UW E⁴
Enterprise for
Elevating Educational
Excellence

University of Wyoming - Trustees Education Initiative

E⁴ Implementation Framework

September 2018

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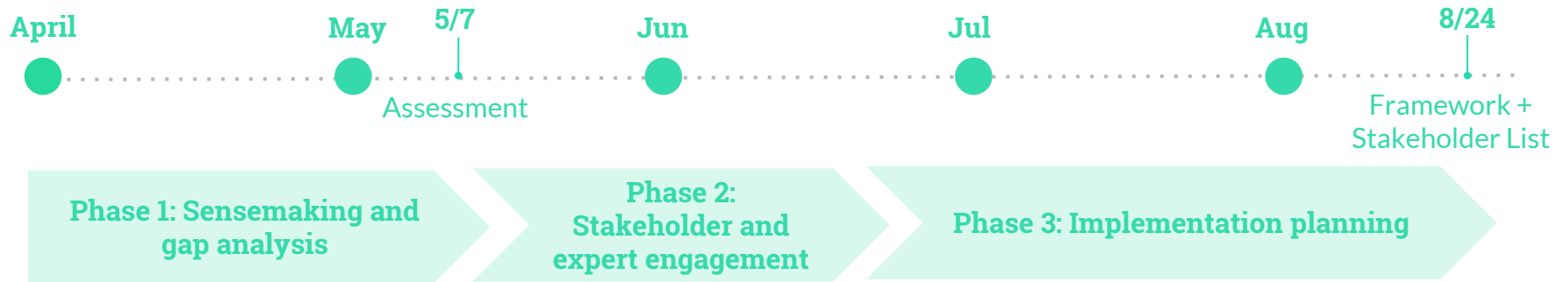Approach to Scale
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Context and Background

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Project roadmap

April   May   5/7   Jun   Jul   Aug   8/24

Assessment   Framework +
                                                                        Stakeholder List

Phase 1: Sensemaking and gap analysis

Phase 2: Stakeholder and expert engagement
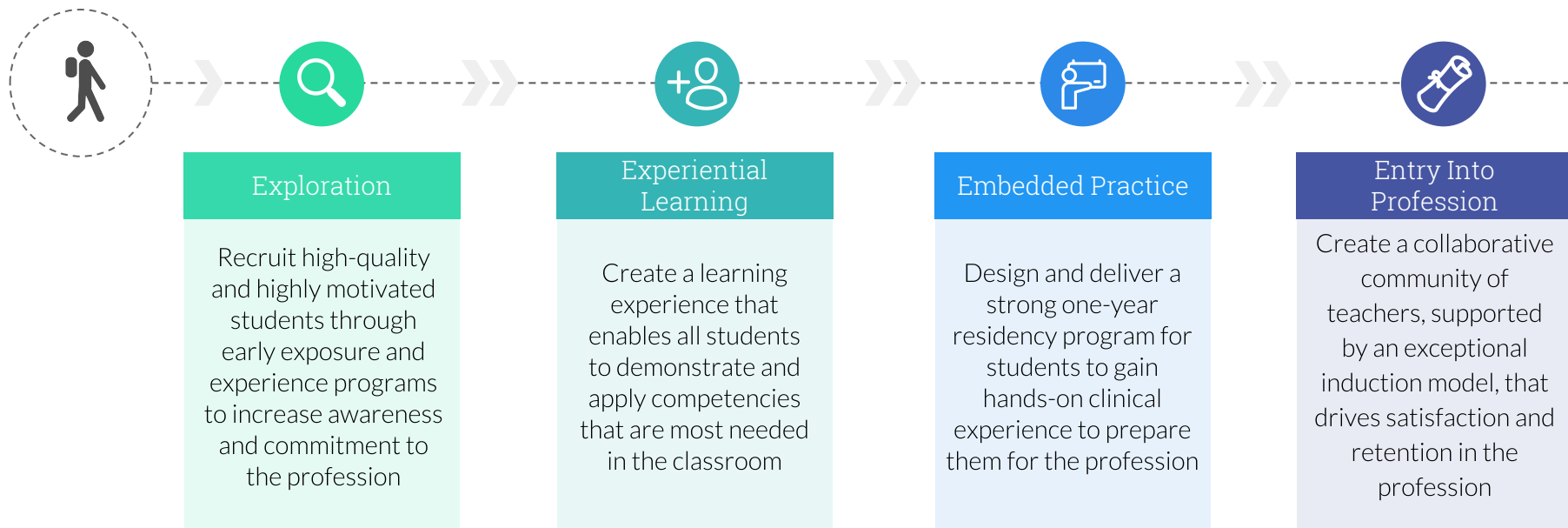
Phase 3: Implementation planning
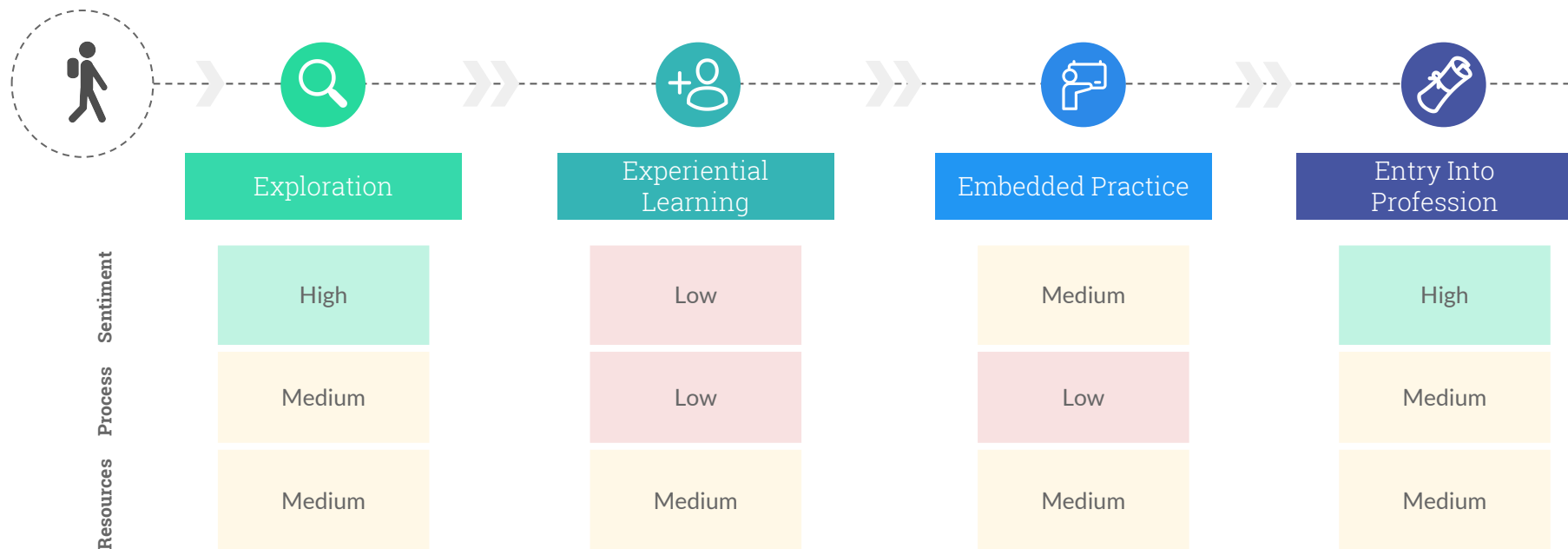
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An overview of E^4

E^4 is a breakthrough innovation. It's comprised of four phases bundle into a comprehensive and holistic educator training approach that maps to the entire teacher training journey. The program was designed based on evidence-based practices from leading innovative programs.

Exploration	Experiential Learning	Embedded Practice	Entry Into Profession
Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession	Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom	Design and deliver a strong one-year residency program for students to gain hands-on clinical experience to prepare them for the profession	Create a collaborative community of teachers, supported by an exceptional induction model, that drives satisfaction and retention in the profession

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Readiness of E^4

The Gap Analysis performed by Entangled Solutions identified varying degrees of support and existing processes/resources in place that must be addressed through targeted implementation tactics.

	Exploration	Experiential Learning	Embedded Practice	Entry Into Profession
Sentiment	High	Low	Medium	High
Process	Medium	Low	Low	Medium
Resources	Medium	Medium	Medium	Medium

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Rebalancing to hit TEI goals

A balance of innovations will address these gaps, as well as TEI's two-track Key Performance Indicators (KPIs), which reflect a need and willingness to improve existing programs *and* reach new "markets."

Core Innovations Will Improve Existing Programs

Continuous improvement protocols for field and clinical experiences

State-of-the-art COE organizational structure, facilities, and technological capabilities
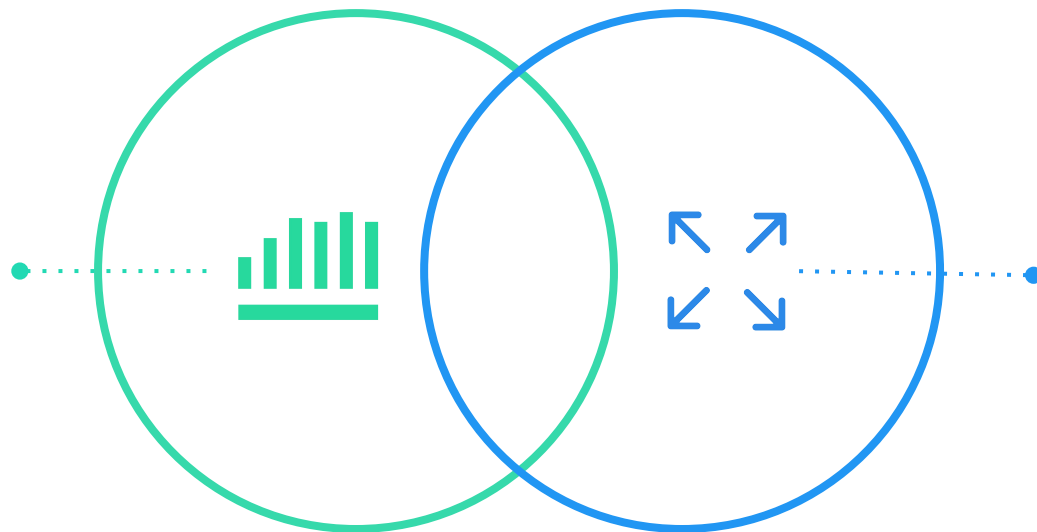
**Transformational Innovations Will Reach New "Markets"**

Executed, active clinical partnership agreements with an expanded cadre of Wyoming schools

Enrollment of Wyoming residents at UWCOE

Employment of UW graduates in Wyoming schools

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Leveraging the E^4 capabilities link

The key to successful implementation will also depend on the initiative's ability to access key, unique resources and capabilities made available through thoughtful integration with the university.

Improve Existing Programs

Capabilities Link

Reach New "Markets"
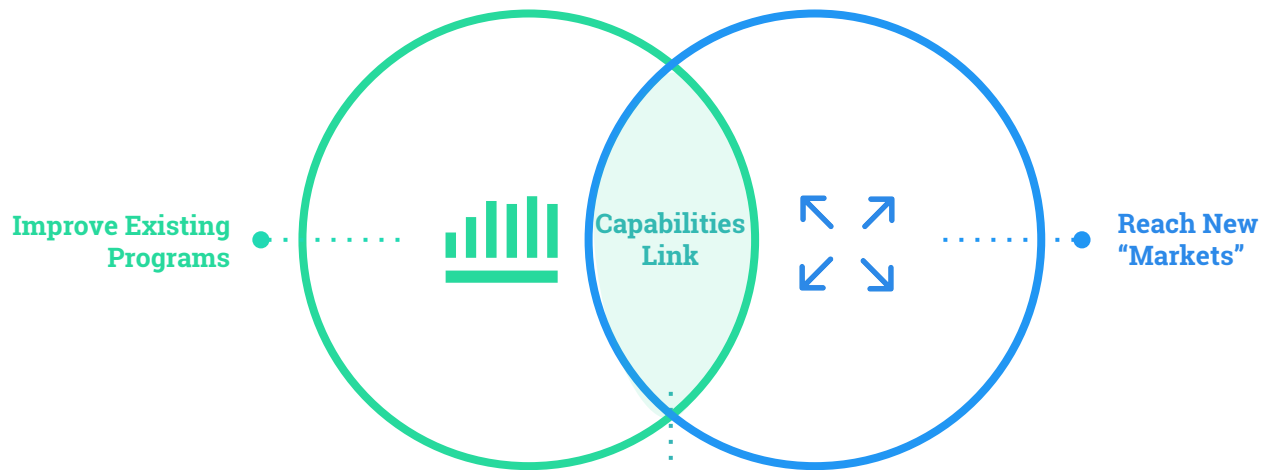
1. Supporters who are willing to help and be involved
2. Unique capabilities and skill sets needed for implementation
3. Early momentum and insights from other TEI initiatives
4. Best practices from non-COE teacher prep programs at UW
5. Access to financial resources and capabilities

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E⁴ Aspirations

Produce the nation's highest quality teachers

Why is teacher quality our North Star?

A high-quality teacher...

What Wyoming wants

Results from the state town hall meetings and surveys demonstrate that teacher quality is a top priority for stakeholders around Wyoming.

Is the number one predictor of student outcomes

Research shows that teachers matter more to student achievement than any other aspect of schooling and this impact sustains even when a teacher changes schools.

Increases career longevity for the teacher

Research shows that high-quality teacher preparation is a strong predictor of teacher retention.

# Producing the nation's highest quality teachers means…

...UW has **rapid growth in enrollment** as compared to other undergraduate educator prep programs.

...UW students perceive course content and experiences as **relevant, rigorous, and engaging.**

...UW has the **highest program completion rate** of all undergraduate educator prep programs in the nation.

...employers across WY report they are **extremely satisfied with UW graduates**.

...UW graduates are highly **likely to recommend teaching** as a profession.
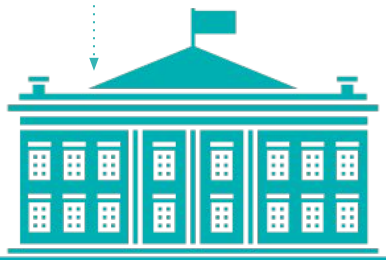
Continue to **exceed Daniels Fund fundraising match** commitment

...UW secures an additional **$15m from legislature and major national funders** interested in growing and expanding the E4 model.

...at least **three regional funders** match the Daniels fund investment to adopt the E4 model in their respective states.

...E4 achieves enthusiastic **support from program alumni** interested in continuing involvement

...**retention in the profession is significantly increased** after 3 years of teaching in WY schools.
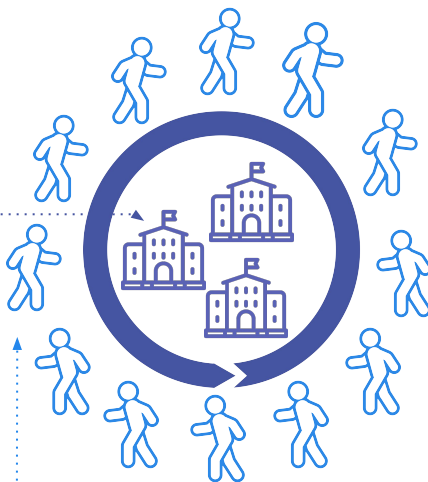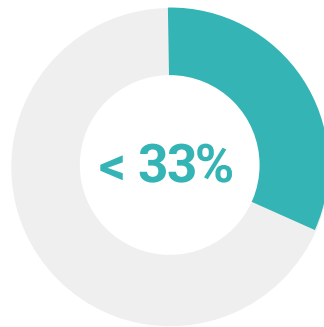
The problem is...

" There has been no coordinated effort to provide [educator preparation] programs with valid, reliable, timely, and comparable data about the effectiveness of the teachers and school leaders they prepare. "

Deans For Impact (DFI)

< 33%

Less than a third of all DFI schools have access to other forms of data on the **performance of their graduates**, such as information from classroom observations.

26%
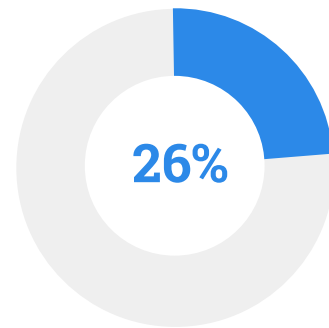
Only 6 out of 23 programs have access to **student achievement data** connected to the teachers these programs prepared.

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The foundation for transformational change

Demonstrate efficacy of E^4 on improving the quality of teachers

3

Pilot E^4 phases and measurement systems, adapt, and refine

2

Reach consensus on standards of a quality educator preparation program and deploy measurement systems

1

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Objective for the next three years

Demonstrate efficacy of E^4 on improving the quality of teachers

③

Pilot phases and measurement systems, adapt, and refine

②

Reach consensus on standards of quality and deploy measurement systems

①

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The E⁴ Team

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Effective use of capabilities link

Current staffing allocation is an effective use of capabilities link, incorporating "insourced" and "outsourced" resources.

Improve existing programs

Leverage existing university professional expertise by upgrading current staff responsibilities to include the necessary TEI functions

Reach new markets

External advisory board and experts to help E^4 build new relationships and reach new audiences

Capabilities link

- + Faculty expertise for pilot teams
- + Administrative support (clerical and
- + Operational support (accounting, contract processing, grant writing, event coordination)
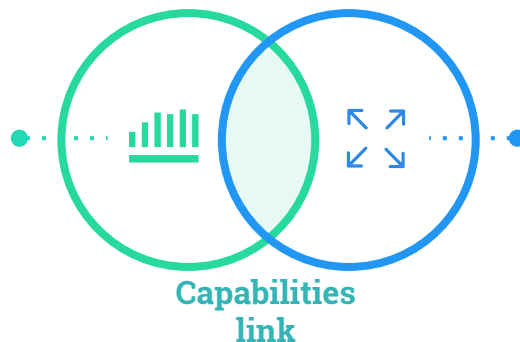
Core group of existing staff and/or new staff to bridge TEI, E^4, and UW activities

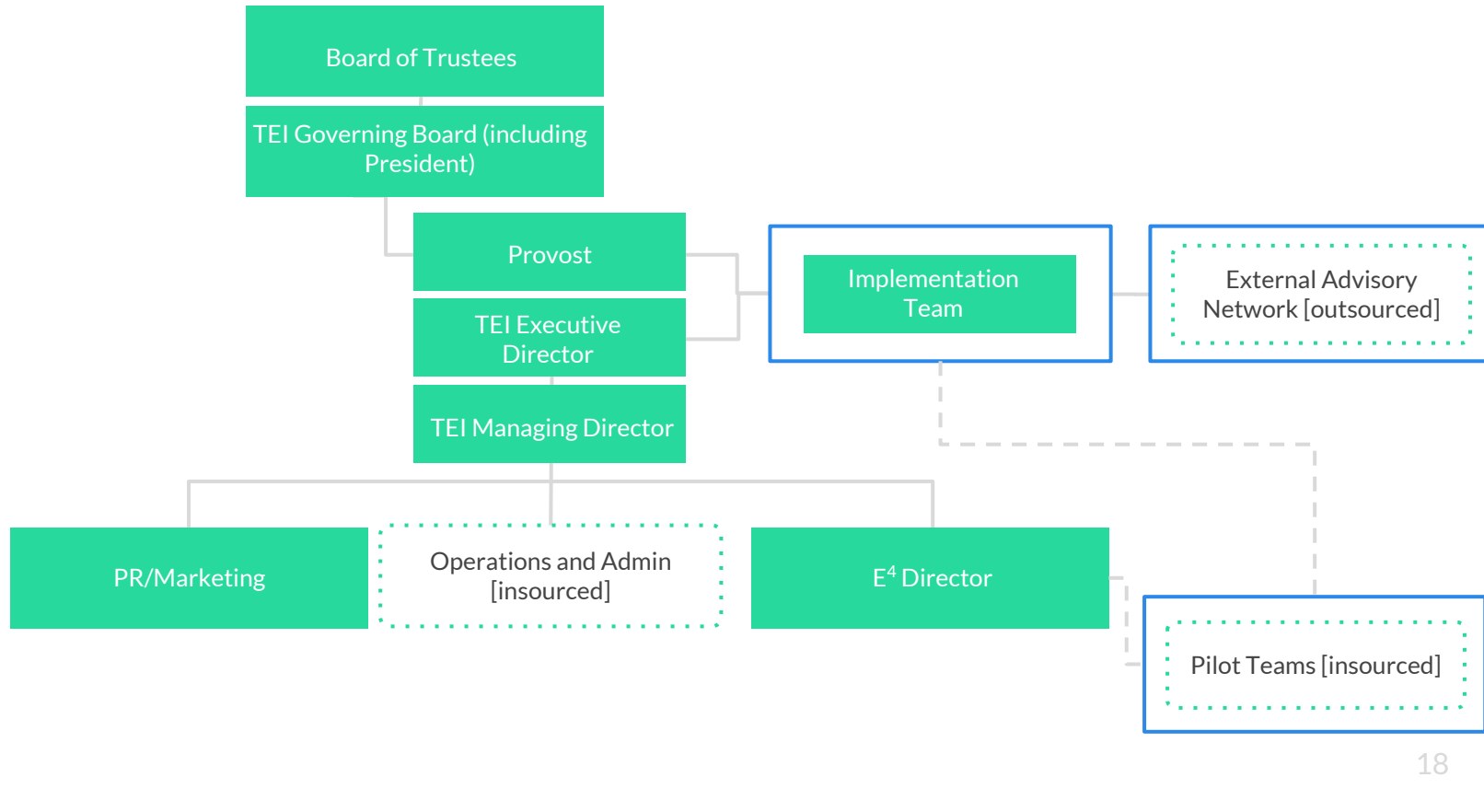- + Implementation Team
- + Executive Director/Dean of College of Education
- + Managing Director
- + E^4 Director
- + PR/Marketing

- + External advisory board
- + Wyoming School-University Partnership (WSUP)
- + Non College of Education Deans
- + State legislature

E^4 organizational structure

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TEI implementation team

The TEI implementation team is responsible for collaborating to move TEI, including the E^4 implementation, forward. It is an intentionally lean team that is comprised of both TEI leadership and individuals leading TEI innovations.

EXAMPLE -
Team members to
be confirmed

Ray Reutzel
Executive Director

Leslie Rush
Associate Dean

Kate Miller
Co-chair

Tricia Johnson
WYECON

TBD
Managing Director

Paula Lutz
Dean

TBD
E^4 Director

Kate Muir Welsh
WYCOLA

David Bostrom
Fundraising
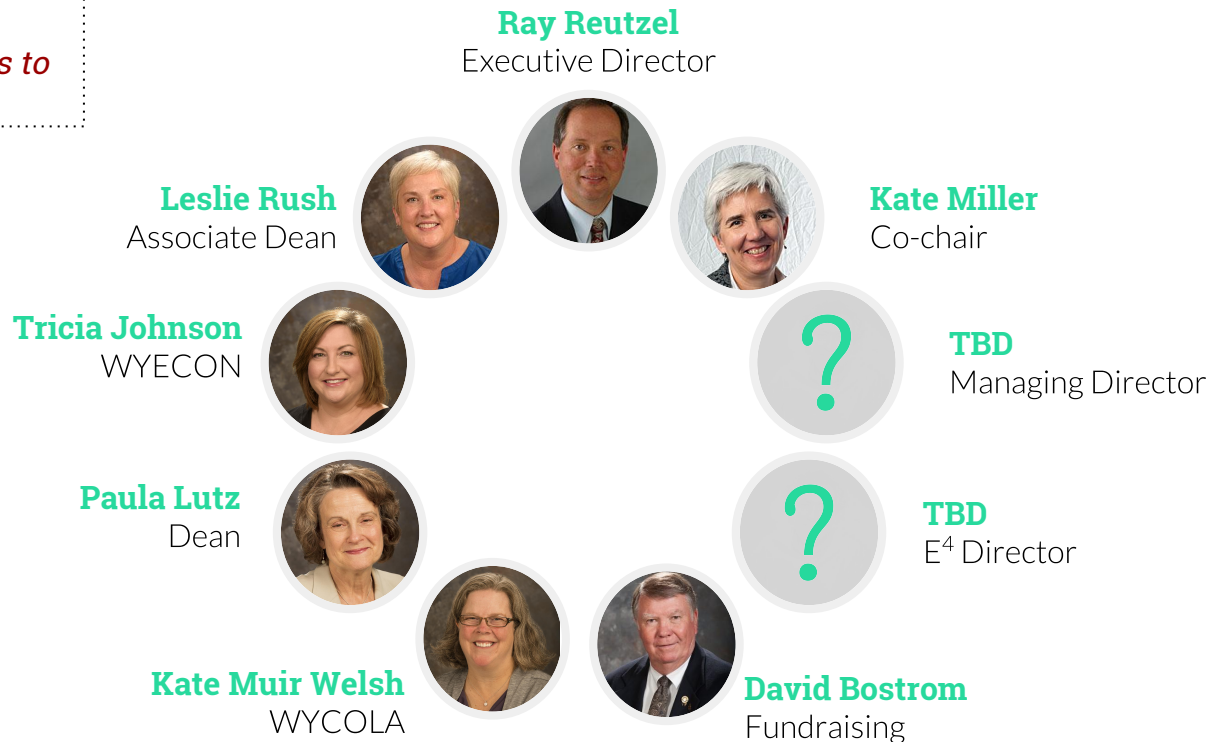
Targeted TEI innovation pilot teams

E^4 will benefit from the strengths and expertise that currently exist at UW. Pilot teams of UW faculty and staff dedicated to individual components of the implementation should be formed to advance this work. Pilot team members will be heavily supported by additional resources, like instructional designers, and recognized for their leadership.

	Exploration Faculty and Alumni Champions	**Experiential Learning** TEI Design Fellows	**Embedded Practice** Residency Design Team	**Entry into Profession** PD Support Team
Responsibilities	Inspire students by sharing personal experiences demonstrating their passion for the profession Engage districts and school leadership, travel to and speak at events Build one-on-one relationships with students and parents	Pioneer the development of competency-aligned curriculum at UW Guide content review and module creation to align with evidence-based pedagogical approaches	Advance the development of a strong one-year residency model with mentor support Design the program to offer differentiated instruction, personalized to the needs and interests of students, and robust resources/training for mentors	Support development and scaling of mentor programs beginning with WYCOLA Develop approaches for expanding WYCOLA into additional professional development contexts

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External advisory network

Influential leaders in education have expressed their interest and availability to help advise TEI throughout E[4] implementation. Their overlapping support in aligning the initiative with district and state priorities, expanding access throughout Wyoming, and strengthening partnerships with influential stakeholders will be vital to success.

	National Thought Leaders and Experts	State-Level Leaders	District-Level Leaders and Practitioners
Expertise	Education policy and best-in class clinical co-teaching practice models	Alignment with state needs across all districts	Boots on the ground (professional development and teacher evaluation and instructional frameworks)
Role	Advisor and subject matter expert on evidence-based practices in each phase	Encourage district participation in all 4 phases, create strong school onboarding model, and align programs to district goals. Leverage the Wyoming School-University Partnership to form district relationships	Pilot involvement and continuous source of feedback
Example Leads	**Tom Lasley** *CEO, Learn to Earn Dayton, Dayton Foundation*	**David Nicholas** *President, Wyoming School-University Partnership*	**Jay Harnack** *District Superintendent, Sublette County District 1*

Core Components of Implementation

Implementation Framework

We are optimizing for a rigorous process, but flexible approach. In other words, innovating at this level requires a deep level of collaboration with and ownership of key decision makers, achievement of critical milestones, and analysis of metrics on a regular basis. The Implementation Framework details each phase of E^4 using these six components.

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WHAT AND WHY

HOW

Principles
What each phase is aiming for and why

Goals
What each phase will achieve

Evaluation
How goal achievement will be measured

Approach
Decisions of development and scale

Example Activities
Actions to take to meet milestones

Example Milestones
Key events within next three years

Principles

Exploration

Recruit **high-quality and highly motivated students** through early exposure and experience programs to increase awareness and **commitment to the profession**

Experiential Learning

Create a learning experience that enables all students to **demonstrate and apply competencies** that are most needed in the classroom

Embedded Practice

Design and deliver a strong one-year residency program for students to gain **hands-on clinical experience** to prepare them for the profession

Entry into the Profession

Create a collaborative community of teachers, supported by an **exceptional induction model**, that drives satisfaction and retention in the profession

Goals

	Exploration	**Experiential Learning**	**Embedded Practice**	**Entry into the Profession**
ACCESS	**Attract high-quality candidates** through multiple onramps	**Include accessible course content** with competency-based modules or courses	Offer **collaborative co-teaching model** for every classroom	Develop **collaborative** induction model
QUALITY	Provide **engaging, hands-on experiences**	Prepare students with **deep pedagogical & content knowledge**	Ensure a **strong fit** between the candidate, school, and mentor	Encourage Wyoming school districts to **co-invest in growth** of graduates
MEASUREMENT	**Deepen understanding** of what experiences are effective	**Understand** how each approach and pedagogy impact student outcomes	**Continually improve** support approaches to increase access	**Understand** which induction and professional development models work

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Evaluation system aligned with Deans for Impact Common Indicators

Longitudinal student and graduate survey (pre-enrollment to alumni)

Dispositions

- Self reflection
- Growth mindset
- Teaching self-efficacy
- Grit

Aptitude

- Preparedness in core areas
- Program strengths/ weaknesses
- Employment and retention

Faculty and mentor observation survey

- Delivering instruction
- Classroom environment
- Designing instruction

Employer feedback survey

- Relative effectiveness of programs/graduates
- Program/graduate strengths/weaknesses
- Hiring preferences

Admissions and course data (LMS)

- # students applying
- # students admitted
- High school and college GPA after years 1 and 2
- Course grades

District and stakeholder tracking (CRM)

- Number/ type of districts interacting with UW
- Frequency/ type of interactions with districts and school leadership
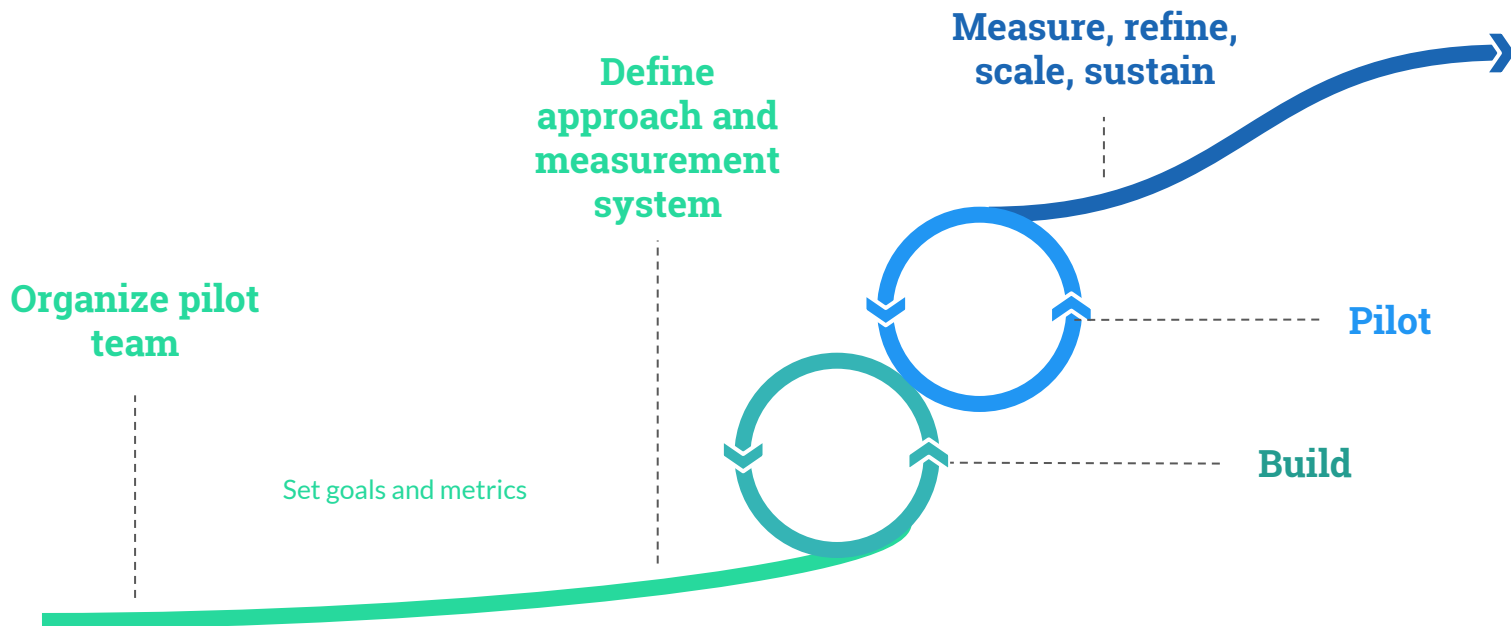
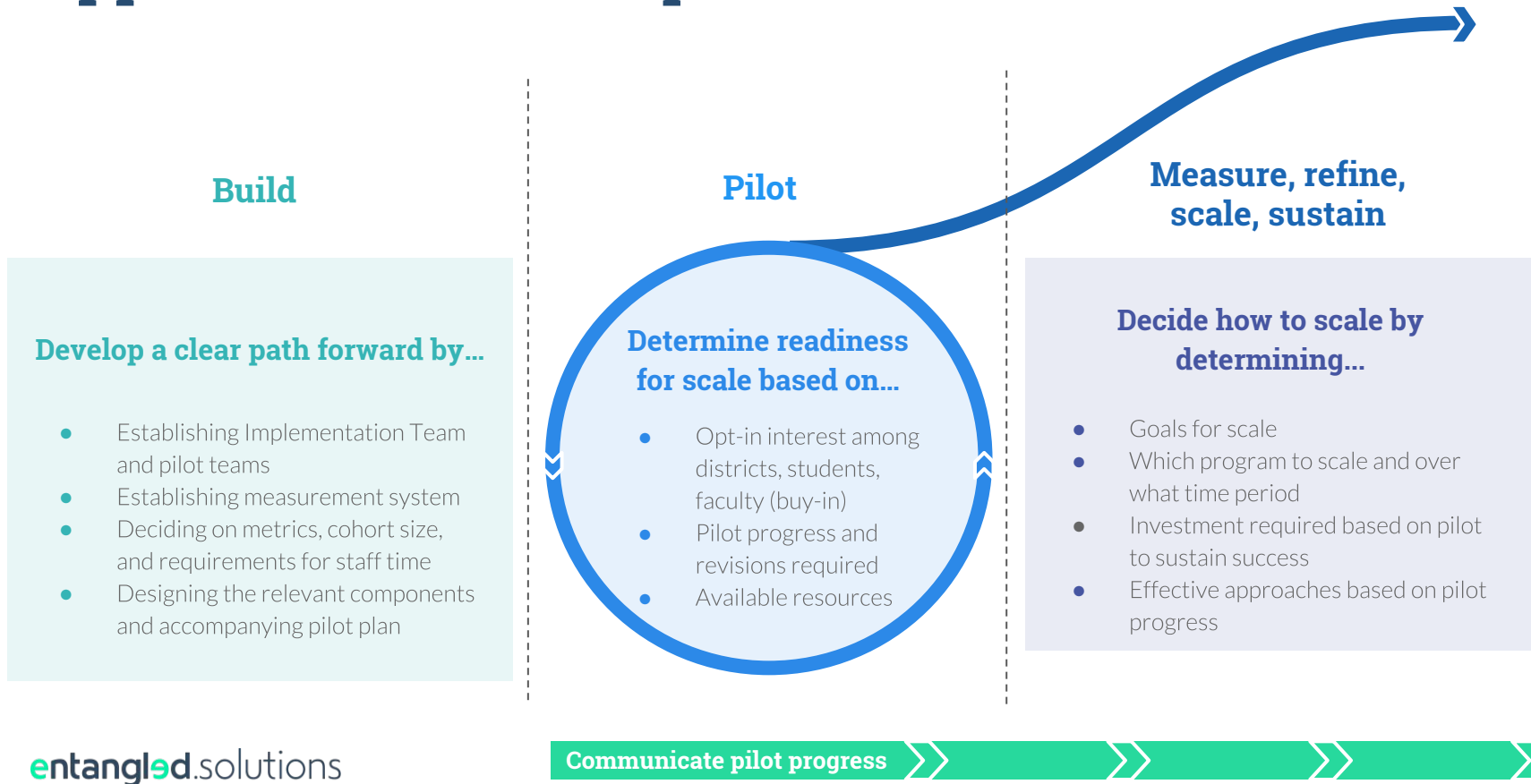**Comprehensive understanding of outcomes and progress towards goals**

Approach: a methodology for ensuring success

To ensure success, we recommend an iterative approach that optimizes for continuous feedback and effective use of resources.

Measure, refine, scale, sustain

Define approach and measurement system

Organize pilot team

Set goals and metrics

Pilot

Build

Approach: what does pilot-and-scale look like?

Build

Develop a clear path forward by…

- Establishing Implementation Team and pilot teams
- Establishing measurement system
- Deciding on metrics, cohort size, and requirements for staff time
- Designing the relevant components and accompanying pilot plan

Pilot

Determine readiness for scale based on…

- Opt-in interest among districts, students, faculty (buy-in)
- Pilot progress and revisions required
- Available resources

Measure, refine, scale, sustain

Decide how to scale by determining…

- Goals for scale
- Which program to scale and over what time period
- Investment required based on pilot to sustain success
- Effective approaches based on pilot progress

Communicate pilot progress

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Major milestones

	Year 1		Year 2		Year 3	
	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
E1						
Early Explorer Onramp	Form pilot team + begin pilot	Sign 5 district MOUs	Measure baseline satisfaction	Determine approach to scale based on evaluation	Host first state conference	Assess onramp quality, determine investment
Career Seeker Onramp	....	Pilot team onramp kickoff; begin engaging with community colleges				
E2						
Elementary & Special Education	Form pilot team, determine development approach	Stakeholder working sessions for design	First students enroll at UW		Pilot cohort begins residency end of year; determine level of preparation	
Early Childhood & Secondary Education	....		Stakeholder working sessions for design			
E3						
Residency Program	Form pilot team	Determine, resources, staff, infrastructure; first annual Fall residency luncheon	Pilot with three districts		Expand pilot to eight districts	
E4						
WYCOLA elementary education	Expand pilot team	Assess pilot progress		Host statewide conference	Assess employer and alumni satisfaction	
Special and secondary education			Launch with at least 30 students			

Activities

Each type of goal requires different activities. We will detail a set of activities that correspond with types of goals for each phase of E^4.

SIGNIFICANT ACTIVITIES	Activities which indicate the development, launch, and/or scale of pilot programs sequentially across program areas		

ACCESS

Accessible Programs	Community + Network Building	Marketing + Outreach	Events

QUALITY

Ideation	Design + Build	Iteration
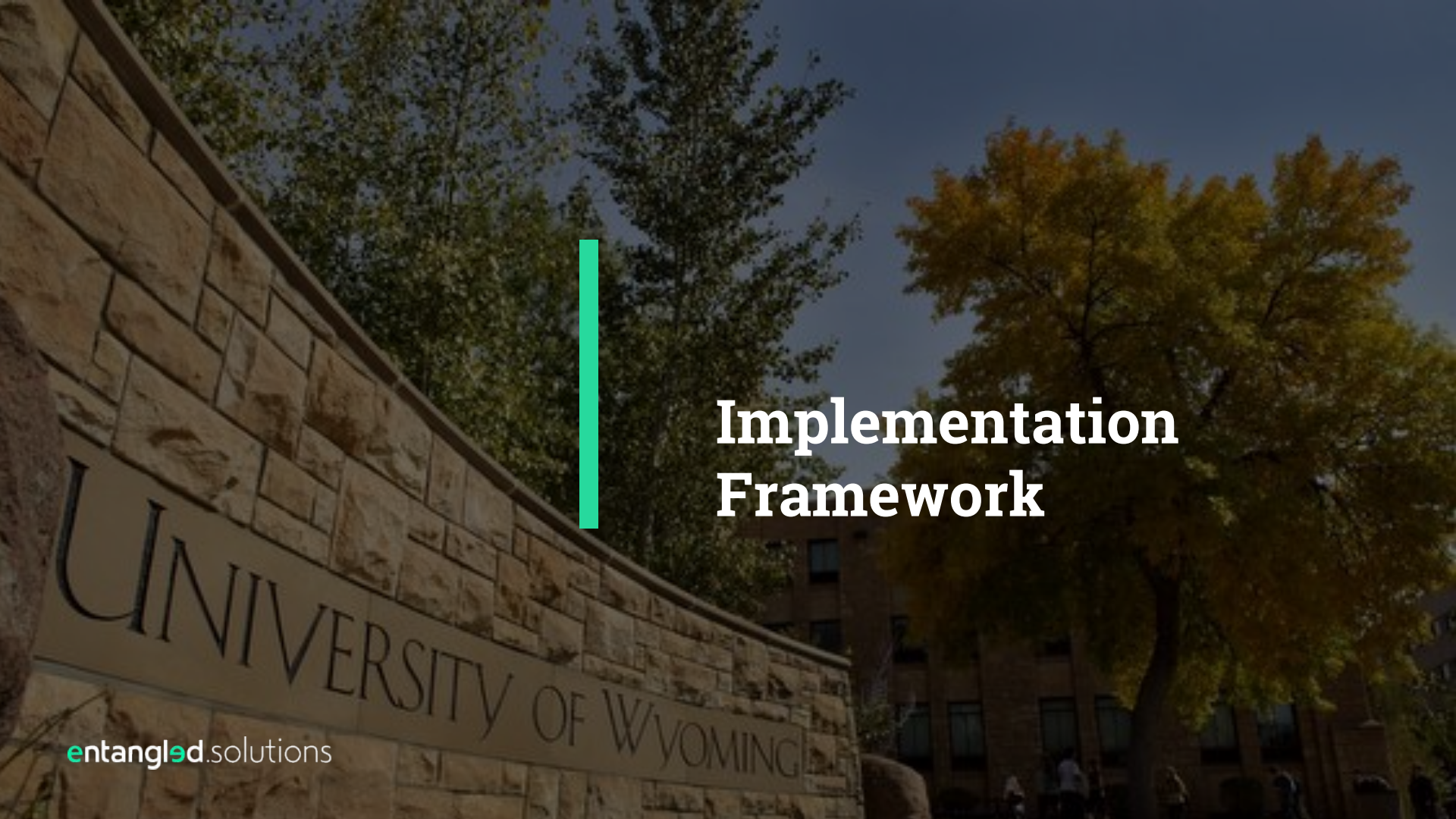
MEASUREMENT

Metrics	Continuous Feedback + Improvement

Implementation
Framework

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Exploration

Principle

Recruit high-quality and highly motivated students through early exposure and experience programs to increase awareness and commitment to the profession

Goals

Attract high-quality candidates to UW and UW educator preparation programs through multiple onramps

Provide students with highly **engaging, hands-on experiences** that give them exposure and experience in the profession

Deepen understanding of what exploration activities are most effective for recruiting and retaining talent from each applicant pool

Increase pipeline of students in program through accessible onramps

Students recruited are likely to recommend UW and teaching as a profession

Students accepted to UW meet high academic standards

Students and parents are highly satisfied with pre-enrollment programs

All students participate in classroom exploration activities before enrolling

Secure funding for longitudinal study to assess onramp and exploration activity efficacy

Use longitudinal study to inform E1 exploration activity revisions beginning in 2021

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Evaluation

Attract high-quality candidates to UW and UW educator preparation programs through multiple onramps

Provide students with highly **engaging, hands-on experiences** that give them exposure and experience in the profession

Deepen understanding of what onramp experiences are most effective for recruiting and retaining talent

Longitudinal student/alumni survey

How did you learn of teaching + UW?

When did you decide to enroll?

What factors led you to enroll?

Admissions + course data

students enrolling, % accepted

Quality of students accepted (e.g., GPA, knowledge of teaching, motivation, fit)

Longitudinal student survey

What teaching experiences have you been exposed to before enrolling?

What are the most/least rewarding pre-enrollment experiences?

How satisfied are you with experiences?

What have you learned about the profession?

Likely to recommend teaching/UW

Longitudinal student/alumni survey

What program experiences have been most/least rewarding?

% still in profession (as alumni)

Satisfaction with teaching

Admissions + course data
District tracking

% of students enrolling and graduating from each onramp path

Which onramps led to which district and program decision?

Aligned with Deans for Impact Common Indicators Set

Approach to design

Encourage interest in the profession through meaningful experiences that resonate. Provide multiple onramps via the "Early Exposure" and "Career Seeker" onramps to increase access and opportunities to be exposed to the teaching profession.

	MEET Shu, Early Explorer	MEET Cary, Career Seeker
ONRAMP	"A couple of my friends signed up for extracurricular programs and I'm interested in trying one. Plus, it seems like I can travel to cool conferences."	"I came to UW with no idea of what I wanted to do but my advisor helped me narrow it down to 3 programs that could fit my interests."
GOALS	**High school students** gain initial understanding of and ability to explore interest in teaching through early exposure programs like Educators Rising.	**First year UW students,** transfers from community colleges or other universities, transfers from another UW program, or career changers decide to explore teaching as a potential career path through exposure to hands-on experiences.
EXPERIENCES	• Attaining course credit transferable to UW through microcredentials • On campus visits • Educators Rising conferences • Sample experiences teaching at community centers and other settings	• Shadowing teachers in the profession • Classroom observations and rotations through different levels and class contexts • Teaching simulations

Approach to scale

Year 1   **Year 2**   **Year 3**

Expand Early Explorer

Refine, scale, sustain

Pilot Early Explorer onramp

Set goals and metrics for Early Explorer

Build

Set goals and metrics for Career Seeker

Build

Pilot Career Seeker onramp

Activities

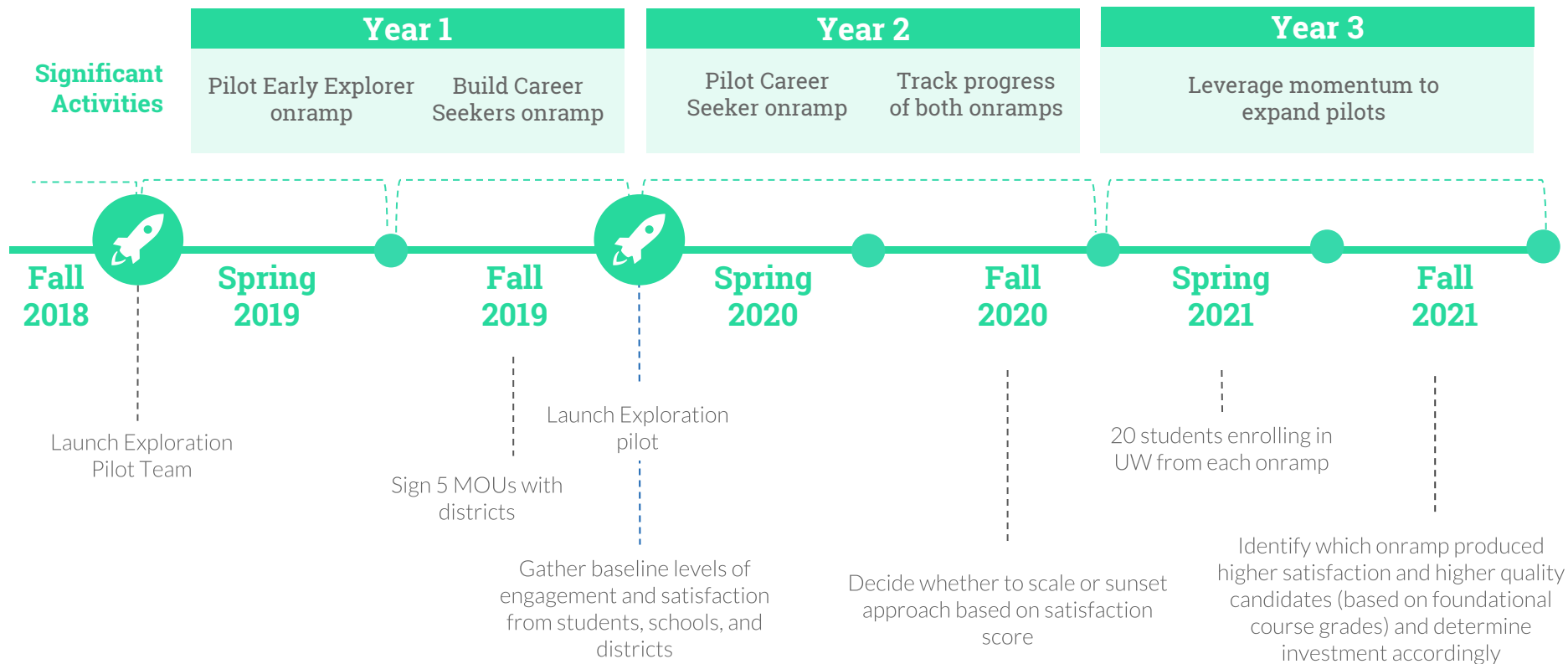|	Year 1		Year 2		Year 3
Significant Activities	**Pilot Early Explorer onramp**	**Build Career Seeker onramp**	**Pilot Career Seeker onramp**	**Track progress of both onramps**	**Leverage momentum to expand pilots**
Access Exec Director + Managing Director	• Launch ER pilot; begin Career Seeker onramp build with pilot group Fall 2019 • Develop approach for additional onramps • Begin building relationships with community colleges • Develop fundraising strategy		• Continue to expand onramp access for Career Seeker with outreach to districts and community colleges • Expand Educators Rising reach, signing additional MOUs with districts		• Expand pilots for both onramps, learning from successes • Host first state conference to increase awareness and educate
Quality E^4 Director + Marketing support	• E4 director, faculty champions and alumni travel across WY to inspire students • Develop marketing materials and student information for Career Seekers		• Develop array of classroom visit/shadowing opportunities • Develop student pathway materials to illustrate options • Design first state conference		• Develop communications plan to encourage participation and share reach for PR and increased exposure • Determine and make changes to program experiences and student pathways while scaling
Measurement E^4 Director + Data analyst support	• Build measurement system to evaluate onramps + student quality • Conduct Early Explorer survey • Identify a technology tool (CRM) to track district engagement		• Learn how to assess student quality and program quality; capture baseline access data • Determine UW enrollment criteria • Conduct Career Seeker survey		• Measure enrollment from onramps • Measure impact of engagement activities and onramps on student performance and retention

Milestones

	Year 1		Year 2		Year 3
Significant Activities	Pilot Early Explorer onramp	Build Career Seekers onramp	Pilot Career Seeker onramp	Track progress of both onramps	Leverage momentum to expand pilots

Fall 2018 — Spring 2019 — **Fall 2019** — Spring 2020 — **Fall 2020** — Spring 2021 — **Fall 2021**

Launch Exploration Pilot Team

Sign 5 MOUs with districts

Launch Exploration pilot

Gather baseline levels of engagement and satisfaction from students, schools, and districts

Decide whether to scale or sunset approach based on satisfaction score

20 students enrolling in UW from each onramp

Identify which onramp produced higher satisfaction and higher quality candidates (based on foundational course grades) and determine investment accordingly

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Experiential Learning

Principle

Create a learning experience that enables all students to demonstrate and apply competencies that are most needed in the classroom

Goals

Provide **accessible course content** in the form of digital and blended competency-based learning modules

Prepare students to effectively teach in the classroom with the deep **pedagogical and content knowledge** aligned to WY schools

Deepen understanding of how approach and pedagogy impact student outcomes

Pilot educator preparation programs that are accessible remotely across Wyoming

Students complete course work with strong subject and content knowledge

Students complete course work with ability to apply pedagogical approaches

Develop a feedback loop to continually revise and improve upon courses

Course content covers all professional core competencies

Students feel confident in their ability to apply knowledge effectively in the classroom

Employers report high satisfaction with students' level of preparation

Measure impact of course revisions on student knowledge gain

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Evaluation

Provide **accessible, quality course content** in the form of digital and blended competency-based learning modules

Prepare students to effectively teach in the classroom with the deep **pedagogical and content knowledge** aligned to WY schools

Deepen understanding of how approach and pedagogy impact student outcomes

Longitudinal student/alumni survey

Did course modules meet or exceed expectations?

Perceptions of course quality

Faculty and mentor observation survey

Progress made on module development against objectives

Perceived quality of courses

Longitudinal student/alumni survey

Confidence in ability to effectively begin residency

Employer feedback survey

Did the student have the content and pedagogical knowledge required to teach effectively?

Admissions and course data

Student grades in each course

Faculty and mentor observation survey

What changes have been made to module design, and what impacts have changes had on grades?

Requests for additional revisions

Admissions and course data

Average course grades tracked for each class over time

Aligned with Deans for Impact Common Indicators Set

Approach to design

Currently Proposed

1 Create online courses

2 Breakdown course curriculum into competencies

3 Develop competency-based online modules

Build

1 Breakdown curriculum into competencies

2 Bring them online into competency-based modules

Buy

1 Explore off-the-shelf options

2 Invest in off-the-shelf competency-based modules

Benefits

Currently Proposed:
- Special ed and elementary ed programs have started this approach
- Time to get buy-in from secondary and early childhood education around competency-based

Build:
- Less costly initial investment, ability to test curriculum before investing in technology

Buy:
- Rapid ramp-up
- Proven results
- Ability to partner with an equally ambitious university

Drawbacks

Currently Proposed:
- Expensive initial tech development and investment

Build:
- More restricted access statewide to courses initially

Buy:
- Lack of customization

Approach to scale

Year 1
Develop approach to program development

Year 2

Year 3
Expand Elementary + Special Ed

Define approach and measurement system

Pilot Elementary and Special Education

Refine, scale, sustain

Build

Refine processes for building

Build

Pilot Early Childhood and Secondary Education

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Activities

	Year 1	Year 2		Year 3	
Significant Activities	**Build elementary and special education program content**	**Pilot elementary and special education**	**Build early childhood and secondary ed pilots**	**Pilot early childhood and secondary ed**	**Leverage momentum to expand pilots**
Access Exec Director + Managing Director	• Form Pilot Team to lead development of content • Build awareness and enthusiasm among faculty and deans; identify champions to engage in program design	• Ensure accessibility of pilots remotely and in-person • Build secondary ed pilots considering additional subject matter knowledge required		• Launch secondary education pilot and revise based on content and pedagogy needs	
Quality E^4 Director	• Design program through iterative development approach; include stakeholder working sessions • Conduct initial user testing with students and alumni prior to launch	• Use stakeholder working sessions to inform content development approach to new pilots and revisions needed		• Scale with feedback on program quality, rigor, and student success	
Measurement E^4 Director + Data analyst support	• Develop methodology for testing and revising modules • Develop approach to ongoing data capture and gather baseline performance data	• Capture data on student performance in pilots • Use existing data to inform development of new pilots		• Track student performance data given course revisions	

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Milestones

	Year 1	Year 2	Year 3
Significant Activities	Build elementary and special education program content	Pilot elementary and special education / Build early childhood and secondary ed pilots	Pilot early childhood and secondary ed / Leverage momentum to expand pilots

Fall 2018 — **Spring 2019** — **Fall 2019** — **Spring 2020** — **Fall 2020** — **Spring 2021** — **Fall 2021**

Establish TEI Design Fellows and Implementation Team

Determine sequential approach to developing competency-based and online content

Pilot online course development in series of two-week working sessions

Launch initial pilot

Launch second pilot set of competency based modules

Establish baseline satisfaction with course modules

First pilot cohort begins residency; determine course content level of preparation and readiness based on employer feedback

Embedded Practice

Principle

Design and deliver a strong one-year residency program for students to gain hands-on clinical experience to prepare them for the profession

Goals

Provide students with a **collaborative year-long co-teaching, planning, and assessing model** for residency in every classroom

Work with schools and districts to create a matching process that ensures **strong fit** between the candidate, school, and mentor

Continually improve supervision and support approaches to leverage technology and increase access

Expand relationships with districts and mentors across Wyoming

Provide students with options to experience diverse class contexts and teaching settings

Positive match between student and mentor interests and personality

Students and mentor teachers believe the residency is adding significant value

Continually re-evaluate approaches to improve matches

Establish workforce model to support year-long residency

Evaluate student performance and mentor satisfaction to ensure success

50

Evaluation

Provide students with a **collaborative year-long co-teaching, planning, and assessing model** for residency in every classroom

Work with schools and districts to create a matching process that ensures **strong fit** between the candidate, school, and mentor

Continually improve supervision and support approaches to leverage technology and increase access

Longitudinal student/alumni survey

Ability to explore different teaching contexts and class levels to understand their interest areas

District and stakeholder tracking

Number of districts participating

Openings for student teaching residents in different settings

Employer feedback survey

Was the student fully engaged in running the classroom during residency?

Admissions and course data

Track student performance (GPA, competency)

Longitudinal student/alumni survey

Satisfaction with residency

Likelihood to recommend teaching

Optimism about future career

Faculty and mentor evaluation survey + employer feedback survey

Is the student meeting goals and effectively demonstrating capabilities?

How is the student progressing?

Aligned with Deans for Impact Common Indicators Set

Approach to design

Offer a co-teaching model for every classroom, while remaining accessible and cost-effective.

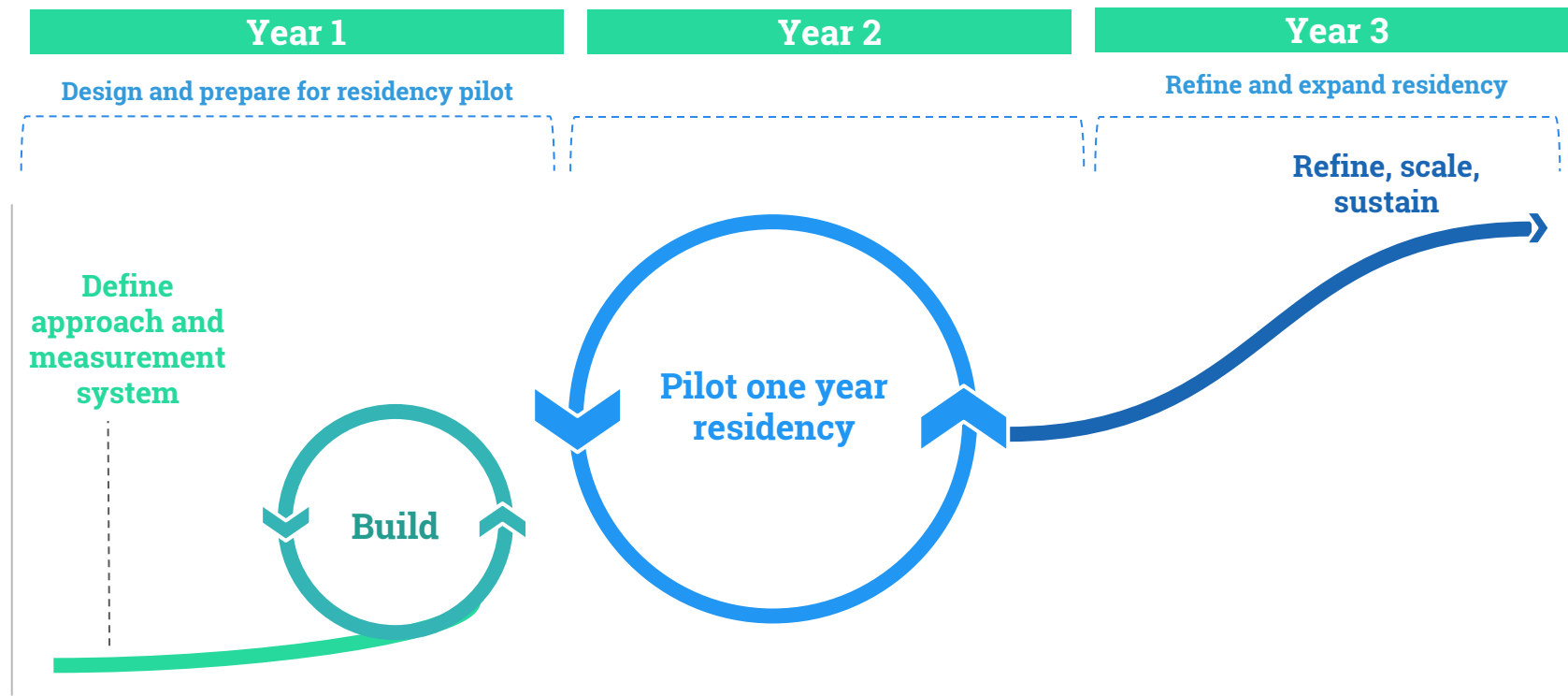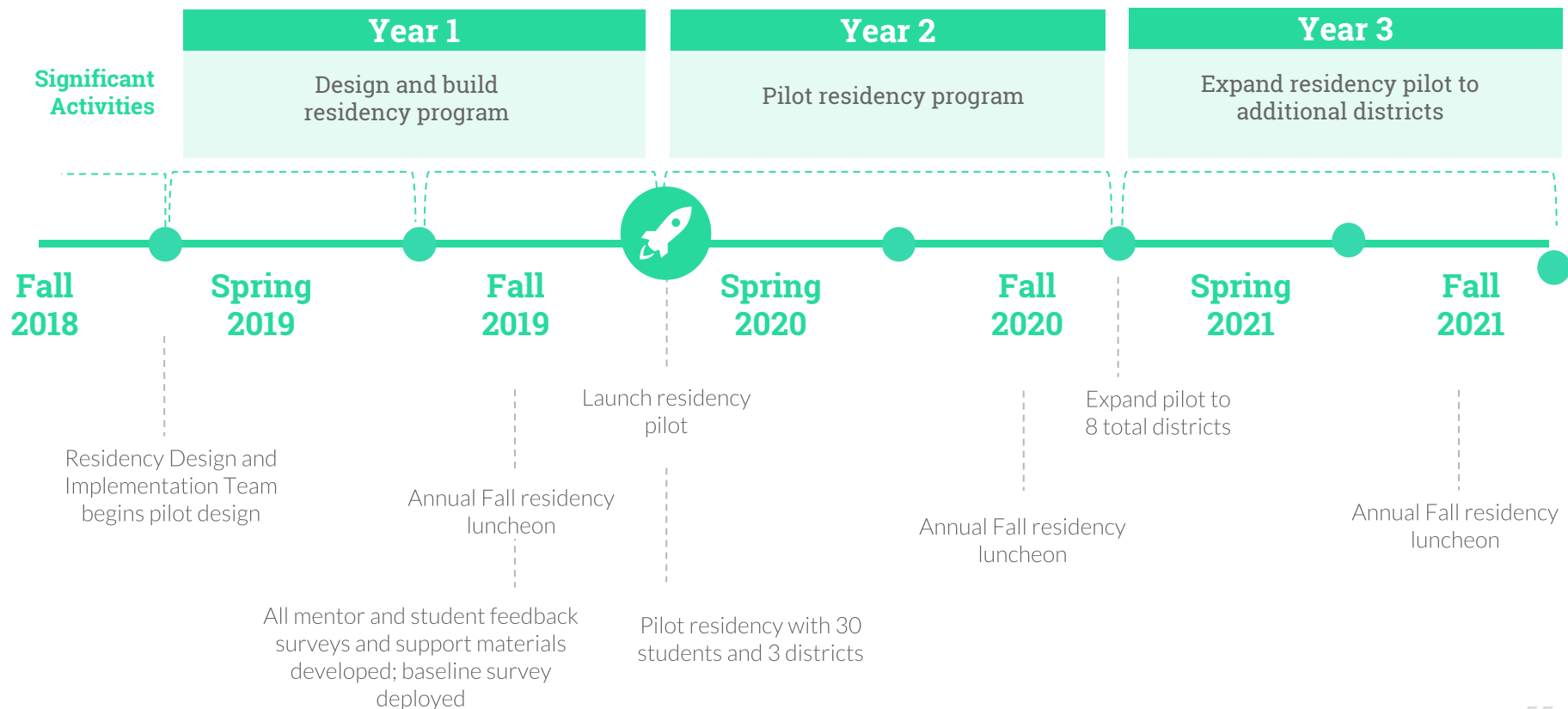|	**Co-Teaching**	**"Workforce"**
Benefits	• Students receive individual help in a timely manner and easier to keep students on task • Supporting teacher can observe behavior not seen by the teacher directing the lesson and can continue to model good teaching practices	• Student teachers as mentors • Cost-effectiveness: student teachers paid with ½ teacher's salary
Drawbacks	• Need to identify funding for student teaching • Not always beneficial for students in the classroom • Inconsistent experience for student teachers depending on the teacher they are paired with	• Requires strong mentor training • May not be effective for every student teacher

Approach to scale

Year 1	Year 2	Year 3

Design and prepare for residency pilot

Refine and expand residency

Refine, scale, sustain

Define approach and measurement system

Build

Pilot one year residency

Activities

	Year 1	Year 2	Year 3
Significant Activities	**Design and build residency program**	**Pilot residency program**	**Expand residency pilot to additional districts**
Access Managing Director + E^4 Director	• Recruit districts across Wyoming • Recruit mentor teachers to participate • Design co-teaching residency model • Design professional development training for mentors	• Pilot program and determine objectives for scaling • Regularly consult with participating districts for continual feedback • Expand district outreach, communicating pilot progress	• First cohort transitions to full time role; assess preparedness • Onboard new districts
Quality Managing Director + E^4 Director	• Design matching process between candidates and mentors • Determine need for a facilitator to support mentor-student matching	• Monitor progress throughout residency • Develop tools to streamline mentor matching process and support relationship development	• Conduct pilot team working sessions with districts to determine how to strengthen program • Make revisions needed to achieve success at scale • Refine matching process to optimize
Measurement E^4 Director + Data analyst support	• Build infrastructure/measurement approach to support matching process and evaluation • Build infrastructure to track district engagement	• Track district involvement and interest in hosting students • Collect qualitative feedback to understand program strengths and weaknesses	• Refine approach to matching, to create stronger matches and streamline processes • Determine additional technology needs for scale

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Milestones

Significant Activities	**Year 1**	**Year 2**	**Year 3**
	Design and build residency program	Pilot residency program	Expand residency pilot to additional districts

Fall 2018 — **Spring 2019** — **Fall 2019** — 🚀 — **Spring 2020** — **Fall 2020** — **Spring 2021** — **Fall 2021**

Residency Design and Implementation Team begins pilot design

Annual Fall residency luncheon

Launch residency pilot

Expand pilot to 8 total districts

Annual Fall residency luncheon

Annual Fall residency luncheon

All mentor and student feedback surveys and support materials developed; baseline survey deployed

Pilot residency with 30 students and 3 districts

Entry into Profession

Principle

Create a collaborative community of teachers, supported by an exceptional induction model, that drives satisfaction and retention in the profession

Goals

Develop a **collaborative** professional development model between UW and schools

Encourage Wyoming school districts to **co-invest in growth** of graduates

Understand what professional development models work in which contexts to continually improve

Share pilot progress and plans to ensure alignment between district and UW

Design an induction and mentor training program that aligns to UW and district needs

Districts continually request TEI grads annually

Districts are satisfied with performance of new graduates

Evaluate student retention and satisfaction through regular feedback

Provide each graduate with an encouraging and supportive mentor

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Evaluation

Develop a **collaborative** professional development model between UW and schools

Encourage Wyoming school districts to **co-invest in growth** of graduates

Understand what professional development models work in which contexts to continually improve

Employer feedback survey

What expectations do you have of UW students?

What skill sets are lacking in your district that are needed by UW students?

How can UW ensure that this experience adds as much value as possible?

Longitudinal student/alumni survey

Confidence in ability to effectively begin full time teaching role

Employer feedback survey

How satisfied are you with the performance of your UW teachers?

District and stakeholder tracking

Number of openings at partner schools for new UW graduates

Longitudinal student/alumni survey

Satisfaction with residency

Likelihood to recommend teaching and UW program

Future goals to continue in teaching profession

Aligned with Deans for Impact Common Indicators Set

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Approach to design

Two approaches that can ensure the success of creating a collaborative professional support system with districts.

1 **Collaborate with to districts to deepen postgraduate student support and induction**

High student support provided by TEI
Establish UW support network, peer-peer network, and alumni-student support

Transition support to the district over time
Doing this effectively relies on:
- strong community network
- active collaboration with districts
- alignment on goals, needs, and evaluation frameworks

2 **Develop insights on instructional and business model based on WYCOLA pilots**
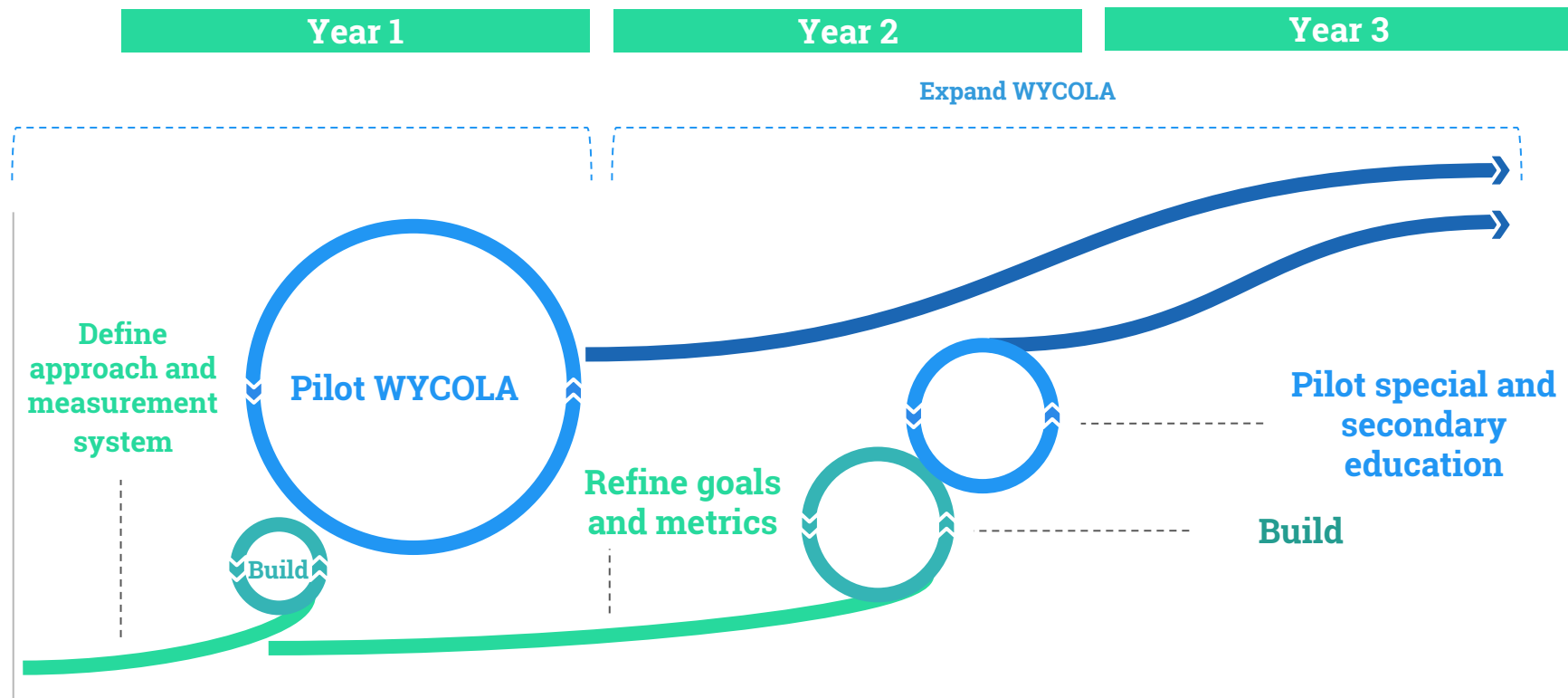
Understand effective approaches
Learn from WYCOLA pilots what instructional approaches to professional development are most effective

Expand what works and scale cost-effectively
Refine instructional approaches and adapt approach to scale to increase cost-effectiveness
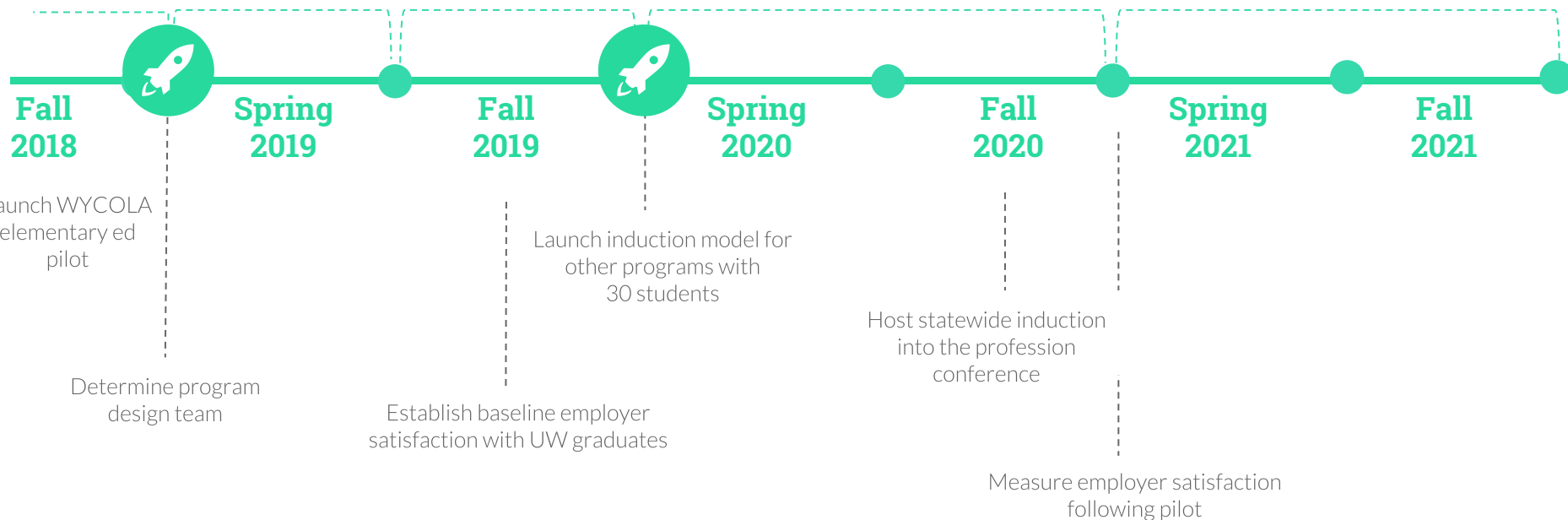
Approach to scale

| Year 1 | Year 2 | Year 3 |

Expand WYCOLA

Define approach and measurement system

Pilot WYCOLA

Build

Refine goals and metrics

Pilot special and secondary education

Build

Activities

	Year 1	Year 2	Year 3
Significant Activities	**Pilot WYCOLA Build additional induction / PD**	**Pilot special ed and secondary induction / PD programs**	**Expand WYCOLA and other pilots**
Access Managing Director + E^4 Director	• Launch WYCOLA year one elementary education pilot • Work with districts to build additional induction pilots • Determine approach to outreach to expand network across Wyoming	• Expand district outreach, communicating the value of UW graduates and collaborative relationship to do so • Build marketing materials to support outreach and communications • Launch additional pilot programs	• Continue to expand district network and mentor support • Build on momentum and positive rapport with districts to grow relationships
Quality Managing Director + E^4 Director	• Build plan to transition new teacher support from UW to district over time • Create opportunities for recent graduates to engage with UW staff, faculty, and current students • Develop strong mentor support	• Expand support options and build strong community for new students • Host statewide induction into the profession conference • Continue WYCOLA pilot and refine, learning from first year pilot	• Form engaged cohort of UW alumni as pilots expand • Reassess technology and infrastructure needs as program scales
Measurement E^4 Director + Data analyst support	• Monitor progress of WYCOLA; use ongoing progress to inform additional induction / PD design • Develop feedback mechanisms to learn how best to collaborate with districts	• Launch baseline employer survey for new pilots and track progress over time • Inform changes needed using existing data from WYCOLA pilot	• Expand pilots using results from measurement instruments that capture district, student, and UW feedback

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Milestones

Year 1	Year 2	Year 3
Pilot WYCOLA Build additional induction / professional development	Pilot special ed and secondary induction / professional development programs	Expand WYCOLA and other pilots

Fall 2018
Spring 2019
Fall 2019
Spring 2020
Fall 2020
Spring 2021
Fall 2021

Launch WYCOLA elementary ed pilot

Determine program design team

Establish baseline employer satisfaction with UW graduates

Launch induction model for other programs with 30 students

Host statewide induction into the profession conference

Measure employer satisfaction following pilot

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Appendix

Approach to design: competency based education (1)

Traditional Education

Competency-Based

SCHOOL CULTURE

Learning happens inside a traditional classroom, little to no accommodation of student interests or learning styles.

Students have a range of learning experiences at school, online, and in the community. Diverse partners create individual learning pathways to accommodate student interests and learning styles.

LEARNING CONTINUUM

Students are expected to master grade level college and career ready standards.

Students are expected to master competencies aligned to college and career ready standards with clear, transferable learning objectives.

LEARNING PACE

Students advance at educator's pace regardless of mastery or needing additional time. Additional time is usually only provided for students identified for special education.

Students advance upon mastery of learning targets, not as a result of time-based requirements. Students receive customized supports both in-school and out-of-school to ensure they stay on track.

Source: Knowledgeworks

Approach to design: competency based education (2)

Traditional Education   **Competency-Based**

Traditional Education		Competency-Based
Every classroom has one teacher who designs and delivers instructional program with very little differentiation. Direct whole-group instruction is usually the norm, with differentiation happening only for students identified for special education.	**INSTRUCTION**	Educators work collaboratively with community partners and students to develop flexible learning environments, grouping strategies and extended opportunities to support a unique learning plan for every student.
Assessments at set times to evaluate and classify students. One opportunity to take the summative assessment at the end of the year.	**ASSESSMENT SYSTEM**	A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Summative assessments show mastery; taken when ready and multiple chances to demonstrate mastery.
Grades are norm-referenced, reflect course standards, are typically based on weighted quarters and a final exam.	**GRADING POLICIES**	Scores reflect the level of mastery within a learning target. Course credit is earned when students master identified learning targets.

Source: Knowledgeworks

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