

University of Wyoming - Trustees Education Initiative

E⁴ Sensemaking and Gap Analysis

May 7, 2018

Agenda

Objectives	3:00 - 3:10
Project Roadmap	3:10 - 3:20
TEI Context	3:20 - 3:40
E ⁴ Assessment and Gap Analysis	3:40 - 4:15
Implementation Principles	4:15 - 4:30

Discussion Objectives

1

Align on the motivations behind and history of TEI

2

Explore the strengths, gaps, and opportunities of E⁴ in context of lessons learned so far

3

Use E⁴ gap analysis to guide the development of the implementation plan

4

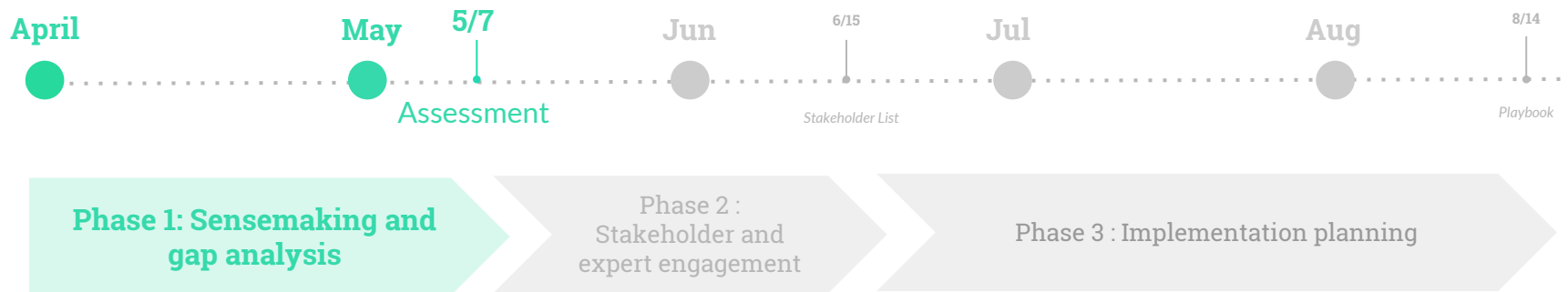
Gather feedback to refine and iterate on assessment

The background of the slide is a photograph of a stone wall at the University of Wyoming. The wall is made of large, light-colored stone blocks and has the words "UNIVERSITY OF WYOMING" carved into it in a serif font. Behind the wall, there are several trees with green and yellow leaves, suggesting an autumn setting. The sky is a clear, pale blue. A large, bright green vertical bar is positioned to the left of the number "01".

01

Project Roadmap

Project roadmap



Phase 1 objectives

Conduct a complete assessment and analysis of:

- Key successes and failures as they relate to E⁴
- E⁴ strengths and weaknesses, critical relationships, and potential roadblocks
- Willingness to change of stakeholders needed for E⁴
- Key resources and expertise areas required for successful planning and execution of the E⁴

Entangled's work to date

Over the past five weeks, Entangled Solutions has conducted extensive research and analysis to gain insight into TEI and E⁴.



Project Kickoff and Two-Day Campus Visit



Governing Board Input Gathering and Alignment



TEI Documentation and Progress Analysis



Literature Review of Evidence-Based Practices and Programs



In-Depth Stakeholder Interviews

Stakeholders interviewed

Entangled Solutions has conducted **39** interviews with stakeholders at the University of Wyoming and across the state, as well as leaders in educator preparation nationwide.



TEI Governing Board*



UW Leadership



UW Faculty



Wyoming Public Schools Leadership




External Experts

*5 of the 9 board members interviewed also counted towards other groups, [Progress Dashboard](#)

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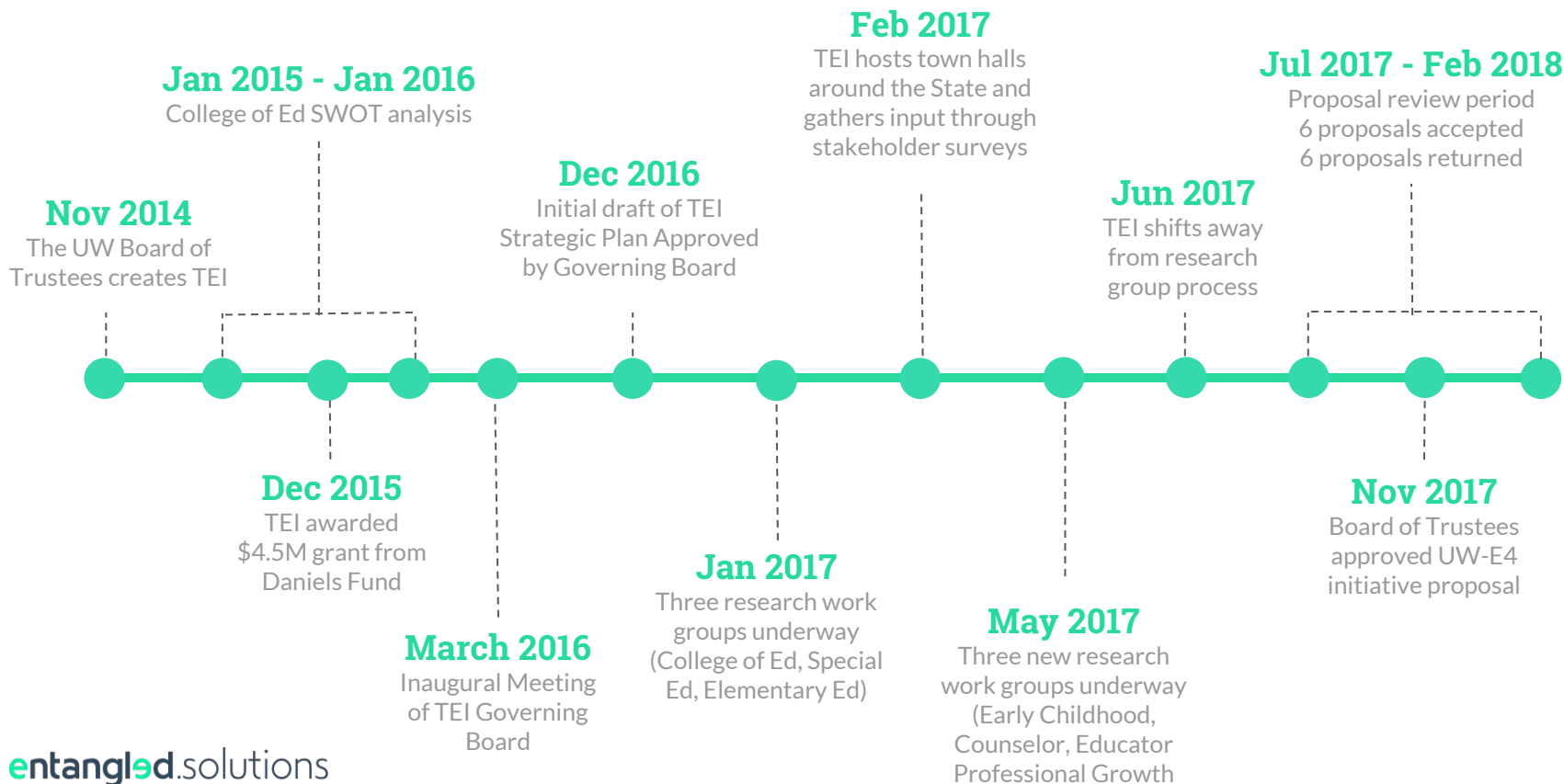
02

TEI Context



In order to properly plan for our future, we must first understand our past.
Analyzing and appreciating the **history of TEI**, and the context in which it now sits,
is critical to ensuring **E⁴ success**.

History of TEI





In the early phases of planning, TEI gathered feedback from both internal stakeholders (e.g. College of Education faculty and staff) and external stakeholders (e.g. district leaders and teachers). Stakeholders identified **priority concerns** that UW teacher preparation programs needed to address immediately.

The root causes to these concerns stem from the **quality** of and **accessibility** to UW educator preparation programs.

TEI goals informed by internal stakeholders

Initial strategic plan was informed by College of Education (COE) SWOT analysis.

Strengths	Weaknesses	Opportunities	Threats
Program affordability	Hesitancy to move programs online	Align candidate preparation to current K-12 needs	No measures/predictors of educator quality beyond standardized test scores
Instructional practices tied to SPA and CAEP standards	Lack of competency-based skill demonstrations	Adopt best practices with empirical evidence base and from other programs, including leveraging suitable technology	Absence of data on graduates' employment and professional outcomes
Supervised student teaching and mentorship component	Absence of guidelines, expectations, and incentives for supervising teachers	Increase opportunities for clinical training, practicum, and year-long internship	Competition from out-of-state and online programs
Preparation to teach Wyoming Next Generation Science Standards	Limited engagement statewide	Collect, analyze, and report data on stakeholder ratings on candidates (supervisors, principals, etc.)	Management of narrative around college's program reputation

Feedback across the state

TEI sought out feedback from diverse stakeholders through town hall meetings and surveys. Responses revealed three main areas of concern:



Limited knowledge of COE and its programs

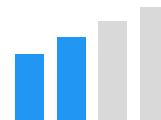
Communities and school districts had varying levels of knowledge of the COE and its programs. Schools and districts that did not receive student teachers have limited knowledge of program requirements, structures, and required outcomes for candidates.



Perception that graduates are not prepared

The areas that Wyoming school administrators perceived COE graduates to be not prepared or only somewhat prepared are:

- classroom and student management
- serving as a valuable member of PLC
- working with families/parents, and
- assessing student learning



Limited access to programs and experiences

Concerns with COE practices and policies around access of programs/placements and quality of clinical component:

- Limited access to programs because of location
- Limited student teacher placements
- Limited clinical experiences

Consensus and urgency to address concerns

There is consensus among UW stakeholders, TEI governing board, school districts, and community members that these concerns must be addressed immediately.

40%

of respondents agreed that student teacher preparedness is the first or second priority for TEI

“UWCOE must resolve the concerns sooner rather than later. If UWCOE doesn’t get a head of these issues, UW will be in trouble. If we don’t effectively leverage our partnerships, it is to going to get harder and harder to attract students to UWCOE.”

Laurie Nichols


President, University of Wyoming

“

UWYO and the College of Education has a monumental task and challenge in light of the many variables that exist and confront them.

”

2017 Stakeholder Feedback Survey



TEI challenged stakeholders to put forward ideas for bringing innovation to educator preparation programs at the University of Wyoming. There were 12 proposals submitted by TEI working groups to the TEI Coordinating Council, of which 6 were forwarded to the TEI Governing Board for consideration of recommendation to the UW Board of Trustees for action. The UW Board of Trustees has approved all 6 proposals it received from the TEI Governing Board.

Different Interpretations and Shifting Expectations

Some stakeholders proposed ideas that improved upon UW/COE's existing programs, while others proposed "big ideas" that would require new capabilities and resources.

“

I thought the “big idea” was to improve the teacher ed program and connect directly to the core programs.

”

“

We were told that TEI is not about fixing programs, so that was a step back for all of us.

”

“

I thought this work would directly connect to the core teacher ed program and improve it. But it doesn't seem to be that. It seems to be some new programs alongside current core programs.

”

“

The initial charge was take a look at existing programs and revise them. None of us were thinking along those lines of “breakthrough innovation” and were not given the directive to think that way.

”

Improve existing programs or add new?

Feedback from the state and within UW/COE reflected diverging interests - some saw the the need to improve existing programs while others demanded UW/COE to reach new “markets.”

Improve Existing Programs

“We are getting students that have no business in the classroom. The reputation that has been created in our state is that UW is sending us a **very poor quality** of student teachers and thus, when they apply for jobs in our state, a very poor selection of future teachers.”

- Ensure that programs prepare students with the competencies that align to and evolve with needs of Wyoming schools
- Improve the quality and intensity of clinical experiences
- Strengthen relationships with Wyoming schools

Reach New “Markets”

“Our school district hasn't had a student teacher from the University of Wyoming for a very long time. The way the student teaching is organized in our state doesn't allow student teachers to be placed in our district.”

- Increase accessibility of programs across Wyoming, especially in locations farther from Laramie
- Increase the number of schools and mentor teachers that provide clinical experiences
- Increase the number of districts that receive student teachers

Core vs. Transformational Innovation

This is a classic example of a core vs. transformational innovation debate, highlighting different schools of thought on what is required to grow and thrive into the future.



Core Innovation
Improve existing
products/programs



Transformational Innovation
Reach new “markets”

Both are important

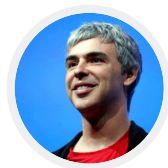
Making today's business more resilient *and* creating future growth can present big opportunities for organizations.



Core

“For us, improving existing capabilities is actually even more important because we have to get our core right. People seem to have the impression that transforming the core is less dramatic than building a new business. That's a misperception.”

Chua Sock Koong, CEO, Singtel



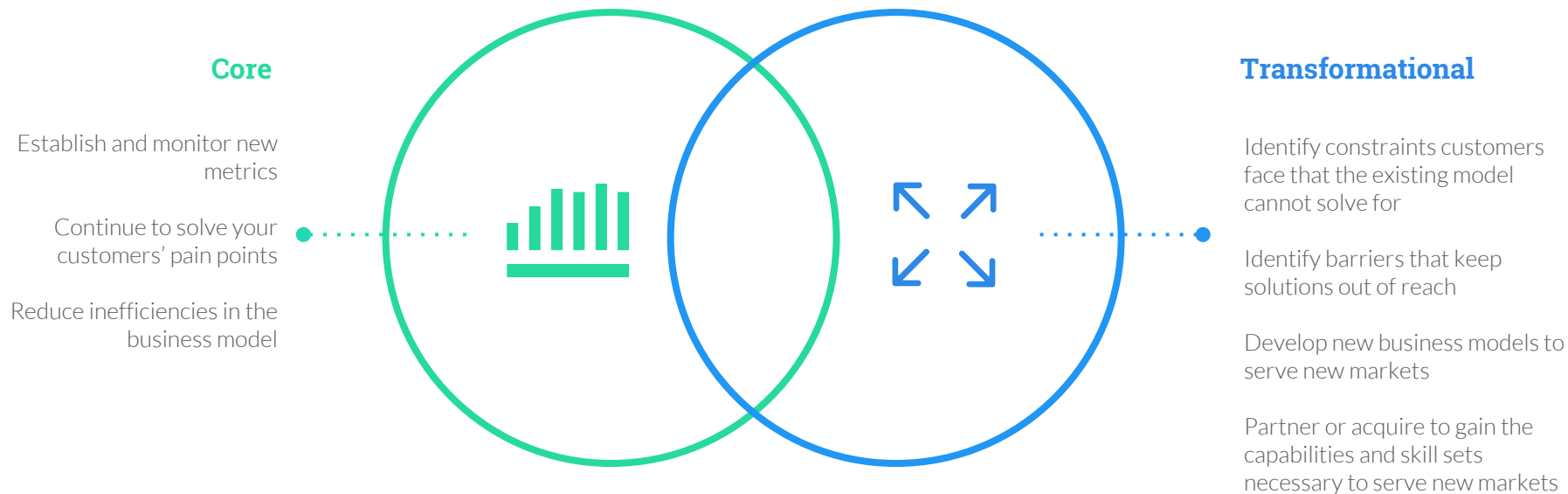
Transformational

“Lots of companies don't succeed over time. What do they fundamentally do wrong? They usually miss the future.”

Larry Page, Co-Founder, Google

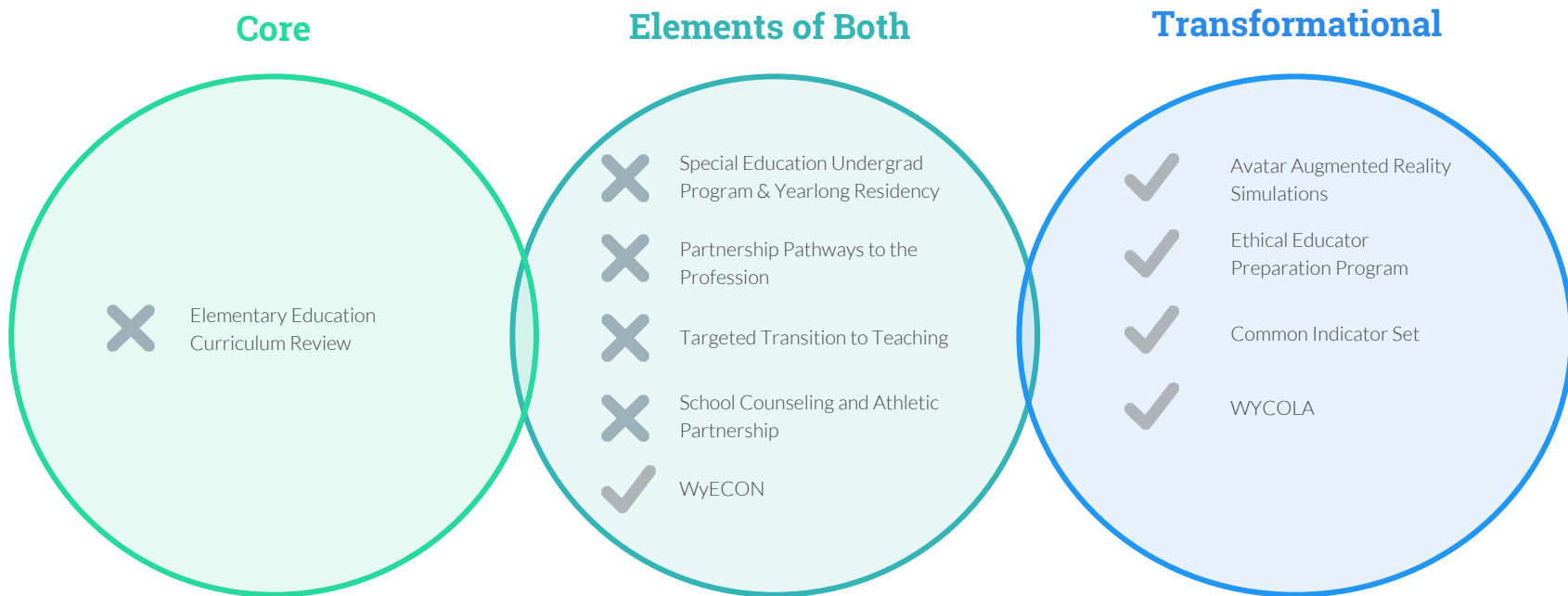
The Need for Dual Transformation

Thriving organizations invest in both the core and transformational simultaneously. A classic example of dual transformation is Adobe. It successfully leveraged its brand, talent, and distribution on its 7 year journey to grow its existing business and launch a new one.



Accepted proposals were mostly transformational

Proposals to continuously improve or expand on existing programs were rejected.



Proposal Accepted



Proposal Rejected

E4 proposal explanation
included in subsequent slides



Currently, TEI's portfolio is heavily invested in **transformational innovations**.

According to [research](#), companies that outperformed their peers strive for a balance - a majority of innovation activity dedicated to core innovation with significant amount of resources dedicated to transformational.

To successfully execute on TEI's goals, having **a balance of innovations is required**. It aligns stakeholder groups and ensures the effective allocation of resources.

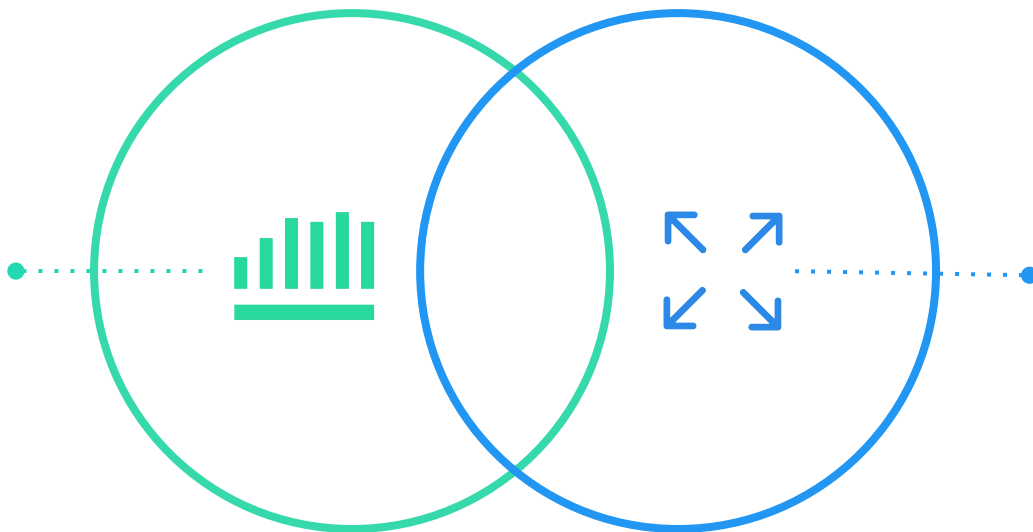
Re-balancing to hit TEI goals

A balance of innovations will address 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



E⁴ presents an unique opportunity. Its four phases consist of both core and transformational innovations, which allows for effective allocation of resources, and addresses the goals of various stakeholders.

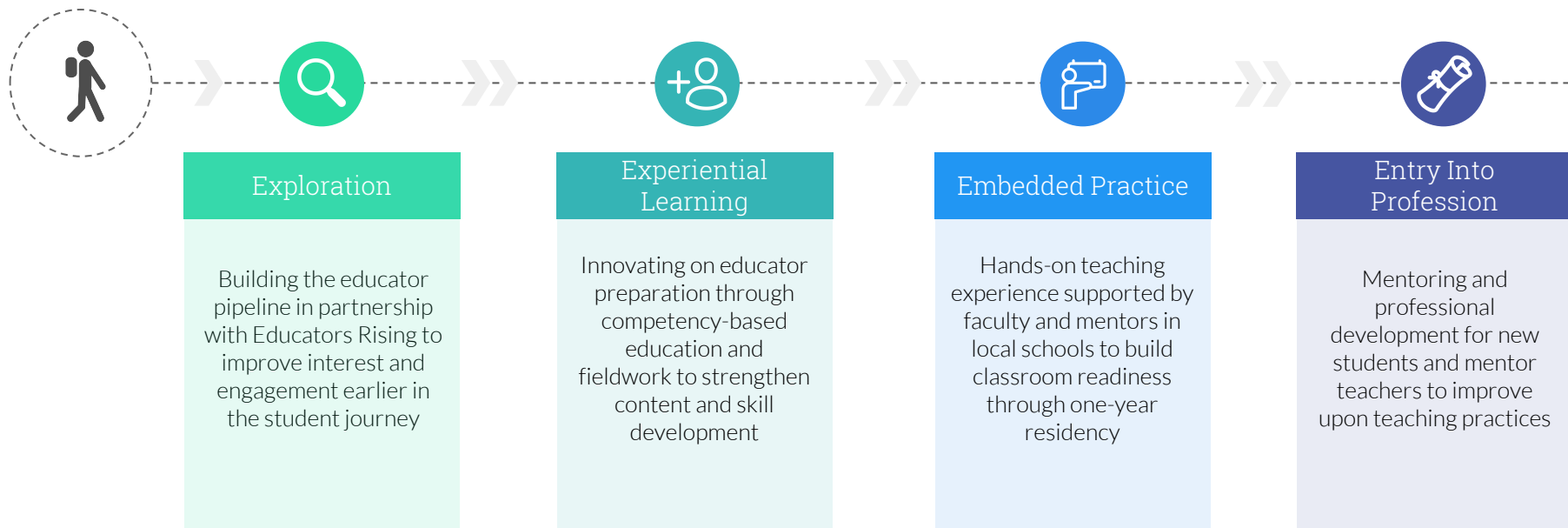
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03

E⁴ Assessment and Gap Analysis

An overview of E⁴

E⁴ is a breakthrough innovation. Its components across the four phases bundle into a comprehensive and holistic educator training approach that maps to the entire teacher training journey. The program will be designed based on evidence-based practices from leading innovative programs.



E⁴ is unique

Its four phases consists of core and transformational innovation, which allows for effective allocation of resources, and addresses the goals of various stakeholders.

Core

**SAMPLE
COMPONENT**

Fieldwork

GOALS

Improve and/or expand on initiatives, like student teacher placements

“

The majority of faculty would agree that students would all benefit from more fieldwork, at an earlier point in their degrees.

”

Interviews



Transformational

**SAMPLE
COMPONENT(S)**

Educators Rising,
Avatar simulations

GOALS

Increase opportunities to learn pre- and post-degree

“

There is a big need for the Exploration phase. We need bright people in education. There is a myth that dumb people go into education.

”

Interviews



Despite some initial interest in and support for E^4 , we have identified **barriers and limitations** that could diminish the chances of successful implementation.

In the following section, we will assess each phase of E^4 with a gap analysis framework to benchmark where E^4 is now against where it must go.

Framework to Assess E⁴

A. Need

Why are each of the E⁴ phases vital?

B. Future State

What does each phase ideally look like in the future?

C. Current State

What progress has been made so far?

D. Gaps

What are the gaps between current and future state?

(see next slide)

Gap Analysis: Requirements for Change

There are three key requirements that enable the implementation of innovation. In the gap analyses, we assess components of these requirements related to each specific phase of E⁴.



Sentiment

- Is there interest, desire, and willingness to do what's required?
- Is there support and empowerment for individuals/entities who are involved?



Process

- Is there a plan and process in place to effectively implement each component?

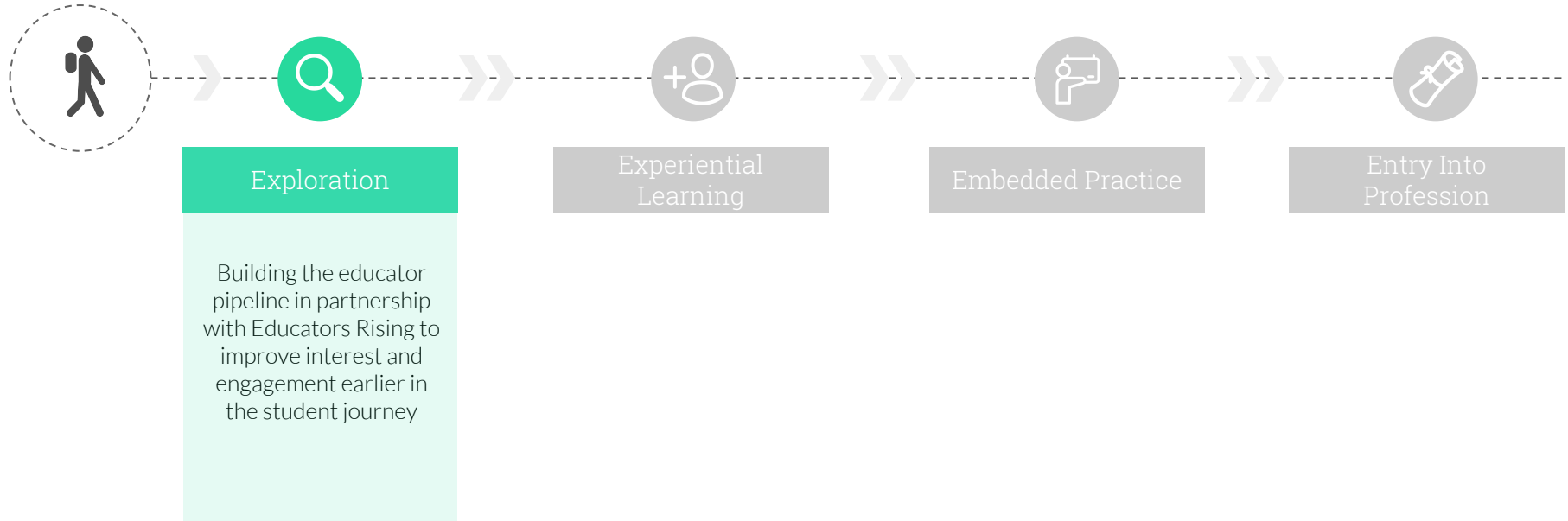


Resources

- Are there available time, skills, and bandwidth to pursue innovative ideas?
- Are there financial resources available to fund innovative projects?

Phase 1

Exploration



The Need for Exploration

Decreasing enrollment and the demand from Wyoming districts for high quality teachers drives the need to recruit students into the profession earlier in their education journeys.

“

This is a great idea. It helps students feel the calling to be in the teaching profession.

”

UW College of Education faculty

2008 to 2015

-33%
enrollment

of primary and secondary
education majors at UW*

“

In recent years, accounts of school districts having difficulties in hiring teachers have proliferated.

”

The Hamilton Project and Brookings
Institute, 2017

Future State

Districts, Schools, and Teachers



Student Recruitment

Schools implement Educators Rising and recruit students to participate



Training and Support

Provide support and modules to enable PD and support for teachers and advisors

Students



Sanford Modules

Students enroll in Sanford Inspire modules



Dual-Credit Enrollment

Students enroll in AP, IB, or dual-credit courses



Competitions/Conferences

Students participate in conferences and competitions

UW/TEI



District Recruitment

Recruit districts to participate in Educators Rising



Scholarships

Support students through scholarships



Credit Articulation

Students receive credit at UW for course completion

Current State - Progress

Districts, Schools, and Teachers



Student Recruitment



Training and Support

Planning to use existing resources or develop new modules in partnership with Educators Rising

Students



Sanford Modules

Sanford Inspire modules are available - planning to develop customizable curriculum for students



Dual-Credit Enrollment



Competitions/Conferences

UW/TEI



District Recruitment

Recruitment underway and **9 districts** have expressed interest; TEI is currently hiring for new roles to further support recruitment



Scholarships



Plans to provide scholarships for travel and events






Credit Articulation

Current State - Readiness for Implementation




Districts, Schools, and Teachers

		
	Student Recruitment	Training and Support
Sentiment	Low	High
Process	High	Low
Resources	Medium	Low

Students

		
Sanford Modules	Dual-Credit Enrollment	Competitions/Conferences
Medium	High	Medium
Medium	Medium	Low
High	Unknown	Low

UW/TEI

		
District Recruitment	Scholarships	Credit Articulation
High	High	High
Medium	Medium	Medium
Medium	High	Unknown

Stakeholder Enthusiasm and Reservations

Enthusiasm

Recruiting students earlier into the profession meets **significant need in Wyoming**

Opportunity to strengthen relationships with **community colleges**

Dual enrollment and credit transfer are **beneficial for students**

"It's a good feeling for a kid to realize they've checked off a whole semester" COE faculty

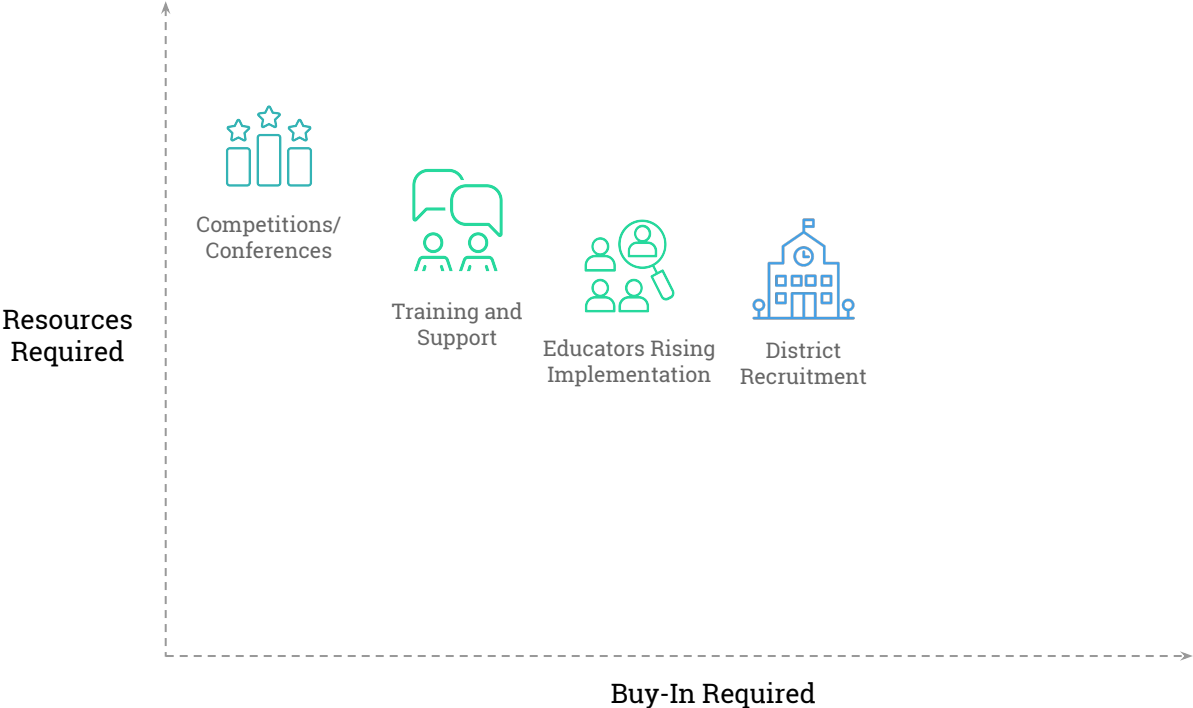
Reservations

Limited number of districts currently offer AP / dual / transfer credit

Challenge of **balancing meaningful selectivity measures predictive of great educators with keeping enrollment high** enough to meet state pipeline needs

Need to ensure that the best and brightest students are **recruited and engaged throughout**

Areas requiring significant development



Educators Rising adds vital resources and support for multiple components of the process.

Yet there are gaps in program buildout, especially before students enroll. Additional support is needed to implement Educators Rising components as reflected in the TEI Staffing Plan.

Low-Hanging Fruit

TEI can address uncertainties around the process for student recruitment while generating buy-in through community involvement and outreach



Sentiment

- Engage teachers, advisors, parents, and the community to increase awareness and galvanize support through face-to-face interactions
- Communicate the flexibility and customizability of on-ramps and off-ramps of Exploration phase



Process

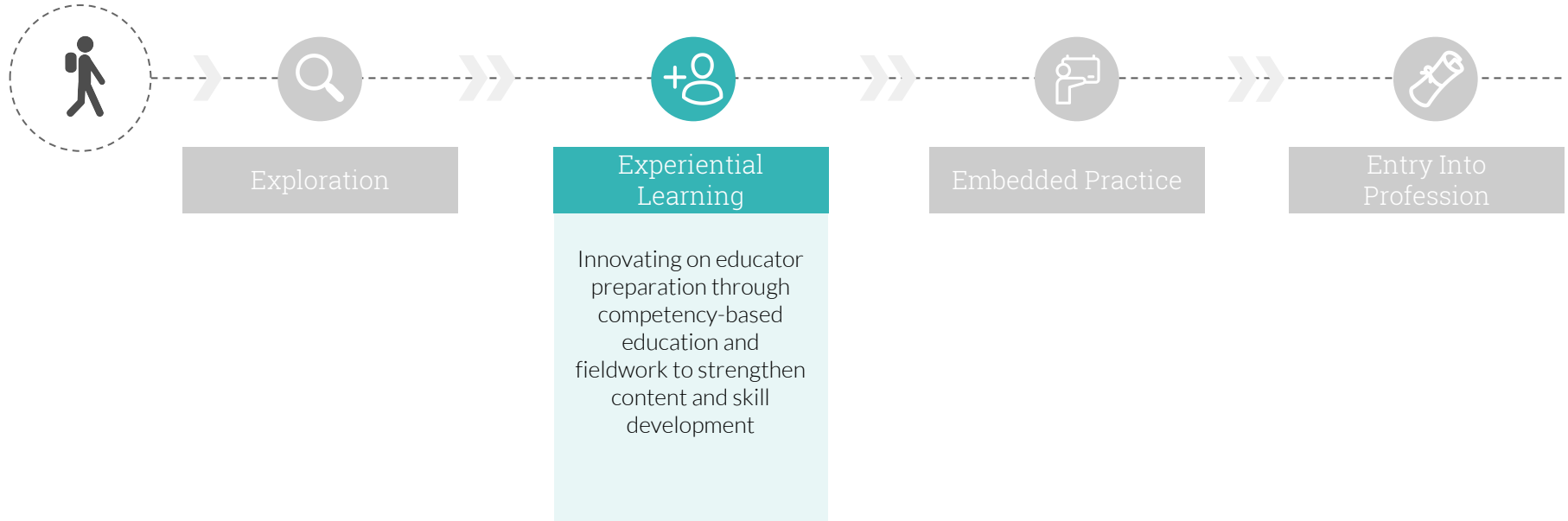
- Determine options for transferring credit by collaborating with schools to map out student pathway and options for dual credit and AP
- Learn about best practices on recruitment and implementation from other early exposure programs (e.g. 4-H)



Resources

- Identify communications personnel to support outreach to districts, schools, families, and community at-large
- Partner with entities that have existing relationships with students and schools (e.g. community colleges)

Experiential Learning



The Need for Experiential Learning

Faculty and administrators across Wyoming have expressed dissatisfaction with new teachers' content knowledge and classroom readiness.

“

Elementary teachers do not have a deep understanding of how kids learn to read or do math so lessons, while creative and fun, may not be aligned with what kids need to know and be able to do

”

2017 TEI Town Hall Meeting response

Wyoming administrators believe that

42%

Of UW COE graduates are less than adequately prepared given their knowledge of pertinent educational models and theories*

“


As a high school teacher who has supervised novice teachers from several different universities, UW students are the weakest in their content knowledge. Many struggled with my upper level classes.

”


2017 TEI Town Hall Meeting response

Future State

Districts, Schools, and Teachers



Recruit Districts




Fieldwork


Recruit districts to welcome student teachers

Students participate in fieldwork experiences in Wyoming schools


Students



Intro Modules



AR/VR




Concentration + Specialty Modules

Students complete introductory course modules


Students practice through Mursion Avatar technology

Students determine specialty concentration and complete course modules


UW/TEI



Student Enrollment at UW



Design Modules, Experiences with Faculty



Financial Aid


Students admitted into UW as education majors without a specialization

Design course modules, experiences, and fieldwork components with faculty across programs


Support students through scholarships

Current State - Progress

Districts, Schools, and Teachers




Recruit Districts




Fieldwork

Students




Intro Modules

Early discussions with UW colleges regarding competency-based modules



AR/VR


Mursion proposal approved with substantial planning



Concentration + Specialty Modules


Early discussions with UW colleges regarding competency-based modules

UW/TEI




Student Enrollment at UW

Admission criteria from UW determined; TEI criteria in development



Design Modules, Experiences with Faculty



Financial Aid

Current Progress



Progress Made

Planning Phase




Unknown/None

Current State - Readiness for Implementation




Districts, Schools, and Teachers

		
	Recruit Districts	Fieldwork
Sentiment	High	High
Process	Medium	Unknown
Resources	Unknown	Unknown

Students

		
Intro Modules	AR/VR	Concentration + Specialty Modules
Medium	High	Medium
Low	Medium	Low
Unknown	High	Unknown

UW/TEI

		
Student Enrollment at UW	Design Modules, Experiences with Faculty	Financial Aid
High	Medium	Unknown
Medium	Low	Medium
High	Low	Medium

Stakeholder Enthusiasm and Reservations

Enthusiasm

Opportunity to use **cutting-edge technology** (e.g., Mursion) to support fieldwork

Opportunity to **improve and update content and curriculum** (e.g., literacy, elementary education, etc.) in areas identified through town hall meetings and surveys

Competency-based learning can increase access for students outside of Laramie

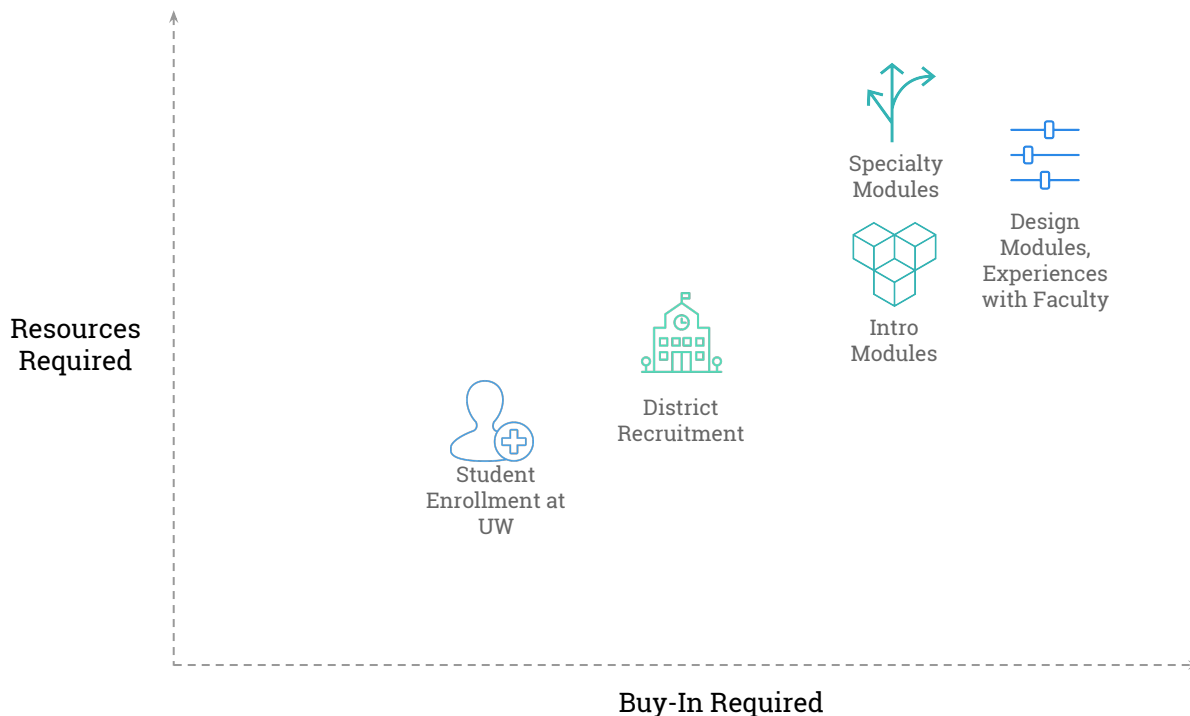
Reservations

Faculty question **the rigor of “modules,”** especially those in STEM fields

Modules and distance learning may limit **peer collaboration** and peer-to-peer relationships

Concern regarding ability to include secondary education course content, particularly as those courses outside the College of Education and would require more resources and buy-in from other colleges

Areas requiring significant development



Development of course modules for both introductory and specialty courses will require significant buy-in and involvement from faculty, including secondary education faculty and those outside of the College of Education.

Low-Hanging Fruit

Finding opportunities to communicate with faculty one-on-one and in group settings will alleviate current concerns and work towards establishing buy-in.



Sentiment

- Alleviate uncertainty among faculty, especially secondary education, by demonstrating success stories of the competency-based model
- Listen to needs of districts and schools and communicate that the design and implementation of E⁴ will be a partnership



Process

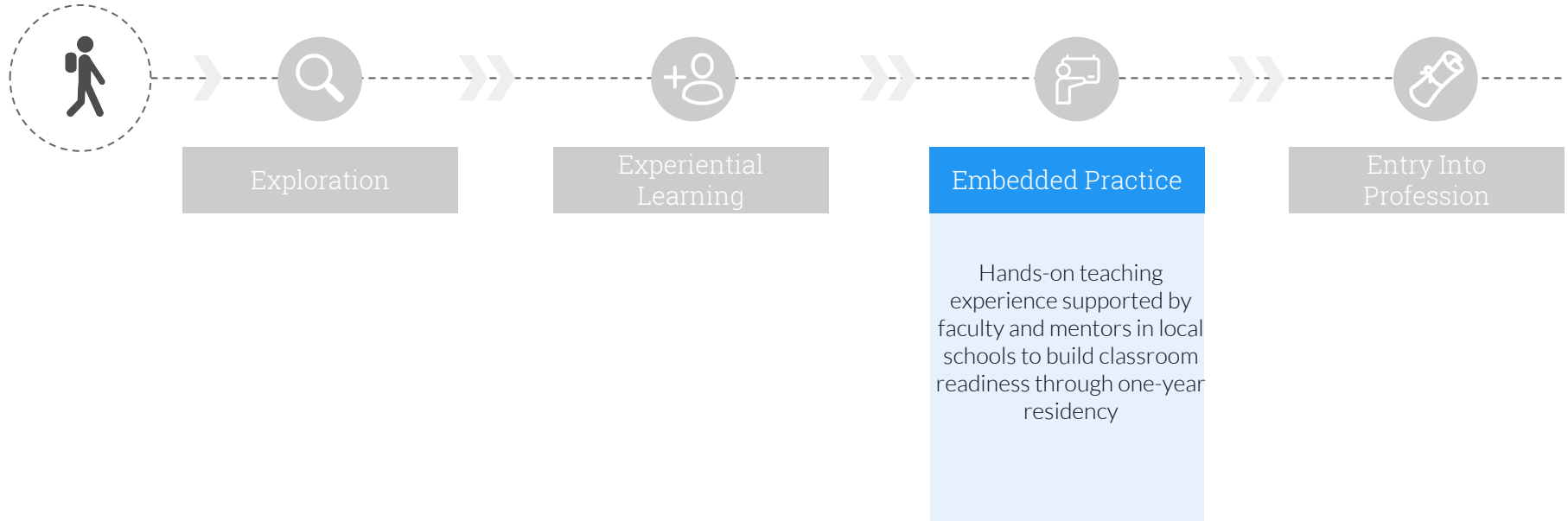
- Document current processes for incorporating AR/VR and develop implementation playbook for incorporating AR/VR
- Work with faculty champions to determine a pilot process for building course modules



Resources

- Recruit faculty subject matter experts who are interested in creating and piloting their course with modules
- Explore existing funding channels and develop a model for financial support early-on that supports learning objectives

Embedded Practice



The Need for Embedded Practice

Faculty and administrators across Wyoming have expressed dissatisfaction with novice teachers' ability to manage a classroom, noting that practical experience doing so would make a big difference

“

There is a gap in major parts of the [UW] program and teaching - graduates would benefit from more hands-on experience prior to student teaching.

”

2017 TEI Town Hall Meeting response

2016 to 2017

90%

of one-year residency students from Alder Graduate School of Education passed their teacher performance assessments on their first attempt*

“

Neither of the two student teachers that I've worked with in the past four years, have been well prepared in classroom management skills/strategies

”

2017 TEI Town Hall Meeting response

Future State

Districts, Schools, and Teachers



Districts Select
Mentor
Teachers

Districts
recruit mentor
teachers to
participate



Mentor
Training +
Stipend

Mentors
receive
training and
stipend



Employment
Prospect

Schools
extend offers
to students
after their
yearlong
residency

Students



Mentor Match

Students are
matched to school
and mentor
teacher



One Year
Residency with
Mentor

Students participate
in yearlong
co-planning,
co-teaching
residency with
mentor support
throughout; includes
active involvement
in a PLC



Employment Offer
Decision

Students accept
or reject offer,
committing to
stay at the school
for a period of
time if accepting

UW/TEI



Recruit Districts
to Host Students

Recruit districts
to host resident
teachers



Student
Scholarship

Support
students with
tuition
scholarship and
cost-of-living
stipend

Current State - Progress

Districts, Schools, and Teachers

- 

Districts Work with UW to Select Mentor Teachers
- 

Mentor Training + Stipend
- 

Employment Offer Extended

Students

- 

Mentor Match
- 

One Year Residency with Mentor
- 

Employment Offer Decision









UW/TEI

- 

Recruit Districts to Host Students
- 

Student Scholarship

Current State - Readiness for Implementation

	Districts, Schools, and Teachers			Students			UW/TEI	
								
	Districts Work with UW to Select Mentor Teachers	Mentor Training + Stipend	Employment Offer Extended	Mentor Match	One Year Residency with Mentor	Employment Offer Decision	Recruit Districts to Host Students	Tuition Scholarship
Sentiment	Medium	High	High	Medium	Medium	High	High	High
Process	Unknown	Unknown	Unknown	Low	Low	Low	Medium	Medium
Resources	Unknown	Low	Unknown	Unknown	Unknown	Unknown	Medium	Medium

Stakeholder Enthusiasm and Reservations

Enthusiasm

A big opportunity to **address the pressing need across Wyoming** for more intense hands-on, classroom experience

The most valuable component of E4 in **supporting classroom skill development** such as communication and classroom management

Beneficial for veteran teachers:

"Student-teachers can be energizing for existing professionals. Having someone new with fresh ideas and the latest research is beneficial. Student teachers also spur veteran teachers to reflect on their practice"

Reservations

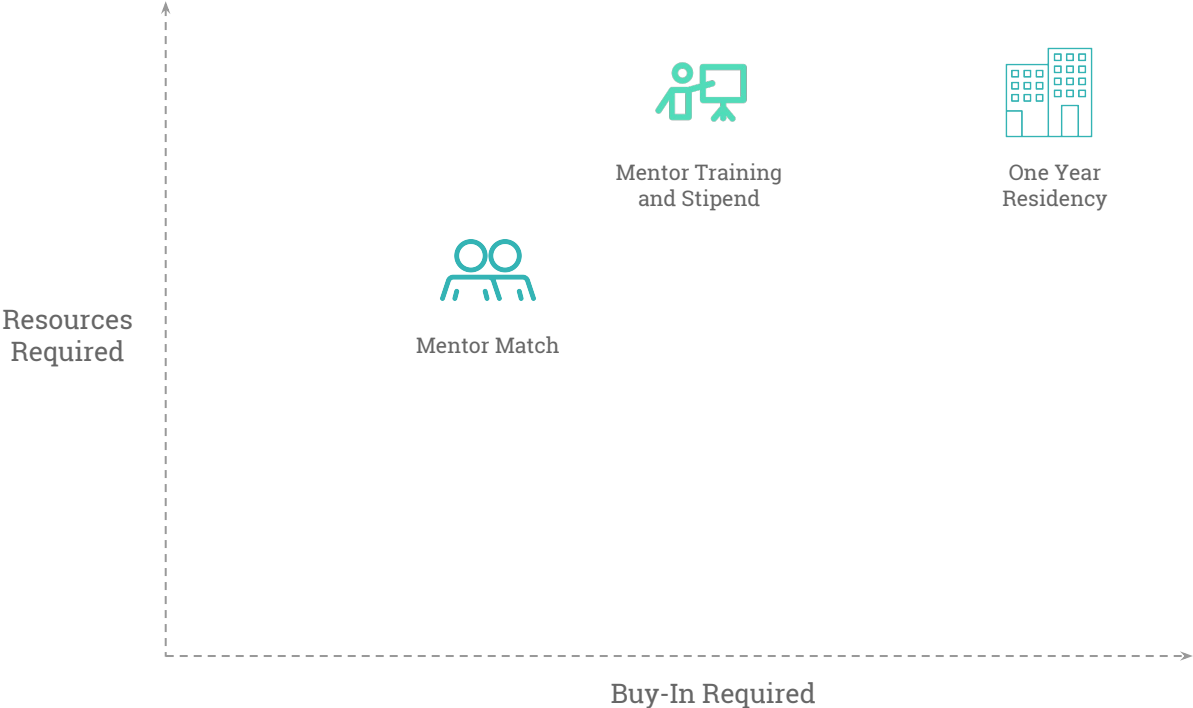
Potential for conflict and dissatisfaction if the student-mentor relationship is not strong

Students might view the yearlong placement more as a burden than a benefit

Limited evidence that **one year residency is optimal** - may limit exposure to diverse settings and grade levels

Logistical challenges that can limit students outside of Laramie because of inability or lack of interest in traveling, and cost of accommodations

Areas requiring significant development



With district recruiting underway through the UW School-University Partnership, TEI will need to consider resources for the mentor match, training, and placement itself.

Low-Hanging Fruit

Communicate evidence supporting the one-year residency and identify existing processes and resources that help create a robust residency model



Sentiment

- Communicate the value exchange between student-teachers and mentors throughout the residency
- Communicate the evidence for one year residencies from other leading programs (e.g. Alder/Aspire)



Process

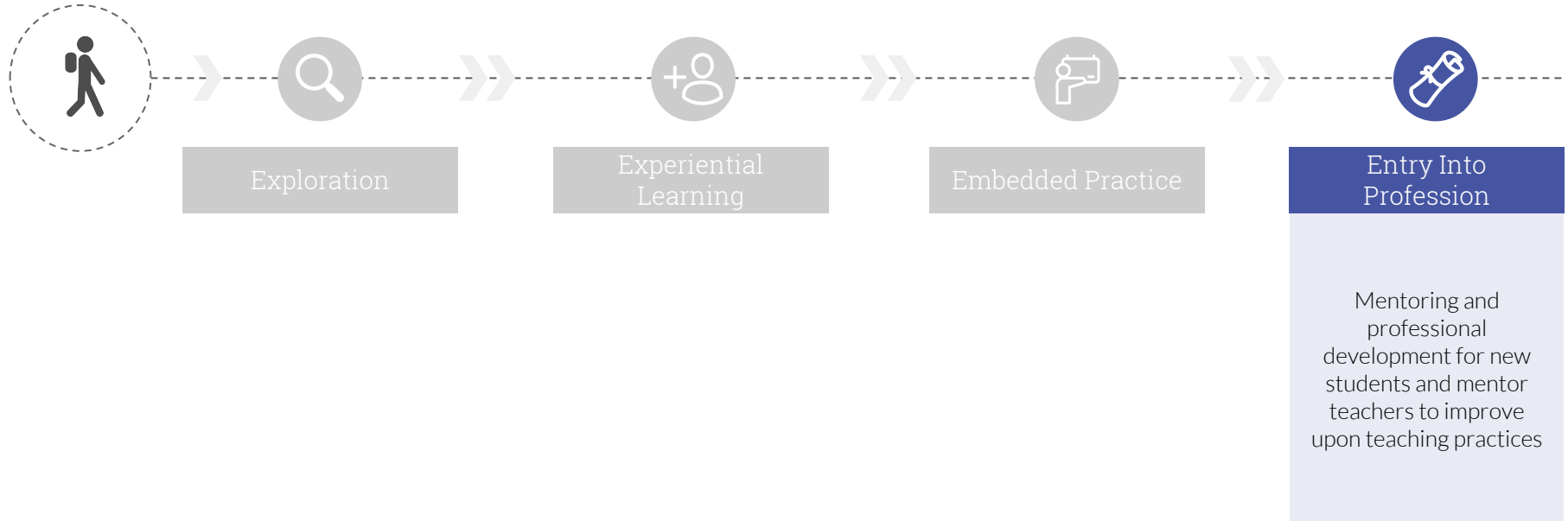
- Research best practices of the student-mentor matching process from other leading programs, including the potential use of a facilitator to support matching process



Resources

- Identify resources that provide training and support for mentors throughout residency
- Identify resources that leverage cohort residency models, which enable peer-to-peer learning (e.g., multiple students at one site, virtual meetings)

Entry into Profession



The Need for Entry into the Profession

Supporting early career teachers *and* induction mentors/instructional coaches has profound impact on participants. However, this support is often overlooked and/or under resourced.

“

Supporting early career teachers is challenging work that involves learning skills other than those that most classroom teachers possess.

”

(Moir & Gless, 2001)

When teachers receive support from instructional coaches, the implementation rate of newly learned instructional practices increases from

10 to 90

percent compared to traditional forms of professional development*

“

Coaching, either alone or in conjunction with other forms of professional learning, has a significant effect on teaching practice and student achievement.

”

Learning Forward

Future State

Districts, Schools, and Teachers



District Placement
with Induction
Mentors



Mentor Training and
Stipend

Districts recruit
induction mentors to
participate

Induction mentors
receive training and
stipend

Students



Pairing with Mentor



Student Induction and
Mentoring Support

Graduates are
paired with induction
mentors

Graduates are
supported by a
formalized
induction and
mentoring program

UW/TEI



District Partnership




Develop Training
with Mentor

Partner with
districts to place
new teachers with
induction mentors


Partner with
districts to develop
training and
activities for
mentors and
graduates

Current State - Progress

Districts, Schools, and Teachers




District Placement with Induction Mentors




Mentor Training and Stipend

Students



Pairing with Mentor



Student Induction and Mentoring Support

WYCOLA pilots to begin Summer 2018

UW/TEI



District Partnership

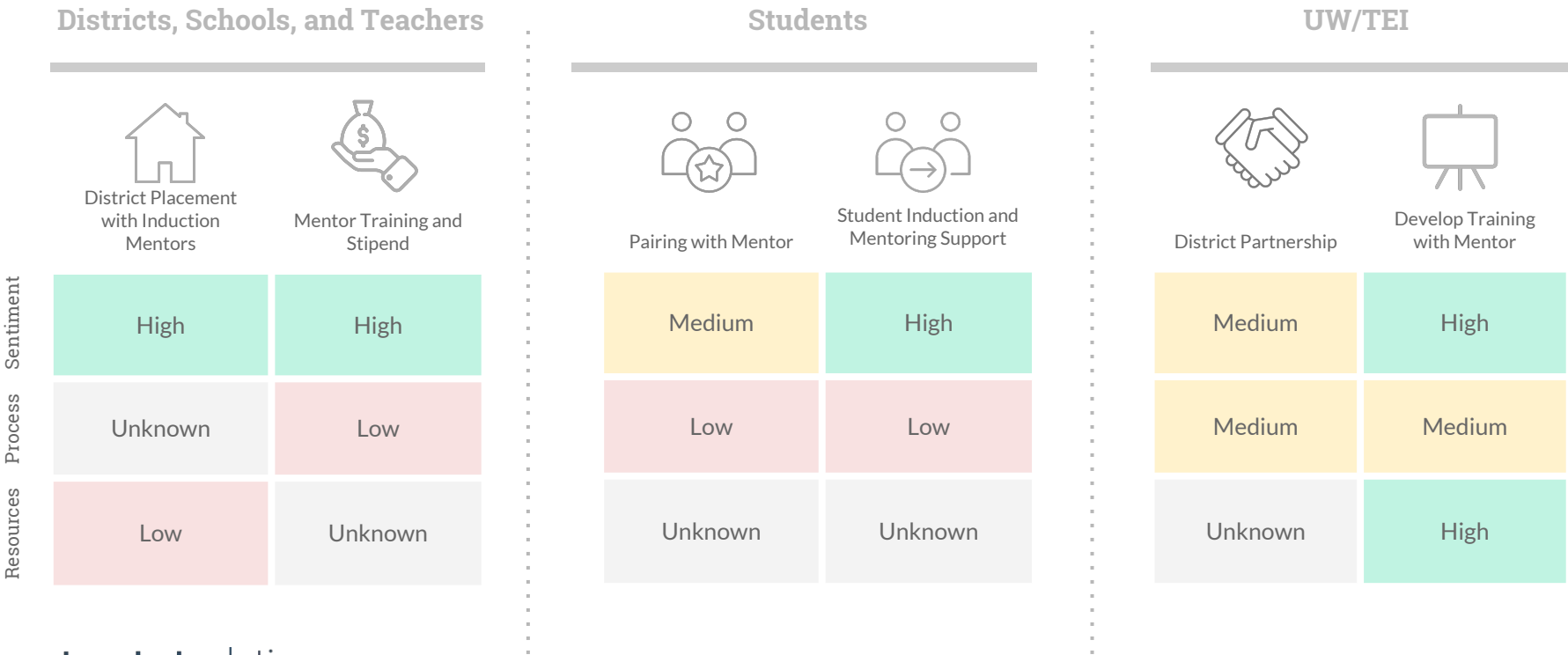


Develop Training with Mentor

District partnerships formed through WYCOLA

WYCOLA pilots to begin Summer 2018

Current State - Readiness for Implementation



Stakeholder Enthusiasm and Reservations

Enthusiasm

Opportunity to **support new teachers and mentors**

Opportunity to facilitate reflection and **build a community** of student teachers, mentors, and UW alumni through video technology

Opportunity to **address turnover issues** in specific areas (e.g., Special Ed) through ongoing support

WyCOLA would integrate well into this phase

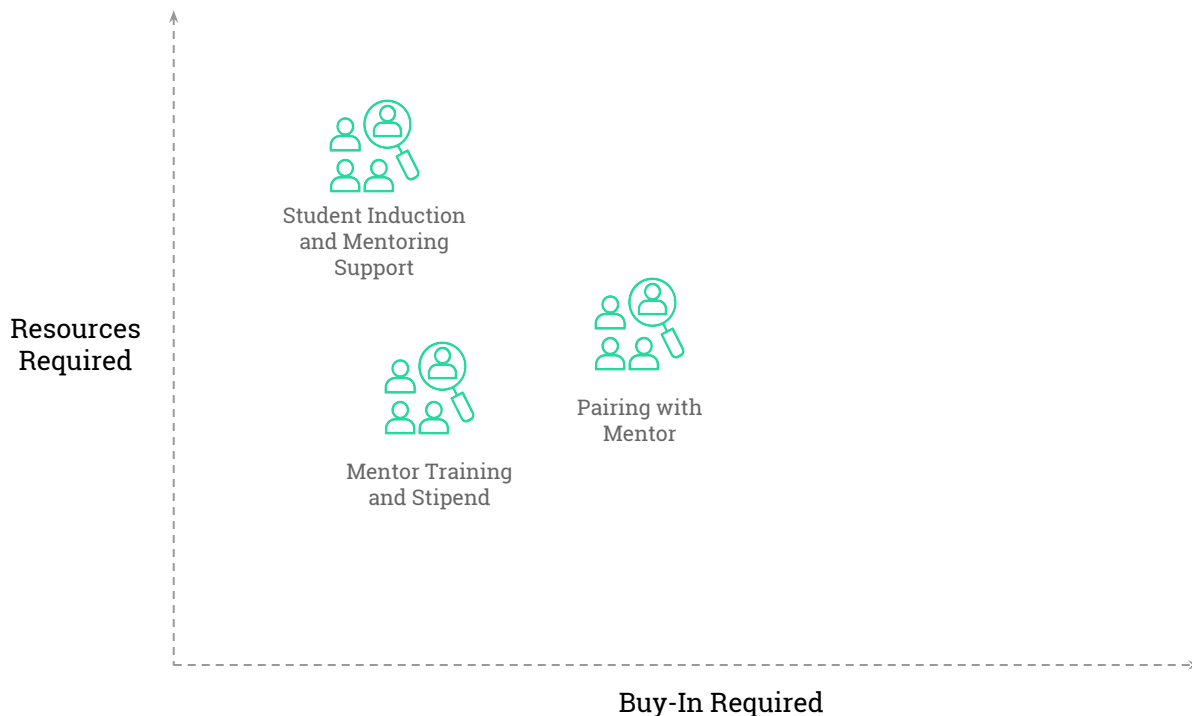
Reservations

Only a certain level demand and available jobs for graduates exist in Wyoming

Incentive structures and support need to be in place for mentors for them to support new teachers, in addition for them to improve their practice themselves

Need to be sure students have enough **capacity to participate in professional development** on top of demanding teaching jobs

Areas requiring significant development



This phase will require significant buy-in and resources for developing a robust professional development model for both novice teachers and mentors. Districts will need to be heavily involved, working in collaboration with the student and TEI.

Low-Hanging Fruit

Mentor support network can begin to form by engaging with alumni partners, and providing resources for mentor teachers to help support students



Sentiment

- Build relationships with UW alumni currently in Wyoming schools to identify champions




Process

- Identify processes that align incentives with being a mentor teacher (e.g. compensation structures that promote based on teachers' new competencies)



Resources

- Identify existing resources that can support mentor teachers (e.g. adjunct faculty at community colleges, online modules)

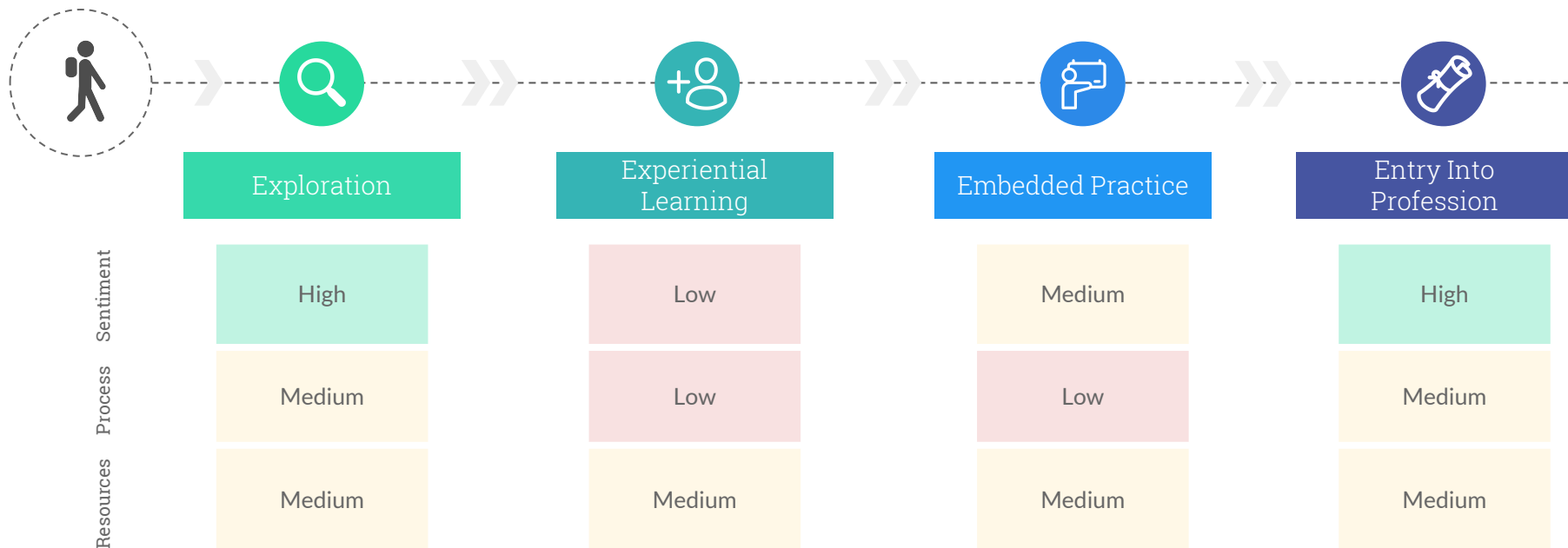


In summary, we assessed each phase of E⁴ and their readiness to implement. We highlighted areas that require significant development, as well as low-hanging fruit that can show early wins and insights.

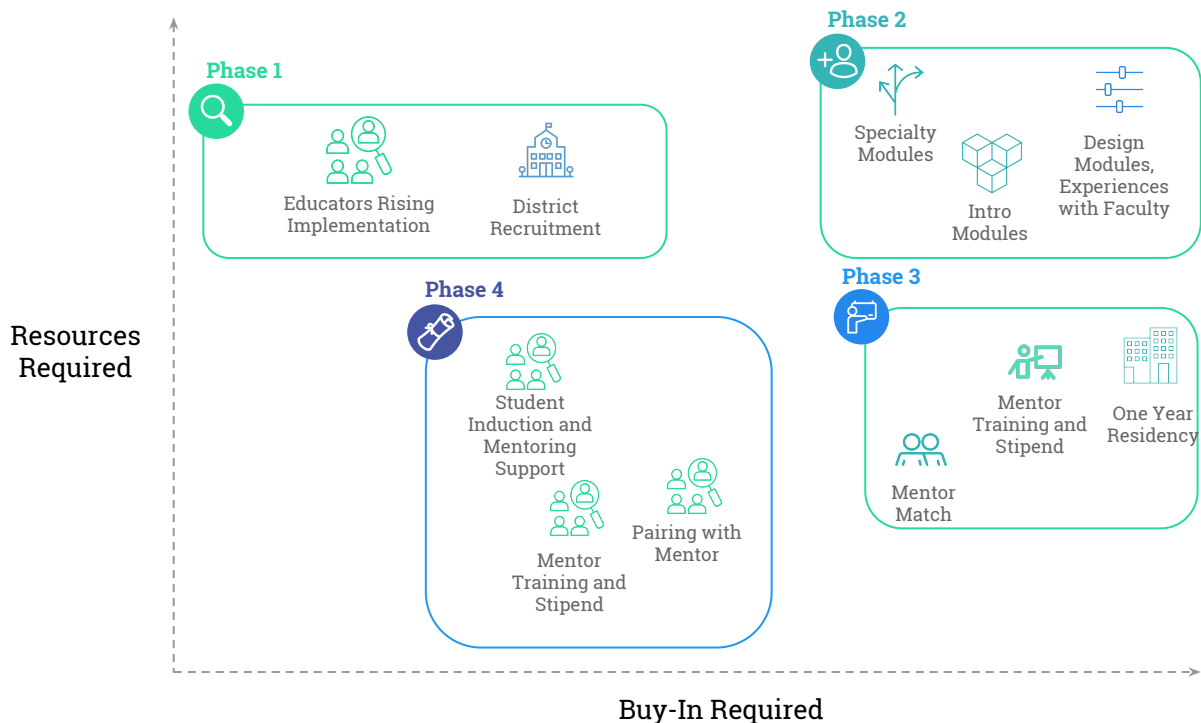
E⁴ is **complex**. It is a portfolio of interconnected reforms and initiatives that bring together a variety of dependent constituencies and preparation models. The success of E⁴ depends on innovative resource sharing combined with intentional efforts to achieve buy-in from key stakeholders.

Readiness of E⁴

Phases have varying degrees of support and existing processes/resources in place.



Summary of areas requiring significant development



Phases 2 and 3 will require the most support.

Creation of competency-based learning modules will require the most substantial resources and effort in gaining buy-in.

Likewise, support for the one year residency with strong mentor program will require diverse stakeholders to get on-board, and will need substantial resources allocated.

Low-Hanging Fruit

There are low-hanging fruits that TEI can engage in to achieve early wins and develop relationships.



Sentiment

- Build awareness for E⁴ and engage stakeholders communicating vision for each phase and why it would benefit specific stakeholder groups



Process

- Identify processes for learning, iterating on, and communicating progress from other TEI initiatives that overlap with E⁴ phases



Resources

- Identify and use existing resources at TEI, UW, and other leading teacher preparation programs

Necessary components for implementation

Across all of the phases, the success of E⁴ depends on several cross-cutting components:



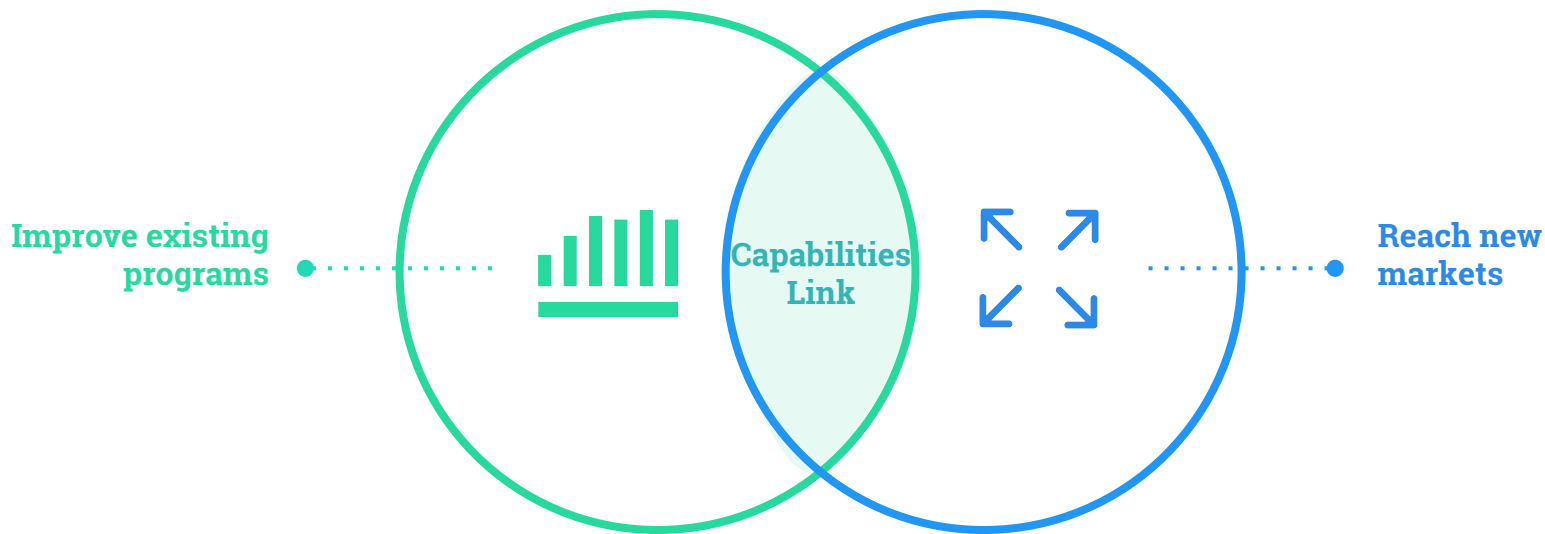
The background of the slide is a photograph of a stone wall at the University of Wyoming. The wall is made of large, light-colored stone blocks and has the words "UNIVERSITY OF WYOMING" carved into it in a serif font. Behind the wall, there are several trees with green and yellow leaves, suggesting an autumn setting. The sky is a clear, pale blue. A large, bright green number "04" is positioned in the upper right area of the slide, next to a vertical green line.

04

Opportunity Assessment

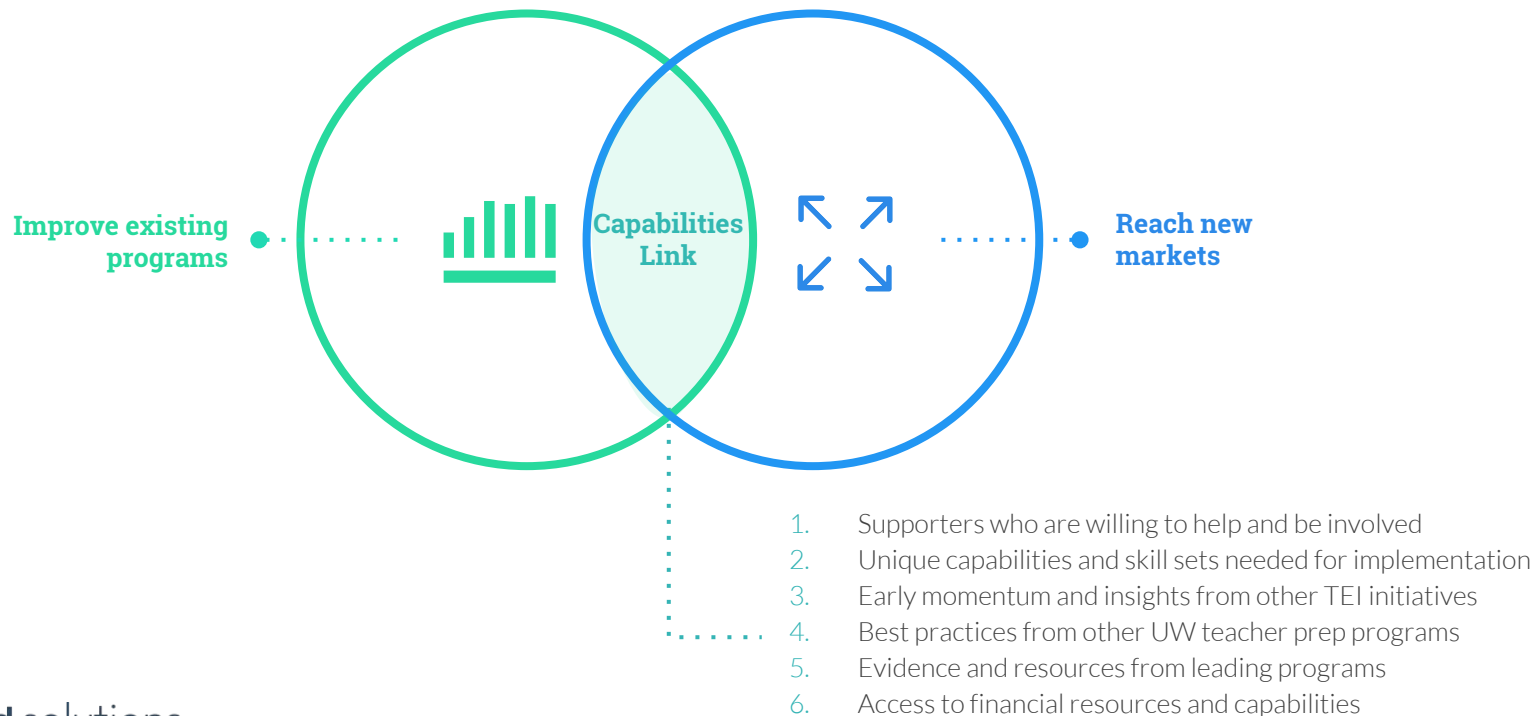
The Capabilities Link

Organizations that achieve dual transformation use existing skills and resources effectively. The ability to leverage valuable assets is called “capabilities link.”



E⁴ has access to valuable assets

It has access to unique and valuable assets that can support successful implementation.



1. Supporters are the most crucial asset

Strong supporters of TEI and E⁴ reiterated their willingness to be involved and/or to share E⁴ externally.

Districts, Schools, and Teachers



JAY HARNACK
Superintendent of
Sublette County #1



JILLIAN BALOW
State Superintendent



BRIAN FARMER
Executive Director of
Wyoming School Boards



KEVIN MITCHELL
Executive Director of WASA
and Former Superintendent

UW/TEI



LAURIE NICHOLS
President, UW



KATE MILLER
Provost, UW



TRISTAN WALLHEAD
Professor, Physical
Education



CINDY BROCK
Endowed Chair,
COE

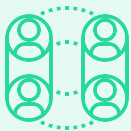


KATE MUIR-WELSH
Associate Professor,
COE

2. Unique capabilities and skill sets at UW

UW has a unique set of capabilities and skill sets, including faculty members with specialized content expertise and/or clinical expertise that can support the design and implementation of E⁴.

Capabilities



Building effective relationships with districts



Advising and student support



Recruitment and admissions processes



Module and program design

Skill sets

CONTENT EXPERTS



ALAN BUSS
Associate Professor, COE



ALLEN TRENT
Associate Dean, COE



PETE MORAN
Professor, COE



ANDREA BURROWS
Associate Professor, COE

CLINICAL EXPERTS



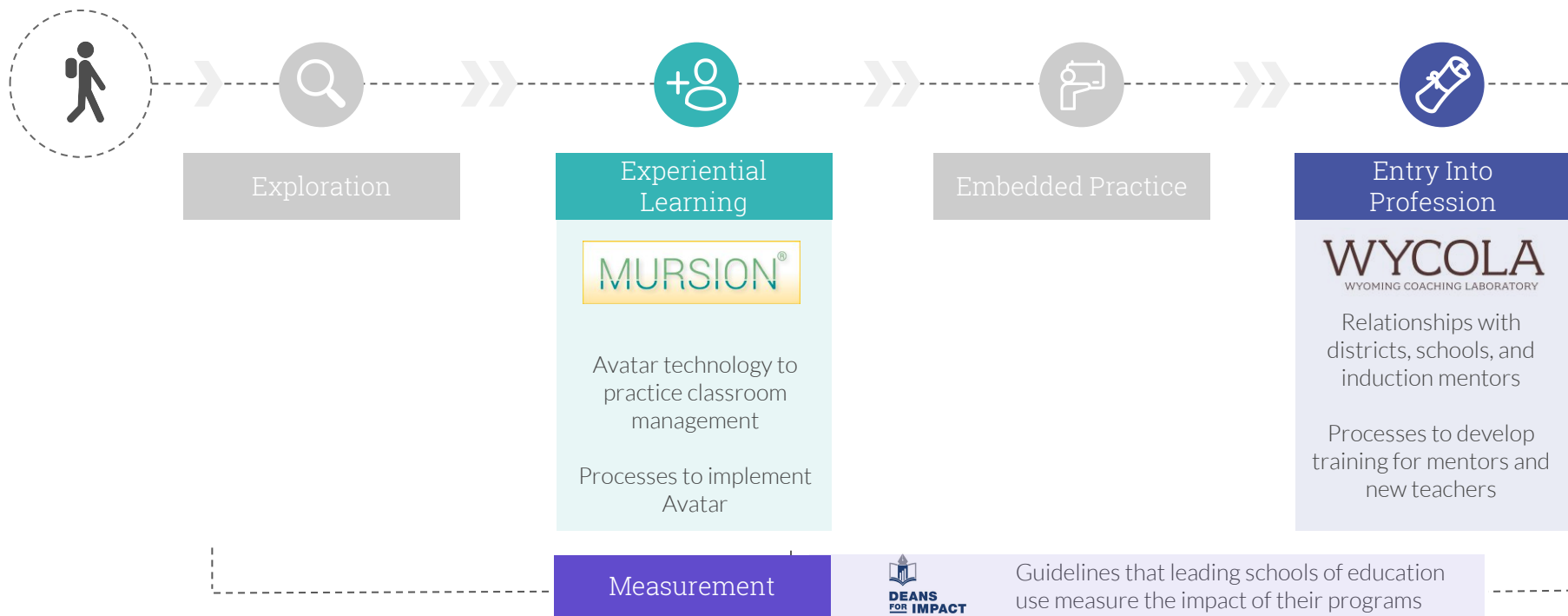
TRISTAN WALLHEAD
Professor, K&H



KATE MUIR-WELSH
Associate Professor, COE

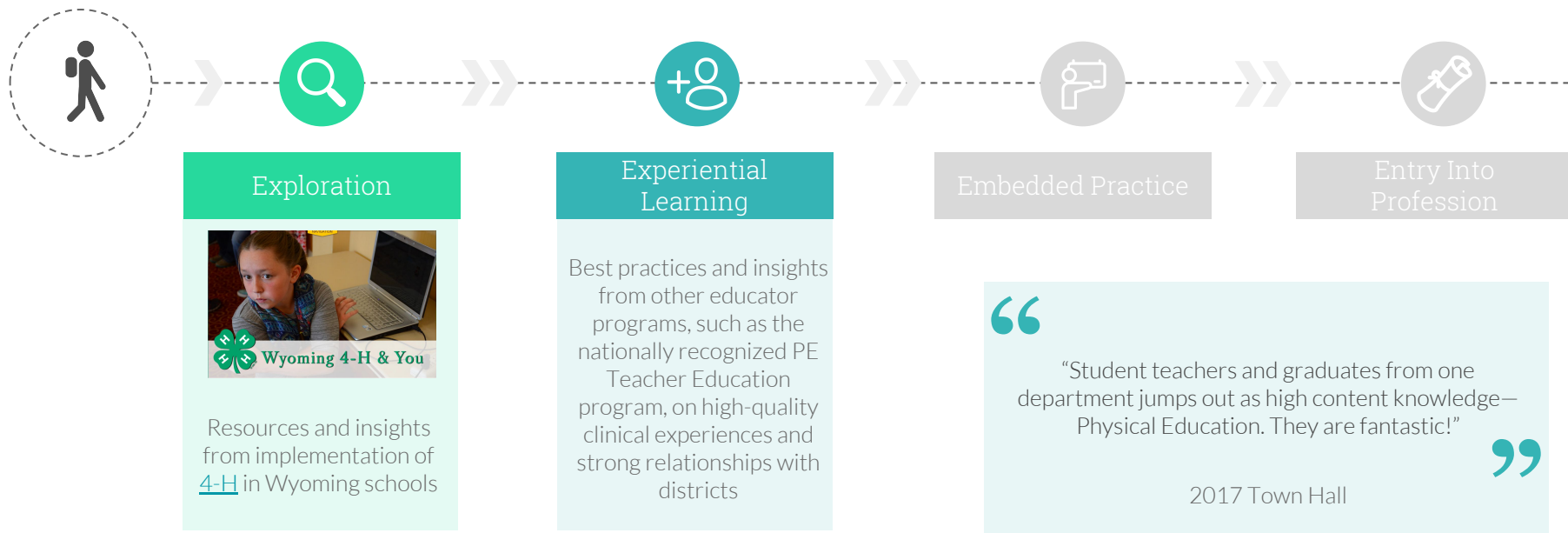
3. Early momentum and insights from other TEI initiatives

Learn from and communicate progress and early insights from the other TEI pilots.



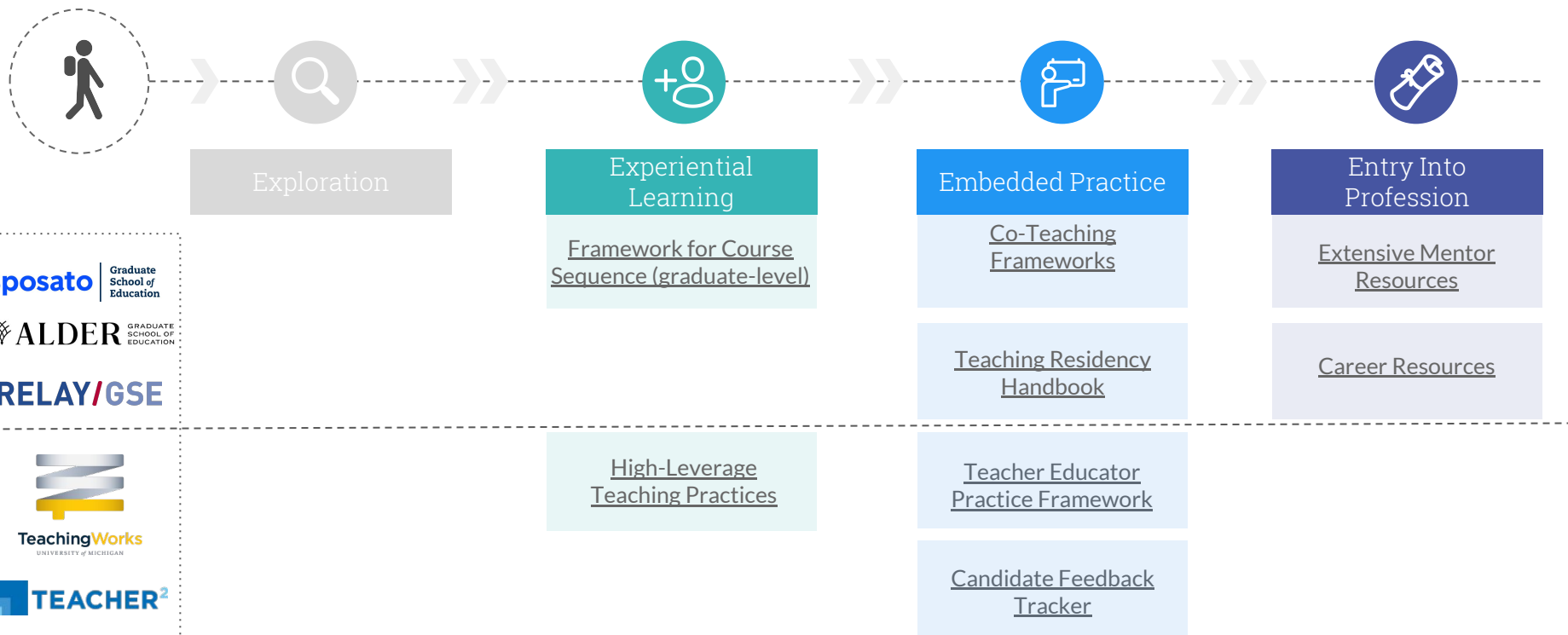
4. Best practices from other UW teacher prep programs

Learn from other programs and use existing resources at the University.



5. Evidence and resources from leading programs

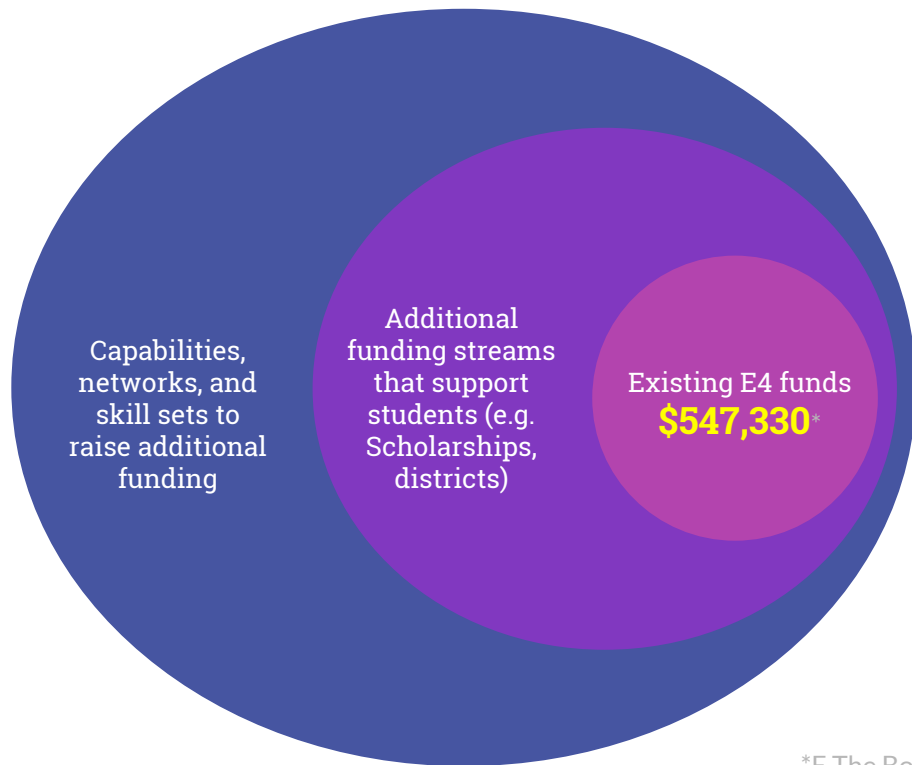
Leverage the expertise of leading educator preparation programs across the nation by drawing from their experiences as they relate to E4.



*Examples of promising learnings from leading educator programs (e.g., Alder GSE, Relay GSE, UM Teaching Works) are linked to each applicable phase of E4.

6. Access to financial resources and capabilities

E⁴ has unique access to three types of financial resources and capabilities



A background image showing a stone wall with the University of Wyoming logo, trees with yellowing leaves, and a brick building in the distance.

| 05

Next Steps

Next steps

Desired outcomes



Gain clarity among stakeholders

Obtain clear/firm commitments from
stakeholders and experts



Create condensed analysis deck



Seek governing board consensus



Engage stakeholders and experts

Deliverables and timeline

