



Research Work Group Proposal Form

Initiative Research Objectives

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

Initiative Research Definitions

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

Initiative Research Work Group Name

Elementary Education with support from Special Education

Submitted by David Yanoski (on behalf of the EI Ed and SpEd RWGs)
Contact Email david.yanoski@marzanoresearch.com
Contact Phone 3037669199 ext. 306
Submission Date 5/23/2017

Research Work Group Member Names

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

Proposal for Pilot Implementation (please provide narrative):

Problem Statement:

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

Proposal:

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

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

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

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

Outcomes:

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

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

Description of Intervention:

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

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

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

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

(Check all that apply.)

- Statewide perceptions** of the University of Wyoming College of Education
- Enrollment of Wyoming residents** in University of Wyoming College of Education
- Continuous improvement protocols** for field and clinical experiences, developed and implemented in partnership with school district partners
- Executed, active clinical partnership agreements** with Wyoming School Districts
- Employment of University of Wyoming graduates** in Wyoming schools
- National accreditation** from the Council for Accreditation of Educator Preparation (CAEP), with no Areas for Improvement or Stipulations related to CAEP Standard 4: Program Impact, Component 4.3: Satisfaction of Employers.
- State-of-the-art College of Education organizational structure, facilities, and technological capabilities** as measured by faculty and candidate collaboration and innovation, candidate perceptions of their experiences, and operational efficiencies as measured by resource monitoring and reporting.

Funding Request to Support Pilot Implementation (by Academic Year)

2017-2018 Total Request: \$25,500

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

Subtotal Amount: 500 Purpose: Materials

Subtotal Amount: 1000 Purpose: Facilitator prep time

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

2018-2019 Total Request: \$10,000

Subtotal Amount: 10,000 Purpose: Faculty Stipends

Budget Narrative to Support Funding Request:

Year 1

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

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

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

Year 2:

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

Literature Review



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

Literature Citations:

1. Altieri, E. M., Colley, K. M., Daniel, L. S., & Dickenson, K. W. (2015). Merging Expertise: Preparing Collaborative Educators. *Rural Special Education Quarterly*, 34(1), 17-22.
2. Capraro, M. M., Capraro, R. M., & Helfeldt, J. (2010). Do Differing Types of Field Experiences Make a Difference in Teacher Candidates’ Perceived Level of Competence? *Teacher Education Quarterly*, 37(1), 131-154.

3. Copeland, S. R., Keefe, E. B., Calhoun, A. J., Tanner, W., & Park, S. (2011). Preparing Teachers to Provide Literacy Instruction to All Students: Faculty Experiences and Perceptions. *Research & Practice for Persons with Severe Disabilities*, 36(3/4), 126-141.
4. Darling-Hammond, L. (2014). Strengthening Clinical Preparation: The Holy Grail of Teacher Education. *Peabody Journal of Education*, 89(4), 547-561. doi:10.1080/0161956X.2014.939009
5. Darling-Hammond, L. & Bransford, J. (eds), *Preparing teachers for a changing world: what teachers should learn and be able to do.* (San Francisco: John Wiley and Sons, 2005): 442-478.
6. Frey, T. J., Andres, D. K., McKeeman, L. A., & Lane, J. J. (2012). Collaboration by Design: Integrating Core Pedagogical Content and Special Education Methods Courses in a Preservice Secondary Education Program. *The Teacher Educator*, 47(1), 45-66. doi:10.1080/08878730.2011.632473
7. Goodlad, J.I. (1990). *Teachers for our nation's schools.* San Francisco: Jossey-Bass.
8. Grskovic, J. A., & Trzcinka, S. M. (2011). Essential Standards for Preparing Secondary Content Teachers to Effectively Teach Students with Mild Disabilities in Included Settings. *American Secondary Education*, 39(2), 94-106.
9. Hammerness, K. and Darling-Hammond, L. (2002). Meeting old challenges and new demands: The redesign of the Stanford Teacher Education Program. *Issues in Teacher Education*, 11(1): 17-30.
10. Kubitskey, B., Rutherford, S., Wylo, B., & Liggitt, P. (2011). The Accreditation Process for Science: The Path Leads to Unintended (Positive) Consequences. *Journal of College Science Teaching*, 41(1), 46-53.
11. Lit, I., Nager, N., & Snyder, J. D. (2010). If It Ain't Broke, Why Fix It? Framework and Processes for Engaging in Constructive Institutional Development and Renewal in the Context of Increasing Standards, Assessments, and Accountability for University-Based Teacher Preparation. *Teacher Education Quarterly*, 37(1), 15-34.
12. McCombes-Tolis, J., & Spear-Swerling, L. (2011). The Preparation of Preservice Elementary Educators in Understanding and Applying the Terms, Concepts, and Practices Associated with Response to Intervention in Early Reading Contexts. *Journal of School Leadership*, 21(3), 360-389.
13. Mueller, J. J., & File, N. K. (2015). Teacher Preparation in Changing Times: One Program's Journey Toward Re-Vision and Revision. *Journal of Early Childhood Teacher Education*, 36(2), 175-192. doi:10.1080/10901027.2015.1030521

14. Papanastasiou, E. C., Tatto, M. T., & Neophytou, L. (2012). Programme Theory, Programme Documents and State Standards in Evaluating Teacher Education. *Assessment & Evaluation in Higher Education*, 37(3), 305-320. doi:10.1080/02602938.2010.534760
15. Sampson, M. B., Linek, W. M., Raine, I. L., & Szabo, S. (2013). The Influence of Prior Knowledge, University Coursework, and Field Experience on Primary Preservice Teachers' Use of Reading Comprehension Strategies in a Year-Long, Field-Based Teacher Education Program. *Literacy Research and Instruction*, 52(4), 281-311. doi:10.1080/19388071.2013.808296
16. Strieker, T., Gillis, B., & Zong, G. (2013). Improving Pre-Service Middle School Teachers' Confidence, Competence, and Commitment to Co-Teaching in Inclusive Classrooms. *Teacher Education Quarterly*, 40(4), 159-180.
17. Taliaferro, A. R., Hammond, L., & Wyant, K. (2015). Preservice Physical Educators' Self-Efficacy Beliefs Toward Inclusion: The Impact of Coursework and Practicum. *Adapted Physical Activity Quarterly*, 32(1), 49-67. doi:10.1123/apaq.2013-0112
18. Taylor, R. W., & Ringlaben, R. P. (2012). Impacting Pre-Service Teachers' Attitudes toward Inclusion. *Higher Education Studies*, 2(3), 16-23.
19. Vogel, L. R., Weiler, S., & Armenta, A. (2014). Pushing Back and Forging Ahead: Making Principal Preparation Responsive to State and National Changes. *Planning & Changing*, 45(1/2), 210-227.
20. Welton, E., & Vakil, S. (2010). Enhancing the Development of Dispositions in Pre-Service Teacher Preparation Programs. *Revista de Psihologie*, 56(3-4), 261-268.
21. Zeichner, K.M., Melnick, S., and Gomez, M.L. (eds). (1996). *Currents of reform in preservice teacher education*. New York: Teachers College Press.

Summary of Literature Review:

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

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

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

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

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

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

Analysis of Current UW Teacher Program and Practice



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

Evidence Collected and Analyzed

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

Summary of Analysis of Current UW Teacher Program and Practice

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

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

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

Evaluation of Regional and Leading Teacher Prep Programs

(Check all that apply.)



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

Programs Reviewed:



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

Names and Locations of Traditional Programs studied:

- **Akron University - Akron, OH**

Data Analysis

Qualitative Data Analyzed

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

Summary of Data Findings

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

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

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

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

Contextual Constraints to Implementation Identified

Identified Potential Risk to Research Subjects

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

Identified Potential Risk to Trustees Education Initiative

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

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