



Special Education Research Work Group



Special Education Research Work Group

Wednesday, January 25, 2017 • 11:00 a.m.

University of Wyoming • Marian H. Rochelle Gateway Center • Clay Room, 301B

1. **Welcome and Introductions** All
2. **Overview of Trustees Education Initiative** Rebecca Watts
 - a. Strategic Plan
 - b. Governance Structure
 - c. Grant Support for Work Group Members
3. **Research Facilitation and Support – Marzano Research** David Yanoski
4. **Research Work Group Organization** All
 - a. Leadership Model
 - b. Meeting Schedule and Mode
5. **Preliminary Stakeholder Feedback, Survey 1** Rebecca Watts
6. **Open Discussion** All
 - a. Research Focus
 - b. Logistics
 - c. Concerns
7. **Tasks for Completion Prior to Next Meeting** All
8. **Scheduling Next Meeting** All
9. **Adjourn**



Trustees Education Initiative • Expense Reimbursement Form

Participant _____

TEI Group _____
(Governing Board, National Advisory Board, Coordination Council, Research Work Group)

Travel

Beginning Destination _____

Date and Time _____

Ending Destination _____

Date and Time _____

Mileage Reimbursement Total Miles Traveled _____

Airfare \$ _____ Taxi \$ _____ Parking \$ _____
(Please attach receipts) (Please attach receipts) (Please attach receipts)

Meals and Lodging

Meals Expense \$ _____ Lodging Expense \$ _____
(Please attach receipts) (Please attach receipts)

Other Expenses

P-12 Substitute Expense \$ _____ Date _____

P-12 Teacher Stipend \$ _____ Date _____

UW Faculty Release Adjunct Backfill \$ _____ Semester/Term _____

UW Faculty Release Grad Asst. Backfill \$ _____ Semester/Term _____

UW Faculty Research/PD \$ _____ Semester/Term _____

Payment Information

Payee (Individual or Organization) _____

Mailing Address _____

City, State, Zip _____

SSN# or FEIN# _____

Signature _____

Date _____



Strategic Plan *2016-2020*

Initial Version • December 2016

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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.

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 K-12 Professional Educators. These highly-skilled K-12 teachers, counselors, and administrators will spread throughout Wyoming's K-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 K-12 Wyoming child. Across the state of Wyoming, these high school graduates will drive Wyoming's cultural and economic engine into the future.

Mission



Executive Summary

In response to feedback from the Wyoming Legislature and the Wyoming Education Community, the University of Wyoming Board of Trustees created the Trustees Education Initiative (TEI) to support the College of Education in achieving preeminence by producing the best professional educators.

TEI work groups comprised of Wyoming students, parents, educators, school leaders, state officials, and university faculty members will research, adapt, and propose best practices to the **Initiative Governing Board**. A National Advisory Board also will provide advice and counsel to the **Initiative Governing Board**. The **Governing Board** will recommend preeminent best practices to the College of Education for implementation.

The *Trustees Education Initiative Strategic Plan* is a living document which will evolve as the work progresses. Within the *Strategic Plan*, the **TEI College Goals and Program Goals** along with their respective **Objectives, Strategies, and Tactics** serve as building blocks to support the TEI Vision and Mission.

The Strategic Plan includes the following:

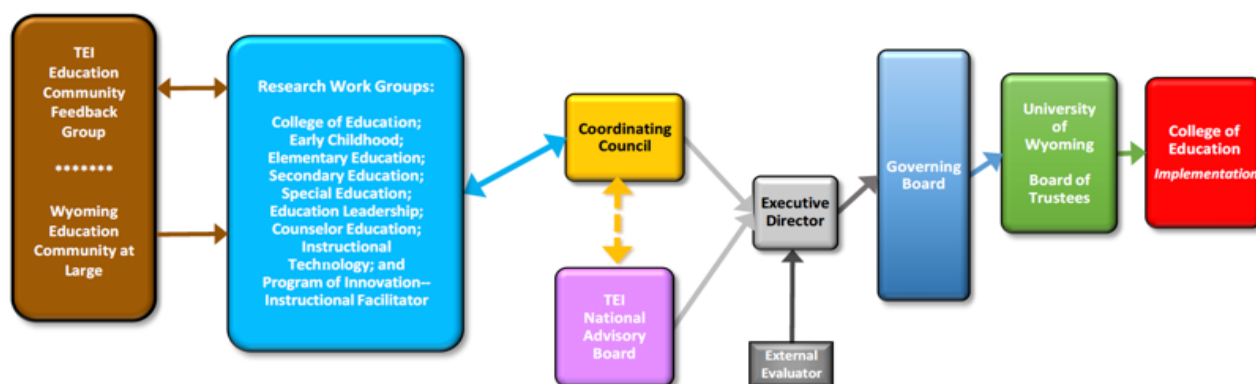
- [Section One](#) – Initiative College Goals
- [Section Two](#) – Initiative Program Goals
- [Section Three](#) – Initiative Budget
- [Section Four](#) – Initiative Milestones and Timeline
- [Section Five](#) – Research Plan
- [Section Six](#) – College of Education SWOT Analysis

TEI is supported by a five-year, five million dollar grant from the Daniels Fund, a private charitable foundation.





Governance Structure and Process



Trustees Education Initiative Coordinating Council

Advisory to the Initiative Governing Board, the Coordinating Council is charged with:

1. Monitoring and refining the 2016-2020 Strategic Plan;
2. Evaluating and analyzing evidence-based practices recommended by the Initiative Research Work Groups; and
3. Submitting recommendations to the Initiative Governing Board 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.





Section One

Initiative College Goals

The Trustees Education Initiative Governing Board has appointed a College Research Work Group comprised of educators and education stakeholders tasked with reviewing and analyzing relevant current literature and evidence on the best practices for preparing professional educators, summarizing the findings, drawing conclusions, and making recommendations for action.

The College Research Work Group will begin its work in Winter 2017.

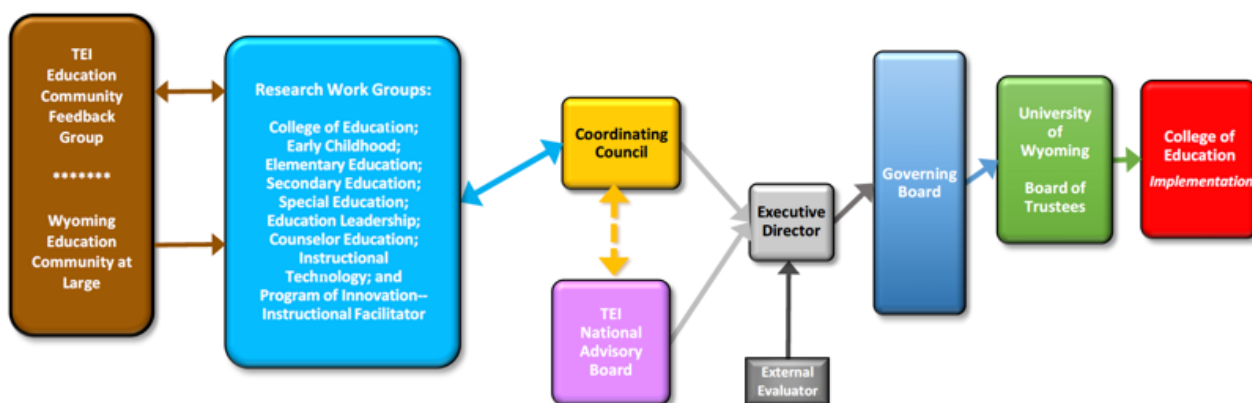
The Initiative College Goals and their respective supporting Objectives, Strategies, and Tactics serve as building blocks to support the TEI Vision and Mission.

NOTE: The Initiative College Goals in the Initial Version of the Strategic Plan are based on a 2015-2016 Analysis of College of Education Strengths, Weaknesses, Opportunities, and Threats (SWOT). The full analysis is included in Section Six of this document.





Governance Structure and Process



Trustees Education Initiative Research Work Group: *College of Education*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative College Goal I

The University of Wyoming will be the preferred educator preparation provider for Wyoming residents who aspire to a career in education.

Performance Indicators

1. Statewide perceptions of the University of Wyoming College of Education
2. Enrollment of Wyoming residents in University of Wyoming College of Education

Objective A

Improve Wyoming residents' perceptions of the University of Wyoming College of Education

Strategies and Tactics

Strategy I-A-1: Research current Wyoming residents' perceptions of the University of Wyoming College of Education

- **Tactic I-A-1-a:** Engage the Wyoming Education Community at Large through a series of Town Hall Meetings
- **Tactic I-A-1-b:** Engage a Wyoming Education Community Stakeholder Group through a series of surveys
- **Tactic I-A-1-c:** Partner with the Wyoming Department of Education and/or Professional Teaching Standards Board to survey all Wyoming educators

Strategy I-A-2: Identify and address barriers that prevent Wyoming residents who aspire to a career in education from enrolling in the University of Wyoming College of Education

- **Tactic I-A-2-a:** *Aligned tactics will be identified once specific barriers are identified.*
- **Tactic I-A-2-b:** *Aligned tactics will be identified once specific barriers are identified.*
- **Tactic I-A-3-c:** *Aligned tactics will be identified once specific barriers are identified.*

Objective B

Increase the number of Wyoming residents (in-state students) enrolled as education majors at University of Wyoming by three percent each academic year from 2017-2018 through 2020-2021.

Strategies and Tactics

Strategy II-B-1: Develop and implement a College of Education Enrollment Management Plan aligned with statewide needs identified in the Wyoming Teacher Supply and Demand Report.

- **Tactic I-B-1-a:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-b:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-c:** *Tactics aligned with Wyoming needs will be identified.*
- **Tactic I-B-1-d:** *Tactics aligned with Wyoming needs will be identified.*



Initiative College Goal II

The University of Wyoming College of Education programs will be accessible via regional delivery or online course delivery throughout all geographic regions of Wyoming.

Performance Indicator

1. The number of regional sites of College of Education program delivery
2. The number of College of Education programs available via online learning technologies

Objective A

Increase and enhance access to University of Wyoming College of Education programs

Strategies and Tactics

Strategy II-A-1: Regionalize the delivery of College of Education programs throughout Wyoming through partnerships with community colleges

- **Tactic II-A-1-a:** Develop and formalize delivery agreements with Wyoming community colleges
- **Tactic II-A-1-b:** Identify and engage faculty to deliver courses at regional sites throughout Wyoming

Strategy II-A-2: Enhance and expand the delivery of College of Education programs through distance technologies

- **Tactic II-A-2-a:** Design syllabi and curricula for online delivery of courses
- **Tactic II-A-2-b:** Identify faculty members with expertise in online delivery
- **Tactic II-A-2-c:** Provide ongoing professional development for faculty members in effective online course delivery methods and practices



Initiative College Goal III

The University of Wyoming College of Education, in partnership with school districts, will provide current, relevant field and clinical experiences (including student teaching) that prepare completers to support K-12 student success in the 21st century classroom.

Performance Indicators

1. Continuous improvement protocols for field and clinical experiences, developed and implemented in partnership with school district partners
2. Executed, active clinical partnership agreements with Wyoming School Districts
3. National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 2: Clinical Partnerships and Practice, Component 2.1: Partnerships for Clinical Preparation.

Objective A

Evaluate and continuously improve the field and clinical experiences of candidates enrolled in the College of Education

Strategies and Tactics

Strategy III-A-1: Develop and implement engagement models with school district partners to inform the development and implementation of continuous improvement plans for candidate field and clinical experiences

- **Tactic III-A-1-a:** Measure Alumni perceptions of how well their field and clinical experiences prepared them to support K-12 student success
- **Tactic III-A-1-b:** Measure K-12 mentor/cooperating teacher perceptions of the effectiveness of University of Wyoming candidate field and clinical experiences
- **Tactic III-A-1-c:** Evaluate field and clinical experience models in highly effective educator preparation programs
- **Tactic III-A-1-d:** Identify and implement practices that strengthen candidate field and clinical experiences

Objective B

Expand the number of formalized partnerships with Wyoming School Districts

Strategies and Tactics

Strategy III-B-1: Develop and execute memoranda of understanding for fieldwork and clinical placements for University of Wyoming education candidates with Wyoming school districts:

- **Tactic III-B-1-a:** Complete and fulfill 12 memoranda of understanding in 2017-2018
- **Tactic III-B-1-b:** Complete and fulfill 16 memoranda of understanding in 2018-2019
- **Tactic III-B-1-c:** Complete and fulfill 20 memoranda of understanding in 2019-2020
- **Tactic III-B-1-d:** Complete and fulfill 24 memoranda of understanding in 2020-2021



Initiative College Goal IV

The hiring practices of Wyoming school districts will demonstrate a preference for University of Wyoming College of Education completers over completers of other programs.

Performance Indicator

1. Wyoming educator employment data by preparation program of origin
2. 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.

Objective A

Increase the percentage of University of Wyoming completers hired by Wyoming school districts

- **Annual Objective IV-1:** In 2017-2018 University of Wyoming completers represent at least 49 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-2:** In 2018-2019 University of Wyoming completers represent at least 50 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-3:** In 2019-2020 University of Wyoming completers represent at least 51 percent of all new hires by Wyoming school districts.
- **Annual Objective IV-A-4:** In 2020-2020 University of Wyoming completers represent at least 52 percent of all new hires by Wyoming school districts.

Strategies and Tactics

Strategy IV-A-1: Research the perspectives of Wyoming school and district leaders to identify factors in their hiring practices

- **Tactic IV-A-1-a:** Engage Wyoming school and district leaders as participants in TEI Program Research Groups
- **Tactic IV-A-1-b:** Engage the Wyoming school and district leaders through a series of Town Hall Meetings
- **Tactic IV-A-1-c:** Engage a Wyoming school and district leaders through a series of surveys

Strategy IV-A-2: Identify and implement modifications to policies and practices that address factors identified as barriers to Wyoming school districts hiring University of Wyoming College of Education completers

- **Tactic IV-A-2-a:** *Specific tactic to be determined.*
- **Tactic IV-A-2-b:** *Specific tactic to be determined.*
- **Tactic IV-A-2-c:** *Specific tactic to be determined.*



Initiative College Goal V

The College of Education organizational structure and infrastructure will support candidate experiences and innovative practices emblematic of a nationally pre-eminent educator preparation provider.

Performance Indicator

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.

Objective A

Organize the College of Education in unit structures that foster collaboration, innovation, and efficiency

Strategies and Tactics

Strategy V-A-1: Engage faculty and staff in research and discussions regarding optimal organizational structures

- **Tactic V-A-1-a:** Host faculty and staff listening sessions
- **Tactic V-A-1-b:** Seek faculty and staff proposals for the College's organizational structure

Strategy V-A-2: Define and implement the optimal College structure

- **Tactic V-A-2-a:** Seek feedback on proposal with College faculty and staff
- **Tactic V-A-2-b:** Seek feedback from College Advisory Board
- **Tactic V-A-2-c:** Gain approval of University Provost and President to implement optimal structure

Objective B

Define, design, fund, and construct the optimal facilities for the College of Education

Strategies and Tactics

Strategy V-B-1: Engage faculty and staff in research and discussions regarding optimal facilities

- **Tactic V-B-1-a:** Host faculty and staff listening sessions
- **Tactic V-B-1-b:** Seek faculty and staff proposals for the College's optimal facilities

Strategy V-B-2: Define the optimal facilities and gain feedback and necessary approvals for next steps

- **Tactic V-B-2-a:** Seek feedback on proposal with College faculty and staff
- **Tactic V-B-2-b:** Seek feedback from College Advisory Board
- **Tactic V-B-2-c:** Gain approval of University Provost and President

Strategy V-B-3: Gain funding support for optimal College of Education facilities

- **Tactic V-B-3-a:** Collaborate with University leadership to identify Wyoming capital funds to support design and construction
- **Tactic V-B-3-b:** Collaborate with UW Foundation to identify donors to facilities





Section Two

Initiative Program Goals

The Trustees Education Initiative Governing Board has appointed eight Research Work Groups comprised of educators and education stakeholders. The Program Research Work Groups will focus on the following educator preparation programs within the College of Education:

- 1. Elementary Education***
- 2. Special Education***
- 3. Early Childhood Education***
- 4. Counselor Education***
- 5. Educational Leadership***
- 6. Secondary Education***
- 7. Instructional Technology***
- 8. Instructional Facilitator***

Each Research Work Group is tasked with reviewing and analyzing relevant current literature and evidence on the best practices for preparing professional educators, summarizing the findings, drawing conclusions, and making recommendations for action.

The Program Research Work Groups will proceed in the following sequence and timeline:

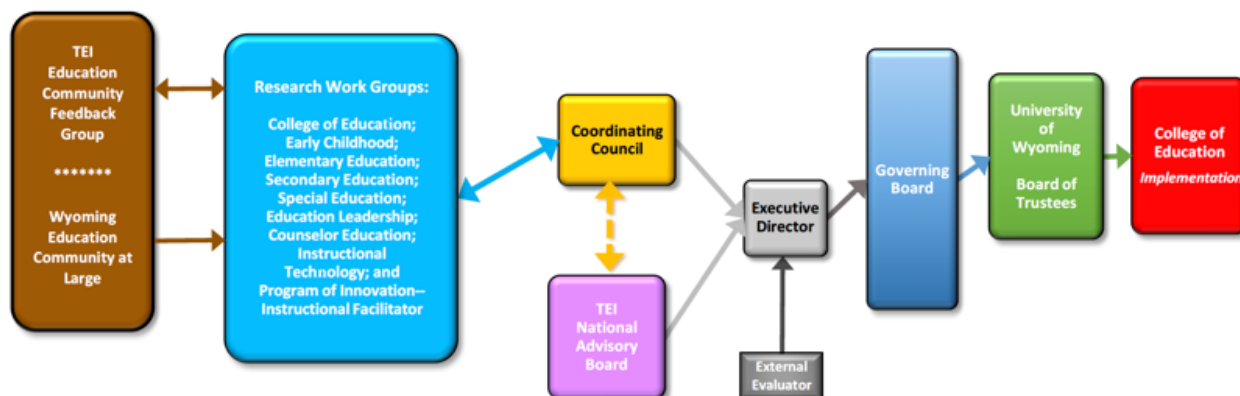
Sequence I Work Groups Begin Winter 2017	Sequence II Work Groups Begin Summer 2017	Sequence III Work Groups Begin Fall 2017
College of Education	Early Childhood Education	Education Leadership
Elementary Education	Instructional Facilitator	Instructional Technology
Special Education	Counselor Education	Secondary Education

The Initiative Program Goals and their respective supporting Objectives, Strategies, and Tactics will serve as building blocks to support the TEI Vision and Mission.





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Elementary Education Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Elementary Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EL-I-A-1: TBD

- Tactic EL-I-A-1-a: TBD
- Tactic EL-I-A-1-b: TBD
- Tactic EL-I-A-1-c: TBD

Strategy EL-I-A-2: TBD

- Tactic EL-I-A-2-a: TBD
- Tactic EL-I-A-2-b: TBD
- Tactic EL-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy EL-I-B-1: TBD

- Tactic EL-I-B-1-a: TBD
- Tactic EL-I-B-1-b: TBD.
- Tactic EL-I-B-1-c: TBD
- Tactic EL-I-B-1-d: TBD



Initiative Elementary Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EL-II-A-1: TBD

- Tactic EL-II-A-1-a: TBD
- Tactic EL-II-A-1-b: TBD
- Tactic EL-II-A-1-c: TBD

Strategy EL-II-A-2: TBD

- Tactic EL-II-A-2-a: TBD
- Tactic EL-II-A-2-b: TBD
- Tactic EL-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

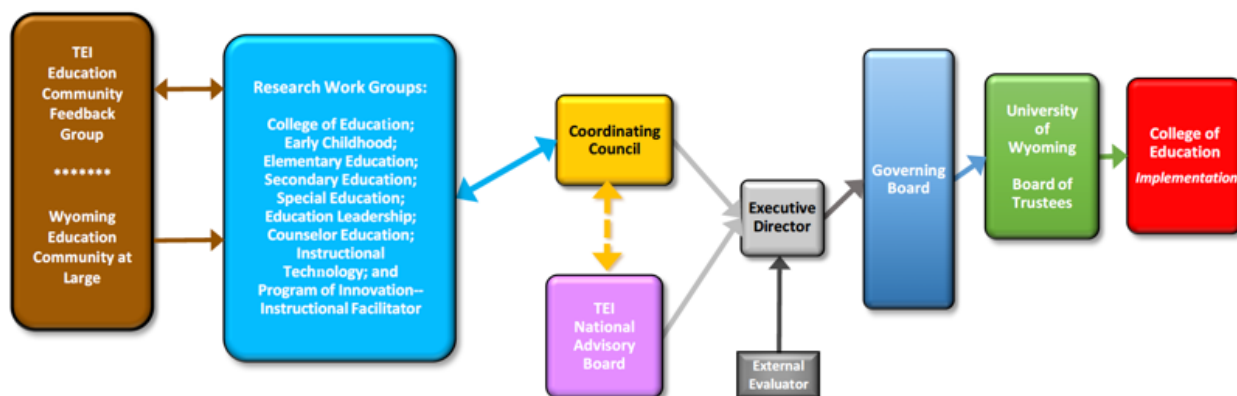
Strategy EL-II-B-1: TBD

- Tactic EL-II-B-1-a: TBD
- Tactic EL-II-B-1-b: TBD
- Tactic EL-II-B-1-c: TBD
- Tactic EL-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Special Education Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Special Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SPED-I-A-1: TBD

- Tactic SPED-I-A-1-a: TBD
- Tactic SPED-I-A-1-b: TBD
- Tactic SPED-I-A-1-c: TBD

Strategy SPED-I-A-2: TBD

- Tactic SPED-I-A-2-a: TBD
- Tactic SPED-I-A-2-b: TBD
- Tactic SPED-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy SPED-I-B-1: TBD

- Tactic SPED-I-B-1-a: TBD
- Tactic SPED-I-B-1-b: TBD.
- Tactic SPED-I-B-1-c: TBD
- Tactic SPED-I-B-1-d: TBD



Initiative Special Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SPED-II-A-1: TBD

- Tactic SPED-II-A-1-a: TBD
- Tactic SPED-II-A-1-b: TBD
- Tactic SPED-II-A-1-c: TBD

Strategy SPED-II-A-2: TBD

- Tactic SPED-II-A-2-a: TBD
- Tactic SPED-II-A-2-b: TBD
- Tactic SPED-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

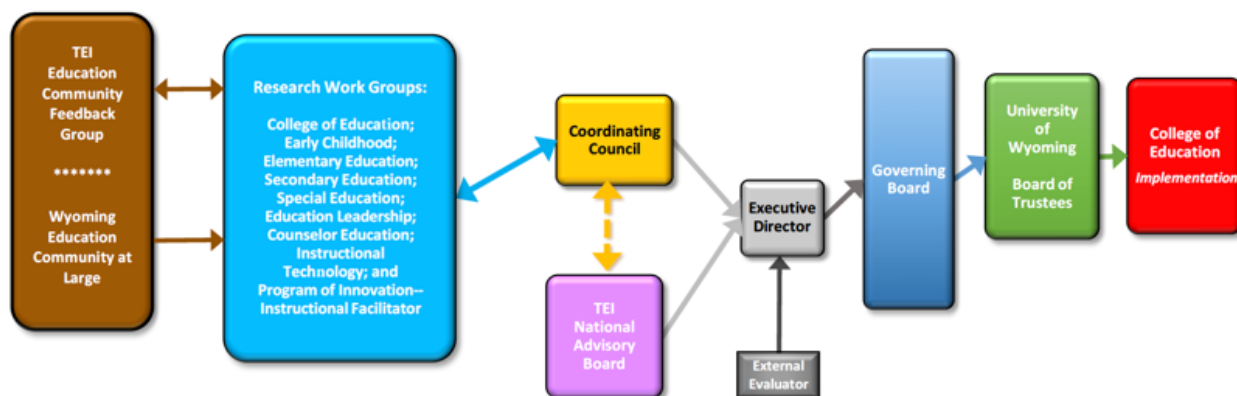
Strategy SPED-II-B-1: TBD

- Tactic SPED-II-B-1-a: TBD
- Tactic SPED-II-B-1-b: TBD
- Tactic SPED-II-B-1-c: TBD
- Tactic SPED-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Early Childhood Education Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Early Childhood Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EC-I-A-1: TBD

- Tactic EC-I-A-1-a: TBD
- Tactic EC-I-A-1-b: TBD
- Tactic EC- I-A-1-c: TBD

Strategy EC-I-A-2: TBD

- Tactic EC- I-A-2-a: TBD
- Tactic EC-I-A-2-b: TBD
- Tactic EC-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy EC-I-B-1: TBD

- Tactic EC-I-B-1-a: TBD
- Tactic EC-I-B-1-b: TBD.
- Tactic EC-I-B-1-c: TBD
- Tactic EC-I-B-1-d: TBD



Initiative Early Childhood Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy EC-II-A-1: TBD

- Tactic EC-II-A-1-a: TBD
- Tactic EC-II-A-1-b: TBD
- Tactic EC-II-A-1-c: TBD

Strategy EC-II-A-2: TBD

- Tactic EC-II-A-2-a: TBD
- Tactic EC-II-A-2-b: TBD
- Tactic EC-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

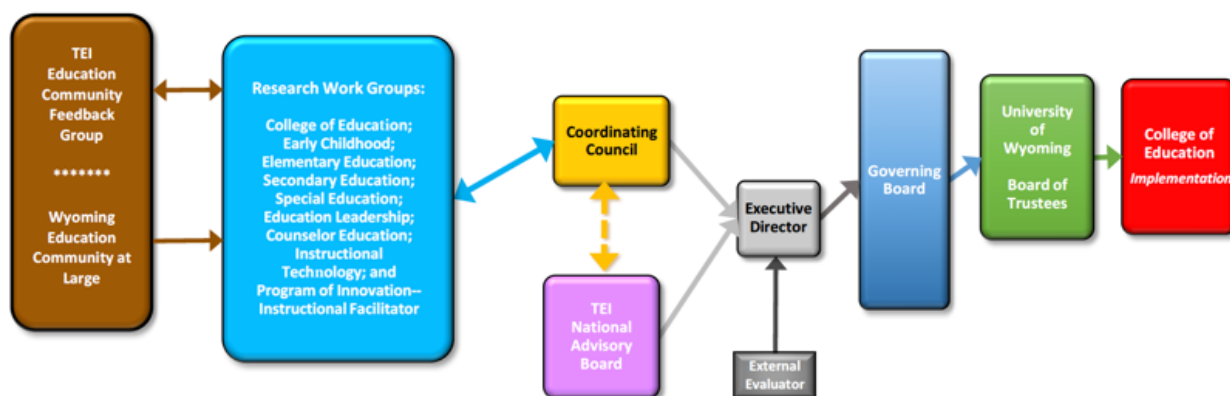
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- Tactic EC-II-B-1-a: TBD
- Tactic EC-II-B-1-b: TBD
- Tactic EC-II-B-1-c: TBD
- Tactic EC-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Counselor Education Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Counselor Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy COUNS-I-A-1: TBD

- Tactic COUNS-I-A-1-a: TBD
- Tactic COUNS-I-A-1-b: TBD
- Tactic COUNSL- I-A-1-c: TBD

Strategy COUNS-I-A-2: TBD

- Tactic COUNS- I-A-2-a: TBD
- Tactic COUNS-I-A-2-b: TBD
- Tactic COUNS-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy COUNS-I-B-1: TBD

- Tactic COUNS-I-B-1-a: TBD
- Tactic COUNS-I-B-1-b: TBD.
- Tactic COUNS-I-B-1-c: TBD
- Tactic COUNS-I-B-1-d: TBD



Initiative Counselor Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy COUNS-II-A-1: TBD

- Tactic COUNSL-II-A-1-a: TBD
- Tactic COUNS-II-A-1-b: TBD
- Tactic COUNS-II-A-1-c: TBD

Strategy COUNS-II-A-2: TBD

- Tactic COUNS-II-A-2-a: TBD
- Tactic COUNS-II-A-2-b: TBD
- Tactic COUNS-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

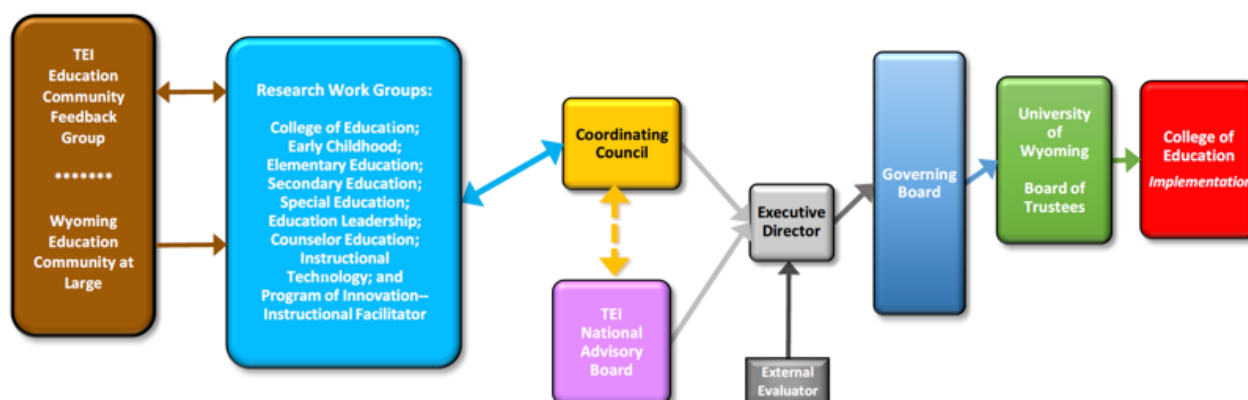
Strategy COUNS-II-B-1: TBD

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- Tactic COUNS-II-B-1-b: TBD
- Tactic COUNS-II-B-1-c: TBD
- Tactic COUNS-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Educational Leadership Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Education Leadership Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy LDR-I-A-1: TBD

- Tactic LDR-I-A-1-a: TBD
- Tactic LDR-I-A-1-b: TBD
- Tactic LDR-I-A-1-c: TBD

Strategy LDR-I-A-2: TBD

- Tactic LDR-I-A-2-a: TBD
- Tactic LDR-I-A-2-b: TBD
- Tactic LDR-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy LDR-I-B-1: TBD

- Tactic LDR-I-B-1-a: TBD
- Tactic LDR-I-B-1-b: TBD.
- Tactic LDR-I-B-1-c: TBD
- Tactic LDR-I-B-1-d: TBD



Initiative Education Leadership Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy LDR-II-A-1: TBD

- Tactic LDR-II-A-1-a: TBD
- Tactic LDR-II-A-1-b: TBD
- Tactic LDR-II-A-1-c: TBD

Strategy LDR-II-A-2: TBD

- Tactic LDR-II-A-2-a: TBD
- Tactic LDR-II-A-2-b: TBD
- Tactic LDR-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

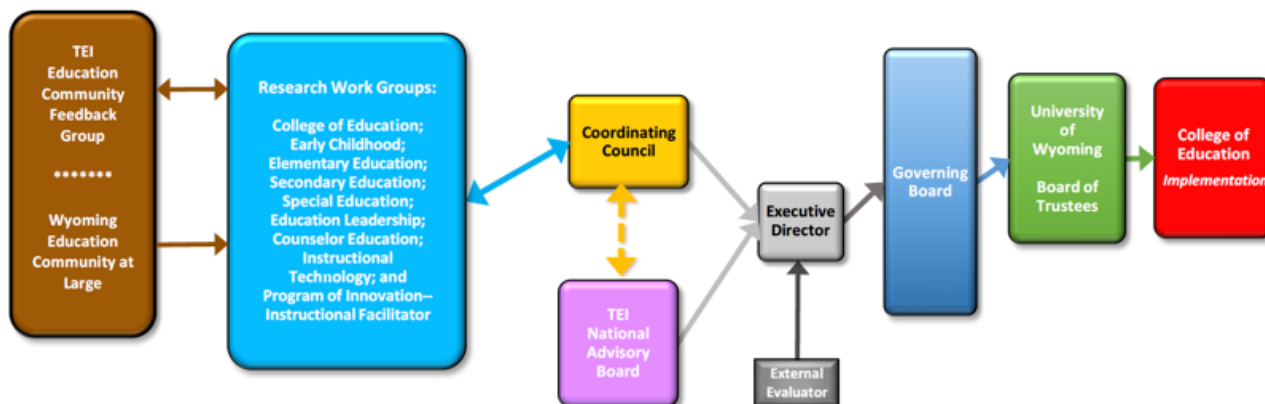
Strategy LDR-II-B-1: TBD

- Tactic LDR-II-B-1-a: TBD
- Tactic LDR-II-B-1-b: TBD
- Tactic LDR-II-B-1-c: TBD
- Tactic LDR-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Secondary Education Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Secondary Education Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SEC-I-A-1: TBD

- Tactic SEC-I-A-1-a: TBD
- Tactic SEC-I-A-1-b: TBD
- Tactic SEC- I-A-1-c: TBD

Strategy SEC-I-A-2: TBD

- Tactic SEC- I-A-2-a: TBD
- Tactic SEC-I-A-2-b: TBD
- Tactic SEC-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy SEC-I-B-1: TBD

- Tactic SEC-I-B-1-a: TBD
- Tactic SEC-I-B-1-b: TBD.
- Tactic SEC-I-B-1-c: TBD
- Tactic SEC-I-B-1-d: TBD



Initiative Secondary Education Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy SEC-II-A-1: TBD

- Tactic SEC-II-A-1-a: TBD
- Tactic SECL-II-A-1-b: TBD
- Tactic SEC-II-A-1-c: TBD

Strategy SEC-II-A-2: TBD

- Tactic SEC-II-A-2-a: TBD
- Tactic SECL-II-A-2-b: TBD
- Tactic SEC-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

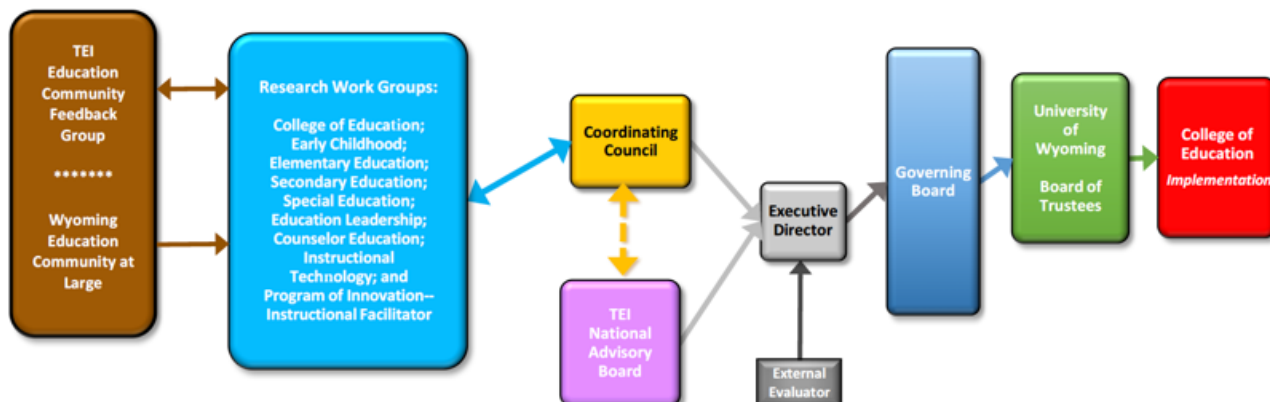
Strategy SEC-II-B-1: TBD

- Tactic SEC-II-B-1-a: TBD
- Tactic SEC-II-B-1-b: TBD
- Tactic SEC-II-B-1-c: TBD
- Tactic SEC-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Instructional Technology Program*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Instructional Technology Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy TECH-I-A-1: TBD

- Tactic TECH-I-A-1-a: TBD
- Tactic TECH-I-A-1-b: TBD
- Tactic TECH- I-A-1-c: TBD

Strategy TECH-I-A-2: TBD

- Tactic TECH- I-A-2-a: TBD
- Tactic TECH-I-A-2-b: TBD
- Tactic TECH-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy TECH-I-B-1: TBD

- Tactic TECH-I-B-1-a: TBD
- Tactic TECH-I-B-1-b: TBD.
- Tactic TECH-I-B-1-c: TBD
- Tactic TECH-I-B-1-d: TBD



Initiative Instructional Technology Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy TECH-II-A-1: TBD

- Tactic TECH-II-A-1-a: TBD
- Tactic TECH-II-A-1-b: TBD
- Tactic TECH-II-A-1-c: TBD

Strategy TECH-II-A-2: TBD

- Tactic TECH-II-A-2-a: TBD
- Tactic TECH-II-A-2-b: TBD
- Tactic TECH-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

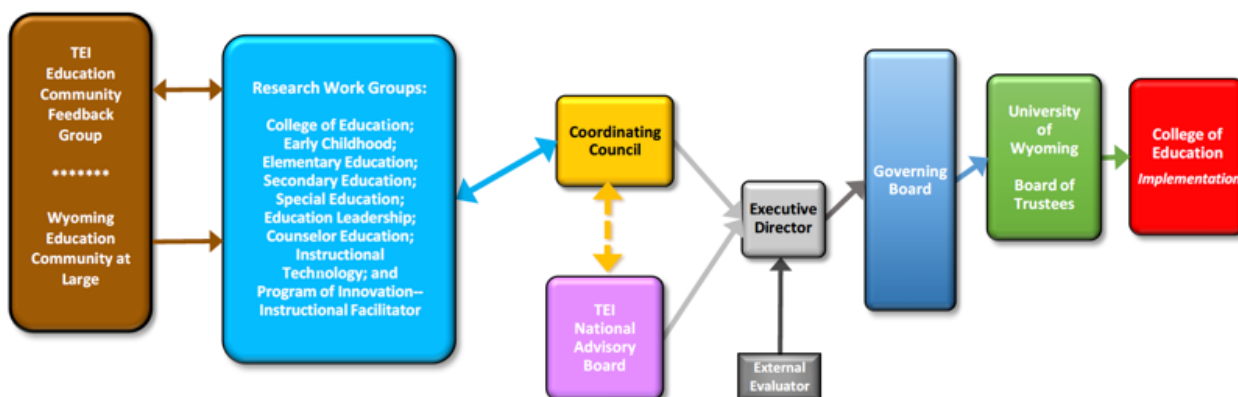
Strategy TECH-II-B-1: TBD

- Tactic TECH-II-B-1-a: TBD
- Tactic TECH-II-B-1-b: TBD
- Tactic TECH-II-B-1-c: TBD
- Tactic TECH-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Research Work Group: *Instructional Facilitator (Program of Innovation)*

Advisory to the Initiative Governing Board, each Research Work Group is charged with:

1. Completing the prescribed Research Plan as defined in the Initiative Strategic Plan
2. Developing and presenting recommendations to the Initiative Coordinating Council for pilot implementation and evaluation of evidence-based practices
3. Identifying policy and other barriers to successful implementation



Initiative Instructional Facilitator Goal I

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy INST-I-A-1: TBD

- Tactic INST-I-A-1-a: TBD
- Tactic INST-I-A-1-b: TBD
- Tactic INSTL- I-A-1-c: TBD

Strategy INST-I-A-2: TBD

- Tactic INST- I-A-2-a: TBD
- Tactic INST-I-A-2-b: TBD
- Tactic INST-I-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

Strategy INST-I-B-1: TBD

- Tactic INST-I-B-1-a: TBD
- Tactic INST-I-B-1-b: TBD.
- Tactic INST-I-B-1-c: TBD
- Tactic INST-I-B-1-d: TBD



Initiative Instructional Facilitation Goal II

Goal TBD

Performance Indicators

1. TBD
2. TBD

Objective A

TBD

Strategies and Tactics

Strategy INST-II-A-1: TBD

- Tactic INST-II-A-1-a: TBD
- Tactic INST-II-A-1-b: TBD
- Tactic INST-II-A-1-c: TBD

Strategy INST-II-A-2: TBD

- Tactic INST-II-A-2-a: TBD
- Tactic INST-II-A-2-b: TBD
- Tactic INST-II-A-3-c: TBD

Objective B

TBD

Strategies and Tactics

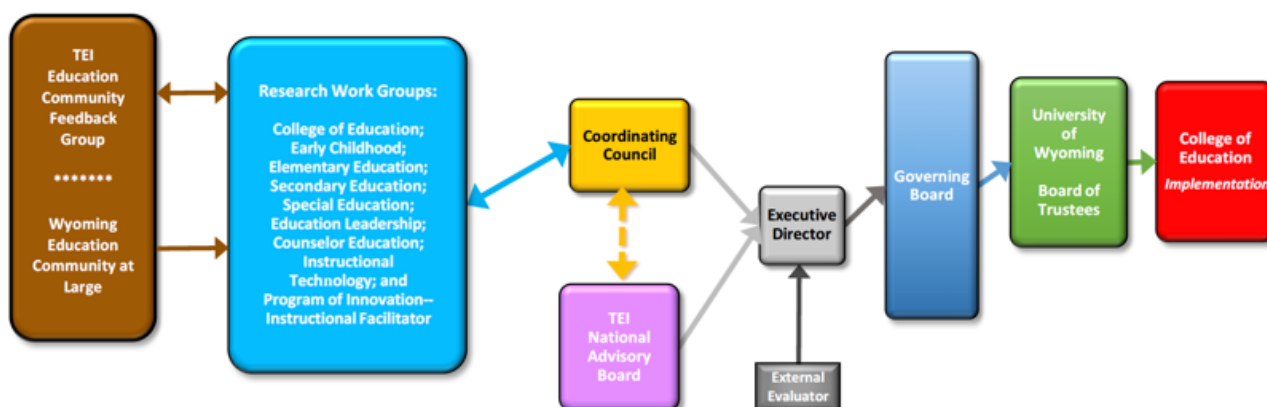
Strategy INST-II-B-1: TBD

- Tactic INST-II-B-1-a: TBD
- Tactic INST-II-B-1-b: TBD
- Tactic INST-II-B-1-c: TBD
- Tactic INST-II-B-1-d: TBD





Governance Structure and Process



Trustees Education Initiative Stakeholder Feedback Group

Advisory to the Initiative Governing Board, the Stakeholder Research Group is charged with:

1. Providing stakeholder input in response to models and practices proposed by the Research Work Groups based on Governing Board-approved Key Performance Indicators indicative of professional educator preparation programs producing the best graduates.





Section Three

**Initiative
Annual
Expenditure
Budgets**

2016 - 2020

Initiative Annual Expenditure Budgets 2016-2020

Year	Planned Expenditure Total
2016	\$ 117,000.00
2017	\$ 1,070,100.00
2018	\$ 1,430,800.00
2019	\$ 1,206,800.00
2020	\$ 1,175,300.00
2016-2020	\$5,000,000.00

2016

Year	Activity	Budgeted Expenditures	Notes
2016			
	Establish Governing Board	\$10,000.00	Travel and Meeting Logistics
	Search for Executive Director	\$42,000.00	Search Firm, Travel and Logistics
	Salaries and Benefits	\$40,000.00	Exec. Director, Project Coordinator
	Computers and Software	\$4,500.00	
	Conferences and Program Visits	\$1,500.00	Identify and Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	\$7,500.00	
	Financial Management Fee	\$4,300.00	
	Office Furnishings and Supplies	\$5,000.00	
	Printing and Collateral Materials	\$1,500.00	
	Communication	\$700.00	Logo, signature, symbol design
	2016 TOTAL	\$117,000.00	



2017

Year	Activity	Budgeted Expenditures	Notes
2017			
	Governing Board	\$30,000.00	Travel and Meeting Expenses
	National Advisory Board	\$50,000.00	Travel and Meeting Expenses
	Coordinating Council	\$60,000.00	Travel and Meeting Expenses
	Program Study Groups	\$65,000.00	Travel and Meeting Expenses
	Salaries and Benefits	\$300,000.00	Exec. Director, Project Coordinator
	Computers and Software	\$4,000.00	
	Conferences and Program Visits	\$200,000.00	Identify and Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	\$50,000.00	
	Design and Pilot of Best Practices	\$150,000.00	
	Research Support	\$125,000.00	
	Gaining Expanded Financial Support	\$25,000.00	
	Financial Management Fee	\$4,300.00	
	Office Furnishings and Supplies	\$2,800.00	
	Printing and Collateral Materials	\$3,000.00	
	Communication	\$1,000.00	
2017 TOTAL		\$1,070,100.00	



2018

Year	Activity	Budgeted Expenditures	Notes
2018			
	Activity	Budget	Notes
	Governing Board	\$35,000.00	Travel and Meeting Expenses
	National Advisory Board	\$55,000.00	Travel and Meeting Expenses
	Coordinating Council	\$60,000.00	Travel and Meeting Expenses
	Program Study Groups	\$80,000.00	Travel and Meeting Expenses
	Salaries and Benefits	\$425,000.00	Exec. Director, Project Coordinator
	Computers and Software	\$1,500.00	
	Conferences and Program Visits	\$300,000.00	Identify and Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	\$75,000.00	
	Design and Pilot of Best Practices	\$250,000.00	
	Research Support	\$125,000.00	
	Gaining Expanded Financial Support	\$15,000.00	
	Financial Management Fee	\$4,300.00	
	Office Furnishings and Supplies	\$2,000.00	
	Printing and Collateral Materials	\$2,000.00	
	Communication	\$1,000.00	
2018 TOTAL		\$1,430,800.00	



2019

Year	Activity	Budgeted Expenditures	Notes
2019			
	Governing Board	\$35,000.00	Travel and Meeting Expenses
	National Advisory Board	\$55,000.00	Travel and Meeting Expenses
	Coordinating Council	\$60,000.00	Travel and Meeting Expenses
	Program Study Groups	\$75,000.00	Travel and Meeting Expenses
	Salaries and Benefits	\$330,000.00	Exec. Director, Project Coordinator
	Computers and Software	\$1,500.00	
	Conferences and Program Visits	\$100,000.00	Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	\$75,000.00	
	Implementation of Best Practices	\$325,000.00	
	Research Support	\$125,000.00	
	Gaining Expanded Financial Support	\$15,000.00	
	Financial Management Fee	\$4,300.00	
	Office Furnishings and Supplies	\$2,000.00	
	Printing and Collateral Materials	\$3,000.00	
	Communication	\$1,000.00	
2019 TOTAL		\$1,206,800.00	



2020

Year	Activity	Budgeted Expenditures	Notes
2020			
	Governing Board	\$35,000.00	Travel and Meeting Expenses
	National Advisory Board	\$55,000.00	Travel and Meeting Expenses
	Coordinating Council	\$60,000.00	Travel and Meeting Expenses
	Program Study Groups	\$90,000.00	Travel and Meeting Expenses
	Salaries and Benefits	\$330,000.00	Exec. Director, Project Coordinator
	Computers and Software	\$5,000.00	
	Conferences and Program Visits	\$25,000.00	Evaluate Best Practices and Preeminent Programs; Includes In-State Travel
	Teacher/Faculty Release or Backfill	\$100,000.00	
	Implementation of Best Practices	\$325,000.00	
	Research Support	\$125,000.00	
	Gaining Expanded Financial Support	\$15,000.00	
	Financial Management Fee	\$4,300.00	
	Office Furnishings and Supplies	\$2,000.00	
	Printing and Collateral Materials	\$3,000.00	
	Communication	\$1,000.00	
2020 TOTAL		\$1,175,300.00	
FIVE YEAR TOTAL		\$5,000,000.00	2016 through 2020





Section Four

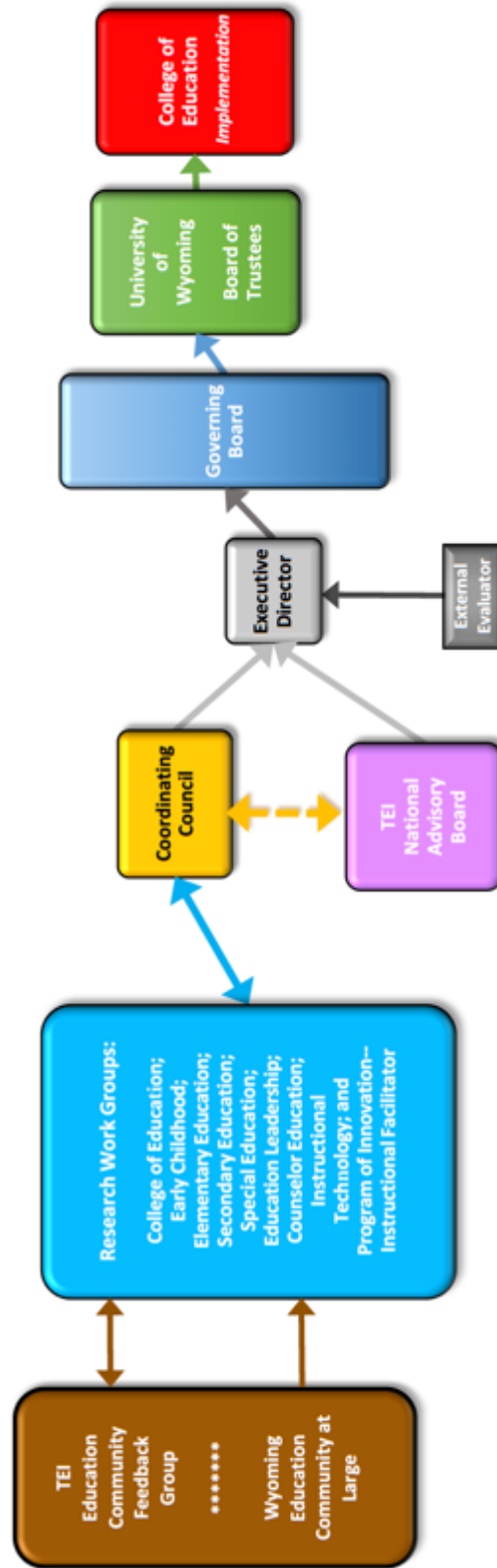
**Initiative Timeline,
Milestones, and
Activities**



University of Wyoming
Board of Trustees Education Initiative (TEI)



Governance Structure and Process



NOTE:

**The Initiative Timeline and its elements
will be continuously revised
as the Initiative work progresses.**



Initiative Research Work Group Sequence Assignments

Sequence I Work Groups Begin Winter 2017	Sequence II Work Groups Begin Summer 2017	Sequence III Work Groups Begin Fall 2017
College of Education	Early Childhood Education	Education Leadership
Elementary Education	Instructional Facilitator	Instructional Technology
Special Education	Counselor Education	Secondary Education

Year	Month	Responsibility	Milestone	Governing Board Approval
2016	March	Governing Board	Establishes Board and Executive Committee Structure	Yes
2016	September	Executive Director	Establishes office equipment, supplies, information technology	N/A
2016	September	Governing Board	Employs Executive Director	Yes
2016	October	Executive Director	Creates and publishes website	N/A
2016	November	Governing Board	Provides guidance on work groups, processes, goals, and structures.	Pending
2016	December	Executive Director	<p>Recommends members for all work groups.</p> <p>Presents draft Strategic Plan to Executive Committee of Governing Board for review and approval.</p> <p>Recommends desired characteristics for National Advisory Board Members to Executive Committee of Governing Board.</p> <p>Presents draft research protocol for Program Research Groups to Executive Committee of Governing Board.</p>	Pending
2016	December	Governing Board (Executive Committee)	Takes action on initial Strategic Plan.	Pending



Year	Month	Responsibility	Milestone	Governing Board Approval
2017	January	Coordinating Council	Refines Strategic Plan.	Pending
2017	January	Executive Director	<p>Recommends candidate for Project Coordinator.</p> <p>With support of Marzano Research, gather UW College of Education baseline data on Key Performance Indicators.</p> <p>Drafts Bylaws for Governing Board review.</p> <p>Develops and presents slate of nominees for National Advisory Board based on Executive Committee of Governing Board desired characteristics; Executive Committee of Governing Board reviews and takes action on recommendation.</p> <p>Begin series of eight regional Town Hall Meetings throughout Wyoming.</p>	Pending
2017	February	Executive Director	<p>Seeks commitment of National Advisory Board members.</p> <p>Develops and distributes survey to Education Community Stakeholder Group, seeking feedback for the Research Work Groups.</p> <p>Continue series of eight regional Town Hall Meetings throughout Wyoming.</p>	Pending
2017	February	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson



2017	February	Governing Board (Executive Committee)	Takes action on members of National Advisory Board.	Pending
2017	February	Sequence I	Review current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	N/A
2017	March	Executive Director	Compiles and provides Education Community Stakeholder Group survey response data to Research Work Groups. Completes series of eight regional Town Hall Meetings throughout Wyoming.	N/A
2017	March	Governing Board	Takes action on recommended Bylaws.	Pending
2017	March	Sequence I	Visits and evaluates programs using evidence-based models and practices which align to successful outcomes on the Key Performance Indicators in the Strategic Plan.	N/A
2017	April	Executive Director	Reports to Coordinating Council and Research Work Groups the feedback received in the Town Hall Meetings.	N/A
2017	April	Sequence I	Presents recommendations to Coordinating Council and National Advisory Board for pilot implementation of best educator preparation practices.	N/A
2017	May	Coordinating Council	Provides feedback to Sequence I Research Work Groups regarding recommendations for pilot implementation of best practices.	N/A
2017	May	National Advisory Board	Provides feedback to Coordination Council regarding recommendations for pilot implementation of best practices.	N/A



2017	May	Sequence I	<p>Receives feedback from Coordinating Council and National Advisory Board regarding recommendations for pilot implementation of best practices.</p> <p>Submits revised recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.</p>	N/A
2017	June	Coordinating Council	<p>Monitors, refines and reports progress on Strategic Plan.</p> <p>Submits to Governing Board recommendations for pilot implementation of Sequence I Research Work Groups' best practices.</p>	Pending
2017	June	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2017	June	National Advisory Board	Submits to Governing Board recommendations for pilot implementation of best practices.	Pending
2017	June	Sequence II	<p>Reviews program's current and historical data on Key Performance Indicators.</p> <p>Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.</p>	N/A
2017	July	Governing Board	Reviews and takes action on recommendations from Coordinating Council and National Advisory Board for Sequence I Research Work Groups' pilot implementation of best practices.	Pending
2017	July	Coordinating Council	Seeks Wyoming Professional Teaching Standards Board (PTSB) and Council for Accreditation of Educator Preparation (CAEP) feedback and approvals (as needed) on implementation of practices approved by Governing Board for Sequence I Programs.	N/A
2017	July	Sequence II	Visits and evaluates preparation programs using evidence-based models and practices aligned to successful outcomes on the Key Performance Indicators.	N/A



2017	August	Sequence I	Begins implementation of approved best practices.	N/A
2017	August	Sequence II	Submits recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2017	September	Coordinating Council	Provides feedback to Sequence II Research Work Groups regarding recommendations for pilot implementation of best practices.	N/A
2017	September	Sequence II	Receives feedback from Coordinating Council and National Advisory Board regarding recommendations for pilot implementation of best practices. Submits revised recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2017	September	Sequence III	Reviews program's current and historical data on Key Performance Indicators. Identifies preparation programs which use evidence-based models and practices aligned to successful outcomes on TEI Key Performance Indicators.	N/A
2017	October	Coordinating Council	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of Sequence II Research Work Group best practices.	Pending
2017	October	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2017	October	National Advisory Board	Provides feedback to Coordinating Council regarding recommendations for pilot implementation of best practices.	Pending
2017	October	Sequence III	Visits and evaluates Education Leadership preparation programs using evidence-based models and practices aligned to successful outcomes on the Key Performance Indicators.	N/A



2017	November	Governing Board	Reviews and takes action on recommendations from Coordinating Council and National Advisory Board for Sequence II Research Work Groups' pilot implementation of best practices.	Pending
2017	November	Coordinating Council	Seeks Wyoming Professional Teaching Standards Board feedback and approvals on implementation of practices approved by Governing Board for Sequence II Programs.	N/A
2017	December	Sequence III	Presents recommendations to Coordinating Council and National Advisory Board for pilot implementation of best educator preparation practices .	N/A
2018	January	Coordinating Council	Provides feedback to Sequence III Research Work Groups regarding recommendations for pilot implementation of best practices.	N/A
2018	January	Sequence II	Begins implementation of approved best practices.	N/A
2018	January	Sequence III	Receives feedback from Coordinating Council and National Advisory Board regarding recommendations for pilot implementation of best practices . Submits revised recommendations to Coordinating Council and National Advisory Board for pilot implementation of best practices.	N/A
2018	February	Coordinating Council	Monitors, refines and reports progress on Strategic Plan. Submits to Governing Board recommendations for pilot implementation of Sequence III Research Work Group best practices.	Pending
2018	February	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2018	February	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	Pending



2018	March	Governing Board	Reviews and takes action on recommendations from Coordinating Council and National Advisory Board for Sequence III Research Work Groups' pilot implementation of best practices.	Pending
2018	March	Coordinating Council	Seeks Wyoming Professional Teaching Standards Board feedback and approvals on implementation of practices approved by Governing Board for Sequence III Programs.	N/A
2018	March	Sequence I	Measures effects of implementation of best practices.	N/A
2018	May	Sequence II	Measures effects of implementation of best practices.	N/A
2018	June	Coordinating Council	Monitors and reports progress on Strategic Plan.	Pending
2018	June	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2018	June	Sequence I and Sequence II	Reports to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2018	June	Sequence III	Begins implementation of approved best practices.	N/A
2018	July	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2018	October	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2018	October	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2018	October	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2018	November	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2019	February	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2019	February	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson



2019	February	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2019	February	Sequence III	Reports to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2019	March	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2019	May	Sequence I, II, and III	Measure effects of implementation of best practices.	N/A
2019	June	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2019	June	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2019	June	Sequence I, II, and III	Report to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2019	July	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2019	October	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2019	October	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2019	October	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2019	November	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2020	February	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2020	February	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2020	February	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A



2020	March	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2020	May	Sequence I, II, and III	Measure effects of implementation of best practices.	N/A
2020	June	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2020	June	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2020	June	Sequence I, II, and III	Report to Coordinating Council the effects of implementation, providing recommendations for any needed adjustments to implementation.	N/A
2020	July	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending
2020	October	Coordinating Council	Monitors and reports progress on Strategic Plan.	N/A
2020	October	Executive Director	Drafts agenda, meeting materials, and prepares recommendations for review by Board Chairperson	Chairperson
2020	October	National Advisory Board	Evaluates effects of implementation and submits to Governing Board recommendations for adjustments to implementation of best practice.	N/A
2020	November	Governing Board	Reviews and takes action on progress reports and recommendations from Coordinating Council and National Advisory Board.	Pending





Section Five

Research Plan

Note:
**The proposed Research Plan and its elements
 will be assessed by an External Evaluator
 prior to implementation.**

Initiative Research Plan:

Objectives

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

Initiative Research Plan:

Definitions

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



Initiative Research Plan:

Initiative-Wide Tasks

- 1) Executive Director develops and conducts survey of Wyoming education stakeholders, seeking perspectives on the University of Wyoming College of Education and its educator preparation programs.
 - Compile, analyze, and provide results to Initiative Coordinating Council, College Research Work Group, and Program Research Work Groups.
- 2) Executive Director coordinates and hosts a series of eight Town Hall Meetings throughout Wyoming, seeking perspectives on the University of Wyoming College of Education and its educator preparation programs.
 - Compile, analyze, and provide results to Initiative Coordinating Council, College Research Work Group, and Program Research Work Groups.

Initiative Research Plan:

College and Program Research Work Groups' Tasks

- 1) Review and analyze relevant current literature on the best practices for preparing professional educators
- 2) Collect and analyze relevant evidence from current educational practice and current educator preparation practice
- 3) Summarize findings
- 4) Draw conclusions and make recommendations for action



Initiative Research Plan:

Required Methods in Support of Research Objectives

- Employ a mixed methods approach to evaluate quantitative and qualitative data from educator preparation programs across the United States
- Identify the practices that yield the greatest effect size on the Key Performance Indicators identified in the Strategic Plan, including examination of the following program design elements:
 - Candidate Selection
 - Curriculum and Courses
 - Scope
 - Sequence
 - Embedded Integration with Clinical and Field Experiences (including Student Teaching)
 - Aligning to Wyoming Learning Standards
 - Candidate Subject Area/Content Knowledge
 - Program connections to departments and faculty in Mathematics, Science, History, Fine Arts, Modern Languages, and other content areas
 - Candidate Preparation for P-12 Student Assessment and Data Literacy Preparation
 - Preparation in Effective Approaches to the Use of Instructional Technology to Support Instruction and Assessment
 - Candidate Field and Clinical Experiences
 - Mentor Teacher Selectivity
 - Diversity in All Its Forms
 - Race / Ethnicity
 - Language
 - Disability
 - Culture
 - Socioeconomic Status
 - Outreach and Engagement
 - Professional Development of College of Education Faculty and Wyoming Educators
 - Alignment to Accreditation Standards
 - Alignment to Wyoming Teacher Shortage Areas

Initiative Research Plan:

Subjects

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



Initiative Research Plan:

Contextual Constraints

- Potential Risk to Research Subjects
 - Release of proprietary information
 - Loss of faculty or candidate confidentiality
 - Loss of national accreditation or program recognition
 - Loss of state approval or recognition
- Potential Risk to TEI
 - Lack of Access to Student Success Data of P-12 Students Taught by College of Education completers for College Continuous Improvement Efforts
 - Lack of Collaboration of Wyoming K-12 School Districts

Initiative Research Plan:

Dissemination of Results

- Research reports will be provided to Trustees Education Initiative entities as follows:
 - Research Work Groups
 - Coordinating Council
 - National Advisory Board
 - Executive Director
 - Governing Board
 - Board of Trustees
 - College of Education
 - Wyoming Superintendent of Public Instruction
 - Wyoming State Board of Education
 - Wyoming Department of Education
 - Wyoming Professional Teaching Standards Board
 - Wyoming Governor
 - Wyoming General Assembly
 - Wyoming School Districts, Teachers, and Education Leaders
 - Wyoming Local School Board Members
 - Wyoming Community Leaders
 - Wyoming Media Representatives
 - National Education Conferences
 - Peer-Reviewed National Education Research Journals
 - National Conference Presentations
 - National Media Representatives





Section Six

**2015-2016 Analysis:
College of Education
Strengths, Weaknesses,
Opportunities, Threats
(SWOT)**

Strengths

Recruitment and Application Process

- Affordability of graduate programs

Admissions

- Admissions selectivity into graduate programs using standardized test scores, prior GPA, dispositions, diversity criteria
- Reputation of prior undergraduate program of graduate applicants

Program Design and Delivery

- Instructional practices derived from a national empirical evidence base, e.g. case studies in the Educational Administration Doctoral Program
- Instructional practices aligned to Specialized Professional Association (SPA) and Council for Accreditation of Educator Preparation (CAEP) standards
- Curricular currency, relevance, and structure
- Combination of faculty-designed course rubrics and edTPA assessment of candidate skills
- Assessments to demonstrate candidate efficacy in P-12 settings
- Comprehensive exit assessment of candidate knowledge

Candidate Experience

- Some use of practices based on empirical evidence base, e.g. backward design; Words Their Way; balanced literacy; digital literacy for vocabulary, comprehension and writing; dialogic instruction and guided release of responsibility models
- Preparation to teach Wyoming Next Generation Science Standards
- Hybrid delivery of face-to-face and online delivery in graduate programs
- Field and clinical placement experiences
- Research opportunities for graduate students that lead to national and international conference engagement
- Mentoring by experienced community college leaders (Instructional Technology / Instructional Design)
- Supervised clinical and student teaching experiences, including selectivity of supervising teacher
- Faculty advising (including career advising) in some graduate programs



Weaknesses

Recruitment and Application Process

- Graduate application system is complex, resulting in up to 33 percent of applications never being completed.

Admissions

- Use of standardized tests (ACT, SAT) which are not valid predictive measures of educator quality

Program Design and Delivery

- Inconsistency in knowledge base of empirical research between sections and faculty members (including graduate students and adjunct faculty)
- Lack of competency-based skill demonstrations by candidates
- Concern that the pressure to move to online delivery will diminish the effectiveness of candidate learning
- Concern with use of external candidate evaluation through edTPA
- Inconsistent course delivery across faculty members
- Staff are unprepared to support faculty in tracking candidates
- Limited engagement statewide
- Support and establishment of guidelines and expectations for supervising teachers
- No reward system for supervising teachers

Continuous Improvement

- Limited graduate follow-up data, including graduate self-ratings and employer ratings
- Over-reliance on a single measure to evaluate candidate progress

Candidate Experience

- Limited experiences working with diverse student populations
- Limited opportunity for statewide engagement
- Faculty advising (including career advising) in some graduate programs
- Undergraduate candidates being advised by graduate faculty



Opportunities

Recruitment and Application Process

- Recruit candidates using distance technologies

Admissions

- Using longitudinal data analysis, identify and utilize admissions criteria which are effective predictors of educator quality

Program Design and Delivery

- Adopt and implement with fidelity practices with a strong empirical evidence base
- Develop and implement a longitudinal data collection and analysis of program candidates
- Develop and implement system to monitor graduate employment and professional performance, including employer/client ratings of program completers
- Align candidate preparation to the current needs of K-12 settings
- Develop role-specific effective evidence portfolio
- Issue alumni lifetime e-mail addresses as a means for remaining connected to completers
- Ensure that program reflects the best practices in clinical and K-12 settings
- Require competency-based skills demonstrations
- Provide training for clinical supervisors
- Develop and implement technology-based supervision of clinical experiences
- Require a teaching effectiveness evidence portfolio of all candidates
- Improve communication with stakeholders
- Employ sufficient faculty members to adequately delivery quality programs

Continuous Improvement

- Collect, analyze, and report data on supervisor ratings of candidates and P-12 school outcomes
- Collect, analyze, and report data on completers' self-ratings of efficacy
- Collect, analyze, and report data on K-12 student, parent, principal, and superintendent ratings of program completers

Candidate Experience

- Adopt or adapt best practices used at other nationally/internationally recognized programs,
 - employ a cohort model
 - require practicum experiences in master's degree programs
 - increase use of case studies
 - require culminating projects in master's degree programs with an external audience
- Develop a competency-based skills tracking system for candidates
- Increase practicum experiences
- Implement a year-long internship with partial pay
- Leverage technology such as video simulations using avatars and scripts



- Develop and implement a model of professional advising staff
- Provide career services and placement, including use of technology (career fairs) to connect with employers
- Develop and implement online self-advising program

Threats

Recruitment and Application Process

- Competition from out of state and proprietary online programs
- Out-of-state institutions offering in-state tuition to Wyoming residents
- Management of the narrative around the college's program reputation

Admissions

- Budget pressures in a time of fiscal concerns that threaten graduate admissions selectivity
- Costs of additional admissions assessments

Program Design and Delivery

- Insufficient faculty professional development on instructional strategies and use of instructional technology
- Insufficient documentation and use of program milestone procedures related to dispositions required for educational practice
- Financial resources are being diverted to the Outreach School with insufficient return on the investment.
- Absence of data on graduate employment and professional performance
- Misalignment of technology on which candidates are prepared and the technology available in K-12 schools
- Assessment reliability, validity, frequency, length, complexity, cost/benefit ratio, relevance, fidelity of use, and candidate consequences

Candidate Experience

- Inconsistency in 21st century readiness of learning spaces on UW campus
- Insufficient opportunities for candidates to demonstrate teaching skills to faculty
- Limitations in student teaching placements to spring semester
- Limitations in student teaching placements to only certain regions of Wyoming
- Adequate faculty staffing to deliver programs
- Lack of access to online self-advising tools
- Increase computer lab hours to meet candidate needs; could decrease resource focus on carts in the Annex.
- Limited clinical placements
- Inconsistent and untimely delivery of undergraduate advising





Research Work Group Submission to Coordinating Council

- *Recommendation for Pilot Implementation*
- *Funding Request*
- *Assurance of Completion of Research Protocol*

Initiative Research Objectives

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

Initiative Key Performance Indicators¹

- 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
- National accreditation from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 2: Clinical Partnerships and Practice, Component 2.1: Partnerships for Clinical Preparation.

Initiative Research Definitions

- **Candidate** – an individual enrolled in a professional educator preparation program
- **Completer** – an individual who has successfully complete a professional educator program
- **Educator Preparation Practices** – professional training, including courses, fieldwork in schools (including student teaching), and other experiences designed to equip prospective educators with the knowledge, attitudes, behaviors and skills needed to support the success of pre-school through grade 12 (P-12) students in their classrooms, schools and wider communities

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

-
- **Evidence-Based Practice** – practice developed by integrating the best available evidence including quantitative (numerical) and qualitative data. Data for evidence-based educator preparation practice include but are not limited to:
 - current educator preparation literature
 - meta-analyses (combined data from multiple studies)
 - historical research
 - experimental research
 - non-experimental research
 - exploratory, descriptive, and explanatory (cause and effect) research
 - outcomes data of P-12 students taught by program completers
 - employment outcomes of program completers, including persistence through induction programs and persistence in the profession
 - candidate perceptions of program effectiveness
 - employer (school district) perceptions of program effectiveness

Initiative Research Work Group Name:

Submitted by:

Contact Email:

Contact Phone:

Submission Date:

Research Work Group Member Names:

Recommendation for Pilot Implementation:

Funding Request to Support Pilot Implementation:

Funding Request by Academic Year:

2017-2018 Total Request

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

2018-2019 Total Request

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

2019-2020 Total Request

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount: Purpose:

Subtotal Amount:

Purpose:

Budget Narrative to Support Funding Request:

Documentation of Research Process

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

Literature Citations:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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

Evidence Collected and Analyzed:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

☐ **Summary of Findings**

Research Methods in Support of Initiative Objectives

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

Quantitative Data Analyzed:

Qualitative Data Analyzed



Identified practices that yield the greatest effect size on the Initiative Key Performance Indicators, including examination of the following program design elements:

Candidate Selection

Curriculum and Courses

Scope

Sequence

Embedded Integration with Clinical and Field Experiences (including Student Teaching)

Aligning to Wyoming Learning Standards

Candidate Subject Area/Content Knowledge

Program connections to departments and faculty in Mathematics, Science, History, Fine Arts, Modern Languages, and other content areas

Candidate Preparation for P-12 Student Assessment and Data Literacy Preparation

Preparation in Effective Approaches to the Use of Instructional Technology to

Support Instruction and Assessment

Candidate Field and Clinical Experiences

Mentor Teacher Selectivity

Diversity in All Its Forms:

Race / Ethnicity

Language

Disability

Culture

Socioeconomic Status

Outreach and Engagement

Professional Development of College of Education Faculty and Wyoming Educators

Alignment to Accreditation Standards

Alignment to Wyoming Teacher Shortage Areas

Subjects Studied

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

Names and Locations of Traditional Programs studied:

- ☐ Alternative educator preparation programs

Names and Locations of Alternative Programs studied:

- ☐ International educator preparation programs

Names and Locations of International Programs studied:

Contextual Constraints Identified

☐

Identified Potential Risk to Research Subjects

☐

Release of proprietary information

☐

Loss of faculty or candidate confidentiality

☐

Loss of national accreditation or program recognition

☐

Loss of state approval or recognition

☐

Other (Please describe.)

☐

Identified Potential Risk to Trustees Education Initiative

☐

Insufficient Data for College and Program Continuous Improvement Purposes

☐

Insufficient Access to Student Success Data of P-12 Students Taught by College of Education Completers for

☐

Insufficient Commitment to Collaboration from Wyoming P-12 School Districts

☐

Other (Please describe.)