



UW-E4

The University of Wyoming groundbreaking Enterprise for Elevating Educational Excellence (UW-E4) model combines multiple innovations in educator preparation to create an exceptionally unique model to prepare pre-eminent educators. Specifically, the UW-E4 model:

- develops educator skills related to character, grit, and civic engagement among P-12 learners;
- creates modularized learning experiences for UW-E4 Fellows, with progression achieved through mastery instead of the historic paradigm of a set number of weeks or class sessions;
- leverages technology to strengthen clinical preparation and guided practice in teaching, classroom management, parent engagement, and peer support;
- defers declaration of a specialty area within education until completing guided fieldwork across all grade bands and subject areas (elementary education, special education, and science, technology, mathematics, English, and agriculture education);
- entails extensive fieldwork and clinical practice in each year of preparation;
- requires a full academic year residency in the capstone (fourth) year of college enrollment, with supporting cost-of-living stipend for UW-E4 Fellows and stipends for mentors supporting the Fellows in co-teaching model in Wyoming schools; and
- provides a structured, supportive induction and mentoring program for the first four years of novice educators' in the profession.

At each milestone of the model Fellows are evaluated to assure that they are committed to a career as a professional educator and that they have the character, knowledge, and skills needed to support the success of all learners. In addition, selectivity requirements will apply to the Wyoming teachers chosen to mentor Fellows at each stage of the model. Each phase of the model is described below.

E1: Exploration

Phase One: Early Engagement and Recruitment to the Profession

Educators Rising® chapters in schools across the state (wyoming-educators-rising.html) engage promising Wyoming youth (high school sophomores) into education professions; guided fieldwork observations in their home school districts, and completion of online modules on Sanford Inspire modules designed to foster character development.

Phase Two: Exploring the Profession

UW-E4 Fellows participate in the Wyoming Educators Rising® State Conference and Competition with national innovators speaking on the importance of education in society and innovative approaches to strengthening fulfillment of that role.

Phase Three: Fellows Earning College Credit While in High School

Fellows continue guided fieldwork and completion of Sanford Inspire Teaching modules while simultaneously enrolling in a minimum of three dual enrollment, AP, or IB courses to simultaneously earn high school credit and college credit at the University of Wyoming.

Phase Four: Deeper Exploration of the Profession

Fellows participate in Wyoming Educators Rising® State Conference and Competition advanced sessions, which provides in-depth preparation on the importance of fostering character development, grit, persistence, and engaged civics among P-12 learners. Fellows engage with virtual reality technology to complete additional guided clinical experiences. In addition, Fellows will complete additional Sanford Inspire Teaching modules.

Phase Five: Fellows Earning College Credit While in High School

In their senior year of high school UW-E4 Fellows must complete a minimum of three additional dual enrollment, AP, or IB courses, and continuation of engagement with virtual reality technology for guided clinical experiences. Fellows graduate from high school with a minimum of six courses of college credit.

E2: Experiential Learning

Phase Six: Full-Time Enrollment

Fellows enroll at the University of Wyoming as education majors with no specialty area declared. Fellows complete introductory learning modules and experience fieldwork across all grade bands and content areas, e.g., early childhood, elementary education, mathematics, science, technology, English, and special education. Fellows continue to practice their teaching skills through the augmented reality technology and complete live simulations of parent-teacher conversations, as well as collaboration in a professional learning community (PLC).

Phase Seven: Full-Time Enrollment

In their second year of enrollment at the University, Fellows declare a specialty area. With this declaration, Fellows begin their specialty area learning modules. In all courses, Fellows complete fieldwork in clinical settings in Wyoming schools.

Phase Eight: Full-Time Enrollment

In their third year of full-time enrollment, Fellows finalize all modules, which include fieldwork experiences.

E3: Embedded Practice

Phase Nine: Full-Time One-Year Residency

Fellows complete a full academic year residency in a Wyoming school district. Each Fellow is paired with a Mentor teacher. Fellows receive a tuition scholarship for the academic year as well as a cost-of-living stipend and the Mentor teacher receives a stipend. By accepting the Phase Nine tuition scholarship and cost-of-living stipend, the Fellow agrees to teach in a Wyoming school district for four years. The host Wyoming school district has the first option at hiring the resident Fellows placed in its district. If the host district does not offer employment to a Fellow, other Wyoming schools have the option to extend an employment offer to the Fellow. If a Fellow opts to accept employment outside Wyoming s/he must re-pay the Phase Nine tuition scholarship and the cost-of-living stipend. If no Wyoming school districts extend an offer of employment to the Fellow by the June 1 immediately following the Fellow's graduation from the University, s/he is released from an obligation to re-pay the Phase Nine scholarship and cost-of-living stipend.

E4: Entry into the Profession

Phase Ten: Mentoring and Induction into the Profession

Fellows are supported by a formalized induction and mentoring program in which the Fellow is paired with an Induction Mentor for coaching and support. Fellows receive financial support for professional development activities aligned with the district's strategic priorities. Induction Mentors receive a stipend for each Fellow they support.



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