

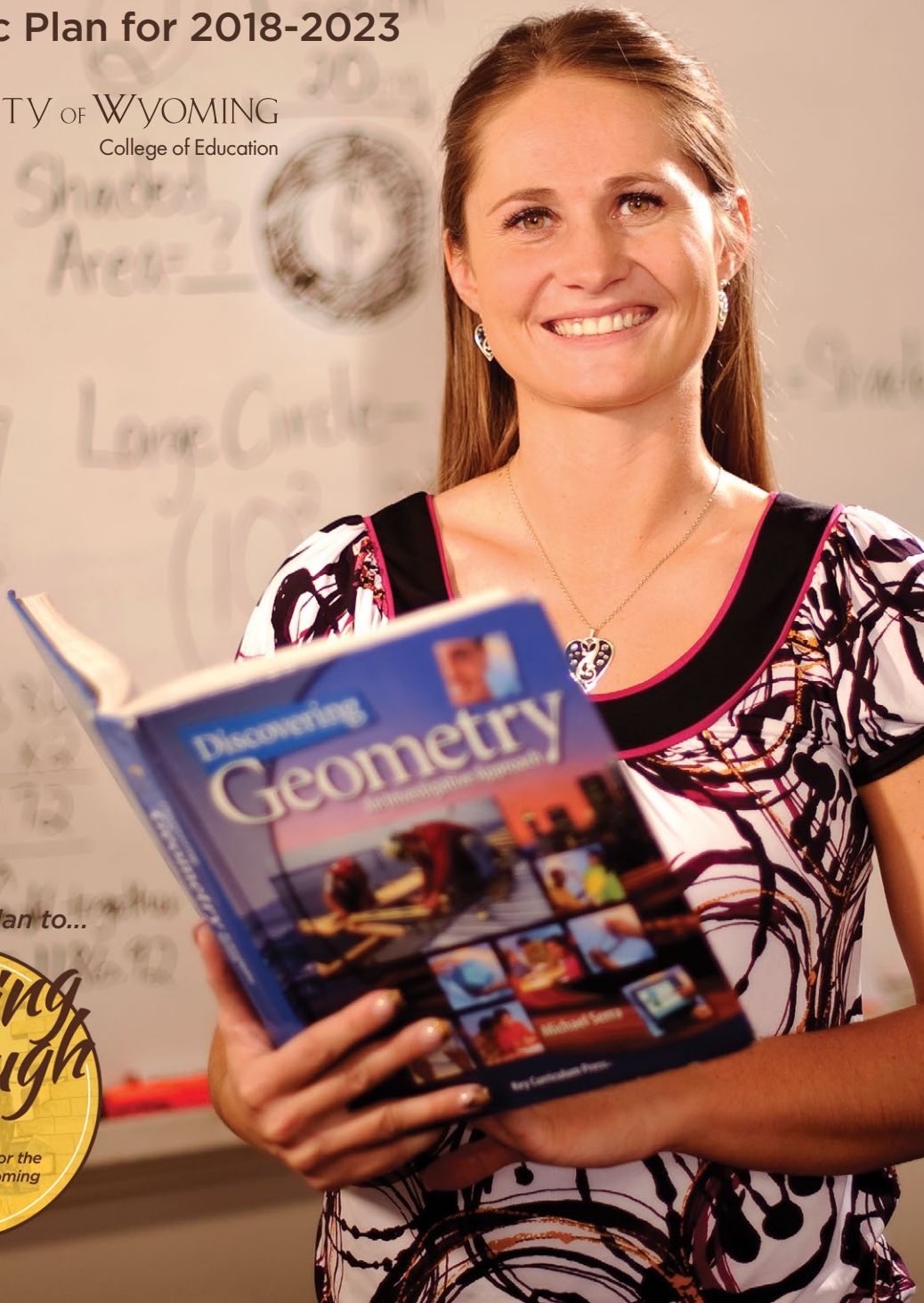
Elevate and Innovate:

A Strategic Plan for 2018-2023



UNIVERSITY OF WYOMING

College of Education



A companion plan to...



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FROM DEAN D. RAY REUTZEL

Building on more than a century of effective educator preparation, the College of Education at the University of Wyoming is well positioned to achieve its goal of preeminence in the preparation of educational professionals. Our graduates elevate the human condition through providing access to an excellent, equitable, modern and practical education for children, youth and adult learners. Our faculty members innovate in designing and delivering digitally mediated, personalized instruction and field experiences by leveraging the miracle of modern technologies to traverse vast distances and conquer constraints of learner time and finances. Our alumni and donors open doors of opportunity for students and faculty through continuous engagement with, investment in, and promotion of the values and mission of the College of Education.



Elevate and Innovate: A Strategic Plan for 2018-2023 provides a clear plan and focus for the future of the College of Education and Trustees Education Initiative (TEI). The College of Education is intent upon contributing to the modernization and effectiveness of the P-20 educational system in Wyoming and beyond. Through hours of listening at TEI town hall sessions statewide, internal analyses, statewide surveys, and multiple college faculty and staff meetings, the people of Wyoming, our alumni, current students, faculty and staff have shared their thoughts. Then, as goals were identified in multiple meetings of the faculty and staff, we looked to the future to push the limits and become an even stronger, engaged and preeminent College of Education.





PREAMBLE

Etched on the sandstone entrance of the College of Education's building are the words, "The whole power of education must be used," by Noah Webster and "Go forth and teach this people," by Horace Mann. During the celebrated 102-year history of the College of Education at the University of Wyoming (UW), the graduates of the College of Education have done just that in classrooms, schools, educational agencies, community colleges, and at the University in the state of Wyoming as well as nationally and internationally. Graduates of UW's College of Education have assumed distinctive and notable roles in educational leadership in the state, region, nation and globe.

As the only educator preparation university supported by the state of Wyoming, the College of Education shares deeply in the land grant mission of the University of Wyoming. Not only has the College provided necessary initial preparation for the teachers and leaders of the state's schools, it also has extended continuing professional support and development opportunities to teachers and leaders of the schools and school districts across the wide breadth of Wyoming's expansive geography. In response to the small population of the state of Wyoming coupled with its long distances between scores of small towns and cities, the College of Education is always seeking new ways to serve the P-12 students, teachers, and school leaders in the state of Wyoming through both personal contact and using modern digital technologies.

In 2014, the University's Board of Trustees determined that the College of Education would become a focus within the university in order to elevate the programs offered in the College to a level of national preeminence. Preeminent graduates of these programs would then support and elevate the learning of Wyoming's P-12 students to become some of the best prepared high school graduates, ready for careers, college, and military service in the nation. To this end, coupled with the College's own continuous improvement efforts, the UW Trustees Education Initiative has provided the focus, attention, resources, and support needed to truly elevate the College of Education's programs, research, faculty, staff, and practices to some of the most forward-leaning, innovative, and effective in the nation.

In presenting the 2018-2023 strategic plan to our constituents, we have divided it into four major themes: 1) *Nationally Recognized*, 2) *Connected to Community*, 3) *Impacting the Profession and the Schools of the State*, and 4) *Providing Distinctive and Innovative Programs and Practices*. The first three themes are primarily aimed at the College's continuous improvement efforts. The final theme, *Providing Distinctive and Innovative Programs and Practices* are the product of intense collaborative efforts between the Trustees Education Initiative and multiple stakeholders to provide the College of Education with leadership and guidance toward achieving preeminent, distinctive, and innovative programming and practices going forward into the 21st century and into a second century of the College's illustrious history at the University of Wyoming.

VISION

We will make a positive and lasting educational impact on families, schools, and communities — locally, regionally, nationally and internationally.

MISSION

The University of Wyoming College of Education is committed to the principle that education can transform lives and make the world more democratic, equitable, and socially just. This vision informs our teaching, research, and service as a research-based College. As part of a land-grant institution, the College of Education recognizes its responsibility to offer:

- preeminent programs that prepare educational scholars to further educational theory, policy, practice, and research; and
- programs that prepare exceptionally effective educational practitioners for roles in educational settings.

We strive to:

- prepare practitioners who will make a difference in individual learning and student lives as well as prepare researchers who are knowledgeable, skilled, passionate, reflective, and contributors to their own fields, and who are learners, leaders, and agents of change;
- engage in research and disseminate knowledge on critical issues of education and human development on which effective educational policies and practices can be supported; and
- serve the State of Wyoming through professional development, initial licensure preparation, alternative certification programs, and through outreach to P-12 schools, state government, community colleges, community agencies, and private companies.





VALUES

We, in the College of Education at the University of Wyoming, are committed to:





THEMES AND GOALS

THEME 1: NATIONALLY RECOGNIZED

Goal One: The College of Education will increase support for research and scholarly productivity of its tenure-track faculty and graduate students.

Goal Two: The College of Education's physical facilities will reflect the preeminence, accessibility, and reputation of its degree programs, faculty and graduates.

THEME 2: CONNECTED TO COMMUNITY

Goal Three: The College of Education will recruit and retain undergraduate and graduate students through ongoing communication with all College of Education students beyond graduation.

Goal Four: The College of Education will expand clinical experiences in both quantity and quality (within and beyond the academic term) as an essential element of educator candidate preparation.

Goal Five: The College of Education will foster a diverse, equitable, inclusive and positive workplace environment for all faculty, staff and students.

Goal Six: The College of Education will engage with Wyoming community college partners to make select educator preparation programs accessible throughout all geographic regions of the state to place bound students.

THEME 3: IMPACTING THE PROFESSION AND THE SCHOOLS OF THE STATE

Goal Seven: The College of Education will provide transparent, publicly accessible data supporting the quality and effectiveness of its educator preparation programs.

Goal Eight: The College of Education will develop and implement new, market-driven undergraduate teacher education programs, e.g., Computer Engineering Technology Education, Early Childhood Education and Special Education, to meet the needs of an increasingly technologically-based and diversified economy.

THEME ONE

NATIONALLY RECOGNIZED

Goal One: The College of Education will increase support for research and scholarly productivity of its tenure-track faculty and graduate students.

Objectives

- A. Increase participation in faculty and student writing groups and grant writing symposia.
- B. Document increases in applications for and receipt of external research funding.
- C. Increase number of awards and acknowledgements for research and scholarly production.
- D. Explore and support more collaborative, interdisciplinary research and scholarship opportunities for faculty and students.
- E. Review productivity, tier 1 publications and external grant funding, for potential reduced teaching loads in annual job descriptions, which will go into effect following an annual period of high levels of scholarly productivity.
- F. Increase dialogue, research, and partnerships between faculty members in the *School of Teacher Education* and *School of Counseling, Leadership, Advocacy, and Design*.

Strategies

- A. Increase quantity and quality of specific mentorship for faculty and students to increase research and scholarly productivity.
- B. Obtain increased external funding to support research and scholarly productivity.
- C. Expand methods to recognize and honor research and scholarly productivity.
- D. Secure co-chairs from both schools and outside the

college to support the annual College of Education research symposium.

- E. Obtain additional institutional support for research and scholarly activities.
- F. Provide opportunities for dialogue, research, and partnership between faculty members in the *School of Teacher Education* and *School of Counseling, Leadership, Advocacy, and Design*.

Tactics

- A. Engage in a programmatic review at the conclusion of the *College of Education Academic Writing Fellows* program and the *College of Education Grant-Writing* program.
 - 1. Revise these programs as needed.
 - 2. Secure and commit funding for next program cycle.
- B. Raise and allocate funding to support increased incentives and awards for tier 1 publications and grant submissions for the next five years to transform the research and scholarly culture of the College of Education.
- C. Schedule an annual awards ceremony to celebrate tier 1 publications and grants secured for the year.
- D. Seek external funding to secure an internationally renowned research methodologist for the annual College of Education Research Symposium.
 - 1. Select one College of Education faculty fellow (from each College of Education school) to continue to work with (and receive support from) the internationally renowned researcher across the year with an intended output of a tier 1 publication submission at the end of 12 months by the College of Education faculty research fellow.
 - 2. The College of Education faculty research fellow will then present her/his paper at the following annual College of Education Research Symposium.
- E. Secure funding to cover the reduced teaching load(s) of research and scholarly active faculty members.
- F. Regularly schedule, monthly, all-college faculty meetings as opportunities for dialogue, research, and partnership between faculty members in the *School of Teacher Education* and *School of Counseling, Leadership, Advocacy, and Design*.



Goal Two: The College of Education's physical facilities will reflect the preeminence, accessibility, and reputation of its degree programs, faculty and graduates.

Objectives

- A. Reconnaissance Phase: Complete reconnaissance phase and submit stakeholder recommendations to University President for approval to move forward with planning phase by September 2018.
- B. Planning Phase: Complete plans, timelines, and secure approvals and funding by 2021.
- C. Construction Phase: Complete construction and occupy new facilities by 2025.

Strategies

- A. Reconnaissance Phase: Convene a task force to gather stakeholder input on new facilities design for a College of Education and University Laboratory School facilities complex.
- B. Planning Phase: Design facilities and timelines. Present final plans for feedback and approvals to relevant

- policy making groups. Secure funding for projects from relevant groups.
- C. Construction Phase: Construct new buildings for Lab School and College.

Tactics

- A. Reconnaissance Phase: Work with task force to develop and enact a plan to secure stakeholder input on a new facilities design for the College of Education and University Laboratory School facilities complex.
- B. Planning Phase: Hire an architectural firm to draw on stakeholder input to develop plans for the new College of Education and University Laboratory School facilities complex.
 - 1. Secure necessary approvals and funding for the architectural plans.
 - 2. Work with the UW Foundation, University Administration, Albany County District #1 School Board, and Wyoming Legislature to develop a plan to secure funding for the project.
- C. Construction Phase: UW and state agencies will oversee and problem-solve during phases of the construction process.



THEME TWO CONNECTED TO COMMUNITY

Goal Three: The College of Education will recruit and retain undergraduate and graduate students through ongoing communication with all College of Education students beyond graduation.

Objectives

- A. Maintain ongoing communication with graduates.
- B. Prioritize College of Education marketing strategies to increase recruitment and retention of students and faculty.
- C. Increase community in the College of Education to retain students.
- D. Increase fundraising to support student engagement in research and teaching to foster student retention.

Strategies

- A. Retain UW student email addresses.
- B. Hire a marketing staff member to focus on recruitment.
- C. Provide 2-3 college wide events each academic year to foster community.
- D. Provide funding to support student teaching living expenses and for student travel to present research.

Tactics

- A. Request that Information Technology Services at the University of Wyoming maintain alumni e-mail addresses.
- B. Develop a marketing plan that includes use of social media, contact with high school counselors, and alumni relations to enhance recruitment efforts.

- C. Work with UW dining and foodservices to provide a gathering space within the Education Annex to foster a sense of community for students and faculty.
- C2. Schedule special events, such as speakers, service projects, research symposia, and movie nights.
- D. Work with the UW Foundation and potential sponsors to develop a funding source for stipends to defray student teaching housing costs. Invite graduating students to participate in annual giving.

Goal Four: The College of Education will expand clinical experiences in both quantity and quality (within and beyond the academic term) as an essential element of educator candidate preparation.

Objectives

- A. Increase the number and variety of educator clinical placements in diverse and technology simulated, state, national and international locations and with diverse populations.
- B. Increase financial support for internships – whether traditional or extended – both statewide and in international locations.

Strategies

- A. Increase field and clinical experiences locally, nationally and internationally.
- B. Explore the establishment of extended residency and/or internship opportunities by creating collaborative partnerships.

Tactics

- A. Offer extended residencies or internships, earlier field experiences, summer and winter J-term experiences, and other practicum and tutoring experiences designed to support practice of essential skills taught in the educator preparation curriculum.
- B. Develop sustainable financial models and formal partnerships to support extended state, national, and international internships and residencies.



Goal Five: The College of Education will foster a diverse, equitable, inclusive and positive workplace environment for all faculty, staff and students.

Objectives

- A. Diversify the population of faculty, staff and students.
- B. Create a more welcoming workplace environment in the College of Education within the university.
- C. Increase faculty, staff, and student reflexivity¹ pertaining to diversity, equity and inclusion (DEI).

Strategies

- A. Recruit and support faculty, students, and staff from diverse backgrounds (e.g., racial, ethnic, sexual identity, socioeconomic status, language, etc.).
- B. Align efforts with the University of Wyoming's Strategic Plan for Diversity, Equity and Inclusion (DEI).
- C. Support participation in College of Education, campus, and community-wide DEI events.

Tactics

- A. Continue to develop and use the affirmative action hiring manual developed by the College of Education Diversity Committee in 2013.
- B. Task the College of Education Diversity and Collegiality Committee to develop a working plan to align UW's Strategic Plan for Diversity, Equity and Inclusion with ongoing workplace environment efforts in the College of Education.
- C. Engage in critical conversations on issues of race, racism, white privilege, etc. and the roles that race and privilege play in the College of Education and in P-20 classrooms through events such as College of Education Book Clubs, College of Education movie nights, events sponsored by the Social Justice Research Center, and the Shepard Symposium on Social Justice.

Goal Six: The College of Education will engage with Wyoming community college partners to make select educator preparation programs accessible throughout all geographic regions of the state to place bound students.

Objective

- A. Hire a dedicated staff position to coordinate all aspects of new program delivery including development and implementation of statewide clinical field placements, residencies, and internships.

Strategy

- A. Research and develop in collaboration with the UW School-University Partnership high impact educator preparation programs in partnership with the state's seven community colleges or with those other educational agencies and districts interested in partnering with the UW College of Education.

Tactic

- A. Conduct a statewide needs assessment to determine the demand and market for educator preparation programs statewide.
- A2. Access TEI funding to launch high demand educator preparation programs with community colleges as partners in a timely manner.
- A3. Examine how Valley City State University and other online providers offer educator preparation degrees to place bound students in Wyoming and determine how they are accomplishing delivery of undergraduate and graduate degree programs in educator preparation.

THEME THREE

IMPACTING THE PROFESSION AND THE SCHOOLS OF THE STATE

Goal Seven: The College of Education will provide transparent, publicly accessible data supporting the quality and effectiveness of its educator preparation programs.

Objectives

- A. Create a data analysis and reporting committee that includes membership across the college and hire a faculty/staff line as part of a university-wide cluster hire to serve as the data collector and analyst for the college.
- B. Leadership continues communications with UW faculty from other colleges, school districts, Wyoming Department of Education (WDE), Professional Teaching Standards Board (PTSB), and Trustees on data analysis and solicits help in securing members for college data analysis efforts.
- C. Develop a schedule of reviews for instruments and assessments in use and secure other tools, where appropriate, according to instructional need.

Strategies

- A. Leadership, as well as faculty, continuously strives to create a culture of data transparency across the college that guides policy-making as well as instruction.
- B. Include a broad variety of stakeholders from within and outside the university to create, share, and analyze data.
- C. Leadership, as well as faculty, uses a diverse array of tools and tactics for creating and presenting data.

Tactics

- A. The data analysis committee will establish and enact a plan of action for drawing on data to inform the work of the College of Education.
- B. The data analysis committee shares a brief annual report on the overall committee work and distributes it to relevant stakeholders.
- C. Establish a common indicators/metrics program that includes the **Deans for Impact** *Common Indicator System (CIS)* metrics such as classroom teaching performance measure, analysis of candidate dispositions, an employer satisfaction survey, and graduate satisfaction survey.

Goal Eight: The College of Education will develop and implement new, market-driven undergraduate teacher education programs, e.g., Computer Engineering Technology Education, Early Childhood Education and Special Education, to meet the needs of an increasingly technologically-based and diversified economy.

Objectives

- A. The College leadership will reach out to school districts, the WDE, TEI, and selected stakeholders from around UW through the Wyoming School-University Partnership.
- B. Conduct a current educator preparation program portfolio analysis, as well as an educator preparation program needs analysis.
- C. Inventory competing or overlapping professional development and educator preparation programs in the state to maximize resource deployment (e.g., other colleges, universities, WDE and school district professional development efforts).

Strategies

- A. The College will involve a broad base of stakeholders in analysis of current and possible new programs.
- B. The College will consider opportunities to align faculty lines with market-driven program opportunities.



- C. The College will cultivate the input of ongoing program development efforts of stakeholders external to the college with an eye towards collaboration on programs.

Tactics

- A. The College will organize a program needs, research, and development subgroup to study market needs for new programs.
- B. The College leadership will engage in liaison activities with other UW colleges, the TEI and external stakeholders to study market needs for new programs.
- B2. The College and the data analyst will recommend databases and consultancy resources that can be used

- in market analysis of program opportunities. The Education Advisory Board and Hanover Research are examples of firms that can help a program development subgroup pinpoint opportunities. Experts at other nationally recognized colleges of education may also be consulted to study market needs for new programs.
- C. The College will work with the PTSB to study and consider alternative licensure pathways, micro credentialing and leading edge technological deliveries utilized by stakeholders to provide professional development and educator preparation programs in the state.

MEASURING SUCCESS

GOALS/OBJECTIVES	IMPLEMENTATION TIMELINE	METRICS
Goal 1: The College of Education will increase support for research and scholarly productivity of its tenure-track, tenured faculty and graduate students.		
Objective A: Increase participation in faculty and student writing groups and grant writing symposia.	2018	10% increase in participation rates.
Objective B: Document increases in applications for and receipt of external research funding.	2019	APS or FACULTY 180 Database Annual Report for a with 4% per year increase.
Objective C: Increase number of awards and acknowledgements for research and scholarly production.	2019	Annual Program of the Faculty Scholarly and Research Achievements Recognition Reception.
Objective D: Explore and support more collaborative, interdisciplinary research and scholarship opportunities for faculty and students.	2019	COD, Research Office, or WyoCloud Financial Reports of research funding shared between or among colleges or units.
Objective E: Review productivity, tier 1 publications and external grant funding, for potential reduced teaching loads in annual job descriptions, which will go into effect following an annual period of high levels of scholarly productivity.	2019	Determine with Provost the degree to which research productivity can be rewarded with teaching load reductions.
Objective F: Increase dialogue, research, and partnerships between faculty members in the <i>School of Teacher Education</i> and <i>School of Counseling, Leadership, Advocacy, and Design</i> .	2018	Regularly schedule, monthly, all-college faculty meetings as opportunities for dialogue, research, and partnership between faculty members in the <i>School of Teacher Education</i> and <i>School of Counseling, Leadership, Advocacy, and Design</i> .

GOALS/OBJECTIVES	IMPLEMENTATION TIMELINE	METRICS
Goal 2: The College of Education's physical facilities will reflect the preeminence, accessibility, and reputation of its programs, faculty and graduates.		
Objective A: Reconnaissance Phase: Complete reconnaissance phase and submit stakeholder recommendations to University President for approval to move forward with planning phase by September 2018.	Complete Reconnaissance Phase by September 2018	Work with task force to develop and enact a plan to secure stakeholder input on a new facilities design for the College of Education and University Laboratory School facilities complex.
Objective B: Planning Phase: Complete plans, timelines, and secure approvals and funding by 2021.	Complete plans, and secure approvals and funding by 2021.	Hire an architectural firm to draw on stakeholder input to develop plans for the new College of Education and University Laboratory School facilities complex. Secure necessary approvals for the architectural plans. Work with the UW Foundation to develop a plan to secure funding for the project.
Objective C: Construction Phase: Complete construction and occupy new facilities by 2025.	Complete construction and move in to new facilities by 2025.	UW Building task force will oversee and problem-solve during phases of the construction process.
Goal 3: Recruit, support, and maintain connections with undergraduate and graduate students beyond graduation.		
Objective A: Maintain ongoing communication with graduates.	Begin 2018 working with IT and with Institutional Marketing and Communications.	By spring commencement in 2019, have a UW email address that will not disappear after commencement.
Objective B: Prioritize College of Education marketing strategies to increase recruitment and retention of students and faculty.	December 2019	Five year marketing and recruitment plan with recruitment and retention targets.

GOALS/OBJECTIVES	IMPLEMENTATION TIMELINE	METRICS
Objective C: Increase community in the College of Education to retain students.	Spring 2019	Discuss possibility of a extended dining area in the Education Annex with coffee and other purchased food services with Dining Services. Distribute Annual Collegiality and Diversity Survey Results to be administered, analyzed, and reported by the College's DEI Committee.
Objective D: Increase fundraising to support student engagement in research and teaching to foster student retention.	Begin in 2020	Prioritize as a fund raising goal with UW Foundation and MGO.

Goal 4: Expand clinical experiences in both quantity and quality (within and beyond the semester) as an essential element of educator candidate preparation.

Objective A: Increase the number and variety of educator clinical placements in diverse and technology simulated, state, national and international locations and with diverse populations.	Explore increasing clinical opportunities including early field experiences, access to extended internships in the E4 program (See TEI under Theme 4), tutoring, etc., to UW current Partnership districts in 2019-2020 in selected educator preparation programs. Hire a full-time Clinical Placement Director in 2019.	Increase clinical opportunities including early field experiences, access to extended internships in the E4 program (See TEI under Theme 4), tutoring, etc., to UW current Partnership districts in 2020-2021 in selected educator preparation programs.
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GOALS/OBJECTIVES	IMPLEMENTATION TIMELINE	METRICS
Objective B: Increase financial support for internships — whether traditional or extended — both statewide and in international locations.	Work with UW Foundation, State, and University to increase financial support for internships or residencies, traditional or extended, both statewide and in international locations.	Increase international student teaching by 5% and extended residencies by 20% over the next five years.

Goal 5: The College of Education will foster a diverse, equitable, inclusive and positive workplace environment for all faculty, staff and students.

Objective A: Diversify the population of faculty, staff and students.	2018	Measure absolute proportion of diversity among faculty, staff and student body. Increase by 10% in next five years.
Objective B: Create a more welcoming workplace environment in the College of Education within the university.	2018	Align efforts with the University of Wyoming's Strategic Plan for Diversity, Equity and Inclusion (DEI).
Objective C: Increase faculty, staff, and student reflexivity pertaining to diversity, equity and inclusion (DEI).	2018	Support participation in College of Education, campus, and community-wide DEI events.

Goal 6: Engage with Wyoming community college partners to make selected educator preparation programs accessible throughout all geographic regions of the state of Wyoming to place bound students.

Objective A: Hire a dedicated staff position to coordinate all aspects of new program delivery including development and implementation of statewide clinical field placements, residencies, and internships.	2020	Make at least two market demand bachelor's degree educator preparation program available to placebound students through community college partnerships.
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GOALS/OBJECTIVES	IMPLEMENTATION TIMELINE	METRICS
<p>Goal 7: Provide transparent, publicly accessible data supporting the quality and effectiveness of its educator preparation programs.</p>		
Objective A: Create a data analysis and reporting committee that includes membership across the college and hire a faculty/staff line as part of a university-wide cluster hire to serve as the data collector and analyst for the college.	Establishment of common metrics program 2019	Deans for Impact, Common Indicator System®, EdTPA, other yet to be identified assessments; Data Scientist hired in 2018; 3 years of CIS data collected and analyzed in advance of Council for the Accreditation for Educator Preparation visit in 2023.
Objective B: Leadership continues and even expands communications with UW faculty from other colleges, school districts, WDE, PTSB, and Trustees on data analysis and solicits help in securing members for college data analysis efforts.	2018	Reports annually distributed to stakeholders internal and external to UW.
Objective C: Develop a schedule of reviews for instruments and assessments in use and secures other tools, where appropriate, according to instructional need.	2020	Establishment of Data Analysis Committee with relevant subgroups (e.g., for instruction, policymaking, and program development and review)
<p>Goal 8: Expand clinical experiences in both quantity and quality (within and beyond the semester) as an essential element of educator candidate preparation.</p>		
Objective A: The College leadership will reach out to school districts, the WDE, TEI, and selected stakeholders from around UW through the Wyoming School-University Partnership (WSUP).	2018	Increase WSUP school district participation rates from 23 to 35 districts. Increase joint projects with PTSB and WDE by 20%.

GOALS/OBJECTIVES	IMPLEMENTATION TIMELINE	METRICS
Objective B: Conduct a current educator preparation program portfolio analysis, as well as an educator preparation program needs analysis.	2019	With assistance from the College's data analyst, the College of Education will collaborate with the Wyoming School-University Partnership Co-directors, officers, members, and WSUP Program Coordinator, to conduct a current educator preparation program portfolio analysis, as well as an educator preparation program needs analysis.
Objective C: Inventory competing or overlapping professional development and educator preparation programs in the state to maximize resource deployment (e.g., other colleges, universities, WDE and school district professional development efforts).	2019	With assistance from the College's data analyst, the College of Education will collaborate with the Wyoming School-University Partnership Co-directors, officers, members, WSUP Program Coordinator, Wyoming PTSB, and the WDE to inventory competing or overlapping professional development and educator preparation programs in the state to maximize resource deployment (e.g., other colleges, universities, WDE and school district professional development efforts).

Trustees Education Initiative

Strategic Plan 2016-2020

VISION

The vision of the University of Wyoming Trustees Education Initiative (TEI) is to elevate the College of Education to the status of a preeminent college in Professional Educator Preparation.

MISSION

Through extensive evaluation and adaptation of national best practices, TEI will recommend and the College of Education will implement practices through which the College will prepare and graduate, preeminent P-12 Professional Educators. These highly-skilled P-12 teachers, counselors, and administrators will spread throughout Wyoming's P-12 system, ultimately resulting in high school graduates who are among the most skilled and best educated in the nation. These highly skilled Professional Educators will enrich the education of each and every individual P-12 Wyoming child. Across the state of Wyoming, these high school graduates will drive Wyoming's cultural and economic engine into the future.



Goal I: Establish structure and operations.

Objective

- Design and implement an optimal structure to support the Initiative's vision and mission.

Strategies

- Establish and operate boards, committees and councils.
- Employ executive director and support staff.
- Identify College of Education personnel assigned to the Initiative, part-time.
- Develop and implement a model to seek input from Wyoming education, business and community leaders on teaching strategies that best serve Wyoming's P-12 learners.

Tactics

- Invite key stakeholders to serve on boards, committees and councils.
- Support the operation of boards, committees, and councils, including meeting and research facilitation.
- Conduct a national search and hire an executive director.
- Conduct a local search leading to the recruitment and hiring of support personnel.
- Identify UW College of Education personnel to work on the Initiative part-time.
- Conduct a national scan to identify evaluation experts aligned with disruptive innovation.
- Host a series of town hall meetings throughout Wyoming to seek input.
- Seek Wyoming stakeholder participation in a stakeholder feedback group.

Goal II: Identify and Implement Innovations aligned with highly effective, innovative educator preparation models.

Objective

- Identify, customize, and implement Wyoming-relevant highly effective, innovative educator preparation models.

Strategies

- Identify highly effective, innovative educator preparation models and leading programs employing the models.
- Customize identified models and modules to meeting Wyoming-specific context and needs.

Tactics

- Engage an evaluation expert to identify a common set of meaningful metrics and identify promising programs with desired outcomes on the metrics.
- Evaluate models employed by leading programs and design Wyoming-relevant models.
- Engage Wyoming stakeholders to provide input and feedback on the Wyoming-relevant models.





Goal III: Transfer highly effective, innovative educator preparation models to the UW College of Education for implementation.

Objective

- Collaborate with the College of Education and external experts to design the implementation of approved TEI innovations.

Strategies

- Form collaborative design teams to detail the components, delivery, and personnel structure for innovation implementation.

Tactics

- Once the detailed implementation design is complete for each TEI innovation, responsibility for implementation transfers to the UW College of Education.

Goal IV: Continuously evaluate, analyze, and improve educator preparation models being implemented by the UW College of Education.

Objective

- Deploy an effective continuous improvement model for implemented innovations.

Strategies

- Gather and analyze the outcomes of TEI innovations at the UW College of Education.
- Continuously improve the models informed by analysis of outcomes.

Tactics

- Engage a data evaluation expert to gather and evaluate outcomes data.
- Distribute the data analysis to key stakeholders to inform continuous improvement of the models.
- Identify UW College of Education personnel to implement the identified changes.

Goal V: Ensure financial sustainability to support innovations.

Objective

- Implement a financial sustainability plan to support the identification, customization, implementation, measurement, and ongoing continuous improvement of best models in educator preparation.

Strategies

- Develop a financial sustainability plan, identifying sources of support.
- Gain the support of private donors and foundations.
- Gain UW funding support.
- Gain state funding support.
- Gain funding support from federal grants.

Tactics

- Work with the University of Wyoming Foundation to engage with private donors to seek support.
- Seek funding support from private foundations, including the development of grant proposals.
- Engage University of Wyoming institutional leaders to seek institutional funding support.
- Engage with Wyoming legislators to seek state appropriations to support sustained deployment.
- Develop and submit grant proposals seeking federal funding support.

THE PROCESS

The College of Education at the University of Wyoming adopted *Elevate and Innovate: A Strategic Plan for 2018-2023* following an extensive planning process that began Spring Semester 2016.

College Strengths, Weakness, Opportunities, and Threats (SWOT) Analysis: The process began in April 2016 with a College-wide SWOT luncheon and program meetings to discuss strengths, weaknesses, opportunities, and threats to current programs using the new Council for the Accreditation of Educator Preparation standards as a framework to guide the discussion. The discussions of each program group were recorded and transcribed. They were analyzed for both program specific themes and cross-program themes. These findings were published in a report to the College of Education Faculty and Staff.

Trustees Education Initiative Town Hall Meetings: Town Hall meetings were scheduled around the state of Wyoming where the Executive Director, Dean and Associate Deans visited 10 communities to collect from local school district personnel, community colleges and community members feedback and input about the quality, access, and affordability of the College of Education's various degree, certificate and endorsement programs. Each Town Hall session was recorded, transcribed and analyzed for major themes detailing strengths, weaknesses, and opportunities. A copy of these meetings and analyses can be found at www.uwyo.edu/trust_edu_init/research%20materials/tei-town-hall-meeting-response-analysis-2017.pdf

Statewide Stakeholder and School Administrators Perception Surveys: Surveys were emailed using Qualtrics to stakeholder groups and school administrators across the state of Wyoming. Findings for both surveys can be reviewed at: www.uwyo.edu/trust_edu_init/research%20materials/tei-stakeholder-survey-results-january-2017.pdf www.uwyo.edu/trust_edu_init/tei%20resources/tei-school-administrator-study-2017.pdf

Program strengths and weaknesses were further explored using these tools to understand where the College of Education was doing well and where significant improvements and innovations were needed.

Alignment with University Strategic Plan: In August 2017, the College of Education Faculty and Staff were given the University's Strategic Plan: Breaking Through as a discussion framework for small group discussions. Major themes in the College of Education that aligned with the University's strategic plan were identified and discussed.

College Faculty and Staff Meetings: During fall 2017, monthly College faculty and staff meetings were devoted to developing and revising the College's vision, mission, and values statements as well as framing goals, strategies, and tactics. Goals were developed around four major themes: *Nationally Recognized, Connected to Community, Impacting the Profession and the Schools of the State, and Providing Distinctive Innovative Programs and Practices*. Each faculty and staff meeting was devoted to whole group and small group discussion of goals, strategies and tactics.

Completion: Based upon input received, in December 2017, the semi-final College of Education strategic plan was forwarded to the Dean and to a small committee of the whole to complete the final writing, editing, and polishing of the submitted *Elevate and Innovate: A Strategic Plan for 2018-2023*.



A companion plan to...

Breaking Through

2017-2022
A Strategic Plan for the
University of Wyoming



UNIVERSITY OF WYOMING

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