

TEI Stakeholder Feedback Group • 2017-02 Proposal Reviews

Alignment to Performance Indicators	Comments on Performance Indicators	Documented Need	Comments Documentation of Need	Literature Review	Comments Lit Review	Leading Programs Research	Comments: Ldg Progra	Contextual Constraints	Comments Context Constraints	Risk Assessment	Comments Risk Assmnt	Funding	Comments Funding	Comments Narrative	Summary Comments
3		2		4		3		3		3		3			
3		3		3		3		3		3		3			
2		3		4		2		3		4		2			
2		1		2		1		3		1		2			
4		4		3		3		3		4		3		Great work has been done!	
4		4		3		3		3		3		3			
3		1		2		4		3		2		3			
3		3		4		4		4		4		4			
2	Although three indicators were listed, it seems that two indicators were most relevant. And these two are VERY relevant	3	This curricular review and alignment is crucial to novice teachers hired anywhere in Wyoming	3	Curricular alignment for accreditation is crucial	2	Only one program was cited, but this is acceptable.	3	Utilizing between semester time to work on this project solves the 'time' problem	3	limited risk - mostly to territorial egos	3	funding requests seem reasonable	The proposal was clear.	This work is essential to a quality program.
4															

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3	<p>With respect to Performance Indicators perceptions from the Wind River reservation share an awareness of UWYO and their Education program, this based on the fact that greater numbers of qualified instructors are needed. The unfortunate piece here is that community members are not enrolling at UWYO. Field experiences(educational) on the Wind River reservation(local LEA's) by students from UWYO will greatly improve relationships and may very well yield a new cadre of high school graduates to seriously consider education as a field of study. More importantly, it will serve as an impetus to give back to the reservation/tribal community.</p> <p>The proposal addresses number 3 as it will provide continuous improvement; number 6 and number 7 would be strengthened by this activity.</p>	3	<p>The Wind River reservation located in central Wyoming has a history that exceeds Wyoming's statehood along with two Sovereign tribes, the Eastern Shoshone and the Northern Arapaho. After reading the state constitution and several local social studies and history texts used by several Fremont County school districts it becomes very apparent that Native American history from the beginning up to modern times is extremely negligible, which speaks to a political and social marginalization of Wyoming's first people. The Initiative Research Plan, calls for "program design elements", Diversity in All Its Forms- Race/Ethnicity, Language,</p> <p>It has been a decade since the program has been reviewed. I am a strong believer in creating scope and sequence.</p>		<p>The Strategic Plan 2016-2020, page 1 thru 69 doesn't have copy of literature review . .</p> <p>Strong evidence provided.</p>	3	<p>The list of "educator preparation programs" is very inclusive of the needs of Wyoming schools and our students.</p>	3	<p>Section Six articulates the "Strengths, Weaknesses, Opportunities, Threats (SWOT) in the proposal very well.</p> <p>Hopefully involving educators in this review will give them ownership and less territorial.</p>	2	<p>Risk assessment in the proposal by mention of "Identify policy and other barriers to successful implementation." What must be considered are nuisance variables and more importantly, the unknown variables. These may surface during implementation but can be addressed.</p> <p>See previous comment.</p>	3	<p>Budget seems appropriate. 5 million/five years.</p>	<p>Narrative was direct, inclusive and comprehensive. As mentioned, I do believe that further analysis/research is needed. The Mission statement, "these highly skilled Professional Educators will enrich the education . . . these high school graduates will drive Wyoming's cultural and economic engine into the future." The proposal narrative addresses culture in a minimal fashion but there is room to improve.</p> <p>The narrative describes the need and a process to accomplish the task.</p>	<p>The TEI College Goals and Program Goals are truly unique and obtainable and will greatly benefit Wyoming students.</p> <p>Research supports vertical and horizontal articulation. A no brainer.</p>

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3	The selected performance indicators in the proposal all strongly align with the proposal narrative.	1	This proposal provides evidence for the University of Wyoming's Education Program. However, it did not address how this meets needs within the state. The need seemed more insular. It may have been implied that all of Wyoming is served, but it was not implicit within the proposal.	4	This was a very strong portion of the proposal. In particular, the important research and literature evidence that incorporate elementary education curriculum with special education curriculum.	2	I would have liked more information on the one external program they evaluated, as well as evaluation from other universities similar to the University of Wyoming.	1		3	I would have liked to see a little more thought put into this portion. There was no explanation on how to prevent or address the one risk stated.	3	This budget was clear and addressed needs. However, the total amount requested does not much the subtotal within the details of the budget.	The proposal narrative was succinct and clearly explained the program. I would have liked an explanation of next steps after the four day retreat. For example, what type of work will come out of this retreat. It only mentions one "workshop" about 9 months later. What happens in the mean time?	This proposal provided adequate details. However, a timeline explaining the ultimate impact and program/curriculum development would have been useful. This is nitpicky, but it's always helpful to have some proofread a proposal.
3		4	In looking at all 3 proposals together, this proposal is necessary to begin the work of looking at aligning education for future elementary and special education teachers, and looking at including special education holistically in the education of future teachers in the state.	3	Emphasizing application of curriculum in field practice work, inclusion of special education content and philosophy in all teacher preparation coursework will be especially important for preparing teachers for teaching in an inclusive classroom enviroment, which is the ideal. I would have liked to see more discussion on the idea of 'integration of literacy skills' and how 'literacy skills' is defined.	2	In reading all three proposals together, two external programs were cited. In this specific proposal, the Akron program is cited but it's not clear from the literature review how many other external programs were reviewed.	3	The example of how Akron reviewed its teacher preparation coursework for elementary and special education provides an open model of looking at coursework broadly and disregarding traditional silos. My hope is that the process for UW does something similar, that facilitation will be mindful of breaking silos, that coursework at the university beyond the College of Education is considered. Although this proposal focuses on elementary education, the transition from birth-preK into elementary has been shown to be important for predicting success in students' elementary education and beyond. Consider bringing in individuals involved in teaching and developing coursework for pre-K/early education and individuals in disciplines that touch upon brain development, neurology, physical development and health of children. Another area to consider is including the professors and professionals from Akron in	3	The proposal emphasizes the retreat to begin the process that largely and appropriately involves faculty as a first step. Another group of stakeholders that would be important to include is school district personnel from throughout the state in order to gauge if the proposal meshes with and addresses what they are encountering with the field placements of	3	Some of my suggestions, should they be taken, could necessitate a larger budget - review by Akron, inclusion of faculty from other disciplines outside of the School of Education, review by school districts that currently receive field placements and newly graduated teachers from UW.		

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42	TOTAL	36	TOTAL	39	TOTAL	36	TOTAL	37	TOTAL	38	TOTAL	39	TOTAL	GRAND TOTAL	267
3.00	MEAN	2.77	MEAN	3.25	MEAN	2.77	MEAN	2.85	MEAN	2.92	MEAN	3.00	MEAN		