States Department of Education Office of Postsecondary Education. (2016). *Teacher Shortage Areas Nationwide Listing 1990-1991 through 2016-2017*. Washington, DC. Freddie Cross.
<http://www2.ed.gov/about/offices/list/ope/pol/tsa.pdf>

Trustees Education Initiative

Governance Structure, Membership, Authority, and Charge

October 18, 2016 (Future Revisions Anticipated)

Appendix B Why Rural Matters 2013-2014: Wyoming

State & Priority Rank	Wyoming Priority ranking: 39
Narrative	Although the absolute number of rural students in Wyoming is small relative to the national median, it has grown by over 15% in the past two years. More than one in every six rural students has an individualized education plan, the highest percentage in the nation. Wyoming schools and districts are some of the smallest in the nation, and a relatively large amount of funding is dedicated to instructional expenditures. Educational outcomes of rural students are on par with rural students nationwide, and the socioeconomic outlook for the rural adult population is relatively strong.
Gauge 1: Importance	<p>Gauge rank: 27 Notable / Important / Very Important / Crucial</p> <ol style="list-style-type: none"> 1. Percent rural schools: 55.6% rank 7 2. Percent small rural districts: 40.0% rank 29 3. Percent rural students: 26.3% rank 25 4. Number of rural students: 23,312 rank 47 5. Percentage of state education funds to rural districts: 32.1% rank 21 <p>Graph: Percent rural schools: 55.6% v. US 32.9%</p>
Gauge 2: Student and Family Diversity	<p>Gauge Rank: 15 Fair/ Serious / Critical / Urgent</p> <ol style="list-style-type: none"> 1. Percentage of rural minority students: 18.9% rank 26 2. Percentage of rural ELL students: 4.1% rank 15 3. Percentage of rural IEP students: 17.5% rank 1 4. Number of rural minority students: 4,404 rank 45 5. Percentage of rural mobility: 13.3% rank 11 <p>Graph: Percentage of rural IEP students: 17.5% v. US 12.8%</p>
Gauge 3: Socioeconomic Challenges Gauge	<p>Gauge Rank: 44 Notable / Important / Very Important / Crucial</p> <ol style="list-style-type: none"> 1. Percentage of rural adults with high school diploma: 91.1% rank 42 2. Rural adult unemployment rate: 3.7% rank 48 3. Rural median household income: \$62,898 rank 39 4. Percentage of rural students who are Title I eligible: 13.5% rank 37 5. Percentage of rural students eligible for free or reduced lunches: 36.8% rank 32 <p>Graph: Rural adult unemployment rate: 3.7% v. US 6.6%</p>
Gauge 4: Educational Policy Context	<p>Gauge Rank: 47 Notable / Important / Very Important / Crucial</p> <ol style="list-style-type: none"> 1. Rural instructional expenditures per pupil: \$10,194 rank 47 2. Ratio of instructional to transportation expenditures: \$11.04 rank 24 3. Median organizational scale (x 100): 870 rank 43 4. State revenue to schools per local dollar: \$1.26 rank 26 5. Rural salary expenditures per instructional FTE: \$74,622 rank 45 <p>Graph: Rural instructional expenditures per pupil: \$10,194 v. US \$5,826</p>
Gauge 5: Educational Outcomes	<p>Gauge Rank: 31 Fair / Serious / Critical / Urgent</p> <ol style="list-style-type: none"> 1. Rural Grade 4 NAEP performance (math): 244.84 rank 33 2. Rural Grade 4 NAEP performance (reading): 224.73 rank 30 3. Rural Grade 8 NAEP performance (math): 286.76 rank 24 4. Rural Grade 8 NAEP performance (reading): 267.73 rank 26 <p>Graph: Rural Grade 4 NAEP performance (math): 244.84 v. US 242.87</p>

Trustees Education Initiative

National Advisory Board Criteria

Discussion Starter: Desired Areas of Experience and Expertise on Board

- Educator Preparation – Initial and Advanced (Leadership)
- K-12 Education
- Educational Research
- Education Policy
 - Local
 - State
 - Federal
- Rural Education
-
-
-
-

Trustees Education Initiative

Initial Nominee Slates

Wyoming Education Community Feedback Group

Representing	First Name	Last Name
Wyoming K-12 Educator	Dave	Barker
Wyoming K-12 Educator	Matthew	Bassett
UW College of Education Mentor Teacher	Anna	Beckman
University of Wyoming Undergraduate Student	Dana	Bjorhus
Wyoming K-12 Administrator	Roy	Brown
Wyoming K-12 Educator	Ann	Christopherson
Wyoming K-12 Educator	John	Cundall
Wyoming K-12 Administrator Special Education	Alan	Demaret
Wyoming K-12 Educator	Marc	Fleming
Wyoming K-12 Educator	LeRoy	Garcia
Wyoming Governor, Retired	Jim	Geringer
UW Faculty College of Health Sciences	Jayne	Jenkins
Wyoming K-12 Educator	Reagan	Kaufman
Wyoming K-12 Educator	Becky	Pearce
Community Stakeholder	Darci	Phillips
Wyoming K-12 Educator	Paul	Primrose
Wyoming K-12 Administrator Special Education	Deb	Riker
University of Wyoming Alumni	Lea	Schoenewald
Wyoming Department of Education	Dicky	Shanor
Wyoming K-12 Administrator Special Education	Ginger	Sleep
Wyoming K-12 Educator	Teresa	Strube
Wyoming K-12 Educator	Dee	Swanson
Wyoming K-12 Administrator Special Education	Traci	Turk
Wyoming K-12 Administrator Special Education	Nate	Westcott
University of Wyoming Outreach School	Amy	Spiker

Early Childhood Education Study Group

Representing	First Name	Last Name
University of Wyoming College of Education	Samara	Akpovo
University of Wyoming College of Agriculture	Mark	Bittner
Wyoming K-12 Teacher	Lauren	Breckenridge-Padesky
Wyoming K-12 Teacher	Kim	Buchanan
UW College of Education Faculty Outside Program	Kara	Holt
Wyoming K-12 Administrator	Dustin	Hunt
Wyoming K-12 Teacher	Sarah	Lenhart
University of Wyoming College of Education Alumni	Amy	Ready
University of Wyoming College of Education Alumni	Janet	Swinton
Wyoming K-12 Parent	Jennifer	Zook
Wyoming Early Childhood Advocate	Becca	Steinhoff

Note: Shaded cells indicate that we have reached out to an individual to seek their interest in serving. We will need to do this for a number of groups to assure broad-based representation.

Elementary Education Study Group

Representing	First Name	Last Name
University of Wyoming College of Health Sciences	Theresa	Allgaier
Wyoming K-12 Educator	Dirk	Andrews
University of Wyoming College of Agriculture	Jessie	Berry-DaFoe
Wyoming K-12 Educator	Crystal	Graf
Wyoming K-12 Educator	Dea	Kobbe
Wyoming K-12 Teacher	Joey	Kozlowski
Wyoming K-12 Educator	Greg	Legerski
Wyoming K-12 Educator	Mandi	Moore
Wyoming K-12 Educator	Lauren	Padesky
Wyoming K-12 Educator	Sara	Pommarane
University of Wyoming College of Education	Jenna	Shim
University of Wyoming College of Education	Allen	Trent

Secondary Education Study Group

Representing	First Name	Last Name
Wyoming K-12 Administrator	Kelly	B. Hornby
University of Wyoming College of Education Faculty	Terry	Burrant
University of Wyoming College of Health Sciences	Mark	Byra
Wyoming K-12 Administrator	Linda	Crawford
University of Wyoming Student	Kahler	Dawson
University of Wyoming College of Education Faculty	J. Chris	Haynes
Wyoming K-12 Administrator	Jason	Horsley
Wyoming K-12 Administrator	Dustin	Hunt
Wyoming K-12 Educator	Matthew	Johnson
Wyoming K-12 Administrator	RJ	Kost
Wyoming School Boards Association	Debbie	McCullar
Wyoming K-12 Educator	Becky	Pearce
Wyoming K-12 Student	Elizabeth	Stephens
University of Wyoming Student	Tristan	Wallhead

Special Education Study Group

Representing	First Name	Last Name
Wyoming K-12 Administrator	John	Balow
University of Wyoming College of Education	Michelle	Buchanan
Wyoming K-12 Administrator	Alan	Demaret
Wyoming K-12 Administrator	James	Denning
University of Wyoming College of Education	Tiffany	Dobler
Wyoming K-12 Administrator	Bob	Heimbaugh
Wyoming K-12 Administrator	Robyn	Heth
Wyoming K-12 Administrator	Dustin	Hunt
Wyoming K-12 Administrator	Dan	Mayer
Wyoming K-12 Administrator	Deb	Riker
Wyoming K-12 Administrator	Dawn	Scarince
Wyoming K-12 Administrator	Nate	Westcott
Wyoming K-12 Administrator	Rick	Woodford

Note: Shaded cells indicate that we have reached out to an individual to seek their interest in serving. We will need to do this for a number of groups to assure broad-based representation.

Education Leadership Study Group

Representing	First Name	Last Name
Wyoming K-12 Administrator	Craig	Anderson
Wyoming Statewide System of Support Collaborative	Gerry	Chase
Wyoming K-12 Administrator	Jay	Curtis
Wyoming School Boards Association	Brian	Farmer
Wyoming K-12 Administrator	David	Hardesty
Wyoming K-12 Administrator	Shannon	Harris
University of Wyoming College of Education	David	Hvidston
Wyoming K-12 Educator	Eric	Makelky
Wyoming Community College Faculty	Molly	McClure
Wyoming K-12 Administrator	Owen	St. Clair
Wyoming K-12 Administrator	Summer	Stephens
Wyoming K-12 Educator	Sarah	Stoll
Wyoming K-12 Administrator	Wes	Townsend

Counselor Education Study Group

Representing	First Name	Last Name
UW College of Education Counselor Faculty	Lay-nah Blue	Morris-Howe
UW College of Education Faculty Outside Program	Cynthia	Brock
Wyoming K-12 Counselor	Erin	Curtis
Wyoming K-12 Counselor	Missy	Nack
Wyoming Business Community	Bill	Schilling
Wyoming School Counselor Association	Monika	Johannsen-Young
Wyoming K-12 Counselor	Kristen	Brindza

Instructional Technology Study Group

Representing	First Name	Last Name
Wyoming K-12 Administrator	John	Abrams
University of Wyoming College of Education	Tonia	Dousay
Wyoming K-12 Administrator	Lyla	Downey

Instructional Facilitator / Coaching Study Group

Representing	First Name	Last Name
Wyoming K-12 Administrator	David	Holbert
University of Wyoming College of Education	Kate	Muir Welsh
Wyoming K-12 Educator	Keather	Pierantoni
University of Wyoming College of Education	Dana	Robertson
Wyoming K-12 Administrator	Fletcher	Turcato
Wyoming Education Association	Kathy	Vetter
Wyoming K-12 Administrator	John	Weigel
Wyoming K-12 Educator	Mick	Wiest

Note: Shaded cells indicate that we have reached out to an individual to seek their interest in serving. We will need to do this for a number of groups to assure broad-based representation.

Strategic Planning Committee

Representing	First Name	Last Name
University of Wyoming College of Education	William	Holmes
University of Wyoming College of Education	Audrey	Kleinsasser
University of Wyoming College of Education	Peter	Moran
University of Wyoming College of Education	Leslie	Rush
University of Wyoming College of Education	Craig	Shepherd
University of Wyoming College of Education	Suzanne	Young
University of Wyoming College of Health Sciences	Karen	Gaudrault
University of Wyoming Outreach School	Reed	Scull
Wyoming Association of School Administrators	Kevin	Mitchell
Wyoming Community College Faculty	Coralina	Daly
Wyoming Community College Faculty	Mark	Englert
Wyoming Community College Faculty	Shannon	Eskam
Wyoming Community College Faculty	John	Hansen
Wyoming K-12 Administrator	Jay	Harnack
Wyoming K-12 Administrator	Jubal	Yennie
Wyoming K-12 Educator	Kenneth	Crowson
Wyoming K-12 Educator	Verba	Echols
Wyoming Local School Board Member	Keith	Gingery
Wyoming State Board of Education	Kathryn	Sessions
Wyoming Statewide System of Support Collaborative	Joel	Dvorak

Note: Shaded cells indicate that we have reached out to an individual to seek their interest in serving. We will need to do this for a number of groups to assure broad-based representation.



Proposal for Trustees Education Initiative (TEI) Research and Meeting Facilitation Services

Marzano Research will provide research and facilitation services to support the TEI Strategic Planning Committee and the eight TEI Program Study Groups during the period of December 1, 2016 through June 30, 2017. Marzano Research will provide the following services:

1. create a report to compare educator preparation programs at University of Wyoming (UW) and other institutions on indicators of quality and state requirements
2. conduct a literature search to identify best practices in educator preparation
3. facilitate Study Group and Strategic Planning Committee meetings to develop recommendations.

We scope of work described in this proposal was developed with the short project timeframe in mind.

Report to compare UW to other institutions

Marzano Research will work with the Executive Director of the TEI to identify up to 10 institutions for comparison. We will rely on existing publicly available data to create a report that compares the educator preparation programs at University of Wyoming (UW) and other institutions on indicators of quality and state requirements. We will use the State Reports on the Quality of Teacher Preparation, available on the U.S. Department of Education website (<https://title2.ed.gov/Public/Home.aspx>), to gather the following information for each institution:

- State certification and license requirements for completers of traditional and alternative teacher preparation programs
- Statewide pass rates on state assessments of completers of teacher preparation programs
- Information on teacher standards and their alignment with student standards
- Criteria for identifying low-performing schools of education
- Number of students enrolled in teacher preparation programs by gender, race, and ethnicity
- Total number of teachers completing teacher preparation programs and receiving initial credentials
- Number of teachers prepared by credential area, academic major, and subject area

Literature search on best practices

Marzano Research will conduct a literature search to identify research studies published since 2010 using the following keywords:

- ("guidance counselor" or "school counselor" or teacher or educator or principal or coach) and
- ("preparation"), and
- ("achievement" or "retention" or "assessment" or "evaluation" or "effectiveness").

We will search in four databases that catalog academic research: Academic Search Premier, ERIC, Education Full Text, and PsycInfo. Marzano Research will also review seminal summaries of research on educator preparation that were published prior to 2010, such as the National Research Council (2010)

report *Preparing teachers: Building evidence for sound policy*. Marzano Research will send a list of identified articles to the Executive Director to share with the National Advisory Group to identify any supplemental articles that were not identified through the keyword search. Marzano Research will create an annotated bibliography that identifies sources and summarizes each article that is relevant to each workgroup.

Facilitating Study Group and Strategic Planning Committee meetings

Marzano Research will facilitate two in-person and three virtual meetings with each workgroup, which will include sharing the comparison report and literature search results to develop recommendations for best practices (Table 1).

Table 1. Proposed Meeting Schedule

Month	Meeting Type	Meeting Duration
January	In-person	6 hours
February	Virtual	2 hours
March	Virtual	2 hours
April	In-person	6 hours
May	Virtual	2 hours

Marzano Research proposes to conduct in-person meetings during two weeks of January and April (four meetings per week).

Cost of Services

Marzano Research will assign one researcher to facilitate the meetings. A team of researchers will analyze data, conduct the literature review, and develop reports. The proposed budget of \$49,166 includes all labor costs and the following travel costs:

- Kick-off meeting – 2 staff, day trip
- Two in-person meetings – 1 staff, four days, 4 trips

Trustees Education Initiative

Executive Director Rebecca Watts • Report to Governing Board • November 2016

Making TEI Connections Across Wyoming

- Presented information on the Trustees Education Initiative to the Joint Education Committee of the Wyoming Legislature. Legislators sought assurance that stakeholders would include K-12 students, teachers, parents, and local school board members.
- Joined the Wyoming Department of Education (WDE) [Statewide System of Support Collaborative Council](#). Comprised of district superintendents, teachers, and WDE leadership, the focus is on creating, deploying, and sustaining support and technical assistance to build capacity in Wyoming K-12 schools for student success.
- With Dean Ray Reutzel and Associate Deans Leslie Rush and Suzie Young, visited State Superintendent Jillian Balow and the WDE Data team to discuss opportunities and challenges with identifying meaningful data related to the effectiveness of educators who graduated from the University of Wyoming College of Education.
- Provided an overview of TEI to the Wyoming School-University Partnership Board and encouraged members to nominate stakeholders and/or self-nominate for service on one of the TEI Work Groups.
- At the invitation of WDE, participating in planning meetings for the State Plan required by the recent Federal reauthorization of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA).
 - TEI input on the Wyoming Plan has focused on accountability measures and access to data related to educator preparation program accountability.
- Compiled the requirements and responsible party for new reporting requirements under the United States Department of Education Teacher Preparation Regulations. Shared compilation with WDE and the Wyoming Professional Teaching Standards Board.
- Visited two Albany County District No. 1 elementary schools. Visited Sheridan County School District No. 2 and Sheridan College with President Nichols.

Research Support

- Attended the National Rural Education Convention and Research Symposium with Wyoming State Superintendent Jillian Balow, College of Education faculty member Mark Stock, and Wyoming Institute for Disabilities Community Education Coordinator Canyon Hardesty.
 - Met with incoming Executive Director Allen Pratt (University of Tennessee at Chattanooga) to discuss TEI. Dr. Pratt has offered his assistance with data and other support.
- Attended the Wyoming Business Alliance Deming Scholars Seminar Pre-Forum Event to Governor Mead's Business Forum. The education focus for the Deming system view was on providing individualized learning experiences that meet the needs of each learner. Recommendations include requiring at least one course in neuroscience as part of educator preparation.
- Attended the Pearson Evaluation System *Conference on Teaching: Teachers Individualizing Learning*.
 - The conference opened [with an interview of education researcher John Hattie](#).
 - Conference focused on practices to create individualized, deep learning for K-12 students and transformed professional learning for teachers.
- Attended the International Center for Leadership in Education 2016 Leadership Academy, which had an emphasis rigor and relevance to strengthen the full complement of what students know and can do.

Communication

- Began creation of the TEI web site:
 - Overview Page: http://www.uwyo.edu/trust_edu_init/
 - Governance Structure: http://www.uwyo.edu/trust_edu_init/governance%20structure.html
 - Governing Board: http://www.uwyo.edu/trust_edu_init/governing%20board%20.html
 - Meetings and Materials: http://www.uwyo.edu/trust_edu_init/meetings.html
 - Sought proposals from the University Graphic Designer for a Trustees Education Initiative logo/signature/symbol. Provided feedback on initial proposals with a second round of drafts anticipated in late November.
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TEI Strategic Planning Committee and Program Study Work Groups

- Designed and implemented a statewide open nomination process for the Strategic Planning Committee, Community Feedback Group, and eight Program Study Groups. The process yielded 126 nominations.
 - Developed plans for a Trustees Education Initiative Launch at the Marian H. Rochelle Gateway Center on Wednesday, December 14, 2016 as follows:
 - 11:30 a.m. – Group Meetings: Strategic Planning Committee Meeting and Program Study Group Meetings - *Election of Chairperson and Work Planning*
 - 1:00 p.m. – Welcome and Overview – Trustee David Palmerlee
 - 1:10 p.m. – Introduction of Speaker – Dean Ray Reutzel
 - 1:15 p.m. – Keynote Address – Dr. Willard Daggett
 - 2:15 p.m. – Discussion with Dr. Daggett – Group Leaders
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Operations

- Worked with Foundation and College of Education Staff to establish procedures for financial processing and reporting.
 - Worked with University Human Resources to develop a Position Description and related job positing for a TEI Project Coordinator. The posting yielded eight applications. Initial screening of those applications will occur the week of November 21, 2016.
 - Essential Duties include receiving invoices and processing related expenditures, scheduling and arranging meeting and conference logistics for the TEI: Governing Board, Strategic Planning Committee; eight Program Study Groups; and National Advisory Board and arranging logistics for Town Hall Meetings throughout Wyoming.
 - The Project Coordinator oversees the management of the Trustees Education Initiative files and records and is responsible for directly responding to or assuring response to all incoming phone calls, e-mails, requests for information, and other communication.
 - The Project Coordinator is responsible for maintaining a current database of key contacts for education stakeholders throughout the state, including but not limited to the: Wyoming Education Association, Wyoming Association of Elementary and Middle School Principals, Wyoming Association of Elementary School Principals, Wyoming Association of School Administrators, Wyoming Association of Secondary School Principals, Wyoming Association of Student Councils, Wyoming Community College Presidents, Wyoming Department of Education, Wyoming Parent Teachers Association, Wyoming Professional Teaching Standards Board, Wyoming School Counselor Association, Wyoming School-University Partnership, and Wyoming State System of Support Collaborative.
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