

UW College of Education

A Presentation to the
Joint Education Committee

10/23/2014



UNIVERSITY OF WYOMING

Mission of the College of Education

- to provide quality education through the development of prospective educators;
- to provide continuing educational opportunities for educators;
- to support research that furthers our understanding and practice of effective teaching and learning;
- and to provide service to the state and nation through professional partnerships and organizations.



CoE Faculty Responsibilities

- 65 faculty, including 4 Endowed Chairs
- Typical faculty job descriptions:
 - 65% teaching; 25% research; 5% service, 5% advising
- What does that mean?
 - Teaching 2-3 courses per semester
 - Publishing at least 1-2 articles per year
 - Providing service to the college and university, plus outside (region and nation)
 - Advising undergraduate and graduate students.
 - Directing dissertations, masters' theses, etc.



Status of the CoE

- 889 undergrad students (both Laramie and Casper)
- 320 graduate students
- Spring 2014 commencement:
 - 257 bachelors degrees
 - 122 graduate degrees
 - 19 UW certificates
- Bachelors, masters, and doctoral programs
- Endorsements and certificates
- Accredited since 1954



Teacher Education Program

- 120-128 credit hours required for Elementary and Secondary Education majors
- Secondary Education students also major in specific content areas (mathematics, English, biology, etc.)
- Elementary Education students can pursue minors (Early Childhood, Literacy, and STEM)
- 16 week residency
- Additional teaching endorsements available



Preparation of Teachers: Admission and Retention

Raised admission standards Fall 2013

- Minimum ACT composite of 21 AND minimum ACT math of 21

Avg HS GPA	Avg UW GPA	On academic probation	Retention fall to spring
3.64 (highest among all UW colleges)	3.33 (highest among all UW colleges)	7% (lowest among all UW colleges)	95% (highest among all UW colleges)



Preparation of Teachers: Program Requirements

- Common assessments based on standards
- Professional Behavior and Dispositions Ratings
- Cumulative and content GPA requirements
- Practicum and residency experiences

Sophomore	Junior	Senior
12 hours	30 hours	20 weeks



Preparation of Teachers: Residency

- Distinction between residency and student teaching
- Placement in partner school districts
- Partner district facilitators on-site to provide support
- UW faculty in classrooms providing support at least once a week



Preparation of Teachers:
National Teacher Performance Assessment

- Education Teacher Performance Assessment (edTPA)
 - Performance assessment developed by Stanford University
 - Similar to process for National Board Certification
 - Designed to answer the question, “Is this candidate ready to teach?”
 - National assessment consortium with 29 states as members



After Graduation from UW

- How do teachers continue professional development through UW?
 - Masters degrees
 - Certificates/endorsements
 - Grant-based professional development
 - Other individual professional development



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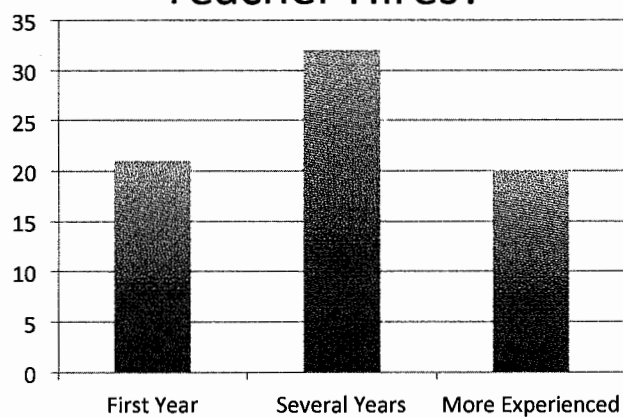


UW Teacher Education Graduates in WY Schools

- Openings in WY schools per year: 600-800
- UW grads per year: 220-250
- Workforce Development reports that 36%-41% of new hires are UW grads.
- Workforce Development report -- % of UW grads hired is also influenced by salary increases and increasing competition from experienced teachers from other states



What Do WY Principals Look For in Teacher Hires?



Survey of WY Principals

"I look at the fit of the teacher for the school/ community, rather than where they graduated from."

"UW graduates that I hire are almost always very high quality. Realize of course that I get 150+ applicants for every open position so I hire the best."



Ongoing Improvement

- Improve data collection for current students and our graduates, including job placement for our graduates
- Add minors to our programs so our teachers are more highly qualified and marketable
- Work closely with PTSB and other stakeholders to ensure high quality programs
- Realign curriculum to updated national standards



Professional Development for WY Schools

- Existing Resources:
 - Literacy Research Center and Clinic
 - Science and Mathematics Teaching Center
 - Wyoming School-University Partnership
- Potential Model:
 - Wyoming Center for Educational Leadership (WyCel)



Elementary Education (ELEM)

Wyoming Teacher Education Program

Total credit requirement: 120 minimum
48 credit hours must be upper division

Effective: Fall 2011
Updated: Spring 2013

Name: _____

Evaluated by: _____

W# _____ Matric. Date _____

Date: _____

UNIVERSITY STUDIES PROGRAM REQUIREMENTS	PROFESSIONAL EDUCATION REQUIREMENTS: <small>All Professional Ed courses must be completed with a grade of C or better.</small>
<p>Core Complete? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Intellectual Community</p> <p>_____ I EDEL 1000: Explor Hot Topics (2) _____ Sem/Yr. _____</p> <p>Writing (3 courses, min. 9 credits)</p> <p>_____ WA ENGL 1010: College Comp (3) _____ Sem/Yr. _____</p> <p>_____ WB EDST 3000: Teacher as Practitioner (6) _____ Sem/Yr. _____</p> <p>_____ WC EDEL 4409: ELEM Math/Sci Mthds (5) _____ Sem/Yr. _____</p> <p>Quantitative Reasoning (2 courses, 6-8 credits)</p> <p>_____ QA MATH 1100: Numbers & Operations (3) _____ Sem/Yr. _____</p> <p>_____ QB MATH 1105: Data/Prob./Algebra (3) _____ Sem/Yr. _____</p> <p>Natural Science (2 courses, 8 credits) (SB/SE/SP/S)</p> <p>_____ SB LIFE 1020: Life Science (4) _____ Sem/Yr. _____</p> <p>_____ SP CHEM/PHYS 1090: Fund Phys Univ (4) _____ Sem/Yr. _____</p> <p>Cultural Context (3 courses, 9 credits)</p> <p>_____ CA EDEL 3170: Art in Elem School (3) _____ Sem/Yr. _____</p> <p>_____ CH EDEL 2280: Lit for Children (3) _____ Sem/Yr. _____</p> <p>_____ CS EDST 2450: Fdns of Develop & Learning (3) _____ Sem/Yr. _____</p> <p>Oral Communication "O" (1 course, 3 credits)</p> <p>_____ O EDST 3000: Teacher as Practitioner (6) _____ Sem/Yr. _____</p> <p>US & WY Constitution "V" (1 course, 3 credits)</p> <p>_____ V POLS 1000: American & WY Gvnt (3) _____ Sem/Yr. _____</p> <p>Physical Activity & Health "P" (1 course, 1 credit)</p> <p>_____ P PEAC 1001: Physical Act & Health (1) _____ Sem/Yr. _____</p> <p>Information Literacy "L" (1 course)</p> <p>_____ L ITEC 2360: Teaching w/ Technology (3) _____ Sem/Yr. _____</p> <p>Global Awareness "G" (1 course, 3 credits)</p> <p>_____ G GEOG 1000: World Regional Geography (3) _____ Sem/Yr. _____</p> <p>Diversity in the US "D" (1 course, 3 credits)</p> <p>_____ D EDST 2480: Diversity / Politics of Schools (4) _____ Sem/Yr. _____</p>	<p>Background check completed <input type="checkbox"/> DFS/DCI = OTE <input type="checkbox"/> WY Sub Permit</p> <hr/> <p style="text-align: center;">Phase Prerequisites</p> <p>_____ EDST 2450: Fnds Development & Learning (3) _____ Sem/Yr. _____</p> <p>_____ ITEC 2360: Teaching w/ Technology (3) _____ Sem/Yr. _____</p> <p><input type="checkbox"/> 2.50 minimum UW Total Institution GPA</p> <p><input type="checkbox"/> Sophomore Standing (30+ credits)</p> <hr/> <p>Phase I: The above criteria must be met prior to enrollment</p> <p>_____ EDST 2480: Diversity & Politics of Schooling (4) _____ Sem/Yr. _____</p> <p>_____ EDEX 2484: Intro to Special Education (3) _____ Sem/Yr. _____</p> <p><input type="checkbox"/> C or better in QA</p> <p><input type="checkbox"/> C or better in WA</p> <p><input type="checkbox"/> Current Wyoming Substitute Teaching Permit _____ Sem/Yr. _____</p> <p><input type="checkbox"/> 2.75 minimum UW Total Institution GPA</p> <p><input type="checkbox"/> Junior standing (60+ credits)</p> <p><input type="checkbox"/> Application is due prior to enrollment _____ Sem/Yr. _____</p> <hr/> <p>Phase II: The above criteria must be met prior to enrollment</p> <p>_____ EDST 3000: Teacher as Practitioner (6) _____ Sem/Yr. _____</p> <p>_____ EDST 3550: Education Assessment (2) _____ Sem/Yr. _____</p> <p><input type="checkbox"/> 2.75 minimum UW Total Institution GPA</p> <p><input type="checkbox"/> 2.5 minimum <u>major content</u> GPA (see page 2)</p> <p><input type="checkbox"/> Application is due prior to enrollment _____ Sem/Yr. _____</p> <hr/> <p>Phase III: The above criteria must be met prior to enrollment</p> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Phase IIIa - Methods - Offered FALL SEMESTER ONLY</p> <p>_____ EDEL 4109: Elem. Humanities Methods (5)</p> <p>_____ EDEL 4309: Elem. Literacy Methods (5)</p> <p>_____ EDEL 4409: Elem. Math/Sci Methods (5)</p> </div> <div style="border: 1px dashed black; padding: 5px;"> <p style="text-align: center;">Phase IIIb - Residency - Offered SPRING SEMESTER ONLY</p> <p>_____ EDEL 4500 Residency in Teaching (15-16)</p> </div>

ELEMENTARY Core Content: 36 hours minimum

Minimum 2.5 GPA required in major content. All major content courses must be completed with a grade of C or higher prior to entering Phase IIIa of the Wyoming Teacher Education Program.

Literacy

_____ EDEL 2280: Lit for Children (3) Sem/Yr. _____

_____ EDEC 4320: Oral & Written Lang Acq. (3) Sem/Yr. _____

Mathematics

_____ MATH 1100: Numbers & Operations (3) Sem/Yr. _____

_____ EDEL 1410: Elem Math Seminar I (1) Sem/Yr. _____

_____ MATH 1105: Data, Probability & Algebra (3) Sem/Yr. _____

_____ MATH 2120: Geometry & Measurement (3) Sem/Yr. _____

_____ EDEL 2410: Elem Math Seminar II (1) Sem/Yr. _____

Science

_____ LIFE 1020: Life Science (4) Sem/Yr. _____

_____ EDEL 1430: Life Sci in Elem School (1) Sem/Yr. _____

_____ ASTR/GEOL 1070: Earth, Physical Envrn. (4) Sem/Yr. _____

_____ EDEL 1450: Earth Sci in Elem School (1) Sem/Yr. _____

_____ CHEM/PHYS 1090: Fundmtls Physical Universe (4) Sem/Yr. _____

_____ EDEL 1440: Physical Sci in Elem Schools (1) Sem/Yr. _____

Health

_____ HLED 2006: Health for Elem Educators (1) Sem/Yr. _____

Geography

_____ Choose one: Sem/Yr. _____

GEOG 1000: World Regional Geography (3)

GEOG 1020: Introduction to Human Geography (3)

AREA OF CONCENTRATION: 18 hours minimum

Elementary Education majors must select one of four approved areas of concentration and complete at least 18 credit hours within that area. The approved areas include: **Creative Arts (110 total program credits); International Education Studies/American Cultural Diversity (119 total program credits); Environmental Studies (118 total program credits); and Interdisciplinary Early Childhood (123 total program credits).** For a list of the four areas of concentration and the approved courses in each area please visit: <http://www.uwyo.edu/education/majors/>

_____ Sem/Yr. _____

_____ Sem/Yr. _____

_____ Sem/Yr. _____

_____ Sem/Yr. _____

_____ Sem/Yr. _____

_____ Sem/Yr. _____

_____ Sem/Yr. _____

_____ Sem/Yr. _____

ADDITIONAL Content Courses: 12 hours minimum

Each of the following areas must be represented in the program. An additional content course may fulfill one University Studies requirement or be part of the area of concentration. No courses may be double counted within these four areas.

American Diversity (WMST, AAST, AMST, AIST, CHST, select ENGL, HIST, RELI - check w/your advisor)

_____ Sem/Yr. _____

Speech & Acting (COJO 1010/1030/1040, THEA 1100, EDCI 4140)

_____ Choose one: Sem/Yr. _____

COJO 1010: Public Speaking

COJO 1040: Intro to Human Comm.

EDCI 4140: Storytelling

COJO 1030: Interpersonal Comm.

THEA 1100: Beginning Acting

Art (EDEL 3170 is required)

_____ EDEL 3170: Art in Elem School (3) Sem/Yr. _____

Music (any 3 credits in Music)

_____ Sem/Yr. _____

Upper Division Credits

Must have a minimum of 48 upper division hours to graduate.

☐ EDST 3000 6

☐ EDST 3550 2

☐ EDEL 3170 3

☐ EDEC 4320 3

☐ EDEL 4109 5

☐ EDEL 4309 5

☐ EDEL 4409 5

Residency may also be completed for 15 credits.

☐ EDEL 4500 16

TOTAL (48 hours minimum required to graduate)

45

Petitions & Notes (USP, UW Exception Requests, College of Education Exception Requests)

ENGLISH EDUCATION w/concurrent ENGLISH (ESEC)

Wyoming Teacher Education Program

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48 credit hours must be upper division

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Updated: Spring 2013

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Evaluated by: _____

W# _____

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<p>Core Complete? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Intellectual Community "I" (1 course, 1-4 credits)</p> <p>_____ I _____ <input checked="" type="checkbox"/> Sem/Yr. _____</p> <p>Writing 1 (3 courses, min. 9 credits)</p> <p>_____ WA ENGL 1010: College Comp (3) _____ Sem/Yr. _____</p> <p>_____ WB EDST 3000: Teacher as Practitioner (6) _____ Sem/Yr. _____</p> <p>_____ WC EDSE 4270: English Methods II (3) _____ Sem/Yr. _____</p> <p>Quantitative Reasoning (2 courses, 6-8 credits)</p> <p>_____ QA MATH 1000: Problem Solving (3) _____ Sem/Yr. _____</p> <p>_____ QB STAT 2070: Stats for Social Sciences (4) _____ Sem/Yr. _____</p> <p>Natural Science (4-8 credits) (SB/SE/SP/S)</p> <p>_____ <input checked="" type="checkbox"/> Sem/Yr. _____</p> <p>_____ <input checked="" type="checkbox"/> Sem/Yr. _____</p> <p>Cultural Context (3 courses, 9 credits)</p> <p>_____ CA _____ <input checked="" type="checkbox"/> Sem/Yr. _____</p> <p>_____ CH ENGL 2425: English Lit I, through 1750 (3) _____ Sem/Yr. _____</p> <p>_____ CS EDST 2450: Fdns of Develop & Learning (3) _____ Sem/Yr. _____</p> <p>Oral Communication "O" (1 course, 3 credits)</p> <p>_____ O EDST 3000: Teacher as Practitioner (6) _____ Sem/Yr. _____</p> <p>US & WY Constitution "V" (1 course, 3 credits)</p> <p>_____ V POLS 1000: American & WY Gvnt (3) _____ Sem/Yr. _____</p> <p>Physical Activity & Health "P" (1 course, 1 credit)</p> <p>_____ P PEAC 1001: Physical Act & Your Health (1) _____ Sem/Yr. _____</p> <p>Information Literacy "L" (1 course)</p> <p>_____ L ITEC 2360: Teaching w/ Technology (3) _____ Sem/Yr. _____</p> <p>Global Awareness "G" (1 course, 3 credits)</p> <p>_____ G _____ <input checked="" type="checkbox"/> Sem/Yr. _____</p> <p>Diversity in the US "D" (1 course, 3 credits)</p> <p>_____ D EDST 2480: Diversity/Politics of Schools (4) _____ Sem/Yr. _____</p>	<p>Background check completed <input type="checkbox"/> DFS/DCI = OTE <input type="checkbox"/> WY Sub Permit</p> <hr/> <p style="text-align: center;">Phase Prerequisites</p> <p>_____ EDST 2450: Fnds Development & Learning (3) _____ Sem/Yr. _____</p> <p>_____ ITEC 2360: Teaching w/ Technology (3) _____ Sem/Yr. _____</p> <p><input type="checkbox"/> 2.50 minimum UW Total Institution GPA</p> <p><input type="checkbox"/> Sophomore Standing (30+ credits)</p> <hr/> <p>Phase I: The above criteria must be met prior to enrollment</p> <p>_____ EDST 2480: Diversity & Politics of Schools (4) _____ Sem/Yr. _____</p> <p>_____ EDEX 2484: Intro to Special Education (3) _____ Sem/Yr. _____</p> <p><input type="checkbox"/> C or better in QA</p> <p><input type="checkbox"/> C or better in WA</p> <p><input type="checkbox"/> Current Wyoming Substitute Teaching Permit _____ Sem/Yr. _____</p> <p><input type="checkbox"/> 2.75 minimum UW Total Institution GPA</p> <p><input type="checkbox"/> Junior standing (60+ credits)</p> <p><input type="checkbox"/> Application is due prior to enrollment _____ Sem/Yr. _____</p> <hr/> <p>Phase II: The above criteria must be met prior to enrollment</p> <p>_____ EDST 3000: Teacher as Practitioner (6) _____ Sem/Yr. _____</p> <p>_____ EDST 3550: Education Assessment (2) _____ Sem/Yr. _____</p> <p><input type="checkbox"/> 2.75 minimum UW Total Institution GPA</p> <p><input type="checkbox"/> 2.5 minimum <u>major content</u> GPA (see page 2)</p> <p><input type="checkbox"/> Application is due prior to enrollment _____ Sem/Yr. _____</p> <hr/> <p>Phase III: The above criteria must be met prior to enrollment</p> <div style="border: 1px dashed black; padding: 5px; text-align: center;"> Phase IIIa - Methods - Offered FALL SEMESTER ONLY </div> <p>STRONGLY RECOMMENDED - complete Methods I & II the fall prior to your Residency.</p> <p>_____ EDSE 3270: English Methods I (3) _____ Sem/Yr. _____</p> <p>_____ EDSE 4270: English Methods II (3) _____ Sem/Yr. _____</p> <hr/> <div style="border: 1px dashed black; padding: 5px; text-align: center;"> Phase IIIb - Residency - Offered SPRING SEMESTER ONLY </div> <p>_____ EDSE 4500 Residency in Teaching _____ Sem/Yr. _____</p>

ENGLISH MAJOR CONTENT (48 hrs minimum)

Minimum 2.5 GPA required in major content. All major content courses must be completed with a grade of C or higher .

LITERATURE IN ENGLISH SURVEYS: 9 hours

ENGL 2425: Lit in English I through 1750 (3)	Sem/Yr.
ENGL 2430: Lit in English II 1750-1865 (3)	Sem/Yr.
ENGL 2435: Lit in English III 1865-Present (3)	Sem/Yr.

ADDITIONAL REQUIRE COURSES: 27 hours

One Shakespeare of Renaissance Literature course: 3 hrs.

Choose one:	Sem/Yr.
ENGL 4110: Shakespeare: Comedies & History (3)	
ENGL 4120: Shakespeare Tragedies & Romance (3)	
ENGL 4170: Early English Renaissance 16th Century (3)	

Two 4000-level Pre-20th Century courses: 6 hrs.

	Sem/Yr.
	Sem/Yr.

One Emerging Fields (EF) and Approaches course: 3 hrs.

	Sem/Yr.
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Senior Seminar in English: 3 hrs.; Requires Advanced Standing

ENGL 4990: Senior Seminar (3)	Sem/Yr.
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Young Adult Literature: 3 hrs.; Offered only in spring & summer semesters

EDCI 4120: Lit for Young Adults (3)	Sem/Yr.
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Linguistics: 3 hrs.

Choose one:	Sem/Yr.
ENGL 4750: Fundamentals of Linguistics (3)	
ENGL 4770: Sociolinguistics (3)	

English Electives: (6 hours) must be 2000-level or above

	Sem/Yr.
	Sem/Yr.

FOREIGN LANGUAGE REQUIREMENT: 12 hours

12 hours in a single language

ASL may be used w/permission of the English Dept. Assoc. Chair

	Sem/Yr.
	Sem/Yr.
	Sem/Yr.
	Sem/Yr.

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<input type="checkbox"/> EF & Appr.	3
<input type="checkbox"/> Pre-20th C.	6
<input type="checkbox"/> Shakespeare	3
<input type="checkbox"/> Linguistics	3
<input type="checkbox"/> ENGL 4990	3
<input type="checkbox"/> EDCI 4120	3
<input type="checkbox"/> EDST 3000	6
<input type="checkbox"/> EDST 3550	2
<input type="checkbox"/> EDSE 3270	3
<input type="checkbox"/> EDSE 4270	3
<input type="checkbox"/> EDSE 4500	15

Residency may also be completed for 16 credits.

TOTAL (48 hours minimum required to graduate) 50

FAQ's about WyCel (Wyoming Center for Educational Leadership)

1. What is WyCel?

WyCel is envisioned to be a collaborative effort of various educational agencies, providing training and support to schools and school districts for the purpose of building statewide capacity for school improvement. Collaborating agencies include, WSBA, WASA, WASSP, WAESP, PTSB, Community Colleges, UW, and University/School Partnership, State Board of Education, WEA, and others.

2. Doesn't the University of Wyoming already certify educational leaders? Yes, but there are currently no statewide, coordinated, ongoing professional development efforts underway for post certification of educational leaders. Bold, courageous leadership is needed if Wyoming schools are to continue their improvement.

3. Why does Wyoming need the Wyoming Center for Educational Leadership? Some researchers have suggested that countries and provinces that have made major educational improvements have done so by building capacity, not solely through accountability efforts. We believe both are necessary. We believe there is no single entity in the state with the current capacity to provide this level of support to Wyoming schools and school districts.

4. How will WyCel provide this support? The following goals designed to improve educational leadership capacity , were developed in a day-long collaborative meeting of various educational agencies:

1. Create annual conferences for educational leaders across the spectrum of education
2. Train and develop leaders at the building, central office and college level through ongoing cohort academies
3. Serve as a clearinghouse for matching up district needs with available capacity within the state
4. Provide technical assistance and support for statewide needs as determined by Wyoming's accountability statutes
5. Support beginning and ongoing principals, superintendents and community and university administrators through mentoring and coaching
6. Establish and maintain communication with all stakeholders regarding student learning
7. Work collaboratively with the Educational Leadership Program and Wyoming school districts to provide current, rigorous and timely principal preparation programs
8. Create short term professional development opportunities specific to business managers, human resource directors and other job specific categories as determined by current need
9. Train, recognize, support and reward teachers and instructional coaches for building and district leadership

5. How could WyCel provide support for the Wyoming State System of Support required under Wyoming's School Accountability statutes? WyCel could support the Accountability legislation

in several ways. WDE could contract with WyCel to provide specific deliverables as determined by needs mutually agreed upon by the local school board and administration and the WDE. Examples include but may not be limited to the nine items listed under item 4 above.

6. **Why should UW be the location for WyCel?** Currently UW serves the state in several ways. As a land grant institution UW has a mission to fulfill that includes service to the state of Wyoming. The university is uniquely qualified to provide the infrastructure for WyCel. The merging of theory and practice could be a unique benefit of the university setting.
7. **Where does the funding come from?** Funding could come from a variety of sources. School districts, WDE, and the State Board of Education could all contract with WyCel and provide funding for services rendered in building leadership capacity in areas specific to their distinct missions. The state legislature could provide a base level of funding for the administrative overhead and a base level of funding for contracting with professional experts in the field for training and education. This could help provide the statewide capacity for supporting schools and districts under the accountability model outlined in statute. The university could provide the accounting staff, office space, research opportunities and organizational support.
8. **How soon could WyCel be operational?** If a director and administrative assistant were hired for fall of 2015, WyCel could begin immediately provide support for various initiatives. All nine goals outlined in number four could be operational in three to four years or sooner.