Institutional Report for the University of Wyoming

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Prepared for the Continuing Accreditation Review
by
the National Council for Accreditation of Teacher Education
and
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Using the Current NCATE Standards
Pilot Streamline Template--Revised

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OVERVIEW

A. The institution

1. *What is the institution's historical context?*
When Wyoming became a state in 1890, the University of Wyoming was nearly ready to award degrees to its first graduating class. Established in 1886 and operational in 1887, the University of Wyoming was grounded in the Morrill Act of 1862, which established the nation's land grant universities. UW opened on September 6, 1887, with one building, five professors, two tutors, and 42 students, who studied philosophy, arts, literature, and sciences. Since that time, UW has grown from its original four degree programs to 86 undergraduate majors and 110 graduate and professional degree programs. These reside in seven academic colleges: Agriculture, Arts and Sciences, Business, Education, Engineering and Applied Science, Health Sciences, and Law. UW was first accredited in 1915 and has been continuously accredited since 1923. It remains the only state-funded, four-year, baccalaureate and graduate degree-awarding institution in the state. All programs are supported by the UW Outreach School.

2. *What is the institution's mission?*
"The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving as a state-wide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources. …As Wyoming's only university, we are committed to outreach and service that extend our human and technological capacity to serve the people in our communities, our state, the nation, and the world." The mission statement can be found in full at: http://uwadmnweb.uwyo.edu/president/outbox/inforesources/archive/MissionStatementFinalApril2002.htm

3. *What are the institution's characteristics?*
UW has the state-wide land grant mission to serve the largely rural population of just over 500,000 with geographic mass of 98,000 square miles. The main campus is located in Laramie, less than one hour from the state capital of Cheyenne. The university also maintains the UW/Casper College Center, nine outreach education centers across Wyoming, and Cooperative Extension Service centers in each of the state's 23 counties and on the Wind River Indian Reservation. The College of Education (CoEd) maintains close relationships with the seven state community colleges located in geographic regions of the state. Today, we provide our 13,000 students more than 190 programs of study at the undergraduate, graduate, and professional levels; an outstanding faculty; and world-class research facilities—all set against the idyllic backdrop of southeastern Wyoming's rugged mountains and high plains.

B. The unit

1. *How many candidates are enrolled in programs preparing them to work in P-12 schools?*
Total = 1809 [See Table 2 for candidates by program]

2. *How large is the faculty, including clinical supervisors, and administrators. How many of them are full-time, and part-time? How many graduate assistants teach education courses?*

Total Faculty: 36 + 25 + 7 = 68 (does not include GTAs and Partner School Facilitators)
Clinical Supervisors 2007-08 (Full-time Faculty including Music & PE) = 24
Clinical Supervisors 2007-08 (Part-time Faculty including Music & PE) = 8
Full-time: 36 + 25 + 3 = 64   Part-time: 4 + 8 + 5 = 17
Graduate Assistants teaching education courses = 8

3.   *What is the academic rank of the professional education faculty?*
      Of the 68 professional education faculty, 22% (15) are professors; 28% (19) are associate professors; 32% (22) are assistant professors; and 18% (12) are lecturers.

Table 1
Academic Rank of Professional Education Faculty for Academic Year: 2007-08
[Based on Fall 2007 Data]

Academic Rank	# of Faculty with Tenure	Non-tenured Faculty	
		# on Tenure Track	# Not on Tenure Track
Professors	15		
Associate Professors	19		
Assistant Professors	1	21	
Academic Professionals/Lecturers	1 (Extended Term)	4 (Extended Track)	7 (4 pt & 3 ft)
Graduate Teaching Assistants			8
Partner School Facilitators			5
Total	36	25	20

4.   *What programs are offered for the preparation of school professionals?*
      All programs (graduate, undergraduate, endorsement, and degree) leading to certification or endorsement by the Wyoming Professional Teaching Standards Board (PTSB) are currently approved through this continuing accreditation and program review cycle. Program review has previously been conducted solely by the PTSB but under the terms of the Wyoming-NCATE State Partnership Agreement (effective October 2006) many programs are under review at this time by representative SPAs; with others pending PTSB review on the same timeline. In August 2007, the PTSB passed a new policy that will require SPA program review for future degree program reviews if a relevant NCATE SPA is identified. All programs listed below are offered through the CoEd except Music Education (offered through the College of Arts & Sciences) and three programs offered through the College of Health Sciences (K-12 Physical Education, K-12 Health Education (Endorsement), and K-12 Adapted Physical Education (Endorsement)). Two add-on endorsement middle grades programs are offered jointly with the Science and Mathematics Teaching Center. [See Tables 2 and 2A] In addition, we offer Post-Baccalaureate initial certification programs for Elementary and Secondary majors (except K-12 Music Education, K-12 Physical Education, and Technical Education). These program requirements match the undergraduate requirements so they are not listed separately here. Internship and pedagogy requirements for post-baccalaureate candidates exceed those of their peers in matched initial programs. Detailed program sheets for the post-baccalaureate options can be found at http://ed.uwyo.edu/postbac.asp. Candidates in programs offered at the UW Casper College Center (UW/CCC) in Casper must meet the same Wyoming Teacher Education (WTEP) requirements as their Laramie campus counterparts.

Table 2
Licensure & Non-Licensure Programs and Review Status

Program Name	Award Level	Program Level	Number of Candidates Enrolled or Admitted (Fall 2007)	Agency or Association Reviewing Programs	Program Report Submitted for Review	State Approval Status (pre-Spring 2008)	National Recognition Status by NCATE or PTSB Status (Fall 2007 review)
Elementary Education	BA	ITP	575	ACEI	Yes	Currently approved	National Recognition Jan 2008
Secondary English Education	BA	ITP	92	NCTE	Yes	Currently approved	
Secondary Technical Education	BS	ITP	10	ITEA	Yes	Currently approved	Recognized w/Condition Jan 2008
Secondary Mathematics Education	BA	ITP	89	NCTM	Yes	Currently approved	
Secondary Modern Languages Education	BA	ITP	19	ACTFL	Yes	Currently approved	
Secondary Science Education	BA	ITP	76	NSTA	Yes	Currently approved	
Secondary Social Studies Education	BA	ITP	135	NCSS	Yes	Currently approved	
Physical Education (K-12)	BA	ITP	37	NASPE/ AAHPERD	Yes	Currently approved	
Special Education	MA	ADV	80	CEC	Yes	Currently approved	
School Principal	MA/END	ITP	53	ELCC	Yes	Currently approved	
Superintendent	Ed.D.	ADV	64	ELCC	Yes	Currently approved	
Secondary Agricultural Education	BS	ITP	18	WY PTSB	Yes	Currently approved	Approved Jan 2008
Art Education (K-12)	BA	ITP	35	WY PTSB	Yes	Currently approved	
Health Education (K-12)	END	ADV	30	WY PTSB	Yes	Currently approved	
Early Childhood Special Education	END	ADV	52	WY PTSB	Yes	Currently approved	Approved Jan 2008
Adapted Physical Education (K-12)	END	ADV	0	WY PTSB	Yes	Currently approved	
Early Childhood [Birth to 5]	END	ADV	61	WY PTSB	Yes	Currently approved	Approved Jan 2008
Early Childhood [Birth to 8]	END	ADV	81	WY PTSB	Yes	Currently approved	

English as a Second Language	END	ADV	26	WY PTSB	Yes	Currently approved	
Reading-Literacy	END	ADV	31	WY PTSB	Yes	Currently approved	
Middle Grades Mathematics	END	ADV	13 (Sum,2007)	WY PTSB	No	Currently approved	
Middle Grades Science	END	ADV	17 (Sum,2007)	WY PTSB	No	Currently approved	
Curriculum & Instruction Option	MA in Education	ADV Non-Licensure	95	UW Graduate School	No	Currently approved	DNA
School Counseling	MS	ITP	31	CACREP Earned 2004	No	Currently approved	Expires 2012
Music Education (K-12)	BME	ITP	89	NASM Earned 2006	No	Currently approved	Expires 2014

END = Add-On Endorsement (non-degree) option; DNA = Does Not Apply

*ITP = Initial Teacher Preparation; ADV = Advanced Preparation

**Nationally recognized; conditions; not recognized; not applicable.

Table 2A
UW College of Education & Unit Programs

Licensure			Non-Licensure			Other School Personnel	
Initial	Advanced		Initial	Advanced		Initial	Advanced
BA in Elementary Education	MA in Special Education**		MA in Education: Adult & Post-Secondary Education Option*	MA in Education: Curriculum & Instruction Option		School Principal [MA and Endorsement]	ED.D. in Education: Superintendent
BA in Secondary English Education	Adapted Physical Education (K-12)**		MS in Education: Instructional Technology Education Option*	Ed.D. in Education: Curriculum & Instruction Option*		MS in School Counseling	
BS in Secondary Technical Education	Health Education (K-12)**		MS in Mental Health Counseling*	Ph.D. and Ed.D in Education: Adult & Post-Secondary Education Option*			
BA in Secondary Mathematics Education	Early Childhood Special Education**		MS in Student Affairs Practice in Higher Education*	Ph.D. and Ed.D. in Education: Instructional Technology Education Option*			

BA in Secondary Modern Languages Education [French, German, Spanish]	Early Childhood [Birth to 8]**			Ph.D. in Education: Special Education Option* [UW approval on 10.19.07]			
BA in Secondary Science Education [Biology, Chemistry, Earth/Space, Physics]	Early Childhood [Birth to 5]**			Ph.D. in Counselor Education & Supervision*			
BA in Secondary Social Studies Education [Composite]	English as a Second Language**						
BA in Physical Education (K-12)	Reading-Literacy**						
BS in Secondary Agricultural Education	Middle Grades Mathematics (5-8)**						
BA in Art Education (K-12)	Middle Grades Science (5-8)**						
BME in Music Education (K-12)							

*not participatory in the NCATE review because less than half of the program completers enter P-12 school settings
** Add-On Endorsement program that requires initial certification for admission

NOTES:

Since 2003, there have been two candidates who have completed the Ed.D. in Education: Curriculum & Instruction Option. Both are currently employed in higher education settings. Consequently, there is no additional reference to this program within the report.

Also, please note that the Endorsement Option for the Principal program does require a Master's degree in a related field for admission. This option is available to meet the needs of candidates who already have a Master's and wish to add the Principal Endorsement to their Wyoming licensure.

PTSB recently approved the Middle Grades Mathematics (August, 2006) and the Middle Grades Science (April, 2007) programs. These add-on endorsement options are part of respective Master of Science in Natural Science degree programs offered by the Science and Mathematics

Teaching Center. Complete program details including the program review packets submitted to the PTSB are available in the Documents Room.

5.   *What programs are offered off-campus or via distance learning technologies? What alternate route programs are offered?*

Some of our programs are delivered statewide using hybrid delivery systems that include various combinations of face-to-face intensive weekends at sites outside Laramie, compressed video (Wyoming Equality Network (WEN) or Outreach Video Network (OVN)), online supplements, and audio conferencing as necessary to reach the remote candidate audience. [See Table 2B] These programs are well supported in collaboration with the UW Outreach School. The only "alternate route" programs we offer are the Post-Baccalaureate initial certification programs described previously in #4 that require candidates to meet all initial program requirements (content and pedagogy).

Table 2B
Program Delivery

Program Name	UW Laramie Campus	UW Casper College (UW/CC) Campus	Statewide Hybrid Delivery
Adapted Physical Education (K-12)	X		
Art Education (K-12)	X		
Early Childhood [Birth to 5]			X
Early Childhood [Birth to 8]			X
Early Childhood Special Education			X
Elementary Education	X	X	
English as a Second Language			X
Health Education (K-12)	X		
MA-C&I Option			X
Middle Grades Mathematics	X		
Middle Grades Science	X		
Music Education (K-12)	X		
Physical Education (K-12)	X		
Reading-Literacy			X
School Counseling	X	X	
School Principal (Endorsement Option offered on-site in Lander, WY and Casper, WY; began Fall 2006)	X		X
Secondary Agricultural Education	X		
Secondary English Education	X		
Secondary Mathematics Education	X		
Secondary Modern Languages Education	X		
Secondary Science Education	X	X (Biology Only)	
Secondary Social Studies Education	X		
Secondary Technical Education		X	
Special Education			X
Superintendent	X		

6. *What substantive changes have taken place in the unit since the last visit?*
- University Academic Plan II action item requiring all undergraduate degree programs to be defined in 120 to 128 total semester credit hours.
- May 2004: week-long assessment workshop to develop the first draft of the WTEP Assessment Plan for all undergraduate programs in teacher education.
- Extensive modifications to the core WTEP and the associated curricula (adopted in fall 2004 and implemented in stages from spring 2005 through fall 2006).
- Dissemination and support for the implementation of the WTEP Assessment Plan and other core WTEP modifications including feeder programs in seven WY community colleges.
- Development and implementation of extensive program changes and program assessment plans for the department of Educational Leadership and the Early Childhood programs.
- Fall 2005: PTSB requires all applicants for initial certification to pass a Praxis II examination prior to WY certification (not a WTEP requirement for completion).
- Convened an Assessment Review Council (ARC) that met extensively throughout AY 2004-05 and periodically through AY 2005-06.
- 2004-05 Convened a task force with representation of school faculty, K-12 administration, and CoEd faculty and administration to develop the *Guidelines for the Identification, Preparation, and Reflections of Preservice Mentor Teachers* (adopted July, 2005).
- Contracted with the Wyoming Survey and Analysis Center (WYSAC) to develop instruments to collect program assessment data from our graduates who are now in their first or second year of teaching and (with appropriate permissions) from their principals. These data were collected in spring 2005 and spring 2007 as part of a biennial data collection plan.
- Contracted with the WYSAC to develop instruments to collect program assessment data from our Residency candidates and their mentor teachers. These data were collected in spring 2006 and are part of a biennial data collection plan.
- In response to the UW requirement to limit undergrad programs to 127 credit hours or less: sunsetting of the undergraduate degree program for certification in Special Education; the final candidates in this program completed in spring 2007. This certification is now available through a Master's degree program and broadens entry to secondary as well as elementary education majors.
- Collaborations with College of Arts and Sciences and the College of Agriculture to identify concurrent majors for all Secondary Education programs that meet respective accreditation standards and NCLB definitions for "highly qualified". (began in fall 2005; 18 approved by spring 2007)
- Creation of a customized, integrated database server (College of Education Integrated Database (CEID)) with web-based interface for faculty and staff to monitor individual candidate progress and to provide administrative access to cumulative, comparative, and historical datasets.
- 2005-2007: Revised the core curricular requirements, benchmarks and learner outcomes in masters and doctoral degree programs. Strengthened our graduate specializations at the doctoral level by clarifying distinctions between the Ed.D. and Ph.D.
- Formal articulation of learner outcomes for all graduate degree programs in the CoEd (spring, 2007).

- 2006-08: Commissioned Romney & Associates to conduct a thorough assessment of the strengths and limitations of the CoEd's policies and practices related to diversity and multiculturalism and to assist the Leadership Council in developing an action plan. [Related activities are ongoing]
- 2006-07: Established and expanded our Phase III partnerships to seven concentrated teacher education field placement sites (Partner School Districts) supporting increased collaboration among K-12 teachers and UW faculty.
- 2007: Successfully recruited a nationally recognized scholar to fill the Wyoming Excellence Chair of Literacy Education.
- May 2007: Convened a three-day college-wide articulation workshop focused on vertical articulation of curricula, conceptual framework, assessments, and strands of the WTEP.

CONCEPTUAL FRAMEWORK

The conceptual framework document can be found in full at http://www.uwyo.edu/ted/COEd_CF.htm.

1. *Briefly summarize the following elements of the unit's conceptual framework:*

    a.   In our vision, the CoEd at the University of Wyoming will be: a place known to deliver respected undergraduate and graduate programs; nationally and internationally recognized for our focus on and achievement of high standards; a place where well-qualified candidates learn to be competent professionals, and skilled in the enculturation of the young into a social and political democracy; a place where everyone is dedicated to conducting research and exploring various meanings of teaching and learning from "multiple" perspectives; a place that demonstrates the belief that all children are valuable, worthwhile individuals who can and want to learn; a challenging yet supportive place; a place that values and models field-based experiences for education professionals.

    We envision the college as being innovative, student-centered, and able to deliver quality content and pedagogical knowledge designed to develop an informed citizenry capable of maintaining a democracy, respecting humanity, and making informed decisions regarding our global environment and finite natural resources. We further envision the college being a center for collaboration, growth and learning, and focus on democratic ideals; a close-knit community of professionals who model effective teaching across departmental lines and work together on program design, course delivery, and build a program that is attractive to many constituent groups.

    The mission of the College of Education is to provide quality education through the development of prospective teachers, counselors, adult educators, and school leaders; to provide continuing educational opportunities for members of those professions; to support inquiry and research which further our understanding and practice of effective teaching and learning; and to provide service to the state and nation through professional partnerships and organizations.

    b.   The overall aim of the CoEd is to assure that successful candidates complete our programs with the knowledge, skills and dispositions necessary to excel in their chosen field. During their preparation they receive excellent instruction from a faculty committed to providing productive and educative learning environments. Candidates demonstrate their proficiency in a variety of settings and levels and leave with confidence in their own ability coupled with a realistic sense of areas for continued growth. Candidate outcomes for the CoEd are further explicated in a supplemental document that details the Unit Assessment Plan. Candidates realize the value of inquiry and leave with the desire to be lifelong learners in a profession where unforeseen challenges develop. Finally, the purpose of education in the unit is to better candidate lives by helping them understand the responsibilities of living in a democracy and preparing them to contribute to learning in educational settings. These are the purposes to which we are committed.

    The following seven goals have been articulated by the UW CoEd faculty in the UW CoEd academic plan. These goals will be given priority and resources as our college programs evolve through 2009. (Timelines for these goals are articulated in the CoEd Academic Plan II planning document.)

1. Ensure high quality curricula aligned with professional accreditation and certification requirements and legislative mandates including "No Child Left Behind" and the state and federal interpretations of "highly qualified."

2. Employ a range of effective delivery systems.
3. Increase the visibility and reputation of the CoEd.
4. Foster a climate that attracts and retains quality faculty and students.
5. Align the CoEd mission and degree programs with UW's emphasis on "Professions and Issues that are Critical to the Region." Clearly, graduates of our degree programs enter professions that are crucial to the economics and the quality of life in our region.
6. Focus on three critical national educational issues confronting education preparation programs: research on teacher education, providing access to quality P-16 education for *all* learners, and recognizing the importance of early learning.
7. Expand environment and natural resources education - The political will to address the complexities of the environment with responsible resource and land management is increasing in national and global communities. The CoEd recognizes the need for professional development opportunities for educators who can help address this imperative.

The Standards (CoEd and PTSB) which ground the conceptual framework can be found at http://www.uwyo.edu/ted/standards.asp.

c.   Each of our programs is guided by unique knowledge bases, theories and research. Some knowledge bases span programs and provide unit coherency. Others are unique to particular preparations in terms of depth and focus. Overall, however, these areas/knowledge bases unify our faculty, candidates, partners and programs. Each is explicated the full document.

Pedagogical content knowledge – Experiences and methods relevant to specific professional practice (e.g., Grossman, Shulman)

Theories of learning and knowledge - Constructivism, cognition, cognitive/physical/social development, lifelong learning, knowledge base for teacher preparation (e.g., Darling-Hammond, Caffarella, Fenstermacher, Knowles, Piaget, Slavin, Vygotsky)

Theories of teaching - Instructional strategies, scaffolding, cooperative learning, caring pedagogy, standards-based education (e.g., Anderson, Brookfield, Johnson & Johnson, Noddings, Slavin)

Democracy and social justice - Education in and for a democratic society that values individual and cultural differences (e.g., Banks, Goodlad, Grant, Lee, Nieto, Parker, Sleeter, P. Smith, Soder)

d.   *Developing Competent and Democratic Professionals*

Our use of the word developing acknowledges that we wish to help others and ourselves to be constantly working toward the ideal. We wish to be lifelong learners in our chosen disciplines and within our chosen professions. Additionally, the term "developing" implies action and mutual engagement of teachers and learners across many levels. We recognize that we are all developing in our professional competencies and dispositions—and agree that this is indicative of our beliefs.

In using the word competent, we are implying that we, and our candidates/graduates, are knowledgeable in the areas and specialties which lead to licensure, certification, endorsement, and/or practice. We recognize the fluid (and disputed) nature of knowledge and knowledge claims, but we also acknowledge that there are "major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines" (INTASC Principle #1). Education professionals should be able to demonstrate familiarity/competence with these major concepts. Being "competent" is a never-ending process embedded in lifelong learning because

"knowledge is dynamic, changing, and constructed within a social context rather than neutral and static" (Banks, 2002, p. 29).

Democratic, the next word in our theme, may be both the most ambiguous and most important component. "Tensions of meaning within modern democracy have no single source but are significantly tied to the ambiguity within democracy's clearest aim: the fundamental value of every human being" (Hoffert, 2001, p. 30). Being "democratic" is no easy task. Barber described democracy as "a polity of strangers and a polity of antagonists and a polity of people who don't get along, and maybe even don't share fundamental values, but still have to live together and have to find a way other than the gun or the fist to solve and resolve or live with their differences" (in Smith, 2001, p. 167). We agree with Barber and Hoffert that democracy is a messy, complex process but side with Irvine and Armento in asserting that there *are* fundamental values that we share. "As members of a democratic society, we share certain core values such as respect for the individual and our common entitlement to liberty, equality, and justice" (2001, p. 22). Roger Soder (Soder, Goodlad, & McMannon, 2001) defines twelve conditions for democracy: trust, exchange, social capital, respect for equal justice under the law, respect for civil discourse, recognition of the need for E Pluribus Unum, free and open inquiry, knowledge of rights, freedom, recognition of the tension between freedom and order, recognition of the difference between a persuaded audience and a more thoughtful public, and ecological understanding. It is the pursuit of these often-unrealized conditions that make practitioners' "democratic" dispositions essential catalysts for positive social change.

In our theme, the use of the term "professionals" is deliberate for a number of reasons. Using the term "teachers" would exclude other education professionals in our unit. Professionals, in our usage, include researchers, counselors, administrators, teachers and professors. Additionally, the term "professionals" implies engagement in a discipline. It also implies a knowledge base to which the professional has a responsibility to understand and, in some way, contribute.

e.   We have identified three outcomes which unify the unit and the College in mission and purpose, while allowing programs to address specific standards and proficiencies at a more detailed level in their respective program assessment plans. All candidates in all programs in the unit and the CoEd are committed to meeting these outcomes. Importantly, these three outcomes bind together our unit's diverse fabric of people and programs. [The detailed WTEP Assessment Plan for initial programs in the CoEd can be found at http://www.uwyo.edu/ted/wtepassessment.asp. Learner outcomes for all programs can be found at http://ed.uwyo.edu/LearnerOutcomes.asp.] Also see Table 2C.

Outcome 1 - competence.

Candidates completing our programs will demonstrate their ability to function as competent professionals. Candidates will demonstrate:

- competence in their specific area(s) to include comprehensive subject matter knowledge coupled with demonstrated pedagogical content knowledge; and
- respect for and understanding of intellectual and inquiry processes.

Outcome 2 - democratic perspectives.

Candidates completing our programs will exhibit democratic perspectives and dispositions. Candidates will demonstrate values, beliefs and ethics that include:

- confidence in the ability of ALL to learn and a passion for making it happen;
- empathy, understanding and advocacy for others, including cultural, socioeconomic, and ethnic backgrounds different from their own;

- an understanding that democratic responsibility requires active participation; and
- a desire to collaborate with others.

   Outcome 3 - professionalism.

Candidates completing our programs will document their aptitudes as professionals in their fields. Candidates will demonstrate and produce evidence that documents:

- practice with multiple approaches to teaching and learning;
- knowledge of how to plan and organize instruction and clinical/professional practice to positively benefit all students, including those with special needs;
- an understanding that underlying theories influence pedagogical and practical decisions; and
- competence in using assessment and reflection to guide future practice and decisions.

Table 2C
Alignment of Learner Outcomes with Conceptual Framework Elements
(Advanced Licensure & Other School Personnel Degree Programs)

Program Name	Learner Outcome	CF Element(s)		
		Competence	Democratic Perspectives	Professionalism
MA-C&I Option	details at: http://www.uwyo.edu/c_i/LearnerOutcomes.asp Academic Knowledge	X		
	Practical Competence			X
	Reflective Inquiry	X		X
	Democratic Commitment		X	
	Professional Engagement			X
Special Education	details at: http://www.uwyo.edu/sped/LearnerOutcomes.asp 1. Demonstrate their knowledge and skills in providing …	X	X	X
	2. Demonstrate their knowledge and skills in designing, …	X		X
	3. Demonstrate their knowledge and skills in delivering …	X	X	X
	4. Demonstrate their knowledge and skills relating …	X	X	X
	5. Demonstrate their knowledge and skills in identifying, …	X		X
	6. Demonstrate their knowledge and skills relating to …	X		X
	7. Demonstrate their knowledge and skills in effectively …	X	X	X
Principal & Superintendent	details at: http://www.uwyo.edu/edleadership/learneroutcomes.asp 1. Facilitating the development, articulation, …	X		
	2. Promoting a positive district	X		X

	and/or school …			
	3. Managing the organization, …	X		
	4. Collaborating with families and …		X	
	5. Acting with integrity, …		X	X
	6. Understanding, responding to, …	X	X	X
	7. Completing substantial, sustained, …	X	X	X
School Counseling	details at: http://www.uwyo.edu/cnsled/LearnerOutcomes.asp 1. Professional Competence & Academic Preparation for Licensed Professional Counselor (LPC)	X	X	X
	2. Democratic Perspectives	X	X	X
	3. Professional Identity	X	X	X
	4. Academic & Professional Goals	X	X	X

2.   *What changes have been made to the conceptual framework since the previous visit?*

In October 2000 the conceptual framework for the unit was characterized as "Preparing Reflective Practitioners". Beginning in 2002-03, the unit began a systematic and broad process to revision to framework in order to guide anticipated program revisions and updates. The resulting document was adopted by the unit in May 2004. The full document includes extensive explications of the core components summarized in the previous section (#1). The conceptual framework theme that has guided our work across the unit since 2004 is: *Developing Competent and Democratic Professionals*. The conceptual framework continues to be deeply grounded in the four guiding principles of the National Network for Educational Renewal: 1) enculturating the young in a social and political democracy, 2) equal access to knowledge, 3) a nurturing pedagogy, and 4) stewardship of schools.

AREA FOR IMPROVEMENT CITED in 2000
The unit's conceptual framework does not provide direction for the unit's curriculum, instruction, field and clinical experiences, and assessment and evaluation system.

UPDATE: We believe that we have developed and applied a strong conceptual framework and that the framework has been used to guide curricular revisions, instruction, field experiences and our assessment of candidate performance for initial, advanced, and other school personnel programs. The basic principles and concepts of the conceptual framework are integrated throughout the programs which prepare teachers and other school personnel as well as our professional collaborations with school and community college partners. The essential foundations of this conceptual framework and our membership in the National Network for Educational Renewal (NNER) have influenced revisions to our conceptual framework and are specifically aligned with the WTEP Assessment Plan and the Learner Outcomes for our graduate programs.

STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

> *Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

1a. Content Knowledge for Teacher Candidates

1. What content knowledge tests are used for the purpose of state licensure and/or program completion?

Beginning fall 2005 and through June 2007, the Wyoming Professional Teaching Standards Board (PTSB) required Praxis II (0011) for Elementary Certification, Praxis PLT II (0523) for Middle Grades Certification, and Praxis PLT II (0524) for Secondary Certification. These exams were/are not required for program completion. Praxis II 0011 is considered a content exam by the PTSB. All programs have a disaggregated pass rate that exceeds 80%. Aggregated and disaggregated data from 2005-06 (first year of implementation) also exceeded the 80% minimum pass rates. Effective July 2007, the PTSB has revised the Praxis testing requirements but the requirement remains outside the requirements for program completion (see http://www.uwyo.edu/ted/praxis.asp). Add-on endorsement programs and other advanced programs do not have a licensure test required with the exception of School Counseling (see section 1b.)

Table 3
Pass Rates on Content Tests for Initial Teacher Preparation
For Period 2006-07

Program	# of Test Takers	PTSB Cut Score	% Passing at State Cut Score
Elementary (0011)	133	160	89%
Middle Grades (0523)	3	157	100%
Secondary Education (0524)	75	161	97%

2. What other key assessments provide the unit information about candidates' content knowledge?

Initial Licensure: We monitor cumulative grade point average and "content" grade point average for all candidates in initial programs as one direct measure of candidate content knowledge. In the CoEd, candidates must have a minimum 2.50 cumulative GPA (on a 4.0 scale) to register for Phase I courses. For admission to the WTEP (Phase II), candidates must document a minimum 2.75 cumulative GPA. Candidates must maintain the minimum 2.75 through the completion of their program. All initial programs have coursework delivered outside the CoEd that is designated as "content". Content requirements are designated on the reverse of each program sheet. Content GPA is hand calculated and monitored to assure that a minimum 2.50 GPA is met throughout the program. Content requirements for the 18 concurrent majors we offer for secondary education majors are substantial, ranging from 47 to 73 semester hours in programs that range from 120 to 128 total semester hours. Other direct assessments of content knowledge for initial certification candidates are detailed in the program reports for SPA or PTSB review.

Indirect assessment of initial candidate content knowledge is also documented in the Spring 2006 WYSAC Survey of Residents and Mentor Teachers in which teaching residents and their mentors were asked a series of twenty-six questions concerning the preparedness of teaching residents (see http://www.uwyo.edu/ted/wtepreports.asp). On 13 of the 26 items on the questionnaire, mentors rated Residents as being more prepared than Residents rated their own preparedness. The three areas that were rated the highest (no dissatisfaction) by the mentors were: "demonstrate effective verbal communication techniques" (94.3%), be a "reflective practitioner," one who continually evaluates the effects of choices and actions on others (such as students, parents, and other professionals in the learning community)" (95%), and "demonstrate mastery of the key subject matter needed to achieve curriculum goals" (91.5%).

Advanced Licensure: The advanced endorsement programs and Special Education rely on a variety of course level assessments and comprehensive examinations to determine strength and depth of content knowledge. The assessment of content knowledge in special education occurs through the Severe and Low-Incidence Disabilities Portfolio [EDEX 5080 *Teaching Students with Severe and Low Incidence Disabilities*]. Additional specific details are included in program reports. All advanced programs required initial certification for admission to the program indicating baseline content and general pedagogical preparation.

Advanced Non-Licensure: In addition to a variety of course level assessments the MA-C&I Option program requires successful completion of eight programmatic assessments. These assessments are aligned with program standards as documented in the program report (available in the Documents Room). Also, the MA-C&I Option includes at least one learner outcome aligned with the CoEd outcome of *competence* (from our conceptual framework). (See Table 2C)

3. *What do follow-up surveys of graduates and employers indicate about graduates' preparation in the content area?*

Initial Licensure: An indirect assessment of candidate preparation in content is documented in two follow-up surveys: the Spring 2005 and the Spring 2007 WYSAC Surveys of Graduates and Principals (see http://www.uwyo.edu/ted/wtepreports.asp) where 91.2% (2005) and 88.2% (2007) of the responding principals rated CoEd graduates "adequately" to "very well" prepared to develop and deliver standards-based instruction in their discipline.

Advanced Licensure and Advanced Non-Licensure: In summer 2007, we piloted a web-based survey of graduates of the Master's and Doctoral programs in Adult Learning and Technology, Curriculum and Instruction, and Special Education (see http://ed.uwyo.edu/alumni/SurveyResults.doc). The plan is for this survey to be administered biennially. We are exploring alternatives to the administration of the survey to improve response rates before the next administration. More than three-fourths of respondents agreed or strongly agreed regarding their preparation on these items from that survey:

1. As a result of this degree program I am better able to share knowledge and collaborate with colleagues.	Strongly agree: N= 20 (59%) Agree: N= 9 (26%) Neutral: N= 5 (15%)
3. I had adequate opportunities to develop practical competencies associated with the professional role(s) of this degree program.	Strongly agree: N= 14 (41%) Agree: N= 12 (35%) Neutral: N= 6 (18%) Disagree: N= 1 (3%) Did not answer N= 1 (3%)
6. I believe I have a solid knowledge base to apply in my academic field.	Strongly agree: N= 16 (47%) Agree: N= 16 (47%)

	Neutral: N= 1 (3%)
	Did not answer N= 1 (3%)
11. As a result of this degree program I have a better understanding of educational research.	Strongly agree: N= 17 (50%)
	Agree: N= 12 (35%)
	Neutral: N= 2 (6%)
	Disagree: N= 2 (6%)
	Did not answer N= 1 (3%)
13. I would rate the content area curricula in this graduate program as	Very Rigorous: N= 5 (15%)
	Rigorous: N= 21 (62%)
	Average: N= 7 (21%)
	Did not answer N= 1 (3%)

Add-on Endorsements:

Adapted Physical Education & Health	Follow-up surveys with teachers and administrators in the state suggest that our PHET graduates with endorsements in health and/or adapted physical education are adequately prepared in the content area to teach health and/or adapted physical education. The teachers and administrators also indicate that these new teachers will be able to better incorporate content knowledge into their teaching once they have worked with children/youth for a year.
Early Childhood [B-5] [B-8] [Special Education]	At this time, the early childhood programs do not include follow-up of graduates or employers in the assessment plan. We recognize this to be a deficiency that will be addressed in revisions we anticipate for the next academic plan.
English as a Second Language	Candidates feel very well prepared to teach the English language as content....in fact, the follow-up survey indicated that candidates felt that we placed too much emphasis on knowledge of the language (and its uses) and not enough on pedagogical skills.
Reading/Literacy	Graduate or follow-up surveys have not been conducted for this program.

1b. Content Knowledge for Other School Personnel

1.   What content knowledge tests are used for the purpose of state licensure and/or program completion?

Candidates in the School Counseling program must pass the National Counseling Examination (NCE) if intending to become a Licensed Professional Counselor in Wyoming and most other states. Since the inception of the NCE, all of the candidates except two have passed the NCE with strong scores during their first attempt. For the past five years, counseling candidates have consistently scored significantly higher on the NCE than the national average and higher than candidates graduating from other CACREP accredited programs on the NCE. The required passing score for the NCE fluctuates from one administration to the next depending upon the number of test takers and their average scores for that administration.

Table 4
UW Candidate Performance Data for NCE Licensure Exam

Year	National Mean	CACREP Mean	Candidate Mean
2003-04	105.40	117.60	122.50
2004-05	105.04	115.50	118.76
2005-06	105.29	114.15	117.80
2006-07	101.31	115.11	112.85

Candidates in the Principal and Superintendent programs are not required to take a content knowledge test for Wyoming licensure or program completion.

2.	*What other key assessments provide the unit information about candidates' content knowledge?*
Content knowledge for candidates in the School Counseling, Principal, and Superintendent programs includes direct assessments of knowledge at the course level as well as indirect measures of knowledge using field or internship measures. Details of content assessments for the Principal and Superintendent programs are contained in the program reports. In June 2007, the PTSB removed the requirement for initial teacher certification as a requirement for WY certification as a school counselor. Admission to the Principal and Superintendent programs requires an initial license. Learner Outcomes for these three programs include at least one outcome aligned with the CoEd outcome of *competence* (from our conceptual framework). (See Table 2C)

3.	*What do assessment data indicate about candidates' demonstration of their ability to: know their students, families, and communities, use current research to inform practice, and use technology in their practice?*
Assessment of the community relations element for the Principal programs is done in one course and is connected to ELCC assessment #3. For this course, EDAD 5040, the data indicate that faculty rated candidates' knowledge, skills, and dispositions in a case study as between proficient and distinguished (3.8 on a scale of 1 to 4). Candidates in the Principal programs are expected to use current research and to use technology throughout their program, but the only area in which their *practice* is assessed is during their internship experiences. None of the 6 ELCC standards are specific to technology or using research. However, in a 2006 survey of graduates, respondents reported that their preparation for applying educational research was an average of 3.61 (on a scale of 1 to 5).

Assessment of the community relations element for the Superintendent program is done in content papers across seven courses, depending on the candidates' choice of topics. Knowledge in the content papers was rated 3.36 (on a scale of 1 to 4), indicating candidates were proficient to distinguished. Similar to the Principal programs, candidates in the Superintendent program are expected to use current research and to use technology throughout their program, but the only area in which their *practice* is assessed is during their internship experiences. None of the 6 ELCC standards are specific to technology or using research. However, in a 2006 survey of graduates, respondents reported that their preparation for applying educational research was an average of 3.75 (on a scale of 1 to 5).

In June 2006, a formal survey was mailed to graduates (2002 to 2006) of the Counselor Education programs (including School Counseling), some of whom are employers and field site supervisors. Results of the survey were very positive regarding non-academic preparation, with the only negative observation was the availability of specific classes (N = 2). These data also represent a shift toward more positive recognition of supervision experiences. In addition, graduates of the Counselor Education programs were specifically surveyed in spring 2007. Complete results of this NCATE Student Survey update are linked to the Department of Counselor Education website (http://www.uwyo.edu/cnsled/). From that survey:

Scale: 0 (Inapplicable item) to 5 (Exemplary preparation to meet the objective); 3 (Average preparation to met the objective); N = 14	
Understanding the nature and needs of persons along a continuum of educational, psychological, and sociological development.	Avg = 3.7
Awareness of changes and trends in society and current major societal problems along with methods for alleviating these concerns.	Avg = 4.1
Awareness of research and statistical procedures and the application of these processes for improving counseling practice.	Avg = 3.4

4.   *What do follow-up surveys of graduates and employers indicate about graduates' preparation in the content area?*
        Graduates were rated above average in regard to overall competence (see http://www.uwyo.edu/cnsledsupport/docs/CACREP_mid-cycle_report-2007.pdf). Results of the June 2006 Counselor Education survey (including School Counseling candidates) were generally positive regarding academic preparation, but the results led to recent reorganization and update of the courses in Lifespan, Career, and Diagnosis. From the spring 2007 NCATE Student Survey update:

Scale: 0 (Inapplicable item) to 5 (Exemplary preparation to meet the objective); 3 (Average preparation to met the objective); N = 14	
Knowledge of individual and group counseling strategies and factors that influence helping processes.	Avg = 4.1
Skills in counseling with clients in one-to-one settings.	Avg = 4.4
Understanding of groups, methods for facilitating groups, and skills in group management.	Avg = 3.6

        Principal and Superintendent programs deliver content that is integrated with process. Program graduates were surveyed about their preparation in 16 different areas. Respondents who had completed one of the Principal programs rated program components as preparing them well. Their global rating of overall preparation in educational leadership was 3.91 out of a possible 5. Furthermore, 13 of the 15 items were rated over 3.5 out of a possible 5. Among the highest rated areas (above 4.00) were relationship building, communication, moral and ethical leadership, and instructional leadership. The two areas rated lowest were preparation in fiscal resources management (3.05) and student assessment (3.11). Respondents who had completed the Superintendent program rated program components as preparing them well. Their global rating of their overall preparation in educational leadership was 4.50 out of a possible 5. Furthermore, 14 of the 15 items were rated over 3.5 out of a possible 5. Among the highest rated areas (above 4.00) were communication; relationship building; direction setting; moral and ethical leadership; parent, community, and media relations; education law and policy making; and change agency. Two areas rated lowest were preparation in staff development (3.50) and student assessment (3.25).

1c.   Pedagogical Content Knowledge for Teachers

1.   *What key assessments provide the unit information about candidates' pedagogical content knowledge as expected in professional, state, and institutional standards?*

Initial Licensure: Assessment of pedagogical content knowledge begins in EDST 3000 (Phase II) and continues with common assessments required in each Methods course (Phase IIIA) and from evaluations completed during Residency (Phase IIIB) (see Table 5 for details). Each of these assessments is aligned with CoEd, PTSB, and relevant SPA standards for ability to teach within the content discipline. The assessments, rubrics, and candidate data for each are included in the program reports with strong indication that elementary and secondary candidates meet high expectations for demonstration of pedagogical content knowledge.

Advanced Licensure: In Special Education, the assessment of pedagogical and professional knowledge occurs in the Academic Instruction Project [EDEX 5120 *Academic Instruction in General Education for Students with Disabilities*].

Add-on Endorsements:

Adapted Physical Education & Health	The lesson plans that candidates develop associated with their health education class and adapted physical education class provide unit instructors with information about candidates' pedagogical content knowledge. In addition, the Teacher Work Sample Methodology assignment completed at the end of the student teaching experience frequently provides information about our candidates' understanding of pedagogical content knowledge as applied to the areas of health and adapted physical education.
Early Childhood [B-5] [B-8]	These programs include assessments that provide information about candidates' pedagogical content knowledge. The EDEC 3220 Documented Math/Science Activity, FCSC 2121 Developmental Assessment Paper and FCSC 4130 Internship Evaluation all assess candidates' pedagogical content knowledge. Details on each of these assessments are available in the Program Report.
Early Childhood [Special Education]	ECSE candidates are assessed on a Disability, Development and Education Paper in EDEC 5220, Curriculum Notebook in EDEC 5230, Comprehensive Assessment Report in EDEC 5240 and Supervised Practicum Assessment. Each of these assessments provides valuable information about candidates' pedagogical content knowledge. Details are available in the Program Report.
English as a Second Language	The most critical assessment is the internship in ESL requirement. The candidates' pedagogical content knowledge in an applied setting is reviewed by at least two experts. Importantly, standards are placed on the evaluation rubric to remind reviewers of the standards candidates must demonstrate to be deemed proficient in with pedagogical content knowledge. Other assignments that provide this data are lesson plans and unit plans.
Reading/Literacy	Each of five required courses has a core assignment designed to meet state and institutional standards. Descriptions of the core assignments are available in the Documents Room.

Advanced Non-Licensure: In addition to a variety of course level assessments in *Advanced Instructional Strategies*, *Principles of Curriculum* and *Classroom Assessment*, candidates in the MA-C&I Option program must successfully complete three programmatic assessments. The Practical Competence program standard directly addresses pedagogical content knowledge and is evaluated using the Reflective Summary, Mid-Program Portfolio Review, and Plan A/B paper and/or oral defense. These assessments are aligned with program standards as documented in the program report (also see Table 2C).

2. *What assessments demonstrate that candidates can integrate technology in their teaching? What do the data indicate?*

Initial Licensure: Initial candidates are assessed on the ability to integrate technology during the common assessments in Phase III (Methods and Residency). Additionally, the Spring 2006 Survey of Residents and Mentor Teachers included this item: "The WTEP prepared me to demonstrate effective media communication techniques." Responses of Residents:

	Frequency	Valid Percent
Strongly Disagree	2	2.0
Disagree	15	14.7
Neutral	29	28.4
Agree	49	48.0
Strongly Agree	7	6.9
Total	102	100.0

Responses of Mentor Teachers on the same item:

	Frequency	Valid Percent
Strongly Disagree	1	.7
Disagree	9	6.4
Neutral	25	17.7
Agree	72	51.1
Strongly Agree	34	24.1
Total	141	100.0

Also see item #10 in Table 4A (below). In each data set, mentor teachers and principals rate candidate/graduate performance higher than the candidates/graduates themselves. Each spring, we survey mentor teachers and residents about the quality of mentoring during the residency experience. An item from this survey with comparative data for 2006 and 2007 indicating the percentage of respondents who agree with the statement:

	2006 Mentor Teacher	2007 Mentor Teacher	2006 Resident	2007 Resident
Helping the preservice teacher to use technology and other instructional media to support, enhance, and extend learning.	83.9%	83.0%	78.6%	86%

Survey data from candidate responses indicate that we are on an upward trend with their preparation to integrate technology and their perception that their mentor teachers are supporting this professional skill development. Mentor teacher response is stable for this two year period. Across all current data sets, at least 80% are rated as adequate or better in their use of technology.

Advanced Licensure: Special Education candidates are informally assessed on their use of technology in teaching during the Practicum I and II field experiences. In general, candidates demonstrate effective uses of typical classroom technologies and evolving integration of assistive technologies with their special needs students.

Add-on Endorsements:

Adapted Physical Education & Health	In physical education our candidates use pedometers and/or heart rate watches to measure student engagement in class. These technological instruments are used with the adapted physical education student populations as well. The use of this technology is reflected in the Clinical Assessment of Teaching Performance assessment. The data show that these forms of technology are used in the

	instructional environment when appropriate. That is, the teacher candidates are collecting information about level of student engagement in physical activity to gain a better understanding of who is and who is not participating.
Early Childhood [B-5] [B-8]	Several courses assignments with assessments require candidates to demonstrate their ability to integrate technology in their teaching. The Documented Math/Science Activity, Developmental Assessment Paper and Analysis Paper or Case Study of Family System all require candidates to integrate technology into their practice of observing, teaching, assessing, and reflecting on their practice.
Early Childhood [Special Education]	ECSE candidates learn to use assistive technology and adaptive equipment to support their teaching of young children with disabilities. This is assessed in the Curriculum Notebook assignment as well as throughout the Health Management for Early Childhood Educators. The Supervised Practicum and final portfolio assessment also provides opportunities for candidates to be assessed on their use of technology to support learning.
English as a Second Language	This is not data that we have collected to date. Outside of an internet search assignment which requires candidates to identify and evaluate internet sites that can provide professional support for them as ESL teachers, and the fact that almost all of the courses require some sort of electronic technology within the course, we have not yet asked candidates to demonstrate this in their teaching. Note that it is not part of the standards for the endorsement from the state of Wyoming.
Reading/Literacy	This program does not include direct assessment of candidates' integration of technology at this time.

Advanced Non-Licensure: MA-C&I Option candidates are not directly assessed on this element though candidates do use a variety of technologies within their coursework, including PowerPoint$^{©}$, E-Companion$^{©}$, distance technologies, and others relevant to their content backgrounds.

3. *What do follow-up surveys of graduates and employers indicate about graduates' preparation in pedagogical content knowledge?*

Initial Licensure: Indirect assessment of initial candidate pedagogical content knowledge is documented in two surveys: Spring 2005 and Spring 2007 WYSAC Survey of Graduates and Principals (see http://www.uwyo.edu/ted/wtepreports.asp). Rating options for this survey included: Very Well, Well, Adequately, Poorly, Very Poorly. See items #1, 4, 5, and 7 in Table 4A. Beginning fall 2005, we have implemented major changes in the core WTEP curricula in the areas of special needs learners and classroom management. These data represent graduates of our programs from 2003 to 2006, so the effects of these curricular changes are not yet known.

Table 4A
Comparison of Graduates Employed as Teachers and Their Principals Reporting
Adequately, Well, or Very Well Prepared

Question	Graduates		Principals	
	2005	2007	2005	2007
1. Use a variety of instructional strategies	97%	92%	90%	77%
2. Understand and use a variety of assessments of student learning	93%	91%	96%	80%
3. Make data-driven decisions about curriculum, instruction, and assessment of student learning	83%	74%	83%	72%
4. Apply theories of how children learn	95%	90%	94%	93%
5. Develop and deliver standards-based instruction	91%	90%	91%	88%
6. Engage in continued professional development and reflective practice	94%	88%	90%	100%

about your teaching				
7. Adapt or differentiate instruction for individual needs, including special needs learners	90%	77%	87%	73%
8. Foster relationships with constituents outside the classroom who influence your students	83%	81%	92%	92%
9. Manage a classroom effectively	77%	69%	93%	90%
10. Use technology and other media for professional and instructional purposes	80%	78%	93%	85%
11. Create classroom environments that model social justice and democratic ideals	87%	86%	97%	90%
12. Work with children of diverse cultural backgrounds	81%	78%	94%	89%

As in 2005, recent graduates now teaching professionally and the principals who employ them were asked a battery of twelve questions concerning the preparedness of the graduates (see Table 4A). CoEd graduates were mainly employed as teachers in Wyoming, and were well-regarded by the principals who supervised them. Self-evaluations of the graduates' preparedness to deal with most aspects of teaching were generally high, as were the evaluations that their principals provided. Graduates were asked how well prepared they were (overall) for their first year of teaching. 90% (in 2005) and 81% (in 2007) rated their preparation as adequate or better. We believe that these responses are influenced by the significant program changes implemented during 2005-2007.

Advanced Licensure and Advanced Non-Licensure: From the Summer 2007 pilot survey that included graduates of the Special Education Master's and the MA-C&I Option, over eighty percent of the respondents agreed or strongly agreed to the following statements:

- I believe I have a solid knowledge base to apply in my academic field (94%)
- I was able to develop a deep understanding of the core concepts in my degree area of study (91%)
- As a result of this degree program I am better able to share knowledge and collaborate with colleagues (85%)
- I believe that this degree program has provided a strong base to translate academic knowledge into expert practice (82%)

As a result of the pilot survey both program areas are planning to conduct a more thorough follow-up study, with greater focus on respective program standards.

Add-on Endorsements:

Adapted Physical Education & Health	Follow-up surveys with teachers and administrators in the state suggest that our PHET graduates with endorsements in health and/or adapted physical education are adequately prepared in pedagogical content knowledge in health and/or adapted physical education.
Early Childhood [B-5] [B-8] [Special Education]	Currently the early childhood programs do not include follow-up of graduates or employers in the assessment plan. We recognize this to be a deficiency that will be addressed in revisions we make in the next academic plan.
English as a Second Language	The survey suggests that candidates feel competent with their overall pedagogical content knowledge but feel like they want more specific strategies for working with students at differing levels of English proficiency. Based on this feedback, program revisions have led to increased coursework related to differentiated levels of English language proficiency.
Reading/Literacy	Graduate or follow-up surveys have not been conducted for this program.

**1d.	Professional and pedagogical knowledge and skills for teachers**

1.	*What assessments provide the unit information about candidates' general professional knowledge and skills? How are candidates performing on state licensure tests?*
  Initial Licensure: For initial candidates: Five common assessments are embedded in EDST 3000 (see Table 5). This course is the anchor to Phase II of the WTEP and the major prerequisite to Phase III. In addition to the common assessments (Lesson Plan, Action Research, Classroom Management, Instructional Strategies, Lesson Plan Assessment), candidates complete a minimum 30 hour supervised field experience including a lesson delivery. Other common assessments that document professional knowledge and skills include the common assessments in EDST 3550 (Assessment Handbook) and EDST 2480 (AutoEthnobiography, Philosophy Paper, Stories of Schooling, Critical Issues in Education). A common assessment for EDEX 2484 is being implemented in the fall 2007 semester. Licensure exams reflect strong performances for initial candidates in composite and disaggregated analyses.
  Advanced Licensure: Candidates in add-on endorsement programs complete a variety of internships, action research activities, and clinical experiences to demonstrate their proficiency with general professional skills and knowledge. Specific assessments and rubrics are contained in program reports. The Special Education program is under review by CEC and has current program approval by the PTSB documenting that all standards related to professional and pedagogical knowledge and skills have been met. Similarly, the add-on endorsement programs are currently approved by the PTSB and are under review by the PTSB for renewed approval at this time to document candidate competence in this element.
  Advanced Non-Licensure: The eight required program-level assessments in the MA-C&I Option are used to evaluate candidate's general professional knowledge and skills. No licensure test is required by the state since this option does not lead to any additional certification or endorsement.

2.	*What assessments provide the unit information about candidates' professional and pedagogical knowledge and skills related to the National Board for Professional Teaching Standards?*

Please describe the type of connection you have or attempt to establish with the NBPTS.
  Faculty in the CoEd have been formally connected to national and state NBPTS initiatives for three years. Other, informal relationships have existed since the inauguration of national board certification. Only formal relationships will be reported here.
  Our formal involvement takes several forms. First, three CoEd faculty members, Dean Pat McClurg, Wyoming School-University Partnership Director , Audrey Kleinsasser, and Associate Professor and Department of Educational Studies Head, Allen Trent, serve on the state's advisory board for the initiative. Advisory board members participate in decision-making around policies and issues that relate to university credit for participants, including qualifications of the instructor of record. NBPTS workshops and seminars carry university graduate credit and Wyoming PTSB credit, if the candidate wants either, in partial fulfillment of the master's degree.
  In 2007, CoEd Curriculum and Instruction faculty voted to accept up to nine hours of national board certification work for students wanting to apply the work toward a Master of

Education-C&I Option degree. Those courses are listed below. Additionally, the National Board Certification portfolio is accepted in lieu of a Plan B in the C&I Option.

Do you offer any courses/activities that support obtaining National Board Certification? If so, what are they and how do you advertise them to the public? Where can this information be found?

      EDCI 5870 – Section 62 (CRN 24870) - Seminar in National Board Certification, Pre-Candidate Workshop

      EDCI 5870 – Section 63 (CRN 24871) - Seminar in National Board Certification, Jumpstart

      EDCI 5870 – Section 64 (CRN 24872) - Seminar in National Board Certification, Collaborative Work Session

      Each class is set-up for 1-3 credit hours.

These courses are advertised by initiative directors (Rae Lynn Job and Mary Garland) and delivered through the UW Outreach School.

At the request of the BOE Chair we prepared the following table, but we are not collecting assessment data correlated directly with NBPT Standards. Direct and indirect assessment data for graduates of the Curriculum and Instruction graduate programs indicate high quality performances for advanced candidates' professional and pedagogical knowledge and skills. Initial candidates' professional and pedagogical knowledge and skills are assessed against the CoEd (grounded in the INTASC Standards) and PTSB Standards.

Alignment of Selected Assessments with NBPT Standards

Program	1. Teachers are Committed to Students and Learning.	2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.	3. Teachers are Responsible for Managing and Monitoring Student Learning.	4. Teachers Think Systematically about Their Practice and Learn from Experience.	5. Teachers are Members of Learning Communities.
Elementary	Residency Evaluation, Dispositions Rating	GPA, Literacy Vignettes, Independent Project, Unit Plan, Residency Evaluation, Video Reflection	Residency Evaluation	Residency Evaluation, Video Reflection	Residency Evaluation
Secondary & K-12 Art	Residency Evaluation, Dispositions Rating	GPA, concurrent major in content area, Unit Plan, Residency Final Evaluation	Videotape Reflections, Residency Final Evaluation	Videotape Reflections, Residency Final Evaluation	Residency Final Evaluation
K-12 Music	Occurs at every level of the Music Education program (e.g., membership in CMENC, teaching	The degree program includes substantial content requirements.	Assessments specific to the discipline are used throughout the program. Candidates	Formal self evaluations are completed by candidates at two points in the program.	Candidates participate in inter-disciplinary activities. In the arts, they include collaborative

	for String Academy, leadership in student ensembles, & work with the UW Summer Music Camp)	Pedagogies specific to the discipline are embedded throughout; especially in the Public School Methods sequence where candidates simultaneously learn to play and teach.	adapt authentic assessments in the arts for use in K-12 settings (MUSC 1025 & EDSE 4254).	Opportunities for reflection are embedded in courses throughout; especially EDSE 4254. Video recordings & feedback are also used.	projects with art, theater, and dance. EDSE 4254: candidates develop units combining aspects of music, reading, language arts, mathematics, and social studies.
K-12 Physical Education	KIN 3015 Teaching Lab 2	KIN 4017 Teaching Lab 3	KIN 4017 Teaching Lab 3	KIN 4099 Student Teaching	KIN 4099 Student Teaching
Special Education	All required courses with representative assessments in each; see program report for details	All required courses with representative assessments in each; see program report for details	All required courses with representative assessments in each; see program report for details	All required courses with representative assessments in each; see program report for details	All required courses with representative assessments in each; see program report for details
Adapted PE	KIN 4017 Teaching Lab 3	KIN 4017 Teaching Lab 3	KIN 4099 Student Teaching	KIN 4099 Student Teaching	KIN 4099 Student Teaching
Health Education	KIN 4099 Student Teaching	KIN 4099 Student Teaching	KIN 4099 Student Teaching	KIN 4099 Student Teaching	KIN 4099 Student Teaching
Early Childhood [B to 5] [B to 8]	EDEC 3220 EDEC 3000 EDEC 4320 FCSC 2121 FCSC 2131 Internship	EDEC 4320 EDEC 3220 Internship	EDEC 3220 and Internship focus on Managing & Monitoring, EDEC 3000 Monitoring is a focus	EDEC 3220 EDEC 4320 EDEC 3000 Internship	Internship
Early Childhood [Special Education]	EDEC 5230 EDEC 5220 EDEC 5240 Supervised Practicum	EDEC 5230 Supervised Practicum	EDEC 5230 EDEC 5240 Supervised Internship	EDEC 5230 EDEC 5240 Supervised Practicum	Supervised Practicum
English as a Second Language	Community/school language environment report; Log: Reflective teaching/tutoring and teaching philosophy	Language sensitive unit/lesson: content based plans for English learners; Video tape of teaching experiences	Video tape of teaching experience; Language sensitive unit/lesson: content based plans for English learners	Log: Reflective teaching/tutoring and teaching philosophy	Review of the literature
Reading-Literacy	Overall, core assignments in 5 required courses meet these	Overall, core assignments in 5 required courses meet these	Overall, core assignments in 5 required courses meet	Overall, core assignments in 5 required courses meet these	Overall, core assignments in 5 required courses meet these

	standards, but there is no direct alignment	standards, but there is no direct alignment	these standards, but there is no direct alignment	standards, but there is no direct alignment	standards, but there is no direct alignment
MA-C&I Option	Admission (See Prompt in Letter of Intent)	Successful completion of EDCI 5790	Successful Completion of EDCI 5500	Successful completion of EDRE 5550	Exit – Defense of Plan A/B Paper

3.   *What do follow-up surveys of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills?*
       Initial Licensure: From the 2005 and 2007 Surveys of Graduates and Principals, when asked how they would compare UW teacher education graduates with others who have similar lengths of teaching experience, principals largely gave favorable opinions of the UW graduates. 89% (in 2005) and 86% (in 2007) of principals considered UW graduates as able, more able, or significantly more able than other teachers. Overall, the trend remains the same and suggests that principals feel that UW graduates are quite able to perform as teachers as compared to others.
       Advanced Licensure and Advanced Non-Licensure: Over 80% of the respondents agreed or strongly agreed that they have developed strong professional knowledge and skills. From the summer 2007 survey that included C&I and Special Education:

4. Due to this degree program, I engage in more reflection as part of my professional practice.	Strongly agree: N= 15 (44%) Agree: N= 14 (41%) Neutral: N= 4 (12%) Did not answer N= 1 (3%)
9. I believe that this degree program has provided a strong base to translate academic knowledge into expert practice.	Strongly agree: N= 14 (41%) Agree: N= 14 (41%) Neutral: N= 5 (15%) Did not answer N= 1 (3%)

Add-on Endorsements:

Adapted Physical Education & Health	Follow-up surveys with teachers and administrators in the state suggest that our PHET graduates with endorsements in health and/or adapted physical education are well prepared related to professional and pedagogical knowledge and skills for beginner teachers.
Early Childhood [B-5] [B-8] [Special Education]	Currently all of the early childhood programs do not include follow up of graduates or employers in the assessment plan. We recognize this to be a deficiency that will be addressed in revisions we make to the next academic plan.
English as a Second Language	Overall candidates felt strongly prepared in their professional knowledge and skills. They indicated greater interest in even more pedagogical knowledge/skill development and the program redesign is an attempt to provide that.
Reading/Literacy	Graduate or follow-up surveys have not been conducted for this program.

1e.   Professional knowledge and skills for other school professionals

1.   *What key assessments provide the unit information about candidates' professional knowledge and skills as expected in professional, state, and institutional standards?*
       The Principal and Superintendent programs are under review by ELCC at this time. Currently, the PTSB recognizes these programs as meeting PTSB standards for professional knowledge and skills for school administrators.

School Counseling holds current accreditation by CACREP as documentation that these candidates consistently demonstrate their professional knowledge and skills.

2.   What do follow-up surveys of graduates and employers indicate about graduates' preparation related to professional knowledge and skills?

Results of the June 2006 Counselor Education survey support recent curricular changes in the areas of more supervised clinical experience with couples and families, diagnosis and developmental pathology, and research and writing skills. Graduates were rated above average in regard to overall competence, professional/ethical/legal behavior, responsiveness to feedback, and overall professional demeanor. From the spring 2007 NCATE Student Survey update:

Scale: 0 (Inapplicable item) to 5 (Exemplary preparation to meet the objective); 3 (Average preparation to met the objective); N = 14	
Development of a philosophy of counseling, human relations work, or personnel services suitable for practice in the field.	Avg = 4.1
Opportunity for realistic work experience with actual clients in the world of work settings.	Avg = 3.0

Principal and Superintendent programs deliver content that is integrated with process. Thus, our response to this element is the same as our response to Element 1b #4 in this report.

1f.   Professional dispositions

1.   What dispositions are candidates expected to demonstrate by completion of programs?

Initial Licensure: assessment occurs in the categories of Professional Communications, Professional Conduct, Professional Growth, Professional Responsibility, and Commitment to Democratic Ideals at each Phase of the WTEP with emphasis on the developmental aspects of these behaviors.

Advanced Licensure: Special Education has learning outcomes that include: Competent with diverse, critical and global perspectives; Fostering access to quality education for all learners

Add-on Endorsements:

Adapted Physical Education & Health	We expect our PHET candidates to demonstrate professional dispositions associated with the following categories: (a) attendance, (b) readiness to learn, (c) preparation and completion of assignments, (d) attire, (e) receiving feedback, (f) respect for individual differences, (g) leadership, and (h) in-class performance. Of particular importance is the category of respect for individual differences. Within this category our teacher candidates are expected to seek opportunities to work with diverse populations as related to physical and cognitive ability level, race, gender, and ethnicity.
Early Childhood [B-5] [B-8] [Special Education]	Candidates demonstrate the following dispositions related to NAEYC Standards: 1) Believing that the child's level of development is important in planning and implementing learning activities; 2) Believing that children learn best when they can connect their home and school environments; 3) Believing that observing children in natural settings shows what children know best and can do; 4) Believing that children learn best in environments that support positive relationships with peers and teachers;

	5) Believing young children are capable of learning subject area content in meaningful integrated contexts; 6) Believing that professional development is ongoing, connected to professional ethical standards and requires advocacy for children and their families
English as a Second Language	The dispositional elements are not an explicit part of the PTSB ESL endorsement requirements. However, we expect candidates to be committed to continual development of professional dispositions. One former candidate recently wrote: "Thanks for all of the help, guidance and inspiration! The great thing for me is that it has made me a better teacher!" Because of the nature of English language, we also stress the commitment to diversity as a democratic virtue...not as a challenge but as a valuable resource to be affirmed and supported.
Reading/Literacy	Respect for all learners and knowledge of individual differences; ability to reflect on practice to further good instruction; willingness to explore and use current research

Advanced Non-Licensure: Curriculum & Instruction has this stated learning outcome, "Democratic Commitment: Students will demonstrate an understanding of the relationship between schooling and the complex process of democracy and a commitment to pursue this process with a focus on access to quality education for all learners in their own professional work."

Other School Personnel: School Counseling learner outcomes include expectations for: Ethical and legal professional practice as well as Professional demeanor.

Candidates who apply for admission to either a Principal program or a Superintendent program are initially assessed on their dispositions. Candidates in our programs are expected to meet ELCC Standard #5: candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

2.   What key assessments provide the unit information about candidates' dispositions? What do the data indicate about candidate's knowledge and demonstration of the expected dispositions?

Initial Licensure: Initial candidates are assessed repeatedly using the WTEP Candidate Dispositions Rating Form (see http://www.uwyo.edu/ted/documents/ASSESSMENT_CANDIDATE_DISPOSITIONS_8.06.doc).

Advanced Licensure: Special Education candidates are assessed informally during their programs and formally with the Graduate Program Alumni Survey.

Add-on Endorsements:

Adapted Physical Education & Health	The PETE Professional Disposition assessment form is being formally implemented for the first time Spring 2008. This assessment rubric will be used prior to candidates being admitted to the last two years of the PHET program, and then once each semester once admitted. Data have yet to be formally collected using this instrument.
Early Childhood [B-5] [B-8]	Reflective Paper components of assignments in EDEC 3000, EDEC 3220 and the Internship provide information for assessments. Assessment data indicate that 80% or more of candidates received a proficient rating on the common assessment including a reflection paper that demonstrates dispositions expected of the profession.
Early Childhood	All assessments address candidates' dispositions as they all ask candidates to

[Special Education]	reflect on their work with diverse learners, the role of observation and assessment, the role of relationships to teaching, and advocacy. Assessment data indicate that 80% or more of candidates received a proficient rating on the common assessment including a reflection paper that demonstrates dispositions expected of the profession.
English as a Second Language	No explicit assignments deal with dispositions though the Log: reflective teaching/tutoring and teaching philosophy gets at this best. Because the endorsement is not a requirement, the vast majority are taking it by choice and therefore come open to learn, willing to sharpen their craft, and choosing to work with these newcomer students. Thus far, we have not had any conversation about problematic dispositional elements of any candidates in the ESL program nor has this been raised by any of the reviewers for those who have completed the practicum.
Reading/Literacy	Items embedded in 5 core assignments

Advanced Non-Licensure: Candidates in C&I are also assessed informally during their programs and formally with the Graduate Program Alumni Survey.

Other School Personnel: School Counseling candidates are assessed formally and informally throughout the program and with the follow-up NCATE Survey updates. Candidates in Principal and Superintendent programs are rated informally throughout their programs on whether or not they meet ELCC Standard #5. Candidates' dispositions in the Principal programs are assessed during the internship experience by their mentors. Overall, candidates were rated 3.9 (on a scale from 1 to 4), indicating that mentors see strong evidence for positive dispositions. In addition, candidates rate themselves on their dispositions and ask for a peer rating. Data are not collected and analyzed for these. Candidates' dispositions in the superintendent program are assessed during the Internship experience by their mentors. Overall, candidates were rated 3.96 (on a scale from 1 to 4), indicating that mentors see strong evidence for positive dispositions.

All these assessments indicate above average performance of candidates across the respective measures with evidence that there are some trends of improvement in the broad area of commitment to diversity and democratic ideals. Assessment instruments, rubrics, and candidate performance data by program are included in program reports and details are available in the Documents Room.

4.   How does the unit know that candidates are developing dispositions related to fairness and the belief that all students can learn?

We know this across all programs through the systematic sharing of curricula and assessment data at the department and program level, through the Advisory Council for Teacher Education, the Advisory Council for Graduate Education, CoEd Department Heads, CoEd Leadership Council, and targeted professional development activities/workshops for university and CoEd faculty. We also know this from the formal and informal feedback that we get from our school partners and advisory boards that support many of our programs. Wyoming is a "small" state in this regard and the University of Wyoming gets continuous feedback on the quality and preparation of our graduates…the CoEd is no exception. The theme of our conceptual framework, "Developing Competent and Democratic Professionals", provides the ideal platform to continue this conversation and reflect on the feedback we receive. This is a continuous thread in all CoEd and unit programs.

5.   What do follow-up surveys of graduates and employers indicate about graduates' demonstration of dispositions?

Across the board, professional dispositions of all candidates are rated very highly as indicated in the data reported in Standard 1 and within the respective program reports. Whether viewed as independent measures of UW candidates or in comparison to others, UW candidates are rated above the norm by graduates and employers. Detailed data from all follow-up surveys are available in the Documents Room.

1g.   Student learning for teacher candidates

1.   What key assessments provide the unit information about candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences? What do the data indicate about candidates' ability to help students learn?

Initial Licensure: All programs (initial and advanced) include this information within the program reports submitted. Direct assessment of this skill for initial candidates occurs within EDST 3550 *Educational Assessment*, EDST 3000 *Teacher as Practitioner*, all Phase IIIA *Methods* curricula, and Phase IIIB *Residency*. From the Spring 2006 WYSAC Survey of Residents and Mentor Teachers, 91.6% of the Mentor Teachers were satisfied that their participation in the WTEP had positively affected student achievement in their classroom. Our data indicate that there is increased attention on documenting and monitoring student learning in curricular and field experience expectations within the WTEP.

Advanced Licensure: Candidates in Special Education demonstrate this proficiency through evaluation of practica (EDEX 5100 *Practicum Level I* and EDEX 5200 *Practicum Level II*) which includes observation of candidates' instructional interactions with students with disabilities. In particular, the candidates' delivery of praise and positive feedback to students are observed and analyzed. In addition, EDEX 5110 *Positive Behavior Support and Management* and EDEX 5080 *Teaching Students with Severe/Low-Incidence Disabilities* require candidates to develop positive support plans for both school-wide systems and individual interventions for students with behavioral challenges. Lastly, in a number of courses (EDEX 5080, EDEX 5070 *Teaching Students with Mild/Moderate Disabilities*, EDEX 5250 *Assistive Technology and Transition*) candidates are required to develop instructional programs. One assessment criterion is the candidates' attention to and capacity to develop a positive learning environment.

Add-on Endorsements:

Adapted Physical Education & Health	The Clinical Assessment of Teaching Performance instrument, lesson and unit plan assessments, and the Teacher Work Sample Methodology assignment provide us information about our teacher candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences.
Early Childhood [B-5] [B-8]	Assessments in EDEC 3220 and the Internship both provide information about candidates' ability to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences. Assessment data indicate that 80% or more of candidates received a proficient rating on the common assessment addressing the previously mentioned abilities.
Early Childhood	Through candidate experiences in EDEC 5220, 5230, 5240, and the

[Special Education]	Supervised Practicum. The assessments for EDEC 5230 and the Supervised Practicum focus on planning, implementing, and reflecting on the appropriateness of each learning activity for young children with diverse needs. Assessment data indicate that 80% or more of candidates received a proficient rating on the common assessment addressing this element.
English as a Second Language	The Lesson sensitive unit/lesson: content based lesson plans for English learners & the Video Tape of Teaching Experience are the two most important. Data indicate that a vast majority of candidates are able to assess and analyze student learning, make adjustments, monitor learning, and develop meaningful learning experiences. Several who have not been able to do this have failed classes where the first assignment is required and several others who were not able to demonstrate it in their internship have not passed and have not been advanced for the endorsement.
Reading/Literacy	Items embedded in 5 core assignments

Advanced Non-Licensure: The assessment plan for the MA-C&I Option is described in detail at http://www.uwyo.edu/c_i/ . Specifically, in EDCI 5400 *Mid-Point Portfolio Assessment,* candidates complete a Reflection Paper which must address each of the five program outcomes including Outcome #2: "Practical Competence". In addition, candidates in the recently revised Master's program must complete EDCI 5790 *Advanced Instructional Strategies* which includes a component directly related to creating positive classroom climates.

2.   What do follow-up surveys of employers and graduates indicate about graduates' ability to help all students learn?

Initial Licensure: Follow-up data for this element are collected from our graduates and principals who employ them (see Table 4A items #2, 3, 5, 7). These data provide documentation of principals' perceptions that WTEP graduates are well prepared to help all students learn.

Advanced Licensure and Advanced Non-Licensure: This is an area that C&I faculty will be reviewing in greater depth based on the summer 2007 pilot survey. From the summer 2007 pilot survey that included C&I and Special Education:

10. I believe this degree program helped me better understand the relationship between my field of study and the complex processes of democracy.	Strongly agree: N= 9 (26%) Agree: N= 11 (32%) Neutral: N= 11 (32%) Disagree: N= 2 (6%) Did not answer N= 1 (3%)
12. I was able to develop a deep understanding of the core concepts in my degree area of study.	Strongly agree: N= 13 (38%) Agree: N= 18 (53%) Neutral: N= 2 (6%) Did not answer N= 1 (3%)

Add-on Endorsements:

Adapted Physical Education & Health	Follow-up surveys with teachers and administrators in the state suggest that our graduates do attempt to help all students learn in each class through individualized instruction, but that this is a difficult task for beginner teachers. The survey data suggest that our graduates are better able to deal with learner individual differences (skill level) by the end of their first year of teaching.
Early Childhood [B-5] [B-8] [Special Education]	Currently all of the early childhood programs do not include follow up of graduates or employers in the assessment plan. We recognize this to be a deficiency that will be addressed in revisions we make to the next academic plan.

English as a Second Language	As suggested above, the candidates feel very good about their increased ability to support a wider range of students in their classes.
Reading/Literacy	Graduate or follow-up surveys have not been conducted for this program.

1h. Student learning for other school professionals

1. What key assessments provide the unit information about candidates' ability to create positive environments for student learning?

School Counseling: At the Program Level and Overall:

    a) Employers, Alumni, and Supervisors' Evaluation Results

- Every 3 years, we mail to employers, alumni, and supervisors an anonymous survey regarding our curriculum, policies, and the department in general. We continue to use the feedback to monitor candidate performance and to implement appropriate programmatic changes.

    b) Current Candidate Evaluation Results

- A formal evaluation process for all clinical courses informs the successful personal and professional performance of our candidates.

    c) Individual Performance Reviews

- The department faculty members review each Master's candidate during the initial clinical year related to academic, professional, and personal behaviors. Any unsatisfactory rating leads to a written remediation plan that is designed by the advisor and candidate.
- Performance Reviews may occur anytime there is a need identified.
- A written procedure is in-place and has been used to counsel candidates out of the program.

Principal & Superintendent: In the Principal programs, candidates conduct a case study. They are rated on their ability to build relations with staff to promote a positive school culture (ELCC assessment #3). Candidates in the Superintendent program are required to develop a comprehensive instructional proposal/plan for a school district. They are rated on how well they are able to promote a positive school culture for learning. Also, during the internship, candidates in both the Principal programs and the Superintendent program are assessed on their ability to approach, deploy, and evaluate school culture and the instructional program conducive to student learning and staff professional growth.

2. What do follow-up surveys of graduates and employers indicate about graduates' ability to create positive environments for student learning?

    The Department of Educational Leadership collects these data in biennial surveys (conducted 2004 and 2006) for candidates in the Principal and Superintendent programs. Detailed data are available in the program reports documenting very high satisfaction (across graduates and their employers) with the ability of our new principals and superintendents' abilities to create positive and supportive learning environments.

    From the spring 2007 NCATE Survey update including School Counseling graduates:

Scale: 0 (Inapplicable item) to 5 (Exemplary preparation to meet the objective); 3 (Average preparation to met the objective); N = 14	
Opportunity for helping individuals understand themselves better through the use of	Avg = 3.2

psychometric instruments, assessment strategies, and appraisal process.	
Ethical and Professional standards of behavior, awareness of professional organizations, and the process of credentialing.	Avg = 4.1

Optional

1.   What does your unit do particularly well related to Standard 1?
Our efforts to collaboratively develop concurrent majors (with the College of Arts & Sciences and the College of Agriculture) for 18 of our secondary education majors are testament to our commitment to strong preparation in the content area(s). The development and full implementation of the Dispositions Rating system has had a positive impact on university faculty and the perception of our public school partners that we are focused on professional behaviors as well as preparation in content and pedagogy. Candidates are beginning to understand the imperative that they develop across all three areas. Lastly, we believe there are few teacher education programs in the country that have such extensive emphases on pedagogical knowledge (general and content-specific). Elementary education majors complete at least 15 semester credits in pedagogical Methods and Secondary education majors complete at least 6. In addition, general pedagogy is introduced in EDST 3000 (6 semester credit hours) and required of all initial WTEP candidates.

2.   What research related to Standard 1 is being conducted by the unit?
The unit is engaged in multiple data collection activities that cut across knowledge, skills, and dispositions of initial candidates including: (1) annual Survey of the Reflections of Residents and Mentor Teachers; (2) biennial Survey of WTEP Graduates and Principals; (3) and the biennial Survey of Residents and Mentor Teachers. In addition, advanced programs have unique follow-up research embedded within respective candidate and program assessment plans.
Teaching for social justice: Collaboration between Foundations and Method Courses by John Kambutu & Lydiah Nganga
In this collaborative research project, we explore "best practices" to help pre-service educators transfer skills related to democracy and social justice learned in EDST 3000 Teacher as Practitioner to EDEL 4109 Humanities methods course. Preservice educators are exposed to a variety of teaching approaches including common readings, service learning projects and reflective writing. Ongoing dialogue between faculty is crucial for curriculum and outcome synchronization. Unlike previous students, participating preservice educators were able to engage democracy and social justice topics due to skills and knowledge transferred from EDST 3000.
In 2006-07 the Department of Educational Studies engaged in a research project to assess preservice teachers' understandings related to democracy/democratic education generally, and to do the same for teaching second language learners specifically. Findings will guide curricular and assessment developments. Results of the initial research were presented at the 2007 AERA conference. Research Questions:
- How can department level teacher education curricula be evolved to include systematic integration of democratic education and language acquisition concepts in ways that are meaningful to pre-service teachers and impact their personal theories and classroom actions/interactions?
- What are the essential understandings/perspectives we hope pre-service teachers acquire specific to these areas?

- What pedagogical strategies and curricular structures will support students' understandings and synthesis of these topics? And, what evidence will document both pre-service teacher and teacher educator learning?
- How can learning/s specific to these curricular integrations be shared internally (across a university teacher education program) and externally (with teacher education stakeholders) in ways that promote positive changes toward more democratic and inclusive schools and universities?

AREAS FOR IMPROVEMENT CITED in 2000
Standard 1: The unit does not define an acceptable level of competency for individual programs. (Advanced only) There is no consistent evidence that candidates can create positive environments for P-12 student learning.

UPDATE: With the implementation of the WTEP Assessment Plan and major program modifications described in #6 of the Overview section, we have (a) set candidate proficiency levels for the initial certification programs, (b) made great strides in collecting performance data across knowledge, skills, and dispositions, (c) begun dissemination of aggregated and disaggregated data sets to support decision-making, and we have a demonstrated commitment at the unit level for attention to individual program overlaps and unique needs and characteristics. The principal, superintendent and school counselor programs have collected data documenting candidates' abilities to create positive learning environments. Each of the advanced programs (including the Master's in C&I) has defined Learner Outcomes that are aligned with the fundamental principles of our conceptual framework. Each set of Learner Outcomes includes at least one with a focus on student learning (see http://ed.uwyo.edu/LearnerOutcomes.asp). In addition, candidate data are presented regarding this standard for advanced programs in each program report submitted for PTSB or SPA review.

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

> *The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.*

2a.   Assessment system

1.   How is the unit assessment system evaluated and refined? Who is involved?

The WTEP Assessment Plan for initial programs was collaboratively developed with internal and external stakeholders in the summer of 2004. The Assessment Review Committee (ARC) convened through 2004-06 to: review proposed common assessments for alignment with PTSB and CoEd Standards; consider vertical and horizontal program articulation issues; provide feedback regarding potential reliability and validity issues; and recommend the timeline for piloting, revision, and implementation. Most components of the Plan were implemented in fall 2005 with continuing additions of common assessments and updates to prerequisites occurring through spring 2007. Given this timeline, continuous review of the assessments and the Plan, itself, are ongoing with a college-wide expectation that there will be revisions to common assessments and to some specific elements of the Plan. At this point, recommendations from the continuous review process are occurring largely at the department faculty level with follow-up discussions and timelines for revision following the CoEd and University curriculum processes.

A similar assessment cycle is in place for advanced programs (developed at the department level) with the Conceptual Framework serving as a core foundation. While all programs have learner outcomes stated (see Table 2C and http://ed.uwyo.edu/LearnerOutcomes.asp), some programs have fully implemented plans (e.g., Counselor Education, Educational Leadership) while others are in various stages of implementation (e.g., Special Education, ESL Endorsement).

Assessment plans and candidate data garner feedback from unit faculty, CoEd governance bodies (e.g., Advisory Council for Teacher Education, Advisory Council for Graduate Education), external constituents (mentor teachers, Wyoming School-University Partnership), and university assessment groups (e.g., Assessment Coordinators Council, Graduate Council) as part of the university focus on learning. All assessment plans are aligned with the core elements of the conceptual framework (competence, democratic perspectives, and professionalism) directly through assessments and indirectly through the respective learner outcomes.

2.   How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The assessment plans have been purposefully developed with documentation of alignment of assessment(s) with relevant program, SPA, PTSB, and/or CoEd Standards. The conceptual framework was adopted in spring 2004 prior to the development of the WTEP Assessment Plan and the update or development of assessment plans for advanced programs.

3.   What are the key assessments used to monitor candidate performance on standards and at what points are they administered in programs?

Initial Licensure: GPA, education prerequisites, core education course common assessments, repeated dispositions assessment, completion of content requirements, Methods

assessments, Residency assessments, and biennial graduate and employer follow-up surveys (see the complete WTEP Assessment Plan and Table 5).

      Advanced Licensure: General descriptions of key assessments for Special Education are included in Table 5. Complete documentation of each assessment, rubric, and candidate data are included in the program report to CEC and in the Documents Room. For advanced endorsement programs: key assessments typically include mid-program assessments, research projects, internships, and a summative assessment that may be research-based or applied (see program reports submitted to the PTSB or relevant SPA and Table 5). Early Childhood Programs: Complete documentation of each assessment, rubric, and candidate data are included in the program report and in the Documents Room. For the early childhood programs key assessments typically include admission, mid-program assessments before Internship, Internship Evaluation, and for the Early Childhood Special Education Program a final portfolio (see program reports submitted to the PTSB or relevant SPA and Table 5).

      Advanced Non-Licensure: Key assessments for the MA-C&I Option are described in Table 5. This assessment plan was implemented in fall 2008. Assessment instruments, rubrics, and limited candidate data are available in the Documents Room.

      Other School Personnel: General descriptions of key assessments for the Principal, Superintendent, and School Counseling programs are included in Table 5. Complete documentation of each assessment, rubric, and candidate data are included in the program report to ELCC and in the Documents Room for the educational leadership programs. A mid-cycle accreditation update for CACREP (submitted August 2007) is available in the Documents Room for the School Counseling program.

4.   What are the major transition points during programs and what assessments are used?

      All assessments are reported in relevant program reports (also see Table 5). The WTEP Assessment Plan is available at http://www.uwyo.edu/ted/wtepassessment.asp with details of common assessment(s) associated with each required course for initial programs (e.g., Literacy Vignettes common assessment for EDEL 4309). It is important to note that every required course listed in Table 5 for the WTEP initial programs has one or more common assessment required.

Table 5
Unit Assessment Systems: Transition Point Assessments

	Admission (Decision Point 2)	Entry to clinical practice (Decision Point 3)	Exit from clinical practice & Program completion (Decision Point 4)	After program completion (Decision Point 5)
Elementary Education	GPA: 2.75; C or better in EDST 2450, EDST 2480, ITEC 2360 & EDEX 2484; Dispositions Ratings; 60 semester hours complete	GPA: 2.75; C or better in EDST 3000 & EDST 3550; C or higher and GPA of 2.50 or higher in content-specific courses appropriate to the major; Dispositions Ratings	GPA: 2.75; C or better in EDEL 4109, EDEL 4309, EDEL 4409, & EDEL 4500; Dispositions Ratings; Midterm & Final Residency Evaluations	Mentor Teacher/ Preservice Teacher Reflections (annual); Mentor Teacher & Candidate Program Evaluation (B-even years); WTEP Graduate & Principal Survey (A-odd years)

Secondary Education	Same as Elementary	GPA: 2.75; C or better in EDST 3000; C or higher and GPA of 2.50 or higher in content-specific courses appropriate to the major; Dispositions Ratings	GPA: 2.75; C or better in EDST 3550, EDSE 327X, EDSE 427X, & EDSE 4500; Dispositions Ratings; Midterm & Final Residency Evaluations	Same as Elementary
K-12 Art Education	Same as Elementary	GPA: 2.75; C or better in EDST 3000; C or higher and GPA of 2.50 or higher in content-specific courses appropriate to the major; Dispositions Ratings	GPA: 2.75; C or better in EDST 3550, EDSE 327X, EDSE 427X, EDEL 4500 & EDSE 4500; Dispositions Ratings; Midterm & Final Residency Evaluations	Same as Elementary
K-12 Music Education	GPA: 2.75; C or better in MUSC courses; Complete Piano Proficiency; Complete Sophomore Jury; Dispositions Ratings	GPA: 2.75; C or better in MUSC and ED courses; Completed Phase IIIa application; Dispositions Ratings	GPA: 2.75; C or better in EDST 4000 and 4254; Senior recital; Dispositions Ratings	Mentor Teacher/ Preservice Teacher Reflections (annual)
K-12 Physical Education	GPA 2.50; Core Courses GPA 2.50; Interview; Written Essay; Successful completion Lab 1 & course co-requisites; Successful completion Lab 2 & course co-requisites	GPA 2.50; Successful completion Lab 3 and course co-requisites	GPA 2.50; Completion of all program requirements; Successful completion of Student Teaching Experience (Teacher Work Sample Methodology)	Supervising Teacher's & University Supervisor's Evaluation
MA-C&I Option	Letter of Intent; One year of K-12 teaching experience; Three letters of recommendation; Transcript evaluation for undergraduate degree (3.0 GPA on a 4.0 scale); TOEFL score of 525 (paper-based), 197 (computer exam) for international students.	Midpoint Review: EDCI 5400 – Portfolio Reflection	Plan A thesis OR Plan B project OR National Board Certification	Pilot survey of graduates conducted summer 2007
Special Education	Assessment of writing, problem solving, and dispositions; undergrad GPA of 3.0 minimum; 3 references (professional and academic)	WY teaching certificate required; prescribed sequencing of coursework	Successful completion of all required coursework (including practica); successful completion of all (embedded) common assessments	Biennial survey of graduates [conducted 2004 & 2006]; in initial stages of creating customized grad follow-up survey
Principal Endorsement & Master's	Assessment of writing, problem solving, and dispositions	Successful admission to the Grad School & program and registration in first course	Successful completion of activities and projects aligned with the ELCC standards	Biennial survey of graduates [conducted 2004 & 2006]
Superintendent	Assessment of writing, problem solving, and dispositions	Successful admission to the Grad School & program and approval of program advisor	Successful completion of activities and projects aligned with the ELCC standards	Biennial survey of graduates [conducted 2004 & 2006]

School Counseling	Assessment of writing; undergrad GPA of 3.0 minimum; 3 references; GRE of at least 900; background check; satisfactory grades in clinical courses CNSL 5310 and 5320	Satisfactory first year performance review of academic, professional, & personal behaviors	Portfolio (new requirement implemented fall 2007)	Mailed survey of graduates (June, 2006); NCATE Survey (April, 2007)
Adapted PE	Same as K-12 Physical Education	Same as K-12 Physical Education	Same as K-12 Physical Education	Same as K-12 Physical Education
Health Education	Same as K-12 Physical Education	Same as K-12 Physical Education	Same as K-12 Physical Education	Same as K-12 Physical Education
Middle Grades Mathematics	1000 GRE Composite or Portfolio Demonstration; initial certification to teach; minimum 1 year teaching experience	This assessment plan is in draft form and available in the Documents Room.		Exit interviews piloted summer 2007
Middle Grades Science	1000 GRE Composite or Portfolio Demonstration; initial certification to teach; minimum 1 year teaching experience	This assessment plan is in draft form and available in the Documents Room.		Exit interviews piloted summer 2007
Early Childhood [B to 5]	Application to Program and admission to Elementary Education major or FCSC major	Earning "Proficient" (minimum) rating on 5 common assessments	Successful Completion of Internship	None at this time
Early Childhood [B to 8]	Same as B to 5	Same as B to 5	Same as B to 5	Same as B to 5
Early Childhood [Special Education]	Earned Education Degree	Earning "Proficient" (minimum) rating on 3 common assessments	Successful Completion of Internship/Apprenticeship	None at this time
English as a Second Language	There are no explicit admission requirements for the ESL endorsement. Undergraduate candidates for the ESL endorsement must be concurrently meeting the requirements for the UW Teacher Education program. Graduate candidates must hold a Wyoming state teaching license.	Candidates must complete an application for clinical practice. Candidates must have completed the four "academic" courses prior to the practicum and passed these courses with a "B" or better. Candidates must have district and supervisor approval to engage in a practicum at that site and submit a plan for accomplishing all the requirements for the practicum.	Candidates must develop a portfolio of their teaching/practice experience which demonstrates competence with all the WY PTSB standards. These portfolios are sent for external review by ESL endorsed teachers for independent review. The reviewer with the ESL team, make a final determination of the candidate's proficiency in ESL. In some cases, candidates are asked to resubmit.	Post completion survey of candidates every three years.
Reading-Literacy	Initial certification and one year of K-12 experience	Successful completion of action research project in EDCI 5750	Grades of C or higher in 5 required courses	None at this time

5.   *What process has the unit adopted to ensure its assessment procedures are fair, accurate, consistent, and free of bias?*

Common assessments and corresponding rubrics for the WTEP were developed, revised, and implemented through a collaborative process structured by the Assessment Review Committee (2004-06) that included review of other instruments and vetting within departmental and unit governance structures to assure face validity. Similar processes occurred at the department level (with input from the Advisory Council for Graduate Education) for all graduate programs. Further review of reliability and validity of results for all assessments will be one focus of the review of all assessment plans in 2008-09. In all cases, multiple faculty have been involved in the process and it is typical that multiple faculty are administering the same assessment and comparing their application of the corresponding rubric as one indicator of reliability. Faculty sub-groups meet frequently for these comparison and update activities. A last example is that the Mentor Teacher/Preservice Teacher Workshops required of all mentor teachers who will supervise a Residency candidate get structured support and introduction to the evaluation instruments and rubrics during the workshop. Similar processes are in place for internship and field experience supervisors of candidates in all programs (e.g., Educational Leadership, School Counseling, Special Education, Music Education, Physical Education, English as a Second Language, etc.).

6.   *What assessments and evaluations are used to manage and improve the operations and programs of the unit?*

All of the assessments listed in Decision Point 5 (after program completion) are used for program management and to review for improvement. Assessment of candidate writing skill is continuous and consistent across all initial and advanced programs. Data from candidate evaluation of advising is archived in the Dean's Office and used periodically to review internal operations. In addition, candidate course evaluations and surveys of mentor teachers provide rich and consistent sources of program-level evaluation data.

2b.   Data collection, analysis, and evaluation

1.   *What is the unit's timeline for collecting key assessment data related to candidates meeting standards and unit operations?*

All assessment plans are designed to collect key assessment data with every offering of each relevant course or field experience. Course evaluation data are collected every semester and shared widely with faculty, department heads, and administration. Graduate and employer follow-up data collection occurs on a biennial cycle. We have contracted with the Wyoming Survey and Analysis Center (WYSAC) for the biennial data collection for the undergraduate programs to assure unbiased reporting of results and to allow for the highest response possible. External constituents (e.g., mentor teachers, Residency candidates, internship supervisors) are surveyed annually by some Departments (e.g., Counselor Education, Educational Leadership, Office of Teacher Education) in addition to informal data collection that occurs in representative governance bodies.

General unit operations are reviewed through a University-required annual report process structured by Academic Affairs. We get evaluation of advising support from student evaluations, departmental surveys, and from the National Survey of Student Engagement (NSSE) conducted by Academic Affairs biennially. Faculty and administration participate in an annual review

process called FAPS: Faculty Annual Performance Summary. In addition, each college provides an annual update to university administration regarding progress on action items in the CoEd Academic Plan II. Facilities are included in this planning document as well as in activities of the CoEd Development Board.

2.   *What are the process and timeline used by the unit to collect summarize, and analyze data?*
        Data are collected for most programs using the CEID. All WTEP common assessments are resident in the CEID for aggregation, disaggregation, and reporting. Some programs collect data internally to the department (e.g., K-12 Physical Education, K-12 Music Education). CEID data are input by faculty using the adopted rubric and scoring guide for each common assessment. Some data are collected with traditional hard copy and grade book processes. For initial programs in the CoEd, it is the responsibility of the Director of Teacher Education to summarize assessment data and provide general analyses and summaries to Leadership Council and the Advisory Council for Teacher Education. For advanced programs, each respective Department Head is responsible for summary and analyses and reporting to departmental faculty and the Advisory Council for Graduate Education. Similarly, the Department Head has this responsibility for initial programs outside the CoEd. Assessment data are typically reported in tables with narrative sections supplementing the analyses (for example, see http://www.uwyo.edu/ted/wtepreports.asp). We are working hard to implement an assessment cycle that provides data summaries and analyses on an annual basis with certain common assessments on a semester reporting cycle. The CoEd contracts with a local, independent database company (chapaCode) for the development and maintenance of the CEID with consistent interaction with the Director of Teacher Education as liaison with faculty, department heads, administration, and staff.

3.   *How does the unit maintain records of formal candidate complaints and their resolutions?*
        The CoEd has a formal petition and grievance procedure documented in the CoEd By-Laws that applies to all candidates. In addition, there is a less formal petition process available to all candidates (CoEd Request for Exception) that results in resolution for more routine complaints. UW also has a formal student grievance process administered by Student Affairs when resolution does not occur at the college level. University level grievances in the CoEd are quite rare; about three in the last five years.
        Records for WTEP initial candidates' Exception Requests are resident in the permanent files and petitions database for every candidate in the Office of Teacher Education or with the Advising Coordinator at UW/CC. The Associate Dean archives formal CoEd appeals documentation. All records pertaining to Music Ed candidates are kept in the permanent files in the Music Department Office. For PHET majors, a permanent file is maintained for each candidate admitted to the last two years of the major. Files are maintained in the Division of Kinesiology and Health office. Each file includes the candidate's admission documents, formal complaints and the record of resolution of the formal complaint, and all records associated with the student teaching experience.
        Graduate programs archive these records for respective advanced programs if the complaint is resolved at the department level. Records are housed in respective departmental offices. Counselor Education: formal candidate complaints and records of resolution are kept in candidate's individual folders, though there are no formal complaints recorded in many years.

Educational Leadership: does not maintain records of formal complaints. If a complaint reaches a formal level, it is documented in the Dean's Office.

2c.   Use of data for program improvement

1.   *What are assessment data indicating about candidate performance?*
    Initial Licensure: Assessment data for WTEP candidate performance meet rubric criteria at the Proficient level (on a typical scale of Distinguished, Proficient, Basic, Unsatisfactory). Program reports contain disaggregated data on a variety of assessment criteria. Sample summary data from the comparison of spring 2006 and spring 2007 surveys of mentor teachers (MTs) and preservice teachers (PTs) indicate the 2007 cohort of MTs and PTs found the experience to be more satisfactory than the 2006 cohort. From this comparison, we also document positive growth on all items for which the 2006 rating was below 80% while there remains room for further improvement in these areas:
- revisions to the required Mentor Teacher/Preservice Teacher Workshops held in late fall semester
- clarification of communications and support channels during Residency
- clarifications of all nature for candidates and mentors who are not in Partner School settings
- inter-departmental policies that bring consistency to the Residency experience for all candidates within the parameters of our Partner School memoranda of understanding

    Increased favorable responses over 5% were noted for both Mentor Teachers and Preservice Teachers on these items:
- Provided specific strategies for the preservice teacher to expand the use of and knowledge of assessment(s) of student learning by helping the preservice teacher develop and demonstrate an understanding of confidentiality and other legal and ethical considerations related to assessment.
- Demonstrated effective overall mentoring for this preservice teacher by demonstrating knowledge of WTEP policies and expectations for the Residency field experience.
    See this report in full at http://www.uwyo.edu/ted/wtepreports.asp
    Physical Education Teacher Education (PHET) Majors: In general, assessment data for PHET candidate performance meet rubric criteria at the Proficient level (on a scale of Distinguished, Proficient, Basic, Unsatisfactory). Following are several examples of what the data indicate regarding candidate performance.
- Teacher candidates demonstrate more refined whole class management and organizational routines by the end of the program and begin to apply content knowledge to more developmentally appropriate task progressions. Teacher candidates also demonstrate more efficient use of student assessment instruments and coding of learner performance.
- Teacher candidates reflect accurately upon contextual (school-based) variables that impact the boundaries of student learning. By the end of the program, teacher candidates are beginning to demonstrate an understanding of the teaching-learning process and their role in the evolution of student content knowledge and performance.
- By the end of the program teacher candidates learn that "accuracy" in assessing student performance is directly related to how much one knows about the given content. Teacher

candidates realize that one must have knowledge of content and knowledge of how to teach that specific content (pedagogical content knowledge).

Advanced Licensure: Special Education recently (2006-07) implemented assessment plans that parallel major revisions in the Master's program. The assessment plan (included in the program report and the Documents Room) includes a timeline for use of data to monitor program and candidate quality. Endorsement programs have identified faculty teams that convene at least once each semester to consider candidate performances. Lists of faculty who participate in each of these endorsement teams are available in the Documents Room.

Add-on Endorsements:

Adapted Physical Education & Health	For the past five years we have had 27 to 30 undergraduates apply for admission to the last two years of the PHET program. Each year we select the top 18 candidates from the pool of applicants. The data indicate that the average cumulative UW GPA of those selected ranges between 2.75 and 3.25. The data also indicate that more than 90% of those admitted increase their cumulative UW GPA from the point of admission and that more than 90% of those admitted graduate with their B.S. degree.
Early Childhood [B-5] [B-8] [Special Education]	Assessment data indicate that 80% or more of candidates are performing proficiently in all assessment areas. Assessment data support areas of the curriculum that are positively impacting students' knowledge, teaching, and dispositions. In addition, assessment data indicate areas that can be revised to insure proficiency for more candidates.
English as a Second Language	As noted previously, candidate performance has been very good. The vast majority are able to demonstrate the knowledge, skills, and dispositions required to move toward candidacy and effective teaching for English learners.
Reading/Literacy	Candidates recommended for the add-on endorsement have completed all core assignments and have earned a grade of C or higher in the 5 required courses

Advanced Non-Licensure: The C&I Option program has begun implementation (fall 2007) of their fully revised assessment plan. Their timeline for review of initial data collection is fall 2008.

Other School Personnel: School Counseling has a fully developed assessment plan and is using candidate assessment data annually to consider and determine program changes. Educational Leadership recently (2006-07) implemented an assessment plan aligned with ELCC Standards. The assessment plans include timelines for use of data to monitor program and candidate quality.

2.   *How are data used by candidates and faculty to improve their performance?*

Formal and informal reports from the department level and external constituent data were used to make significant changes in the WTEP including the additional requirement of the Introduction to Special Education (EDEX 2484) course, transition to concentrated field placements during Residency, increased emphasis on classroom management within Phase II and Phase III curricula, and major revisions to EDST 3550 *Educational Assessment*.

Dispositions ratings are increasingly being used by candidates and faculty to identify areas for improvement and focus across a variety of professional behaviors of initial candidates. We have also found that consistent screening at all Phases for completion of all prerequisites has a positive effect on mentor teacher satisfaction and their perception of WTEP program quality. Faculty use course evaluation data and feedback from peer reviews (part of the tenure and

promotion process) to adjust their pedagogy and to bring forward discussions of curricula gaps and strengths at the department and unit level. Advisors for undergraduate programs use required advising sessions each semester to provide individual feedback to candidates. Advising sessions with graduate students (Special Education, Endorsement programs, MA-C&I Option, Educational Leadership, and School Counseling) provide direct opportunities for faculty to provide feedback and recommendations to candidates about their performance. In addition, the graduate committees for degree program candidates serve the same function.

3. *How are data used to discuss or initiate program or unit changes on a regular basis?*
Annual Reports (a UW requirement at the program or department level) include a section which requires reflection about the use of candidate and program data to review and revise programs. Departmental minutes reflect continuous attention to relevant data sets and faculty are encouraged to bring issues and concerns forward for consideration. The Advisory Councils for Teacher Education and Graduate Education provide a structure at the unit level for formal review and discussion of assessment and evaluation data.

4. *What data-driven changes have occurred over the past three years?*
- Added program requirement to strengthen the literacy content preparation for elementary majors: EDEC 4320 *Oral & Written Language Acquisition*
- Implementation of concentrated Phase III field placements in formal Partner School Districts
- Increased involvement of university and unit faculty in program revisions and review of field experience data.
- Curricular revisions including addition of EDEX 2484 (required), major revision and development of EDST 3550 (required), sunsetting of the residential field experience requirement in Phase IIIA (Methods), required urban field experience in EDST 2480, and implementation of the Dispositions Ratings at all phases of the WTEP programs in the CoEd
- Implementation of the required Mentor Teacher/Preservice Teacher Workshops in the late fall semester prior to Residency (including the adoption of the *Guidelines* document; see http://www.uwyo.edu/studtchg/)
- Addition of full-time faculty in Educational Studies, Elementary Education (Early Childhood and Literacy), and Secondary (Science)
- Music has used the dispositions ratings in a formal manner to track student progress from second semester freshmen through the program. We find them highly predictive.
- Curricular models such as Sport Education and the Tactical Approach and instructional strategies like the Spectrum of Teaching Styles have been embedded within the movement core classes (KIN 1000, 1025, and 2000) to help candidates better understand curricular models employed during teaching labs 2 and 3 and the student teaching experience.
- All five PHET faculty are involved in delivering courses that PHET majors complete during their first two years of the program (i.e., movement core courses) and courses that PHET majors complete as part of their last two years in the program (teaching labs).
- Hired five half-time Partner School Facilitators who function as local liaisons for the implementation of formal WTEP Partner School agreements
- Major upgrades and expansion to the Counseling Laboratory, using digital, Landro technology to facilitate live supervision and to digitally record sessions for further review and candidate feedback.
- Contracted with Romney and Associates to provide support and consultation regarding

diversity issues across the CoEd

5. *How are assessment data shared with candidates, faculty, and other stakeholders?*
    Initial Licensure: WTEP data are shared through the CoEd website, the Advisory Councils for Teacher Education and Graduate Education, the CoEd Leadership Council, CoEd Faculty meetings, Department meetings, Town Hall meetings, Handbooks, student organizations, Wyoming School-University Partnership Governing Board, and listservs. Assessment data for PHET majors are shared through the Physical Education Teacher Education Curriculum and Instruction committee meetings, general faculty meetings, and admission procedures for entry into the last two years of the major.
    Advanced Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: Assessment results across all common assessments for all candidates are aggregated, reviewed, summarized, and shared at the department level across multiple decision points throughout the academic year and at an end of the year retreat.
Add-on Endorsements:

Adapted Physical Education & Health	Assessment data are shared with candidates, faculty, and stakeholders through letter and meetings.
Early Childhood [B-5] [B-8] [Special Education]	The Early Childhood Faculty gather annually with our partners at community colleges throughout the state. At these articulation meetings we share information regarding assessments and candidate performance data. In addition, assessment data are discussed with candidates during class sessions in courses and during advising meetings.
English as a Second Language	Specific feedback on candidate performance during courses is provided on assignments and, when necessary, individual consultation. Evaluative feedback on the practicum portfolio is sent to candidates. Faculty and other stakeholders have been provided the ESL survey data. All three groups were represented, afterwards, in the discussions concerning the program redesign.
Reading/Literacy	Core assignment feedback occurs directly with candidates. Concerns related to curricula or group performance of candidates are shared at the department level (Elementary & Early Childhood)

MA-C&I Option, Principal & Superintendent, and School Counseling: Candidate data are shared primarily at the department level and with advisory boards associated with representative professional programs. Membership lists and documentation of their meetings are available in the Documents Room. Data are also shared in annual departmental reports and with the Advisory Council for Graduate Education, the CoEd Leadership Council, and at CoEd Faculty meetings when appropriate.

Optional

1. *What does your unit do particularly well related to Standard 2?*
    The unit does an outstanding job of monitoring and documenting admission requirements and prerequisites for program continuation in initial and advanced programs. We consistently use assessment and evaluation data to evaluate and improve the unit through collaborative and democratic structures.

AREA FOR IMPROVEMENT CITED in 2000
Standard 2: The unit's assessment system does not include a plan and a timeline for data collection and analysis related to unit operations.

UPDATE: The development and implementation of the College of Education Integrated Database (CEID) has provided customized access to candidate assessment data and the ability to aggregate and disaggregate program-level data on a great number of variables. The CEID is strengthened by the daily download from the UW Student Information System of key demographic and candidate data which allows us to decrease data entry errors, monitor cross-college trends and identify correlations. Currently the CEID collects and archives data from over 70 candidate assessments. Endorsements (e.g., Early Childhood) and graduate programs (e.g., Educational Leadership) are adding "arms" to the CEID as their respective assessment systems develop. The addition of UW/CC candidates is the most recent large-scale development of the CEID.

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

> *The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

3a.   Collaboration between unit and school partners

1.   Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Faculty in the College of Arts and Sciences, the College of Agriculture, and the College of Health Sciences; Partner School District faculty and administration; Outreach School; and Faculty and administration in the CoEd including UW/CC. Lists of participants for a variety of these collaborations are available in the Documents Room.

2.   How have partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Through direct and indirect participation, feedback, and evaluation opportunities that are embedded in our governance structure and within our assessment plans.

3.   How are student teacher and internship placements determined?

Initial Licensure: Control of the placement process is collaborative at the department level with respective district faculty and administration. The process for Elementary, Secondary, and Music Ed candidates is complex, collaborative, and responsive to formal agreements with Partner School Districts and individual candidate circumstances. The process is logistically monitored in the Office of Teacher Education. Out-of-state, international, and non-Partner School placements are completed by the Placement Coordinator with heavy input from respective department heads. Partner School Facilitators also participate in Residency placement decisions. Placements for PHET majors are coordinated and managed within the Department of Kinesiology and Health. *Advanced Licensure:* Special Education: The practicum class instructor contacts the special education director in a district or the building principal to discuss the candidate's current employment and options for placement. Occasionally, more than one option is available. If that is the case, the candidate may become involved in the placement decision. The placements generally include areas of special education that the candidate has not experienced. Some school districts in the state have more complex structures in place for practicum placements and when that is the case, the department faculty coordinator completes any additional process requirements.

Add-on Endorsements:

Adapted Physical Education & Health	The PHET faculty has trained approximately 100 physical/health education teachers from throughout Wyoming over the past 15 years. These teachers have attended at least one of our summer week-long teaching and teacher supervision workshops as well as follow-up seminars at State conferences. One semester prior to student teaching, our majors are provided with a list of locations in Wyoming where they can student teach (i.e., where our trained physical educators are teaching). Over 80% of our majors are placed with trained physical education teachers during their student teaching experience. All of our candidates are placed

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	with trained physical educators during their two school-based practicum experiences.
Early Childhood [B-5] [B-8]	Internship placements are identified with the directors for the UW Early Care and Education Center. Most candidates complete their internship at this NAEYC accredited lab school. Some candidates engage in internship experiences at other NAEYC accredited centers that are approved by the Department Head of Family and Consumer Sciences.
Early Childhood [Special Education]	Candidates engage in Supervised Practicum at Developmental Centers throughout the state. These programs are NAEYC accredited and serve children with disabilities in inclusive environments.
English as a Second Language	Placements are determined by substantial access to second language learners in a school setting within a specified timeframe. The candidate identifies a placement that must be formally approved (through an application process) by Dr. Rios.
Reading/Literacy	Dr. Chatton works with each candidate as they identify, develop and implement their action research project in EDCI 5750 *Research in Reading and Writing Instruction* within an appropriate practice site.

Advanced Non-Licensure: The MA-C&I Option does not require candidates to complete a supervised field experience or internship. The required *Action Research* and *Advanced Instructional Strategies* courses provide venues for candidates to carefully examine innovative instructional strategies and assessment practices in their current educational context.

Other School Personnel: The Department of Counselor Education has identified a faculty internship coordinator. The faculty internship coordinator must approve all placements and supervisors, as described in the Internship Handbook (see http://www.uwyo.edu/cnsled/links.asp). A supervisor is required to have two years of experience and be a Licensed Professional Counselor. For School Counseling candidates, greater care is being taken to provide candidates with internship placements consistent with their professed interests and projected counseling future.

Candidates in the Principal and Superintendent programs arrange their own placements for internship experiences. Principal program interns must arrange experiences at elementary, middle, and high school levels. Superintendent experiences must be at two different districts and at the district level. Placements must be approved by the school district and by the Educational Leadership department's internship coordinator.

4.   How do the unit and its school partners share expertise to support candidates' learning in field experiences and clinical practice?
Initial Licensure: Through required Mentor Teacher/Preservice Teacher Workshops that occur in November prior to the start of Residency in January; through direct interaction with unit faculty and Partner School Facilitators within the Partner School settings; through direct interaction with Supervising Faculty Consultants in non-Partner School settings; and through the formal common assessment of candidate performances during each required field experience.
Advanced Licensure: Special Education: Support for candidates in practica is a collaborative process between the course instructor and the mentor teacher. The instructor provides support for the candidate regarding written assignments, questions about the content of the class, and placement observations. The mentor teacher provides support for the student covering placement observations, a letter attesting to the candidate's requirement to maintain confidentiality, and feedback regarding field assignments. Support may also include introductions to the appropriate personnel for interviews and arranging attendance at individual student planning (IEP) meetings.

Add-on Endorsements:

Adapted Physical Education & Health	Firstly, our unit and school partners (physical educators) share expertise to support candidates' learning through weekly and monthly meetings during Teaching Labs 2 and 3, and the Student Teaching experience. Secondly, expertise is shared between unit faculty and school partners during the annual convention. Thirdly, expertise is shared in graduate level courses in which our cooperating teachers are enrolled.
Early Childhood [B-5] [B-8] [Special Education]	The Early Childhood Faculty and school partners engage in professional development as we discuss mentorships of candidates, expectations, and assessments. Faculty visit candidates at field placements and engage in conversations with them and their mentors. Regular communication between faculty and school partners is an integral part of the internship and practicum experience.
English as a Second Language	Field supervisors share their expertise with the candidates and, in providing their evaluation, their expertise with the unit. However, we have no formal mechanism for unit faculty sharing their expertise with school partners.
Reading/Literacy	Through OVN, threaded discussions, residencies with faculty and groups of candidates' discussion of these experiences

Advanced Non-Licensure: As part of the required Action Research project, the school building administrator must approve all action research requests for implementation in the classroom. Oral defenses for these candidates are advertised and open. The UW Institutional Review Board reviews all research projects prior to implementation.

Other School Personnel: The Counselor Education Department faculty provide an annual workshop and discussion session at the Wyoming Counseling Association Conference to bring together faculty and school partners. In addition, faculty directly interact with supervisors every semester, in person, by phone, and/or via webcam. Formal common assessments of school counseling candidate performances also offer another connection to share expertise.

CoEd faculty visit the Principal and Superintendent interns each semester in their schools or district sites. Mentors are also contacted prior to the internship experience to assist them in understanding our expectations of the experience.

3b. Design, implementation, and evaluation of field experiences and clinical practice

1.   What field experiences and clinical practices are required for each program or categories of programs?

Table 6
Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice	Total # of Hours
Elementary & Secondary Education (Initial)	EDST 2480 (Phase I) Practicum (12 hrs min) EDST 3000 (Phase II) Practicum (30 hrs min)	Includes Elementary, Secondary, & urban requirement; may include Native American experience 5-Week placement in grade/content appropriate setting	42 minimum
Elementary Education (Initial)	Phase IIIA: EDEL 4109, EDEL 4309, EDEL 4409 Methods	Candidates are assigned to mentor teachers prior to the start of their Methods. Amount and type of field	variable

		experience varies dependent on Partner School District assignment.	
	Phase IIIB: EDEL 4500 Residency in Teaching (600 hrs min)	Residency is a full-time minimum 15 consecutive week experience with the mentor(s) assigned for Phase IIIA.	600 minimum
Secondary Education (Initial)	Phase IIIA: EDSE 327X, EDSE 427X Methods	Candidates are assigned to mentor teachers prior to the start of their Methods II semester. Amount and type of field experience varies dependent on Partner School District assignment.	variable
	Phase IIIB: EDSE 4500 Residency in Teaching (600 hrs min)	Residency is a full-time minimum 15 consecutive week experience with the mentor(s) assigned for Phase IIIA.	600 minimum
K-12 Art Education (Initial)	Phase IIIA: EDSE 327X, EDSE 427X Methods	Candidates are assigned to an Elementary and Secondary mentor teacher prior to the start of their Methods II semester. Amount and type of field experience varies dependent on Partner School District assignment.	variable
	Phase IIIB: EDSE 4500 and EDEL 4500 Residency in Teaching	Residency includes an 8-week full-time experience in Elementary and an 8-week full-time experience in a Secondary setting with the mentors assigned for Phase IIIA.	600 minimum
K-12 Music Education (Initial)	MUSC 1025 (7 hrs minimum) MUSC 4630 (30 hrs minimum) EDST 4000 (4 wks)	Supervised visits PK-12; classroom observations PK-12: 2 weeks full-time each, elementary & secondary, with mentors	49 minimum
	EDEL 4500 Residency in Teaching EDSE 4500 Residency in Teaching	8 weeks elementary residency 8 week secondary residence	600 minimum TOTAL: 649
Early Childhood Endorsement [B-5, B-8] (Advanced)	EDEC 4320 Oral and Written Language Acquisition	10 hours	
	EDEC 3000 Observing Young Children	no less than 10 hours	
	EDEC 3220 School Programs for Young Children	20 hours	
	FCSC 4130 Internship (6 semester credit hours) (8 semester credit hours)	180 hours 240 hours	TOTAL: 220 to 280
Early Childhood Endorsement [Special Education] (Advanced)	EDEC 4320 Oral and Written Language Acquisition	10 hours	
	EDEC 5230 Curriculum for Young Children with Special Needs	10 hours	
	EDEC 5240 Evaluation of Young Children with Special Needs	10 hours	
	EDEC 5580 Supervised Practicum	105 to 210 hours	TOTAL: 135 to 240

K-12 Physical Education (Initial)	KIN 3012 Teaching Lab 1 (32 hours) KIN 3015 Teaching Lab 2 (72 hours) KIN 4017 Teaching Lab 3 (70 hours)	KIN 4099 Student Teaching Experience (640 hours)	Field: 174 Clinical: 640 TOTAL: 814
Principal (Endorsement & Master's) (Advanced)	EDAD 5580 Supervised Internship (6 semester hours total)	Supervised experience including requirements in elementary, middle grades, and secondary settings	440 minimum
Superintendent (Advanced)	EDAD 5580 Supervised Internship (2 semester hours total)	Supervised experience required at two different district levels	220 minimum
School Counselor (Advanced)	100 hours with 40 hours of direct service to clients (meets CACREP requirement)	600 hours supervised internship with 240 hours of direct service to clients (meets CACREP requirement)	700 minimum
Special Education (Advanced)	EDEX 5100 Practicum Level I; EDEX 5200 Practicum Level II (3 semester credit hours each)	Supervised observation of candidates in two classroom settings; each experience allows candidates to interact with students with varying learning needs	225 minimum
Adapted PE (Advanced)	Same as K-12 Physical Education	Same as K-12 Physical Education	Same as K-12 Physical Education
Health Education (Advanced)	Same as K-12 Physical Education	Same as K-12 Physical Education	Same as K-12 Physical Education
English as a Second Language (Advanced)	Some courses require assignments that require some field experience (e.g., EDCI 5580). Some teachers are already (and have been) working with English learners in advance of the practicum.	Time can only be counted if working directly with English learners. 6-8 hours must be spent in an alternative school setting also working with English learners at a different level (Elementary, Middle or Secondary).	45 hours minimum
Reading-Literacy (Advanced)	Practicum and action research experiences are embedded with classroom experiences		variable
MA-C&I Option (Advanced)	Action Research and Advanced Instructional Strategies projects	Supervised projects involving advanced inquiry work in K-12 classrooms	variable

2.   How do the field and clinical experiences help candidates demonstrate the candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

Across all programs in the unit, the common assessments associated with each required field experience have been developed to align directly with the CoEd, PTSB, SPA, and discipline standards. Each candidate assessment includes assessment of knowledge, skills, and dispositions as defined within the conceptual framework theme: "Developing Competent and Democratic Professionals." Rubrics for the evaluation of candidate performance in field experiences for each program are available in the Documents Room and included in the program reports. Also see Table 2C.

3.   How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences or clinical practice?

Initial Licensure: The midterm and final evaluation of Residency include specific reference to candidate use of technology for all initial candidates.

Advanced Licensure: Special Education faculty consult with candidates and their school-based supervisors during field experiences to identify and manage appropriate assistive technologies as specified in Individual Educational Plans or based on Section 504 guidelines.

Add-on Endorsements:

Adapted Physical Education & Health	Candidates are scheduled to use different forms of technology during their first clinical practice (Teaching Lab 1). Technology specific to measuring student engagement in physical activity is used in multiple sessions (pedometers and heart rate monitors) as is computer use to assess student physical fitness level. Candidates learn how to use this technology in Teaching Lab 1 which prepares them to continue to use this technology in later field experiences and the student teaching experience. In most student teaching settings, our student teachers are engaged in fitness testing and using the computer to help develop specific physical activity programs. Information about student use of technology is noted on the Clinical Assessment of Teacher Performance rubric during Teaching Labs 2 and 3, and the Student Teaching Experience.
Early Childhood [B-5] [B-8] [Special Education]	Candidates use technology in various ways throughout their program to prepare them to use technology to support their field experiences. The use of video technology, PowerPoint presentations, and electronic documentation portfolios are examples. Candidates use technology to communicate, present, assess, and reflect on teaching and learning activities. In the ECSE Program, candidates learn to use assistive technology in their teaching of young children with disabilities.
English as a Second Language	This has not been a specific element of concentration in the program. Much of the program is delivered via technology such as online, electronic class support, compressed video, etc. and thus candidate competence is required to even participate. In addition, internet searches are a part of one course requirement. UW has a strong ESL laboratory but because most of the program is delivered in other parts of the state, most candidates do not get a chance to learn about it.
Reading/Literacy	This program does not include direct assessment of candidates' integration of technology at this time.

Advanced Non-Licensure: Candidates in the MA-C&I Option program use technology regularly as they conduct research and communicate with others regarding the Action Research project and their Plan A/B papers.

Other School Personnel: School Counseling candidates use technology when recording their counseling or classroom guidance sessions with students and then showing those recordings during required weekly individual and group supervision. The review team is invited to tour the Counselor Education Training Clinic (see http://www.uwyo.edu/cnsled/clinic.asp) when on campus to see this state-of-the-art technologically equipped facility.

In the Principal and Superintendent programs, ELCC standards and assessments do not specifically address use of technology. Technology use is expected and informally assessed by supervising faculty in all aspects of the programs.

4.   What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Initial Licensure: The *Guidelines for the Identification, Preparation, and Reflections of Preservice Mentor Teachers* serve as the foundation for the identification of mentor teachers

within and outside our WTEP Partner School districts. [See http://www.uwyo.edu/studtchg/ for the full document.]

Advanced Licensure: Special Education: Mentor teachers must be a certified special educator in Wyoming. Preference is given to mentor teachers who have attended an inservice for special education mentor teachers conducted by the Special Education Department during the summer. Additional mentor teacher selection criteria vary depending on each school district's policies.

Add-on Endorsements:

Adapted Physical Education & Health	School-based clinical faculty are selected using a combination of the following criteria. Firstly, clinical faculty must have at least three years teaching experience in the selected field (i.e., physical education and health education). Secondly, our clinical faculty must have completed a week-long workshop on instructional practices, analysis of teaching, and supervision practices with faculty from the PHET program at UW. Thirdly, clinical faculty must be members of the state association (Wyoming Alliance for Health, Physical Education, Recreation, and Dance) and participants/presenters at the annual state meetings. The PHET faculty deliver the workshops and all are active members of the state association. Hence, we are able to maintain close ties and records of the school-based clinical faculty involved in the program. Having completed the workshop with PHET faculty and consistently attending and presenting at the annual state conference are measures that suggest these teachers are accomplished school professionals.
Early Childhood [B-5] [B-8] [Special Education]	All school-based clinical faculty are certified early childhood teachers or early childhood special educators. The majority of mentor teachers work in the UW Lab School, the UW Early Care and Education Center, or Developmental Centers throughout the state. All candidates are placed in settings that are NAEYC accredited and must have certification as a requirement for these endorsements.
English as a Second Language	This has been difficult given that when we first began to offer the endorsement, there were only about 10 ESL teachers in the state. We invited these teachers to consider being supervisors and to apply for these positions. The supervisor list was screened and then several invited to serve as clinical faculty. However, due to geographic constraints, when a candidate is seeking to complete field experiences where no ESL endorsed teaching/supervisor is available, we have also had to rely on school-based clinical faculty who have traditionally been responsible to this student group as well as supervisors of teachers generally. As a new generation of teachers gain their ESL endorsement and gain more experience, we will look to them to increase the number and location of ESL endorsed supervisors. We will turn our attention to this issue in the near future.
Reading/Literacy	Dr. Chatton's input regarding matching candidates to appropriate action research projects and sites is highly respected by candidates and our Wyoming school partners.

Advanced Non-Licensure: IRB approval requires the support of the building administrator and/or district supervisor for required action research projects.

Other School Personnel: According to the CACREP standards and the Mental Health Professional Licensing Board, supervisors of Counselor Education candidates must have at least two years professional experience and be Professional Licensed Counselors. Each supervisor must submit a resume and include the specific licensing number. Candidates evaluate supervisors as well as the field site to ensure consistent quality.

Candidates in both the Principal and Superintendent programs choose their mentors. Mentors are approved by the department coordinator for internships. Mentors must be acting principals (for the Principal programs) or other district administrators (for the Superintendent program). Mentors are endorsed in their specific areas by PTSB.

In general, unit faculty work closely with district administration and other professional administration to assure the pairing of our candidates (initial and advanced) with well qualified school professionals in compliance with CoEd, university, district, state, professional association, and federal requirements.

5.   What preparation or professional development activities does school-based clinical faculty receive to prepare them for roles as clinical supervisors?
Initial Licensure: All mentor teachers and Residency candidates must participate in preparation workshops that are held in regional sites, developed by UW Faculty, Mentors, and Partner School Facilitators to customize for each region and to support elementary and secondary programs in their uniqueness. These workshops are typically held in November prior to the January start of Residency. Samples of agendas from these workshops are available in the Documents Room.
Advanced Licensure: Special Education: The department provides an inservice for special education mentor teachers during the summer.

Add-on Endorsements:

Adapted Physical Education & Health	As noted in 3b.#4, clinical faculty must have completed a week-long workshop on instructional practices, analysis of teaching, and supervision practices with faculty from the PHET program at UW. In addition these teachers attend the state conference to present activities related to their instructional practices and to learn more from other presenters including the PHET faculty.
Early Childhood [B-5] [B-8] [Special Education]	University faculty attend professional development meetings with early childhood clinical faculty. The teachers and faculty discuss the expectations and evaluation of candidates. Communication also occurs in written form when teachers are mailed a packet including expectations and candidate evaluation materials.
English as a Second Language	All went through a one-day orientation and peer-coaching seminar in advance.
Reading/Literacy	Dr. Chatton provides this support and interaction as needed.

Advanced Non-Licensure: does not apply
Other School Personnel: The Counselor Education Department faculty provides an annual workshop and discussion session at the Wyoming Counseling Association Conference to bring together faculty and school partners. Also, during summer school on campus and at UW/CC, and through the Outreach School, the department offers additional supervision workshops. Informal interactions via phone and email also provide discussion and consultation interactions for supervisors.
Mentors for the Principal and Superintendent candidates do not receive any formal professional development to prepare them. However, many of the mentors are also graduates of one or more of our programs.

6.   What evidence demonstrates that clinical faculty provides regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?
        Initial Licensure: The Reflections data (see http://www.uwyo.edu/ted/wtepreports.asp) that are collected annually from mentor/preservice pairs clearly indicate that the preparation workshops, on site collaborations with UW Faculty, and liaison support from Partner School Facilitators are having a positive impact on field experiences for initial candidates.
        Advanced Licensure: For Special Education, these data come from the rubric evaluations of Practicum I and II. Complete data sets are available in the Documents Room.

Add-on Endorsements:

Adapted Physical Education & Health	The PHET clinical faculty supervise candidates in Teaching Labs 1, 2, and 3, as well as in their student teaching experience each semester. The PHET clinical faculty also teach graduate level courses to students on-campus and off-campus. The M.S. in Kinesiology and Health is offered through distance education. This allows physical educators throughout Wyoming, and the nation, to participate in graduate education.
Early Childhood [B-5] [B-8] [Special Education]	At the UW Early Child Education Center there is an onsite faculty supervisor who works with candidates and teachers in the program. Regular visitations to classrooms and candidates occur as part of practicum experiences. Mentor teachers provide feedback to faculty on candidate performances using assessments.
English as a Second Language	We have not, heretofore, systematically collected this data on the supervisors. This is something we will attend to in the near future.
Reading/Literacy	Dr. Chatton provides this support and interaction as needed for action research projects.

        Advanced Non-Licensure: CoEd professors provide support for the successful completion of research projects on a continuing basis in collaboration, as needed, with building or district administration.
        Other School Personnel: Results of the employer survey from School Counseling (June, 2006) support recent curricular changes that include increased supervised clinical experiences with couples and families. Items related to non-academic program aspects also indicated a shift from the last Counselor Ed survey, toward a more positive recognition of supervision experiences. Informal feedback regarding quality of mentorship from other advanced programs indicates high satisfaction among candidates across programs. Post-graduation data for Educational Leadership also indicate high satisfaction in the quality of mentoring and supervision for principal and superintendent candidates.

3c.   Candidates' development and demonstration of knowledge, skills, and dispositions to help all students learn

1.   How many candidates are eligible for clinical practice each semester or year? How many complete successfully?
        Initial Licensure: approximately 275 to 320 have been eligible for the last three years and the numbers are increasing. Five to eight percent do not successfully complete Phase IIIA Methods and about 1% each year do not successfully complete Phase IIIB Residency.

Advanced Licensure & Other School Personnel:
Special Education: Approximately 28 per semester are eligible for practica. Typically all candidates complete successfully once they have successfully completed practica requirements, though not all on the same timeline.
Educational Leadership: Approximately 60 candidates each semester because clinical practice is required and embedded throughout the program of study. Typically all candidates complete successfully, though not all on the same timeline.
School Counseling: Every year approximately 10 to 11 school counseling candidates are eligible, and during the last ten years all have successfully completed.

Add-on Endorsements:

Adapted Physical Education & Health	Since 18 students are usually admitted to the last two years of the PHET program each fall semester, 18 students are eligible for clinical practice each year. For the last five years, we have had no more than two students from any one year not successfully complete the program (16-18 successfully complete the program each year).
Early Childhood [B-5] [B-8] [Special Education]	B-5 and B-8 Program combined have approximately 20 students eligible for internship each semester for fall, spring and summer. Most candidates complete the internship successfully with approximately 1% not reaching proficiency.
Early Childhood [Special Education]	Approximately 3 candidates each semester are eligible for supervised practicum.
English as a Second Language	Every year, approximately 25 to 30 candidates have come forward eligible for internship. About 95% have completed successfully.
Reading/Literacy	Based on an average of program completers over the last three years, approximately 17 candidates are eligible each year for EDCI 5750 though this course is on a five-year rotation.

Advanced Non-Licensure: MA-C&I Option candidates registered and completers for EDRE 5550 which includes the action research requirement:

	Enrolled	Completed
Spring 07	9	7
Fall 07	16	14
Fall 06	5	4
Fall 05	17	15
Fall 04	23	23
Total	70	63

2.   How are assessments during field experiences and clinical practice conducted?
    All assessments of field experiences and internships are conducted collaboratively with CoEd faculty and the mentor/clinical faculty. Evaluation forms and rubrics are shared in advance with candidates and faculty or supervising professionals to allow for formative feedback and continuous support. Regular visits by university-identified faculty/supervisors provide additional support across all programs.

3.   How is time for reflection and feedback incorporated into the field experiences and clinical practice?
    Structured observation and feedback sessions allow for formal feedback. Reflection is expected as part of all field experiences and internship in informal and formal requirements of

each experience across initial and advanced programs. Opportunities for project work, presentation and reflection occur in *Action Research*. The Mid-Point Portfolio Review (EDCI 5400) also provides time and impetus for reflection on instructional practices and peer feedback.

Optional

1.   What does your unit do particularly well related to Standard 3?

Developing partnership agreements with districts to support strong collaborations during early field experiences and Residency for initial candidates has been a continued focus of program revision as we have evolved from a fairly traditional model (pre-2000) to the current Partner School model that emphasizes concentrated field placements, active engagement of CoEd faculty, and local liaisons to organize collaborative activities. These agreements have taken significant time to negotiate, but the end results continue to encourage our direction.

AREA FOR IMPROVEMENT CITED in 2000

Standard 3: The unit does not ensure that candidates participate in field experiences with culturally diverse populations.

UPDATE: Since our review in 2000, we have added a required urban field experience in Phase I as part of EDST 2480. EDST 2480 also includes an optional field experience on the Wind River Indian Reservation. We have purposefully collaborated with Fremont County School Districts #14 (Ethete) and #25 (Riverton) to establish formal Partner School agreements for the placement of cohorts of candidates during Residency. These two districts have high proportions of Native American students in their population. The CoEd Development Plan includes a case-statement which targets an endowment to support a Chair in Native American Education. We have also added a Partner School agreement with Sweetwater County School Districts #1 (Rock Springs) and #2 (Green River) where there are increasing populations of limited language learners and low-SES students. Our formal Partner School agreements contain specific statements regarding access to diverse populations. One example from the Natrona County School District #1 (Casper) agreement: "The Parties desire to provide and ensure a field experience for each University student in a culturally diverse K-12 setting."

STANDARD 4. DIVERSITY

> *The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

4a.   Design, implementation, and evaluation of curriculum and experiences

1.   What proficiencies related to diversity are candidates expected to develop and demonstrate?

   Initial Licensure: Candidates must demonstrate (through repeated measures) that they meet the PTSB Standards I.ii.3, I.iii, I.v.3, and II.i.1 and CoEd Standards 2.4, 2.6, 3, 5, and 7.3 (see http://www.uwyo.edu/ted/standards.asp).

   Advanced Licensure, Advanced Non-Licensure, & Other School Personnel: Candidates meet standards for diversity drawn from respective professional associations and/or those stated in the learner outcomes (aligned with our conceptual framework) for each program (see Table 2C). Additional expectations for each program are included in program reports. One explicit example:

EDCI 5450 *Issues in Multicultural Education* has the following objectives:
   1. Examine the meaning (including causes and effects) or racism, sexism, and other forms of bias.
   2. Explore one's own personal response to these forms of bias.
   3. Explain multiple models of multicultural education and their resulting implications for curriculum, instruction and educational policy.
   4. Investigate language and culture issues with respect to bilingual education, second language acquisition, sociolinguistics, and intercultural communication as well as their implications for practice.
   5. Consider multiple models of the movement from monocultural to multicultural education and their meaning with respect to training programs.
   6. Describe the historical experience of specific ethnic groups with schooling in the U.S.
   7. Discuss school-level strategies targeted toward more just and equitable education.

2.   What required coursework and experiences enable teacher candidates and candidates for other professional school roles to develop: (a) awareness of the importance of diversity in teaching and learning and (b) the knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations?

   Initial Licensure: Candidates must complete core requirements through all Phases of the program that have explicit components focused on developing awareness, knowledge, skills, and dispositions associated with working with diverse student populations. These core requirements include curricula, assessment of diversity-focused activities, and field experiences designed to expand awareness and stimulate personal reflection and responsiveness to a wide range of diversity characteristics. Diversity components are included in EDEX 2484 (3) *Introduction to Special Education*; EDST 2480 (4) *Diversity and the Politics of Schooling*; EDST 3000 (6) *Teacher as Practitioner*; EDST 3550 (3) *Educational Assessment*; EDST 4000 (3) *Foundations*

of Education for a Diverse Society; EDEL 4109, 4309, 4490 (5 each) *Elementary Methods*; EDSE 327X, 427X (3) *Secondary Methods*; and EDEL/EDSE 4500 (15) *Residency*.
Advanced Licensure, Advanced Non-Licensure, & Other School Personnel: Candidates in the MA-C&I Option must complete EDCI 5450 (3) *Issues in Multicultural Education*. Candidates in School Counseling must successfully complete CNSL 5350 (3) *Multicultural Counseling*, as well as a portfolio section devoted to Multiculturalism, Diversity, and Advocacy. Candidates for the principalship have embedded diversity components in these courses: EDAD 5010 *Leadership for Curriculum Development*, EDAD 5030 *Leadership for Communication and Personnel Development*, and EDAD 5040 *Leadership for Instruction*. Previously, candidates in the doctoral program for superintendents completed EDAD 5820 *Developer of Human Resources* which included diversity components. With recent revisions to this program, candidates are now required to complete EDCI 5600 *Diversity in Education*. The Master's in Special Education program is wholly tailored to developing these knowledge, skills, and dispositions for all candidates. Recent modifications to the program ensure alignment of coursework and practica around professional standards that emphasize a broad definition of diversity and require candidates to address the instructional needs of diverse learners throughout the program.

Add-on Endorsements:

Adapted Physical Education & Health	Teacher candidates learn about the importance of diversity in teaching and learning in KIN 3011 *Teaching Methods in Physical Education*, KIN 4055 *Adapted Physical Education*, EDSE 3540 *Teaching Reading in the Content Area*, KIN 4012 *Curriculum Development*, and KIN 4080 *Assessment in Physical Education* and they are given the opportunity to put what they have learned about diversity into practice during KIN 3012 *Teaching Lab 1*, KIN 3015 *Teaching Lab 2*, KIN 4017 *Teaching Lab 3*, and KIN 4099 *Student Teaching Experience*.
Early Childhood [B-5] [B-8] [Special Education]	All candidates are expected to develop these elements as defined by NAEYC standards for diversity across all courses.
English as a Second Language	This is a central tenet, indeed the heart, of the ESL program. All course and experiences work toward developing such awareness and knowledge, skills, and dispositions.
Reading/Literacy	Literacy threads are embedded in all aspects of the 5 required courses. EDCI 5760 *Social Literacies* focuses on this element.

*3.	What assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?*
	Initial Licensure: Samples of relevant assessment data drawn from the EDST 2480 sections during fall 2006 and spring 2007:

Assessment	Total Candidates	Assessment data not input to CEID N (%)	Passing N (%) of Complete	Failing N (%) of Complete
AutoEthnobiography	185	69 (37%)	108 (93%)	8 (7%)
Philosophy Paper	185	58 (31%)	120 (94%)	7 (6%)

"Passing" means the candidate scored *Proficient* or *Distinguished* on the summative rubric for the common assessment. 2006-07 was our initial implementation for the collection of common assessment data within the CEID. We are striving for better input rates within the CEID in 2007-08 to provide more consistent data for departmental and program decision making and to allow better tracking of individual candidate performances across rubric criteria and standards. Current

data across multiple measures of all common assessments in the WTEP are available in the Documents Room and these data indicate much improved input numbers for fall 2007.

       Advanced Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: All common assessments for candidates provide such evidence. To date, these data indicate most candidates demonstrate attainment of all related proficiencies.
Add-on Endorsements: Candidates who do not successfully complete the assessments noted in #2 above, are either required additional or repeat coursework before proceeding in their program or they are counseled out.
MA-C&I Option: EDCI 5450 includes the following assessments: three Introspection papers, a review of a book relevant to issues of diversity in multicultural America, and a case study of a student from a non-dominant ethnic/diversity group.
Principal & Superintendent: Candidates are performing well on all assessment of the ELCC standards related to working with diverse populations.
School Counseling: Diversity is a primary focus for school counseling candidates who must submit their portfolios to their faculty committee and pass the rubric criteria for each section, including a section for multiculturalism, diversity and advocacy.

Data tables from the assessment of candidate performance on this element are included in the program reports and in the Documents Room for each program.

4b.   Experiences working with diverse faculty

1.   *How diverse is the faculty who work with education candidates?*

Table 7
Faculty Demographics

	Prof. Ed. Faculty in Initial Programs	Prof. Ed. Faculty in Advanced Programs*	All Faculty in the Institution	School-based Faculty
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	1 (2%)	1 (2%)	3 (0.5%)	
Asian or Pacific Islander	1 (2%)	1 (2%)	24 (4.2%)	
Black, non-Hispanic	2 (4%)	3 (6%)	9 (1.6%)	
Hispanic	3 (6%)	3 (6%)	13 (2.3%)	
White, non-Hispanic	40 (85%)	43 (84%)	449 (78.0%)	5 (100%)
Race/ethnicity unknown			78 (13.5%)	
Total	47	51	576	5
Female	27 (57%)	29 (57%)	177 (30.7%)	5 (100%)
Male	20 (43%)	22 (43%)	399 (69.3%)	
Total	47	51	576	5

*Faculty who teach in both initial teacher preparation and advanced programs are counted twice.

*2.	What opportunities do candidates have to interact with higher education and school faculty from diverse groups?*

　　　Initial Licensure: All initial programs have extensive content and general education requirements that must be completed outside the CoEd allowing candidates to have good exposure to all faculty in the institution. Early and repeated field experiences that occur in different sites (except for Methods and Residency which are in the same site) allow for greater exposure to diverse school faculty. Of particular note is the required urban field experience in EDST 2480 and the optional Wind River Indian Reservation experience.

　　　Advanced Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: Candidates bring a very broad definition of "diversity" to their program resulting in their interactions with diverse faculty on and off-campus based on this broad definition.
Add-on Endorsements:

Adapted Physical Education & Health	Candidates' opportunities to interact with higher education and school faculty from diverse groups is limited to the diverse groups represented within the faculty in WY schools and higher education.
Early Childhood [B-5] [B-8] [Special Education]	Candidates' opportunities to interact with higher education and school faculty from diverse groups is limited to the diverse groups represented within the faculty in WY schools and higher education.
English as a Second Language	Currently, only one member of the ESL team and only a few members of the school faculty are from diverse groups. Almost all the candidates interact with the ESL team member as an instructor of one of their classes.
Reading/Literacy	Varies dependent upon their current school employment site.

MA-C&I Option: It is impossible for candidates to complete this program without interacting with faculty from diverse groups. Twenty-eight percent of the C&I instructional graduate faculty are from diverse groups.
Principal & Superintendent: Candidates in the Educational Leadership programs are expected to enroll in several courses outside of the department, during which they may be exposed to faculty from diverse groups. In the Master's Principal program, candidates enroll in EDCI 5500 and EDCI 5790. In the Superintendent program, candidates enroll in EDCI 5600 and have the option to enroll in EDCI 5700. Also, faculty members from diverse groups are routinely invited as guest lecturers in both Principal and Superintendent courses.
School Counseling: Tenure track faculty in the Department of Counselor Education, who teach all courses plus advise and mentor school counseling candidates, celebrate diversity related to race, religion, age, social class, and affectional relationships. School counseling candidates are specifically encouraged to seek supervision and other interactions with school faculty from diverse groups.

*3.	What knowledge and experiences do unit and clinical faculty have related to preparing candidates to work with students from diverse groups?*

　　Unit faculty have specialized academic, research, and practitioner experiences with multiculturalism, culturally responsive pedagogies, special needs learners, democratic foundations of public education in the United States. The majority of unit faculty have prior K-12 teaching experience that included urban and diverse suburban student populations. We document an increasing number of unit faculty engaged in international exchanges, international fellowships, and/or are currently involved with international projects.

4.   What efforts does the unit make to recruit and retain a diverse faculty?

The CoEd engages in good faith efforts to recruit, hire, and retain faculty and staff members who represent diverse groups. Table 7 provides these data for the unit in comparison to the university. We have recently made revisions to our internal search process to increase the diversity of our pools. Search Chairs now communicate directly with the Dean regarding additional support, need for additional advertisement, and other factors that influence recruitment. Retention of diverse faculty is one of the action items we are targeting as a result of our continuing work with diversity consultants (Romney and Associates). These efforts are in addition to the university policy and procedures (e.g., spousal hires, diversity pool salary support, summer support for two years from central pool allocation) designed to support recruitment and retention of minority and underrepresented faculty.

4c.   Experiences working with diverse candidates

1.   How diverse are the candidates in the initial teacher preparation and advanced preparation programs? How diverse is the geographical area from which candidates are drawn?

Table 8
Candidate Demographics
(Fall 2006 End-of-Semester Headcount)

	Candidates in Initial Teacher Preparation Programs	Candidates In Advanced Preparation Programs	All Students in the Institution	Demographics of Geographical Area Served by Institution (2005)
	N (%)	N (%)	N (%)	%
American Indian or Alaskan Native	13 (1.2%)	9 (2.0%)	137 (1.0%)	2.9%
Asian or Pacific Islander	10 (0.9%)	4 (0.9%)	150 (1.1%)	0.6%
Black, non-Hispanic	10 (0.9%)	5 (1.1%)	129 (1.0%)	0.7%
Hispanic	30 (2.8%)	13 (2.9%)	394 (3.0%)	6.8%
White, non-Hispanic	941 (87.6%)	368 (82.9%)	10645 (80.6%)	89.0%
Two or more races	25 (2.3%)	7 (1.6%)	188 (1.4%)	
Other	4 (0.4%)	6 (1.4%)	89 (0.7%)	
Race/ethnicity unknown	36 (3.4%)	26 (5.9%)	1033 (7.8%)	
International	5 (0.5%)	6 (1.4%)	438 (3.3%)	
Total	1074	444	13203	100%
Female	789 (73.5%)	293 (66.0%)	7356 (55.7%)	49.6%
Male	285 (26.5%)	151 (34.0%)	5874 (44.3%)	50.4%
Total	1074	444	13203	100%

2.   What opportunities do candidates have to interact with candidates from diverse groups?

Candidates are strongly encouraged to engage in university, community, and/or pre-professional organized activities associated with service learning or professional development. A requirement of EDST 3000 is that candidates join at least one group and report on their activities for a semester. As detailed in the tables of this section, the overall demographic of Wyoming is not highly diverse and the small regions that do have high cultural diversity are geographically

separated from the university so developing opportunities for interactions with diverse candidates is a challenge that we continue to actively address.

3.   What efforts does the unit make to recruit and retain candidates from diverse groups?
        Special recruitment efforts have been primarily centralized in the Office of Student Affairs and are directed primarily toward candidates of diverse racial, ethnic, and cultural heritage. In the CoEd, we have engaged in several activities to recruit directly from the Northern Arapahoe and Shoshoni populations on the Wind River Indian Reservation.

4d.   Experiences working with diverse students in P-12 schools

1.   How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice?

Table 9
Demographics on Clinical Sites for Initial and Advanced Programs
(Data for Spring 2007 Partner School Placement Sites)

Name of School	American Indian or Alaskan Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	Other	Race/ethnicity unknown	Students receiving free/reduced price lunch
Albany County School District #1								
Harmony Elementary	0%	3.7 %	0%	14.18%	81.48%	0%	0%	57.14%
UW Lab School	1.34%	6.7%	5.36%	11.16%	75.45%	0%	0%	15.21%
Beitel Elementary	2.64%	3.08%	5.36%	14.96%	76.65%	0%	0%	24.55%
Linford Elementary	.61%	1.17%	.88%	29.82%	66.37%	0%	0%	50.15%
Slade Elementary	.61%	3.94%	4.55%	19.7%	71.51%	0%	0%	37.46%
Whiting High School	0%	0%	4.55%	27.27%	68.18%	0%	0%	55.81%
Laramie Sr. High	1.72%	2.77%	2.37%	10.55%	82.59%	0%	0%	20.83%
Laramie Jr. High	.42%	2.66%	1.96%	14.15%	80.67%	0%	0%	26.13%
Fremont County School District #14								
Wyoming Indian Elementary	100%	0%	0%	0%	0%	0%	0%	87.25%
Wyoming Indian Middle School	100%	0%	0%	0%	0%	0%	0%	87.25%
Fremont County School District #25								
Ashgrove Elementary	14.87%	0%	0%	10.78%	74.35%	0%	0%	43.11%
Rendezvous Elementary	16.34%	0%	0%	7.76%	75.90%	0%	0%	42.31%
Lincoln Elementary	14.60%	0%	2.19%	6.93%	76.28%	0%	0%	54.01%
Jackson Elementary	10.70%	0%	3.21%	6.42%	79.68%	0%	0%	41.18%
Riverton Middle School	13.59%	0%	0%	4.08%	82.33%	0%	0%	38.53%
Riverton High School	16.30%	0%	0%	7.10%	76.60%	0%	0%	22.03%
Natrona County School District #1								

Southridge Elementary	0.70%	0.70%	3.14%	1.74%	93.73%	0%	0%	17.77%
Park Elementary	0.66%	1.98%	0.66%	3.63%	93.07%	0%	0%	17.49%
Ft. Casper Academy	1.28%	1.54%	1.28%	1.79%	94.10%	0%	0%	13.59%
Centennial Jr. High School	0.80%	0.80%	1.28%	6.22%	90.91%	0%	0%	27.11%
Kelly Walsh High School	1.24%	0.93%	1.94%	5.65%	90.24%	0%	0%	18.05%
Frontier Middle School	2.89%	0.62%	3.93%	9.92%	82.64%	0%	0%	52.89%
Natrona County High School	0.49%	0.65%	1.21%	3.72%	93.93%	0%	0%	16.36%
Sheridan County School District #2								
Coffeen Elementary	2.0%	1.0%	3.0%	5.5%	88.5%	0%	0%	62.0%
Highland Park Elementary	1.4%	1.4%	0.3%	7.0%	89.9%	0%	0%	35.7%
Meadowlark Elementary	1.4%	1.1%	0.7%	4.3%	92.5%	0%	0%	24.4%
Sagebrush Elementary	2.4%	1.4%	0.3%	4.9%	91.1%	0%	0%	42.4%
Woodland Park Elementary	2.5%	0%	1.0%	4.1%	92.4%	0%	0%	35.0%
Sheridan High School	1.5%	2.1%	0.8%	4.3%	91.2%	0%	0%	18.0%
Sweetwater County School District #1								
Desert View Elementary	2.40%	0.48%	2.64%	29.33%	65.14%	0%	0%	50%
White Mountain Elementary	1.32%	1.18%	2.79%	17.74%	76.98%	0%	0%	33%
Rock Springs High School	1.08%	1.26%	1.71%	15.15%	80.79%	0%	0%	18%
Sweetwater County School District #2								
Truman Elementary	2.0%	1.0%	0%	22.0%	75.0%	0%	0%	27%
Washington Elementary	1.0%	0%	3.0%	8.0%	88.0%	0%	0%	24%

2. *How does the unit ensure that each candidate has at least one field experience with students from racial and language groups different than their own, students with exceptionalities, and students from different socioeconomic groups?*

Initial Licensure: Candidates complete a required urban field experience in Phase I as part of EDST 2480. EDST 2480 also includes an optional field experience on the Wind River Indian Reservation. We have purposefully collaborated with Fremont County School Districts #14 (Ethete) and #25 (Riverton) to establish formal Partner School agreements for the placement of cohorts of candidates during Residency. These two districts have high proportions of Native American students in their population. We have also added a Partner School agreement with Sweetwater County School Districts #1 (Rock Springs) and #2 (Green River) where there are increasing populations of limited language learners and low-SES students. Our formal Partner

School agreements contain specific statements regarding access to diverse populations. One example from the Natrona County School District #1 (Casper) agreement: "The Parties desire to provide and ensure a field experience for each University student in a culturally diverse K-12 setting."

Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: Practicum I and II require that candidates work directly with students with exceptionalities including other diversity criteria.

Add-on Endorsements:

Adapted Physical Education & Health	The teacher candidates complete a field experience in a parochial school, University Lab School, Laramie elementary school, and Laramie secondary school. In addition, teacher candidates complete a student teaching experience at a secondary school and at an elementary school usually in WY or CO. Having candidates complete field and student teaching experiences in at least six different school settings increases their chance of working with students from racial and language groups different than their own, students with exceptionalities, and students from different socio-economic groups.
Early Childhood [B-5] [B-8]	Internships, practica and apprenticeships occur in fully inclusive programs for young children. B to 8 and B to 5 candidates complete 6 credits of internship in partner school programs. In addition, candidates engage in practica at diverse placements such as TANF preschools and Head Start Programs.
Early Childhood [Special Education]	Practica and apprenticeship programs occur at Developmental Centers serving children with disabilities in inclusive settings.
English as a Second Language	This is the critical requirement for approval of the field experience required (see Table 6).
Reading/Literacy	Varies dependent upon current school employment site, but this element is threaded throughout the content and core assignments of the 5 required courses.

MA-C&I Option: Candidates in this program primarily come from Wyoming school districts. The placements for the Action Research projects are in the candidates' classrooms. The state data show that K-12 students in Wyoming fall into the following demographics (2006): 14% to 37% eligible free and reduced lunch, 13% exceptionalities, 15% non-white, and 5% English Language learners. The democratic diversity is on an upward trend in all areas and across all regions of the state.

Principal & Superintendent: Candidates in Educational Leadership programs are not required to have field experiences in settings with groups different from their own. However, they are encouraged to seek out these experiences.

School Counseling: Portfolio requirements of school counseling candidates include a reflection about working with diverse students.

3.   How does the unit ensure that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice?

Initial Licensure: Rubrics for each field experience and common assessment include items specifically correlated with candidate proficiency to work with diverse student learners, including students with exceptionalities. Copies of rubrics for all common assessments are available in the Documents Room. We are confident that the use of repeated measures through all Phases of the initial programs is providing us with the data we need as our focus now turns to consistent use by the faculty of the CEID for data archival.

Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: All practica and course requirements expect candidates to develop these skills and dispositions.
Add-on Endorsements:

Adapted Physical Education & Health	The teacher candidates are placed in at least six different instructional settings (schools) during their field experiences and student teaching experiences.
Early Childhood [B-5] [B-8] [Special Education]	Internships, practica and apprenticeships occur in fully inclusive programs for young children. Candidates must write lesson plans, implement lessons, and reflect on their experience teaching young children representing diverse abilities, ages, genders, culture, and races. Formative feedback is provided by mentors, instructors and supervisors.
English as a Second Language	Course assignments (especially the field experience) require demonstrated competence in diversity throughout as evaluated by assignments, supervised teaching, and video reflection. Again, this is a central element of the ESL program.
Reading/Literacy	Informal evaluation of this element is threaded within each of the 5 core assignments.

MA-C&I Option: As part of the Action Research course all candidates review issues of researcher bias as applied to diverse groups.
Principal & Superintendent: In Educational Leadership, candidates are assessed on six standards during the required internship. In each of the six standards, candidates are expected to promote the success of *all* students. Internship activities are designed to meet the standards.
School Counseling: For the required Multicultural Counseling course, CNSL 5350, candidates must demonstrate effective integration of knowledge and skills related to diversity.

4.   How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

   Initial Licensure: Diversity-related assignments within the core WTEP requirements support significant discussions and interactions among preservice peers about the issues of equity, social justice, equality, socio-cultural influences, etc. Concentrated Residency placements in Partner School districts allow us to use lunch meetings and other mini-seminar activities to reflect on threads associated with preservice professional development. Diversity is one common theme for these seminars.
   Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: Candidates meet this element through practica rubrics and content requirements of EDEX 5000 *Collaboration/Professional Interdisciplinary Relationships.*
Add-on Endorsements:

Adapted Physical Education & Health	An integral part of KIN 3015 *Teaching Lab 2* is the conferencing that takes place after each lesson taught. The candidates are matched up with a peer and "coaching" sessions take place between the peer and teacher candidate after teaching each lesson. The peer coach collects data systematically using a variety of instruments while his/her partner is teaching. Then the peer coach uses the collected information to drive discussion during the coaching session after teaching. In *Teaching Lab 2* and *3*, candidate-faculty conferences take place after teaching on a regular basis during which time the teacher candidates reflect on their teaching.
Early Childhood [B-5] [B-8]	Assessments in EDEC 3220, EDEC 3000 and the internship require that candidates reflect on the teaching and learning process for all children. Candidates highlight the unique approaches, developmental strengths and needs, and interests of

	children as they consider the effectiveness of the lessons they teach.
Early Childhood [Special Education]	All 4 common assessments address candidates' reflection on the teaching and learning process for all children of diverse abilities. Candidates are expected to focus on how they address the unique needs of all children through the use of strategies and approaches designed for diverse learners.
English as a Second Language	We have no such formal mechanisms for doing so. However, for those candidates where this might be an issue, we council them out of the program.
Reading/Literacy	Through regular use of OVN, online threaded discussions, residencies with faculty and classmates to process the core experiences.

MA-C&I Option: Currently, this is not an assessed element of the program.

Principal & Superintendent: Candidates in Educational Leadership work with their CoEd faculty supervisor and their mentor to discuss experiences with all groups, including those that are diverse.

School Counseling: During group supervision conducted as part of Supervised Internship, CNSL 5580, school counseling candidates engage in reflective discussions and critique each other's work with students from diverse groups.

Optional

1.   What research related to Standard 4 is being conducted by the unit?

Representative examples with additional information in the Documents Room:

       Building cultural awareness through planned international experiences (John Kambutu & Lydiah Nganga)

       To explore the effectiveness of cultural emersion in promoting cultural awareness, understanding and appreciation, American educators participated in planned international cultural experiences. Participants were immersed in foreign cultures for two to three weeks in the summer. To document the effectiveness of cultural immersion, participants completed pre and post-visit surveys. Pre-visit data indicate a lack of cultural awareness. After the visits, however, participants showed gains in broader awareness, understanding and appreciation of host cultures. An additional finding is that familiar cultural practices are rarely used as the only point of reference after participation.

       Multicultural teacher education: Preparing teachers for educational equity. Book chapter in *Multicultural Education Series,* V. Pang, Editor, Praeger Publishing. (Francisco Rios & Allen Trent, 2006)

       Negotiation and resistance amid the overwhelming presence of Whiteness: A Native American faculty and student perspective. (in press *Taboo*) (Angela Jaime & Francisco Rios)

    One Native faculty member and one Native student at a predominately white institution of higher education share their experiences negotiating their roles within the environments of their daily lives. Both have exemplified various acts of resistance concerning their ascribed and unascribed roles within the levels of their cultural identity and preservation. Using a qualitative research design, three main themes emerged from the data set. The first theme speaks to the negotiation of one's identity and one's culture within a specific context. The second theme addresses the need to transcend identities through resistance. The final theme clustered around the connection between culture and pedagogy. Discussion centers on the multiple roles they play and the challenges and opportunities inherent therein.

Lessons learned from collaborative self-study in international teacher education: Visiones, preguntas, y desafíos. Teacher Education Quarterly, 34(1), 57-74. (Francisco Rios, C. Montecinos, & M. van Olphen, 2007).

This article provides the details of a self-study related to "going abroad" for international teacher education. The paper begins by detailing some thoughts about the "how" of pursuing international teacher education focused on the goal of "authenticity." In dialogue with a colleague from Chile and an Argentinean colleague working in the USA, a faculty member shares reflections while teaching in Chile. In doing so, we identify six guidelines for international teacher education rooted in six (6) themes that emerge. At end, discussion focuses on being clear about the purposes of pursuing international teacher education.

Interdisciplinary Ways of Knowing: A Collaborative Teacher Education Project for Culturally Responsive Pedagogy in Rural White America. (Peggy Laughlin & Lydiah Nganga, 2007)

This project explores preservice teacher attitudes while participating in literacy and humanities upper division education coursework within an outreach program in central Wyoming. A yearlong qualitative study was conducted to develop pre-professional experiences that may influence the preparation of teachers from rural settings for culturally diverse classrooms. Through collaborative planning across disciplines, the researchers provided parallel opportunities for preservice teachers to acquire practices that are culturally responsive. Qualitative data was analyzed for themes that indicate the nature of their understanding. Results showed that 33% are novice, 41% are developing, and 26% are proficient on a rubric for culturally responsive awareness developed by the researchers, noting implications for collaborative, interdisciplinary learning at the preservice level.

How preservice teachers' civic dispositions evolve as a result of their participation in a cross-cultural Project Citizen experience: A comparative study of Project Citizen trained preservice teachers in Wyoming and Bolivia. (Carol Bryant, William Medina-Jerez, & Carolyn Taylor, research project in progress)

Teaching and learning in diverse classrooms: Faculty reflections on their experiences and pedagogical practices of teaching diverse students. New York: RoutledgeFalmer. (Carmelita (Rosie) Castañeda, 2004)

Conceptualizations of nature from science students in Northeastern Columbia. Bulletin of Science, Technology and Society, 27(5), 377-385. (William Medina-Jerez, 2007)

Science for ELL: Rethinking our approach. The Science Teacher, 74(3), 52-56. (William Medina-Jerez, D. B. Clark, A. Medina, & F. Ramirez-Marin, 2007)

Student's worldviews and science education: A David and Goliath confrontation? Journal of Science Education, 6(2), 90-93. (William Medina-Jerez, 2005)

The relationship between gifted education and multicultural education. Journal for the Education of the Gifted. (Scott Chamberlin, in press)

Rethinking social studies education for a critical democracy in American Indian education. Journal of American Indian Education, 46(1), 1-19. (Steven Locke, & L. Lindley, 2007).

Environmental education for democracy and social justice; A Costa Rican case study. Journal of Environmental Education. (Steven Locke, in press)

Institutional social and cultural influences on the multicultural perspectives of pre-service teachers. Multicultural Perspectives, 7, 20-28. (Steven Locke, 2005).

Reflections of Native American teacher education on Bear Ridge. Rural Educator, 26, 15-23. (Steven Locke, 2004).

Fostering Biliteracy in a Monolingual Milieu: Reflections on Two Counter-Hegemonic English-Immersion Classes. Journal of Early Childhood Literacy, 6, 241-266. (Patrick Manyak, 2006)

Literacy instruction, disciplinary practice, and diverse learners: A case study. Journal of Early Childhood Literacy, 4(1), 129-149. (Patrick Manyak, 2004)

Too Little, Too Late: The Illusive Goal of School Desegregation in Kansas City, Missouri, and the Role of the Federal Government. Teachers College Record, 107 (9): 1933-1955. (Peter Moran, 2005)

What's in a Name: Issues of Race, Gender, Culture and Power in the Naming of Public School Buildings in Kansas City, Missouri, 1940-1995. Planning and Changing, 35(3-4): 129-142. (Peter Moran, 2004)

How to Easily Develop a Language and Culture Curriculum that is Aligned with National, State, and District Standards in All Elementary School Subject Areas. Paper presented at the 35th Annual Meeting of the National Association for Bilingual Education, Phoenix, AZ, January 19, 2006. (Tim Rush, W. Ferris III, & V. Miller)

Five Insights, Ten Methods, and Twenty Resources for Teachers of American Indian Children, Paper presented and the Annual Conference of the National Association for Bilingual Education, San Jose, CA, February 2007. (Tim Rush, Angela Jaime' & V. Miller)

Complex dilemmas of identity and practice. Science Education, 90(1), 68-93. (N. Enyedy, J. Goldberg, & Kate Muir Welsh, 2006)

Coursetaking and achievement in mathematics and science: Inequalities that endure and change. Madison, WI: National Institute for Science Education Forum Paper. (J. Oakes, Kate Muir, & R. Joseph, 2000)

AREA FOR IMPROVEMENT CITED in 2000
Standard 4: The faculty has limited cultural diversity.

UPDATE: In 2000, the unit reported 54 full- and part-time faculty. Two faculty of color were Temporary Assistant Professors and one faculty of color was Full Professor. There was no other minority representation. Today, we report 61 full- and part-time faculty (see Table 1) with 8 minority faculty (ranks: Assistant (5 Tenure Track), Associate (2), and Full Professor (1)). Other initiatives since 2000 to improve the recruitment and retention of minority faculty:

- *Incentives at the university level including summer support for ethnic minority faculty*
- *Increased scope for advertising position openings targeting ethnically diverse populations*
- *Added language to all position advertisements inviting applications from ethnically diverse faculty applicants*
- *Support for targeted conferences and travel for faculty with a focused diversity mission*
- *Increased university and college support for international travel and exchanges to increase understanding of diversity issues*
- *CoEd requirement that department heads and search committee chairs report on efforts to attract diverse faculty applicants*

STANDARD 5.
FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

> *Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

5a.   Qualified faculty

1.   What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)?

Academic Rank	# of Faculty with Terminal Degree	# of Faculty without Terminal Degree
Professors	15	
Associate Professors	19	
Assistant Professors	21	1
Academic Professionals/Lecturers	4	8
Graduate Teaching Assistants		8
Partner School Facilitators		5
Total	59 (73%)	22 (27%)

2.   For faculty members without terminal degrees, what expertise qualifies them for their assignments?

All part-time and Academic Professional faculty are hired based on extensive public school experience and/or backgrounds with strong applications of their specific discipline. Details of faculty certifications and licenses are available in the Documents Room.

3.   How many of the school faculty members are licensed in the areas they teach or are supervising?

Department/Program	Total TE Faculty (including part-time)	Faculty Currently Licensed or Certified	Faculty Licensed or Certified Previously
Counselor Education	6	6	
Educational Leadership	6	3	3
Educational Studies	12	6	5
Elementary Education	21	6	14
Music Education (K-12)	1	1	
Physical Education (K-12)	5	3	2
Secondary Education	10	7	3
Special Education	5	2	3

4.   What contemporary professional experiences in school settings does higher education clinical faculty have in school settings?

All are experienced within their specific discipline in school-based settings. Unit faculty contribute demonstration lessons, workshops, and other activities in school settings. During

Phase III Methods/Residency, unit faculty are in school settings each week. Unit faculty with clinical or school-based responsibilities must have at least three years successful teaching experience or documented successful professional experience in the discipline. A summary for all faculty of professional experiences in schools for the past three years is available in the Documents Room.

5b.   Modeling best professional practices in teaching

1.   How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?
        Faculty members have aligned course content, field experience/internship requirements, and outcomes with the CoEd Standards, PTSB Standards, and respective SPA Standards. Collectively we demonstrate a high degree of fidelity to the applied definitions we bring to *Developing Competent and Democratic Professionals*. Faculty recognize the importance of maintaining the highest level of commitment to and knowledge in their fields of specialization. Evaluation of instruction related to the key elements of the conceptual framework (knowledge/*Competent*, dispositions/*Democratic*, skills/*Professionals*) occurs in annual and biennial data collections. Also see Table 2C.

2.   How does unit faculty encourage the development of reflection, critical thinking, problem solving, and professional dispositions?
        Initial Licensure: Through repeated utilization of the Dispositions Rating Form as identified in the WTEP Assessment Plan. Reflection is a professional expectation that is nurtured throughout all phases of all programs.
        Licensure, Advanced Non-Licensure, & Other School Personnel:
Special Education: Faculty have recently engaged in a variety of activities associated with the implementation of the Response to Intervention (RtI) and Positive Behavior and Intervention Support (PBIS) initiatives representing current practice in the field. Some faculty participated in a statewide task force to revise the definition of learning disabilities.
Add-on Endorsements:

Adapted Physical Education & Health	Time for reflection is built into the field experiences as described in 4d #4. In addition, candidates complete multiple assignments in multiple classes that require them to reflect on their teaching and their professional behaviors in a critical manner. Two examples in which candidates must reflect, think critically and problem-solve are presented as assessments in the NCATE K-12 Physical Education packet (Assessment of Student Learning: A Case Study – KIN 4080 *Assessment in Physical Education* and Teacher Work Sample Methodology – KIN 4099 *Student Teaching*).
Early Childhood [B-5] [B-8] [Special Education]	The Early Childhood Faculty meet weekly to reflect on the process as well as content of their courses, candidate progress, and collaboration with partner schools. We participate in conferences where we learn skills in reflection, critical thinking, and problem solving that can have a positive impact on our dispositions. Conversations with teachers, candidates, and colleagues across disciplines support our own development of the broad field of education and the issues for candidates and teachers at the local, state, and national levels.
English as a Second Language	Almost all of the assignments require some self-reflection and evaluation of what the candidate has learned. Provocative readings and case studies in courses encourage critical thinking and problem-solving. Finally, all faculty stress the foundational elements associated with becoming a professional via the moral

	imperative to serve every child and the professional imperative to sharpen one's craft.
Reading/Literacy	Through regular use of OVN, online threaded discussions, residencies with faculty and classmates to process the core experiences. Also threaded in core assignments and assessments.

MA-C&I Option: We instituted a Mid-Point Evaluation course that requires reflection, critical thinking, and demonstration of professional dispositions. Candidates create portfolios which include a component directly addressing progress toward meeting the standards and outcomes as well as planning how all standards will be met by program completion.

Principal & Superintendent: In the Educational Leadership programs, the development of reflection, critical thinking, problem solving, and professional dispositions is encouraged throughout the program and documented in the common assessments. Details are included in the program report.

School Counseling: Throughout the school counseling program, each course requires demonstration of the development of reflection, critical thinking, problem solving and professional dispositions. The culmination of each candidate's growth is evidenced by the portfolio.

3.   What types of instructional strategies and assessment do unit faculty model?

Faculty members' knowledge of instructional strategies and assessment serve as the core of the college's teacher preparation and professional development programs. Their modeling of effective instructional strategies reflects an understanding of differences in learning styles, cultural background, and special needs. In an open-ended questionnaire, faculty members self-identified instructional strategies that they model/use in their teaching. The instructional strategies common across all areas included collaborative/cooperative learning, direct instruction, case studies, inquiry/discovery, and small and large group discussion. Role plays, field trip/observations, project-based learning, demonstration, problem solving and peer review were also mentioned frequently. Instructional strategies more specific to teaching content areas were identified by individual faculty members. These specific strategies spanned a number of content areas and included employing instructional strategies such as concept mapping, discrepant events, reciprocal teaching, simulations, visualizing and literature circles. From the open-ended instructional strategies questionnaire (reported here for Ns > 3):

Instructional Strategy Type	# of Faculty Reporting
Collaborative/Cooperative Learning	44
Direct Instruction	38
Case Studies	30
Inquiry/Discovery	26
Discussion	26
Field Trips/Observation	11
Role Play	11
Project-Based	7
Demonstration	6
Problem Solving	5
Peer Review/Teaching	5
Questioning	4
Guest Speakers	4
Concept Mapping	4
Reflective Writing Assignments	4

The variety of assessments embedded across programs reflects our belief that learners should have multiple formative opportunities and ways to demonstrate their learning. In an open-ended questionnaire, faculty members self-identified assessment strategies that they model/use in their teaching. Some faculty members categorized their assessments as formative and summative and indicated they included this distinction in their modeling/teaching. Some faculty designated rubrics as a separate category while others indicated that they used rubrics to score their assessments. Assessment strategies common across all areas included projects, papers/essays, exams, journals, presentations and performance-based tasks. Peer and self-evaluations, portfolios and quick assessments were also identified by several faculty members with more content specific assessments (running records, etc.) identified by individuals. From the open-ended assessment questionnaire (reported here for Ns > 2):

Assessment Type	# of Faculty Reporting
Projects (including lesson plans)	39
Papers, Essays, Reports	35
Exams/ Quizzes	29
Journals	20
Presentations	15
Rubrics	14
Performance-Based Tasks	13
Peer Evaluations	7
Self Evaluations	6
Formative/Summative	6
Portfolios	5
Quick Assessments	5
Homework	4
Critiques/book reviews	3
Data Analyses	3
Interviews	3

4.   How does unit faculty instruction reflect their knowledge and experiences in diversity?
Core coursework in the WTEP and across advanced professional preparation programs emphasize the importance of creating learning environments that support **all** students regardless of gender, class, age, ability, race or ethnicity. Many faculty members have extensive academic and professional experiences across the scope of diversity and they are encouraged to share broadly with our candidates and with our university and school-based colleagues.

In the Documents Room, we have an extensive table from a curriculum mapping exercise that we initiated in the May 2007 WTEP Workshop including data from required WTEP courses and all faculty in the CoEd teaching initial preparation courses. These are the headings from that exercise:

Course # & title	What diversity topics are included in your course/s?	What resources are you currently using to address diversity topics?	What readings are you currently using to address diversity topics?	What activities are you currently using to address diversity topics?	What assessments are you currently using to address diversity topics?

5.   How does unit faculty incorporate the use of technology into instruction?

Faculty integrate technology through modeling and through introduction to specialized applications and tools within respective programs (e.g., computer-based tutorials, application programs, learner assessment programs; web-based resources; interactive presentation tools). Access to a wide variety of contemporary hardware, software, and technological classroom environments is the norm in the CoEd. Actual integration varies widely across programs but is evidenced in each program to extend the candidates' experiences beyond the ITEC 2360 *Teaching with Technology* required for all initial candidates. In an open-ended questionnaire, faculty members self-identified technologies that they incorporate in their teaching. Widespread use of instructional technology was reported. PowerPoint$^©$, E-Companion$^©$ and web activities/WebQuests$^©$ are used by the majority of the faculty with many faculty reporting incorporation of video, document cameras, CD/DVD, smart boards, listserves, online chats, threaded discussions, and e-mail. Many other uses of technology were reported by a few faculty, often related to discipline specific areas (e.g., lego robotics, virtual manipulatives, roller coaster physics, spreadsheets, digitized recordings with search functions related to counseling sessions). From the open-ended faculty technology integration questionnaire (reported here for Ns > 3):

Faculty Integration of Technology	# of Faculty Reporting
PowerPoint$^©$	40
E-Companion$^©$	34
Web/WebQuest$^©$ /Internet	28
Video	17
Document Camera/Elmo	14
CD/DVD	14
Smart Board	12
Listserve	12
Online Chat	12
Threaded Discussion	11
E-mail	11
Video Conferencing/Compressed Video	5
Podcasting	5
Inspiration$^©$	5
Calculators	4
Geometer Sketchpad$^©$ /Cabri$^©$	4
Digital Cameras	4

6.   What do candidates think of the quality of teaching by faculty in the unit?

As evidenced by the responses of our graduates and the candidates who are completing their Residency, quality of teaching in the CoEd is quite high across initial and advanced programs. Course evaluations are conducted every semester and data are shared with Department Heads and individual faculty members. Detailed data for course evaluations are available in the Documents Room. These data indicate the CoEd has a very high mean in all categories of candidate evaluation of teaching (see table below; scale is 1 "Ineffective" to 5 "Very Effective" for categories with no underline; scale is 1 "Much less than most courses" to 5 "Much more than most courses" for categories with underline). Our expectation for effective and high quality instruction is explicit in the college. Detailed departmental data by course are available in the Documents Room.

Course Evaluation Averages by CoEd Department
[Fall 2004-Fall 2007]

Dept	Organi-zatio & Plan-ning	Comm un-ication	Faculty/ Student Inter-action	Assigns, Exams & Grading	Supplement Instructional Methods	Course Outcomes	Student Effort & Involve-ment	Overall Evalu-ation	Avg # Students	Credit Hours
ALT	4.14	4.07	4.19	3.94	4.12	3.63	3.42	4.00	18	3
CNSL	4.51	4.67	4.65	4.38	4.49	4.19	3.84	4.47	14	3
EDAD	4.44	4.53	4.6	4.31	4.31	3.91	3.73	4.34	15	3
EDST	4.26	4.34	4.42	4.15	4.19	3.94	3.79	4.19	21	4
EDEL	4.24	4.34	4.39	4.14	4.19	3.72	3.49	4.1	18	4
EDSE	3.83	4.03	4.22	3.89	3.95	3.56	3.31	3.74	15	3
EDEX	4.26	4.36	4.47	4.20	4.21	3.82	3.55	4.15	24	3
CoEd	4.23	4.33	4.41	4.14	4.20	3.82	3.58	4.13	18	3

7.   How does unit faculty systematically engage in self-assessment of their teaching?

Teaching evaluations are gathered annually as required for annual review and Department Heads review these data individually. University Regulations require four areas of evidence for each annual review of teaching: peer review, self-evaluation, department head, and candidate evaluations. For non-tenured faculty, peer teaching reviews are conducted by departmental faculty using a department level observation instrument. These peer reviews become part of annual review packets and tenure/promotion packets. As necessary, Department Heads work individually with faculty members (and in consultation with the Dean) to address any deficiencies or requests for additional mentoring related to teaching.

5c.   Modeling best professional practices in scholarship

1.   What types of scholarly work are expected as part of the institution's mission?

Faculty in our programs are engaged in the typical types of scholarship expected in a Research Extensive university: field and action research, publications of many varieties, presentations across levels from local to international, grant development and implementation, and other creative contributions that represent scholarly contributions to a discipline. Faculty are expected to develop and pursue a research agenda that contributes to their specialty field. See details in the University Regulation 803 at http://uwadmnweb.uwyo.edu/legal/Uniregs/ur803.htm.

2.   In what types of scholarship activities are faculty engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship?

Many faculty are engaged in research that is embedded in pedagogy or the school settings with which we partner. All tenured and tenure track faculty have a percentage of their load designated for research and scholarship. A detailed summary of faculty scholarship from the 2006 FAPS is available in the Documents Room. A detailed chart of faculty load assignments (percentage for: teaching, scholarship, service, administration, professional development) is available in the Documents Room for each faculty member. Also, current vitae for all faculty will be available in the Documents Room.

Faculty Scholarship Reported in 2006 Annual Evaluations

(N = 54 Faculty Members)

	Peer Reviewed Publications	Invited or Non-Peer Reviewed Publications	Books or Chapters	Int'l or Nat'l` Presentations	State or Local Presentations	Grants	Evaluation Projects	Proceedings	Creative Contributions
Number of scholarly products	33	13	10	88	47	23	7	9	8
Number of faculty reporting	22 (41%)	11 (20%)	8 (15%)	38 (70%)	21 (39%)	18 (33%)	6 (11%)	4 (7%)	6 (11%)

5d.   Modeling best professional practices in service

1.   What types of service are expected as part of the institution's and the unit's mission?

Unit faculty are expected to serve a university and statewide mission to prepare well qualified future teachers and other school personnel. To that end, faculty participation in department, college, university, regional, state, and national service activities is a high expectation.

2.   In what types of service activities are faculty engaged?

Examples of unit faculty service are wide-ranging from supporting local professional development activities in a Partner School setting to campus leadership (e.g., Shepard Symposium, President's Advisory Council on Minorities and Women's Affairs (PACMWA)) to representation on national boards of professional associations (e.g., CACREP, ECS, NNER). Details of faculty service activities are available in the Documents Room.

Service & Leadership Reported in 2006 Annual Evaluations

(N = 54 Faculty Members)

	National/International	State/Region/Local	University	College/Department
Number of service activities reported	173	107	110	172
Number of faculty reporting	46 (85%)	41 (76%)	39 (72%)	52 (96%)

5e.   Collaboration

1.   In what ways does the unit faculty collaborate with colleagues in P-12 schools, arts & sciences, other units at the institution, and the broader professional community on a regular and consistent basis?

Our formal partner agreements for Phase III field experiences include full-time university faculty assigned for the direct mentoring and supervision of candidates in specific school sites. These agreements include shared responsibility for some professional development of inservice faculty and preservice candidates. These agreements also stipulate a shared decision-making process for the pairing of preservice candidate with mentor teacher(s) that includes unit faculty, school-based faculty, building principals, and district administration. Partner School Facilitators provide a continuous contact and liaison between partner school personnel and unit faculty.

CoEd faculty regularly interact with faculty in A&S and the College of Agriculture regarding curricula within the 18 concurrent majors. Regular interaction with representatives of the broader community also occurs through governance structures internal to the CoEd (e.g., Advisory Council for Teacher Education, Wyoming School-University Partnership, Science-Mathematics Teaching

Center) and through multiple university structures (e.g., UW Dean's Council, WY Community College Articulation meetings, Graduate Council, University Assessment Coordinators, University Course Committee, WY Professional Teaching Standards Board, Wyoming Education Planning and Coordinating Council (WEPCC)). Each example cited here either includes or has parallel examples of professional interactions for each advanced program.

2. *How has the collaboration led to improved teaching, candidate learning, and teacher education?*

Recent examples include:
- WEPCC set the foundation for Hathaway Scholarships and the creation of the Wyoming P-16 Council
- intercollegiate grant projects
- increasing the course requirement in History for all Secondary Social Studies Education majors
- discussions with the Modern & Classical Language Department regarding candidate performance on the test of oral language proficiency (OPI) for Secondary Modern Language Education majors
- expanded internship requirements for advanced programs in Educational Leadership and Special Education
- improvements in the evaluation data from graduates and mentor faculty in Partner Schools
- collaborative grant efforts across university units and state agencies
- state funded support for the Teacher Shortage Loan Repayment Program
- new partnership with the Teton Science School graduates who pursue the Master's of Science in Natural Science degree to also complete the certification program for Secondary Science Education—Biology
- implementation of a Wyoming-Only Pre-Teacher Fair that occurs in November before candidates complete their Residency
- implementation of cross-site technology book clubs as part of the Albany County School District #1 Partner Schools [Dr. Parkinson in lead]
- development and delivery of statewide regional workshops: Integrating Technology in Science, Math and Social Studies [Drs. Buss & Dambekalns from CoEd and Dr. Gribb from A&S]
- Special Education has collaborated with the Wyoming Institute for Disabilities (WIND):
  - to develop and support the Wyoming Collaborative Mentor Teacher Academy in the preparation of highly qualified special educators
  - to present information about and demonstration of assistive technology to students in EDEX 2484
  - to present information about assistive technology in EDEX 5250
- Special Education has collaborated with Communication Disorders faculty (Speech and Language Pathology and Audiology) to present information about speech and language pathology in general education classrooms for students in EDEX 2484.
- Early Childhood Mental Health Initiative [departments of Counselor Education, Psychology, and Elementary & Early Childhood] to provide a tiered university certificate program for early childhood educators, counselors, and psychologists

- biannual summer Play Therapy Conference for educators and counselors to integrate skills and knowledge of play therapy within practice [departments of Counselor Education and Elementary & Early Childhood]
- internships in Guatemala for school counseling candidates are a collaboration among the UW Department of Counselor Education, International Office, and the University of Guatemala at Valle
- WyoCare (see http://uwadmnweb.uwyo.edu/care/about.asp) is a collaboration between the Wyoming Department of Health and Substance Abuse Prevention and the Department of Counselor Education
- Extended consultation and support for improving teaching in online environments (Dr. Heather Duncan provided the consultation to a faculty member at the University of Western Ontario, Canada) on on-line teaching. This resulted in two joint presentations and a collaborative article. The course was on teaching preservice teachers to teach online. The collaborative process helped both of them reflect on teaching strategies and objectives for teaching online, as well as the differences and similarities in the approach of undergrad students and grad students to the learning process.
- Cross-departmental collaboration (with Educational Studies) was very valuable in developing the Schools and Democracy course (EDAD 1000); part of the Education Freshman Interest Group (FIG) that was created to help freshman make the transition to college.
- Our department works with other colleagues in the college to deliver research courses. We discuss these courses with the C&I department to determine not only the best delivery approach but also to identify instructors who are available and well-qualified to teach them.
- The Wyoming School-University Partnership has organized and facilitated four statewide high school to higher education transition summits in the life sciences (2006, 2007 (3)) and a fifth is scheduled for February, 2008. By the end of February, 2008, over 200 secondary and postsecondary life science faculty (K-16) will have participated in at least one summit. These successes have carried over to a Wyoming Writing Colloquium, Grades 6-16, scheduled for Douglas, WY, April 18-19, 2008. To date, there are 60 registrants for this meeting.

5f.   Unit evaluation of professional education faculty performance

1.   How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations for adjunct/part-time, tenured and non-tenured faculty, as well as for graduate teaching assistants?
        All tenured and tenure track faculty participate in the UW defined evaluation procedures for annual evaluations (Faculty Annual Performance Summary), tenure and promotion, and post-tenure evaluation. These procedures are well defined in the University Regulations (UNIREGS). Academic Professionals participate in the annual review process. All faculty, including part-time faculty and graduate teaching assistants, are evaluated in their teaching each semester through anonymous course evaluations. Information regarding unsuccessful tenure and promotion results are available in the Dean's Office.

2.   How well do faculty perform on the unit's evaluations?
        Holistically, our faculty perform very well on all measures of unit evaluation. Faculty members integrate their scholarship, creative activities, and professional service/consultation activities into their teaching. They fulfill their roles as teacher-scholars through their own

preparation and continuing professional development. Their collaboration and consultation in school settings reinforces their knowledge of content and pedagogical issues in contemporary classrooms and across other professional support areas in schools.

*3.	How are faculty evaluations used to improve teaching, scholarship, and service?*
	Faculty evaluations are used by Department Heads and the Dean to structure individual performance discussions with individual faculty members when any deficiency or area of concern is identified. Each annual review is archived for further consideration regarding tenure and promotion and for post-tenure review. Faculty evaluations are also a key component of the review process of the CoEd Tenure and Promotion Committee. Professional reflection on progress toward personal goals is an explicit requirement of the tenure and promotion process.

**5g.	Unit facilitation of professional development**

*1.	How is professional development related to needs outlined in faculty evaluations? How does this happen?*
	Faculty members engage in professional development opportunities that increase their knowledge of contemporary and emerging issues relevant to their specialized fields of expertise. Feedback from Department Heads, in consultation with the Dean, on the Faculty Annual Performance Summary and each pre-tenure review includes focused suggestions for each individual in the areas of teaching, scholarship, and service. Examples of unit level faculty development activities that have occurred in response to more general needs identified in faculty evaluations include:
- NNER summer symposium, Seattle; annual five-day symposium helps participants focus on the four-part agenda for education in a democracy through in depth readings, discussion, and field research in Seattle. The Partnership has sent a mixed team (public school, arts and sciences, education) of four to five persons, paying one half of the $1000 registration fee for each.
  - Tim Blum, Jean Davies, Sylvia Parker, Audrey Shalinsky, Marty Wood
  - Chris Bolender, Anne LaPlante, Bob Mayes, Brian Recht
  - nomination and selection process under way
- 2006-2007 Wyoming Leadership Associates Program (December, 2006 – May, 2007), included UW and UW/CC faculty members ; Jim Verley, DJ Yocom, and co-leaders Audrey Kleinsasser and Kathleen McKeage
- January 24-25, 2007 leadership institute, Casper, included partner district liaisons, teachers, and UW faculty, including Linda Hutchison, Peggy Laughlin, Pat McClurg, Peter Moran, Lydiah Nganga, Deb Parkinson, Kay Persichitte, Kate Welsh (complete participant list of 61 persons in the Documents Room)
- 2007-08 Faculty Scholarly Activity Awards (8) to tenure track faculty and Academic Professional Scholarly Support grants (3) to academic professional faculty based on proposals submitted
- All Department Heads have participated in at least one Department Head training seminar outside the college.
- The Ellbogen Center for Teaching and Learning is used to provide some professional development that is identified in faculty evaluations. Also, at times recommendations are made for faculty to connect with a mentor to assist with teaching and/or research.

- New faculty participate in workshops delivered by the Ellbogen Center for Teaching and Learning targeting a variety of instructional skills.
- College-level technology workshops (2007-08) are a direct response to faculty requests and articulated needs regarding podcasts, use of the OVN system, and other technology integration topics
- Research semesters (with reduced teaching load) for tenure-track faculty are supported by the Department and Dean's Office.
- Secondary Education established a departmental Research Group (2006-continuing) to stimulate collaborative scholarship in the department.
- Several events related to diversity issues in the CoEd (2005-continuing)

2.   What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and any aspect of the unit's conceptual framework?
        Frequent and multiple professional development activities have been offered within the CoEd related to assessment, diversity, technology, developing partner school relationships, and special education since the last NCATE review. Agendas, flyers, and details for many of these activities are available in the Documents Room. In addition, the College supports attendance at professional meetings and conferences at university, regional, state, national, and international levels.

3.   How often does faculty participate in professional development activities both on and off campus?
        All faculty participate in professional development activities multiple times each semester. The level of their participation varies greatly depending on load assignment and rank.

Optional

1.   What does your unit do particularly well related to Standard 5?
        Our strengths in this standard are in the areas of Modeling Best Professional Practices in Service and, in some ways related, Collaboration. We have made explicit efforts to build effective partnerships and collaborations with other university units and with external constituencies.

2.   What research related to Standard 5 is being conducted by the unit?
        The CoEd has contracted with the Wyoming Survey and Analysis Center (WYSAC) for biennial data collection that includes items related to faculty performance. These reports are available at http://www.uwyo.edu/ted/wtepreports.asp.

AREA FOR IMPROVEMENT CITED in 2000
Standard 5: Collaboration is limited between professional education faculty in the College of Education and professional education faculty in the College of Health Sciences.

UPDATE: Dr. Mark Byra (Program Coordinator for Physical Education, Adaptive Physical Education, and Health) sits as a voting member representing the College of Health Sciences on the Advisory Council for Teacher Education (ACTE). The ACTE is the broad governance structure for all initial preparation programs and Mark's participation is valued for input and for dissemination/discussion across all areas related to initial preparation. Collaboration and communication between the Colleges is much expanded in the last few years.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

> *The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

6a.   Unit leadership and authority

1.   How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The preparation of teachers and other school personnel is a shared responsibility at UW, through collaboration across the College of Education, College of Arts and Sciences, College of Health Sciences, College of Agriculture, UW Outreach School, Early Care and Education Center, and the Science Mathematics Teaching Center. Primary coordination occurs through the CoEd Dean's Office with an authority structure that includes the Associate Dean (with administrative responsibility for graduate programs), the Director of Teacher Education (with administrative responsibility for undergraduate programs), and seven department heads. An organizational chart for personnel is available in the Documents Room. Governance structures and other support units contribute to the delivery of these academic programs with structured interactions through the CoEd Leadership Council. An organizational chart for unit governance is also available in the Documents Room.

2.   What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

Program faculty across colleges are participatory in curricula, delivery, and evaluation processes. Administrators and support personnel also have roles related to implementation and evaluation of unit programs. Partner School Facilitators, Partner School faculty and school district administrators participate in the placement and evaluation of Residency candidates. Membership lists and workshop participation lists are available in the Documents Room.

3.   How does the unit ensure that candidates have access to student services such as advising and counseling?

Academic advising for undergraduate and graduate programs is a shared faculty responsibility. Undergraduate advising assignments are made and managed in the Office of Teacher Education (OTE) in cooperation with respective Department Heads. Graduate Assistants in the OTE also have undergraduate academic advising assignments. The OTE provides academic counseling for CoEd candidates identified as eligible for the UW Academic Success program. Career Counseling occurs through the Center for Advising and Career Services. There are multiple additional specialized counseling avenues available to candidates through referral. *Special Education:* Candidates are assigned a faculty advisor on admission to the program. Advisors provide academic advising and referrals to university counseling services and professional resources.
School Counseling: Counselor Education candidates have information in their program handbook regarding student services as well as presentation of appropriate information during fall orientation.

MA-C&I Option: The Master's Program Brochure includes program requirements, a step-by-step process for program completion, and procedures for completing the culminating research project (Plan A/B paper). (See Attachment C in the program report)

In general, graduate-level candidates get access to these services directly and indirectly based on close relationships between the candidate and graduate committee. Each candidate is assigned an academic advisor at admission. Examples of how candidates learn of these supports include: program handbooks, orientation sessions at admission, advising from academic advisor and/or graduate committee members, UW Graduate Bulletin, and participation in workshops for graduate candidates at the Ellbogen Center for Teaching and Learning.

4.   What are the unit's recruiting and admissions policies? How clearly and consistently are they described in publications and catalogues?
        As the sole state-supported university in Wyoming, recruiting is centralized at the university level with structured interactions and collaborations with colleges. Admissions policies are developed collaboratively across colleges and departments then widely shared internally and externally. Admission to UW occurs in the Admissions Office while program admission criteria and process occur in the college.

5.   How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?
        Print and web-based materials are updated annually (at a minimum) with unit and program specific brochures created at the department and college level then shared with the Graduate School, Outreach School, Admissions, Office of the Registrar, and Student Affairs. The CoEd employs a Coordinator of Public Relations to support some of these activities. Course Schedules and University Bulletins (graduate and undergraduate) are on annual update cycles managed and coordinated by the Dean's Office with significant input from Department Heads.

6b.   Unit Budget

1.   What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units on campus or similar units at other institutions?

	Education	Health Sciences	Business
Department Expenditures			
2002-03	$2,931,258	$5,745,367	$4,112,197
2003-04	$3,076,971	$6,429,515	$4,008,554
2004-05	$3,304,830	$6,632,869	$3,975,670
2005-06	$3,452,883	$6,728,749	$4,198,089
Graduate Assistants			
2002-03	$263,637	$150,930	$227,799
2003-04	$243,011	$177,082	$300,485
2004-05	$290,163	$176,423	$287,551
2005-06	$257,904	$170,847	$202,323
Pool Allocation			
2002-03	$1,631,360	$995,001	$866,354
2003-04	$1,791,081	$895,020	$1,060,578

2004-05	$1,275,995	$776,707	$1,079,455
2005-06	$1,584,344	$1,009,398	$1,100,380
Total			
2002-03	$4,826,256	$6,891,298	$5,206,350
2003-04	$5,111,063	$7,501,617	$5,369,617
2004-05	$4,870,988	$7,585,998	$5,342,676
2005-06	$5,295,131	$7,908,994	$5,500,792

	Education	Health Sciences	Business
Total Expenditures/Total Degrees Awarded			
2002-03	$14,428	$20,209	$13,810
2003-04	$15,144	$23,370	$15,701
2004-05	$12,685	$20,447	$14,965
2005-06	$13,422	$44,216	$14,989
Total Expenditures/Student FTE			
2002-03	$3,024	$5,105	$4,704
2003-04	$3,140	$5,400	$4,872
2004-05	$2,961	$5,517	$4,700
2005-06	$3,302	$5,663	$5,012

CoEd budgets continue to show annual increases that are adequate to maintain programs, facilities, and access to technology. Support for academic positions has been equally strong from the Wyoming Legislature (identification of and funding for four endowed chair positions) and through the Central Pool Management process administered by Academic Affairs.

2.   What financial support is available for professional development opportunities for faculty?
Each Department has support budgets allotted based on total number of full-time faculty. These budgets include funds that can be used for individual or departmental professional development activities. In addition, the Dean's Office provides significant support for college-wide professional development (e.g., extended summer workshops supporting undergraduate program articulation, graduate program review, development of the WTEP Assessment Plan). Agendas, descriptive flyers, and participation lists are available in the Documents Room for many professional development activities within the unit. In addition, the CoEd is often a fiscal partner in collaborative university opportunities (e.g., Ellbogen Center for Teaching and Learning invited speakers and workshops, invited seminar speakers, Shephard Symposium).

3.   What changes to the budget since the last visit have affected the quality of the programs offered?
State and university support for CoEd programs continues to be strong. Fiscal support and collaboration among internal units have allowed us to make great advances in the Partner School district model for Phase III of the undergraduate programs. In particular, the agreement that we have with the Outreach School for sharing of tuition revenues associated with the Residency in Teaching courses has allowed us to hire five Partner School Facilitators, support travel by plane to remote districts for CoEd faculty, fund the required Mentor/Preservice Workshops that serve as orientation to the Residency experience, and reimburse/support other professional development activities in Partner School Districts. Also, the CoEd has funding for four Endowed Chair positions (1 filled, 1 finalized January 2008, 2 pending searches).

6c.   Personnel

1.   What are the institution's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, and dissertation advisement)? What are the institution's workload policies?

       The UW Workload Policy is available at uwadmnweb.uwyo.edu/legal/Uniregs/ur807.htm Essentially, the standard teaching responsibility for full-time UW faculty is: 20 credits per academic year for faculty while assigned exclusively to undergraduate teaching or 15 credits per academic year for faculty whose responsibilities include research, creative activities, extension, service, or administration. The CoEd Workload Policy (from the Department Heads Handbook) states that the typical job description for CoEd faculty members is: 65% teaching, 25% research, 5% advising, and 5 % service. Generally, a faculty advising load of 5% consists of around 30 advisees, with a mixture of both undergraduate and graduate candidates. Changes to these loads can be negotiated with the Department Head and the Dean. Residency supervision carries load credit of 5 semester credit hours for faculty assigned to one or more Partner School Districts. The number of candidates supervised varies (from about 10 per faculty member to 18) for Elementary and Secondary with additional support from the Partner School Facilitators. Independent study and dissertation advisement do not carry direct load credit. Occasional overload teaching assignments are allowed as approved by the Department Head and Dean.

2.   What are the actual workloads of faculty for teaching and clinical supervision?

     Typical Elementary Education: 15 semester credits teaching for the academic year with primary responsibility for supervision of about 10 candidates in Residency (spring semester only); includes 5 semester credits for spring supervision of Residency

     Typical Secondary Education: 15 semester credits teaching for the academic year with primary responsibility for supervision of candidates who are eligible for Residency (spring semester only); includes 3 to 5 semester credits for spring supervision of Residency

     Typical Educational Leadership: 15 semester credits teaching for the academic year which includes 2 semester hours of Internship Supervision

     Typical Counselor Education: 15 semester credits teaching for the academic year plus 3 clock hours per week clinical supervision

     Typical Special Education: Faculty who supervise practica experiences earn 3 semester credits. Total load for full-time tenured or tenure-track faculty is 15 semester credits teaching for the academic year.

3.   To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

     Class size in the CoEd averages less than 25 for undergraduate courses which include practica. The university calendar sets a full week each semester as Advising Week to allow faculty and candidates to schedule to meet undergraduate advising needs. Development of course assessments as well as the design and delivery of distance courses are aspects of course preparation that are generally managed at the Department Head level and developed and implemented at the faculty level.

*4.	How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?*

Department heads review the semester course evaluations and the annual peer observations for part-time faculty. Part-time faculty are strongly encouraged to participate in curriculum team meetings, CoEd and department meetings, and in department or college-level professional development activities. Part-time faculty often partner with full-time faculty to create, implement, and participate in activities set in field experience settings. This is the case for initial teacher education programs, Educational Leadership programs, and Early Childhood endorsement programs.

*5.	What personnel provide support for the unit?*

Direct support to the unit is provided with at least one full-time administrative assistant assigned to each of the seven departments. The Science and Mathematics Teaching Center and the Wyoming School-University Partnership provide support through collaborations and activities that cross college boundaries and external constituencies. The Dean's Office provides administrative support and coordination for graduate and undergraduate academic programs, facilities, development efforts, public relations, and leadership in the college. These efforts are assisted by the Associate Dean. The Office of Teacher Education (OTE) provides logistical, coordination, and budget support to all aspects of Phase III and Partner Schools for undergraduate programs, unit recruiting and advising activities for undergraduate programs, and daily administrative support to teacher education. Support for Phase III includes five half-time Partner School Facilitators resident in each Partner School District site. Graduate candidates provide support to the CoEd computer labs, the OTE, and special projects at the department level. When support needs are identified, they are shared with the Dean and the CoEd Leadership Council for consideration and resolution. Support for the Music Education and Physical Education programs are provided by their respective colleges. Coordination with these programs is the responsibility of the Director of Teacher Education. Many additional supports are provided by other university units (e.g., Student Affairs, Center for Advising and Career Services, Outreach School, Center for Disability Access Services, the Writing Center).

## 6d.	Unit facilities

*1.	How adequate are unit facilities—classrooms, faculty offices, library/media center, and school facilities—to support teaching and learning?*

Unit facilities are undergoing new and continued upgrades with fiscal support from the university administration and the CoEd Development Board. Since 2004 these major facilities initiatives have been funded:
- Remodel of the second floor of the Education Annex to include 7 high tech classrooms and a candidate lounge area (complete)
- Complete renovation and landscaping of the area north of Education including moving the Lab School playground area to the south side of Education
- Addition of space in Education to accommodate the PC Computer Lab and the Mac Computer Lab separately (complete)
- Upgrades to the Education Auditorium entryway and hallway connecting Education to the Ed Annex (complete)

- Remodel of the third floor of Education to accommodate 26 faculty and staff offices plus dedicated space for graduate assistants (complete)
- Renovation of the entryway to McWhinnie Hall (ongoing)
- Remodel of the third floor of the Ed Annex for additional classroom space (beginning spring 2008)
- Classroom and administrative spaces at the UW/CC campus are modern and adequate for current needs; these spaces are funded through the Outreach School

6e.   Unit resources including technology

1.   What information technology resources support faculty and candidates? What evidence shows that candidates and faculty actually use these resources?
- Two computer labs (Mac and PC) in Education are designated for candidate use
- 3 stations in OTE designated for candidate use only
- Wireless internet access in most areas of the Education, Education Annex, and Wyoming Hall buildings
- Departments budget for faculty computers, printers, internet access fees, and tech support (Dean's Office funds computer purchases for new faculty)
- Compressed video classroom in the ground level of Education
- Ed Annex classrooms include digital display, smart boards, wired computer video systems
- Faculty and candidate support from the UW Information Technology unit including the phone-based HELP Desk

Evidence of use is confirmed with lab schedules, syllabi, related professional development activities, budget expenditures, and minutes of meetings across departments and the college.

2.   What resources are available for the development and implementation of the unit's assessment system?

Multiple faculty workshops have been funded to develop and support the WTEP Assessment Plan. The development of the College of Education Integrated Database (CEID) was initially funded in 2004-05 with college and university internal grant funds. An independent database company, chapaCode, continues to provide the technical development and support of the CEID. Continued funding for the expansion, maintenance, and upgrade of the CEID comes from the Dean's Office. Resources for management and implementation of the CEID, coordination of the assessment system for all undergraduate programs, and support for assessment plan development in graduate programs are assigned by the Dean to the Director of Teacher Education in collaboration with the Associate Dean.

3.   What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current? How accessible are resources to candidates, including candidates in off-campus and distance learning programs, through electronic means?

The CoEd houses and maintains an extensive curriculum library in the Education Building. Access to materials from Coe Library is convenient for on-campus candidates and candidates at the UW/CC campus. Library access for all off-campus candidates is formally coordinated by the Outreach School. We have a librarian assigned directly to the CoEd as a faculty resource and she holds "office hours" weekly in Education for all candidates and faculty. UW/CC candidates also have access to Casper College library. UW Libraries provide a

collection budget and cooperative services through Goodstein Library at Casper College for UW/CC students. Goodstein Library offers at least one dedicated computer for accessing UW Libraries resources.

UW has recently received significant funding from the Wyoming Legislature for the remodel and expansion of the Coe Library facility and for major upgrades and expansion to the collections. Coe Library provides electronic access to 37,599 unique journals and 317 databases (as of June, 2007). In particular, Dean Maggie Farrell is focusing collection updates on a variety of electronic resources and expansion of the print collections. UW Libraries offer distance students and faculty access to library resources, reference services, and library instruction in accordance with the Association of College & Research Libraries Distance Learning Guidelines (see http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.cfm). Users may email, instant message (IM), or call the library's toll-free number for reference assistance. Outreach instruction is offered in a variety of formats: audio conferencing, compressed video, through the online course shell, and librarian visits to regional centers. Authenticated off-campus users access catalogs, databases, e-books, and e-journal collections through a proxy server. The Libraries utilize an OpenURL resolver to offer seamless access to online journals. Circulating books, documents, microforms, and audiovisual materials are mailed free of charge to Outreach students in the U.S. The Libraries offer electronic reserves plus scanning and electronic delivery of print articles and book chapters in compliance with copyright laws. A single, online form is replicated in the catalog and article databases to simplify the process for requesting materials.

Optional
1. *What does your unit do particularly well related to Standard 6?*
This unit truly values and lives our conceptual framework which calls for democratic processes and shared decision-making. We consistently invite input and feedback from multiple internal and external constituencies. The faculty and staff are active scholars and contributors to mission of the college and the university. We have been fortunate in recent years to have excellent political and fiscal support from the state legislature.

AREAS FOR IMPROVEMENT CITED in 2000
Standard 6: Funding has not been allocated for the development and implementation of the unit's assessment system.

The unit does not effectively manage or coordinate the health education and physical education programs.

UPDATE: The development and implementation of the CEID is in direct response to this cited area for improvement. The CEID is created using industry- standard code and customized databases for the unit. Functionality is robust and exceeds our expectations to date. The ability to leverage the CEID for long-term data archival, aggregation and disaggregation, and reporting purposes is part of the unit planning.
Significant and purposeful efforts have been made to improve communication and coordination with the College of Health Sciences' teacher education program while preserving their control of these academic programs. We believe the relationship is stronger than at the time of our last review and we are confident in the knowledge, skills, and dispositions of candidates who complete these programs.

UW College of Education & Unit Program Completers 2004-07

Program Name	2004-05	2005-06	2006-07
Adaptive Physical Education (K-12) Add-On Endorsement (No graduates in odd # years)	0	0	0
Art Education (K-12)	11	4	11
Early Childhood [Birth - 5] Add-On Endorsement	Initial program start	2	4
Early Childhood [Birth - 8] Add-On Endorsement	7	13	26
Early Childhood Special Education Add-On Endorsement	2	3	6
Elementary Education	154	175	143
English as a Second Language Add-On Endorsement	30	28	25
Health Education (K-12) Add-On Endorsement	8	10	0
Music Education	12	9	10
Middle Grades Mathematics Add-On Endorsement* [enrolled (MSNS degrees completed)]	16	19	13 (2)
Middle Grades Science Add-On Endorsement* [enrolled followed by (MSNS degrees completed)]	18 (5)	16 (1)	17 (1)
Physical Education (K-12)	19	13	24
Reading-Literacy Add-On Endorsement	11	22	17
School Counseling – Master's	12	5	15
School Principal – Endorsement	17	17	14
School Principal – Master's	10	7	5
Secondary Agricultural Education	5	6	4
Secondary English Education	14	13	7
Secondary Mathematics Education	12	15	15
Secondary Modern Languages Education (Total)	2	5	3
French	0	0	1
German	0	0	0
Spanish	2	5	2
Secondary Science Education (Total)	8	6	8
Biology	5	4	5
Chemistry	2	1	1
Earth/Space Science	1	1	1
Physics	0	0	1
Secondary Social Studies Education	29	26	54
Secondary Technical Education (No graduates in odd # years)	1 (exception granted)	3	0
Special Education - Bachelor's (program sunsetted effective fall 2006)	24	10	10
Special Education - Master's	5	3	1
Superintendent – Doctoral	2	4	16
Curriculum & Instruction Option - Master's	11	18	13
Curriculum & Instruction Option – Ph.D. & Ed.D.	6	9	3

*enrollment numbers are not mutually exclusive across academic years

WEB ADDRESSES

Academic Plans	http://ed.uwyo.edu/academic_plans.asp
Alumni Survey for Graduate Programs Summer 2007	http://ed.uwyo.edu/alumni/SurveyResults.doc
MA-C&I Option	http://www.uwyo.edu/c_i/
Bulletin--Graduate	http://uwadmnweb.uwyo.edu/REGISTRAR/bulletin/7miscgrad.html
Bulletin--Undergraduate	http://uwadmnweb.uwyo.edu/REGISTRAR/bulletin/main.html
College of Education (CoEd)	http://ed.uwyo.edu/
CoEd Departments	http://ed.uwyo.edu/departments.asp
CoEd Faculty & Staff Handbooks	http://ed.uwyo.edu/handbooks.asp
CoEd Governance Minutes	http://ed.uwyo.edu/minutes.asp
CoEd Learner Outcomes	http://ed.uwyo.edu/LearnerOutcomes.asp
CoEd & PTSB Standards	http://www.uwyo.edu/ted/standards.asp
Conceptual Framework	http://www.uwyo.edu/ted/COEd_CF.htm
Department Annual Reports	http://ed.uwyo.edu/reports.asp
Counselor Education Training Clinic	http://www.uwyo.edu/cnsled/clinic.asp
Counselor Education CACREP Mid-Cycle Report	http://www.uwyo.edu/cnsledsupport/docs/CACREP_mid-cycle_report-2007.pdf
Department of Adult Learning & Technology	http://www.uwyo.edu/alt/
Department of Counselor Education	http://www.uwyo.edu/cnsled/
Department of Educational Leadership	http://www.uwyo.edu/edleadership/
Department of Educational Studies	http://www.uwyo.edu/edstudies
Department of Elementary & Early Childhood Education	http://www.uwyo.edu/elemed/
Department of Music	http://uwadmnweb.uwyo.edu/Music/
Department of Secondary Education	http://www.uwyo.edu/seced/
Department of Special Education	http://www.uwyo.edu/sped/
Early Childhood Endorsements	http://www.uwyo.edu/elemed/ec/
English as a Second Language Endorsement	http://www.uwyo.edu/elemed/language.asp
Faculty Workload Policy	uwadmnweb.uwyo.edu/legal/Uniregs/ur807.htm
Graduate Programs	http://ed.uwyo.edu/graduate.asp
Guidelines for the Identification, Preparation, & Reflections of Preservice Mentor Teachers	http://www.uwyo.edu/studtchg/
Office of Teacher Education	http://www.uwyo.edu/ted/
Partner Schools	http://www.uwyo.edu/ted/plc.asp
Physical Education Teacher Education (PHET)	http://uwacadweb.uwyo.edu/kandh/PETE_Program_Studies.asp

Policy-Related Documents	http://ed.uwyo.edu/Policy_Related.asp
Praxis Requirements for Certification	http://www.uwyo.edu/ted/praxis.asp
Program Sheets	http://ed.uwyo.edu/majors.asp
Reading/Literacy Endorsement	http://www.uwyo.edu/elemed/literacy.asp
University Mission Statement	http://uwadmnweb.uwyo.edu/president/outbox/inforesources/archive/MissionStatementFinalApril2002.htm
University of Wyoming	http://www.uwyo.edu/
UW Bulletin	http://uwadmnweb.uwyo.edu/REGISTRAR/bulletin/main.html
UW Tenure & Promotion Regulation 803	http://uwadmnweb.uwyo.edu/legal/Uniregs/ur803.htm
WTEP Assessment	http://www.uwyo.edu/ted/accreditation.asp
WTEP Assessment Plan	http://www.uwyo.edu/ted/wtepassessment.asp
WTEP Candidate Dispositions Rating Form	http://www.uwyo.edu/ted/documents/ASSESSMENT_CANDIDATE_DISPOSITIONS_8.06.doc
WTEP Description	http://www.uwyo.edu/ted/wtep_info.asp
WTEP Handbook	http://www.uwyo.edu/ted/handbook.asp
Wyoming School-University Partnership	http://uwacadweb.uwyo.edu/WSUP/
WTEP Survey Reports	http://www.uwyo.edu/ted/wtepreports.asp
WyoCare	http://uwadmnweb.uwyo.edu/care/about.asp

LIST OF ABBREVIATIONS

ARC	Assessment Review Committee
C&I	Curriculum and Instruction
CACS	Center for Advising and Career Services
CEID	College of Education Integrated Database
CoEd	College of Education
ECS	Education Commission of the States
FAPS	Faculty Annual Performance Summary
NCLB	No Child Left Behind Act
NCE	National Counseling Exam
NNER	National Network for Educational Renewal
OTE	Office of Teacher Education
OVN	Outreach Video Network
PACMWA	President's Advisory Council on Minorities and Women's Affairs
PHET	Physical Education Teacher Education
PTSB	Wyoming Professional Teaching Standards Board
SPA	NCATE Specialty Professional Association
UW	University of Wyoming
UW/CCC	University of Wyoming Casper College Center
WEN	Wyoming Equality Network
WIND	Wyoming Institute for Disabilities
WTEP	Wyoming Teacher Education Program
WYSAC	Wyoming Survey and Analysis Center