



University of Wisconsin Stevens Pt
Traditional Report AY 2017-18
Wisconsin



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

School of Education

CPS Building, UW Stevens Point

CITY

Stevens Point

STATE

Wisconsin

ZIP

54481

SALUTATION

FIRST NAME

Maggie

LAST NAME

Beeber

PHONE

(715) 346-2040

EMAIL

mbeeber@uwsp.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Adaptive Physical Education	No	
Bilingual/Bicultural Education	No	
Biology Education	No	
Broadfield Language Arts Education	No	
Broadfield Science Education	No	
Broadfield Social Studies Education	No	
Chemistry Education	No	
Coaching	No	
Cognitive Disabilities Education	No	
Cross Categorical Special Education	No	
Early Childhood Education	No	
Early Childhood Special Education	No	
Earth & Space Education	No	
Economics Education	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Elementary Education (Middle Childhood through Early Adolescence)	No	
Emotional Behavioral Disabilities	No	
English as a Second Language Education	No	
English Education	No	
Environmental Studies Education	No	
Family and Consumer Science Education	No	
French Education	No	
Geography Education	No	
German Education	No	
Gifted and Talented	No	
Health Education	No	
History Education	No	
Learning Disabilities	No	
Math Education	No	
Music Education - Chorale, General and Instrumental	No	
Physical Education	No	
Physics Education	No	
Political Science Education	No	
Psychology Education	No	
Reading Specialist	No	
Reading Teacher	No	
Sociology Education	No	
Spanish Education	No	
Speech Language Pathology	No	
Total number of teacher preparation programs: 38		

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/appRequire.aspx>

4. Please provide any additional information about or exceptions to the admissions information provided above:

Students who do not meet minimum gpa requirements, but have earned at least a 3.00 in coursework for the previous 2 semesters are eligible for an exception. The policy is included on the website listed above.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Some teaching majors do require minimum GPAs, recommendations, personal st...	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.3

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.48

6. Please provide any additional information about the information provided above:

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.65

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.93

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	28
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	33
Number of students in supervised clinical experience during this academic year	234

Please provide any additional information about or descriptions of the supervised clinical experiences:

Only student teaching/externships is included in these numbers, as we have reported in previous years.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="737"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="199"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="538"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="12"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

7

Asian

13

Black or African American

12

Native Hawaiian or Other Pacific Islander

2

White

689

Two or more races

2

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	84
13.1210	Teacher Education - Early Childhood Education	22
13.1202	Teacher Education - Elementary Education	73
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	82
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	14
13.1306	Teacher Education - Foreign Language	8
13.1307	Teacher Education - Health	23
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	10
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	6
13.1316	Teacher Education - Science Teacher Education/General Science	7
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	16
13.1329	Teacher Education - Physics	2
13.1330	Teacher Education - Spanish	6

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	3
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	12
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	18
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify: <input type="text" value="Speech Lang Path-23, Adaptive Phy Ed-9, Poli Sci-16, Soc-7, Env Studies-4, Econ 7"/>	66

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	44
13.1210	Teacher Education - Early Childhood Education	22
13.1202	Teacher Education - Elementary Education	73
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	11
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	16
13.1314	Teacher Education - Physical Education and Coaching	11
13.1315	Teacher Education - Reading	6
13.1316	Teacher Education - Science	7
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	1
13.1328	Teacher Education - History	7
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	6
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	
42	Psychology	
45.01	Social Sciences	
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	
45.11	Sociology	
50	Visual and Performing Arts	
54	History	
16	Foreign Languages	
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	
38	Philosophy and Religious Studies	
01	Agriculture	
09	Communication or Journalism	
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	<input type="text" value="206"/>
2016-17	<input type="text" value="179"/>
2015-16	<input type="text" value="189"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
- No
- Not applicable

4. Description of strategies used to achieve goal, if applicable:

The job market is brighter than it was a few years ago and salaries in some districts after a number of years of stagnant numbers. We are trying to message this in positive ways as we recruit.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

6. Provide any additional comments, exceptions and explanations below:

see above

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

0

9. Provide any additional comments, exceptions and explanations below:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

0

12. Provide any additional comments, exceptions and explanations below:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

1

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

The job market is brighter than it was a few years ago and salaries in some districts after a number of years of stagnant numbers. We are trying to message this in positive ways as we recruit.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

6. Provide any additional comments, exceptions and explanations below:

See above

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

0

9. Provide any additional comments, exceptions and explanations below:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

0

12. Provide any additional comments, exceptions and explanations below:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

0

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

The job market is brighter than it was a few years ago and salaries in some districts after a number of years of stagnant numbers. We are trying to message this in positive ways as we recruit.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced. In summer of 2018, we launched a new graduate initial special education teacher certification program in order to meet the needs of those special education teachers who are teaching special education in Wisconsin and are not certified to teach special education.

6. Provide any additional comments, exceptions and explanations below:

See above

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

10

9. Provide any additional comments, exceptions and explanations below:

in 2019-2020, we should see the first graduates in our new graduate fast track model, possibly raising this number by 10-21.

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

5

12. Provide any additional comments, exceptions and explanations below:

in 2019-2020, we should see the first graduates in our new graduate fast track model, possibly raising this number by 10-21.

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

0

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

The job market is brighter than it was a few years ago and salaries in some districts after a number of years of stagnant numbers. We are trying to message this in positive ways as we recruit. We increased new teachers in this field by 6.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We are working more closely with faculty in this program's majors/minors to increase awareness of job market, and strategies to recruit and retain students. We are concerned because our Recruitment & Retention Coordinator in the School of Education took a new job in November 2018 and, due to budget cuts, his position is not going to be replaced.

6. Provide any additional comments, exceptions and explanations below:

See above

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

1

9. Provide any additional comments, exceptions and explanations below:

see above

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

1

12. Provide any additional comments, exceptions and explanations below:

See above

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

• The School of Education has revised its entire curriculum to incorporate a pluralism strand throughout all methods courses. This practice is ongoing. • We are actively modifying the curriculum to better prepare teachers to honor difference. This particular assignment includes honoring differences in race/ethnicity and gender. Lectures, readings, and activities support prospective teachers' learning, and the My Influence as a Teacher essay assesses their readiness to honor difference. • We read and study *Educating Esmé*, an autobiography by a new teacher teaching in an urban school. We also read and study a series of case studies which contextual many of the decisions new teachers face. Lectures, readings, and activities support prospective teachers' learning about curriculum design, instructional strategies, and assessment. The Teaching Philosophy essay assesses their readiness to make reflective, effective instructional decisions, prospective teachers' learning, and the My Influence as a Teacher essay assesses their readiness to honor difference. The Book Guides assignment and activity support prospective teachers' readiness to teach in an urban school. Lectures and activities support prospective teachers' awareness of barriers and privileges in urban and rural settings, including socioeconomic status, at-risk behaviors, and assets and deficits. • Prospective teachers are given the most up-to-date materials that the schools are using. All the books the students are introduced to will provide them with knowledge on instructional decisions new teachers will face. They visit area classrooms to see the practices, writing workshop in Kindergarten—based on reliable, practical, proven research methods—and observe the book coming alive. Pre service teachers are shown how instructional decisions are made right in front of their eyes. • We use differentiation and Cambourne's Learning Conditions, which creates an atmosphere of learning for ALL STUDENTS. For example, a differentiation map is handed out and students are able to refer to it as we

progress throughout the semester. • relates to how each student will come in at their own level of learning and as a teacher you need to differentiate by content, product, process, and environment. Cambourne's conditions go on the same premise, bringing students to the realization that they will need to guide students in their learning, starting with what they know and going from there (relates to their Professional Development Portfolios). Also, students learn how to do running records/benchmarks in my two classes. This is an instructional tool for teachers to use with ALL students. It reveals to them what the student is doing and not doing while they read, gives them an appropriate level to start "instruction" with that child, an instructional level for reading—usually in a guided reading group. • Assignments are used to focus on vocabulary, one of the five components of reading, which is extremely important for ELL students. The running records/benchmarks are the biggest tool for teaching and guiding instruction. Prospective teachers read a chapter out of Kathryn Au's book—relates to multicultural literature and literacy. It is so important that we bring in "their ways of being" —who they are first and then academics next. • Courses include guest speakers and prospective students are provided hands-on training in technologies currently used in surrounding districts. • Prospective teachers interact and learn through discussion, lecture application activities for current laws and practices including progress monitoring and response to intervention. • General Education prospective teachers receive training in providing instruction to children with disabilities. They are exposed to many sources of lecture, discussion, videos, case studies, group projects, exams, and application papers. • Prospective teachers receive training in providing instruction to children from low-income and urban/rural families through case studies, discussions. • Prospective teachers are expected to evaluate education in the U.S., specifically educational policy of educational opportunity and the impact it has on topics such as urban and rural poverty, English as a second language, and instruction in meeting the needs of those communities and students. • Methods courses look at best practices in the subject areas through direct teaching opportunities for pre-student teachers to practice and critique their peers on what they will face in diverse classrooms. -Our pluralism course has increased contact hours and expectations for all education majors to better inform and educate on this issue.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2017-18	19	44	17	89
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	17	43	12	71
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	62	47	58	94
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	73	46	72	99
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2017-18	7			
TPA0117 -EDTPA: FAMILY AND CONSUMER SCIENCES Evaluation Systems group of Pearson All program completers, 2016-17	10	50	10	100
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	16	48	15	94
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2016-17	7			
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	11	44	11	100
TPA0011 -EDTPA: K-12 PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	11	47	11	100
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	13	47	13	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	16	48	16	100
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	17	46	17	100
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0005 -EDTPA: SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	5			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	8			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	7			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	9			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	6			
TPA0020 -EDTPA: WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	1			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	2			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2017-18	19	166	19	100
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	21	161	21	100
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	26	166	26	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	6			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	10	184	9	90
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	13	182	13	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2015-16	10	177	10	100
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2017-18	8			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2016-17	11	158	11	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	14	157	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	7			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	9			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2015-16	6			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	43	245	33	77
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	131	237	67	51
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	91	255	91	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	97	254	97	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	96	254	96	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	18	172	18	100
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2017-18	13	168	13	100
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2016-17	17	165	17	100
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	17	165	17	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	5			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	2			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	29	162	28	97
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	46	160	40	87
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	70	165	70	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	80	163	80	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	84	163	84	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	13	169	13	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	7			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	3			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	11	160	11	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	9			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	12	161	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	12	171	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	16	171	16	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	21	170	21	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	2			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2017-18	21	181	21	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2016-17	14	181	14	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2015-16	28	183	28	100
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	192	180	94
All program completers, 2016-17	181	170	94
All program completers, 2015-16	219	219	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

If yes, please specify the organization(s) that approved or accredited your program:

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Students enrolled in the Program are required to develop an electronic portfolio to document their ability to successfully apply the 10 INTASC standards in their own teaching and classrooms. • Students enrolled in EDUC 331: Educational Technology must demonstrate proficiency for the following learning outcomes as part of the UWSP School of Education teacher preparation program. 1. Pre-service teachers develop and demonstrate competence and confidence using contemporary technology tools, including tools to collect, manage and analyze data necessary to impact instruction. 2. Pre-service teachers examine and articulate the impact of technology (media, computers, video games, etc.) on PK-12 learners. 3. Pre-service teachers research and assess meaningful and effective methods for developmentally appropriate technology integration, which reflect the principles of universal design for learning. 4. Pre-service teachers identify and evaluate developmentally appropriate technology resources (e.g., web-based, software-based, hardware-based) for the teaching and learning environment, including tools to collect, manage and analyze data necessary to impact instruction. 5. Pre-service teachers analyze and reflect on contemporary issues involving the relationship between PK-12 learners and technology. • Educational Psychology - prospective teachers practice teaching with an interactive whiteboard and use a course management system, in both a teacher role and a student role. • Teaching the Early Adolescent – prospective teachers practice teaching with individual response devices ("clickers"). • Portfolio I, prospective teachers complete a Peer Evaluation assignment, in which they formally evaluate each others' portfolios. This emphasizes the importance of collaboration and human error checking. • Students create a SmartBoard lesson, integrating one of the five reading components/content area, as their final product in 302

and 310. • Pre service teachers discuss and apply adaptations of assuasive technology through peer instruction projects using educational technology, use of educational technology for accommodations and modifications.ands-on instruction in presentation software, and use of software to enhance content areas, and demonstrate understanding of concepts that have been taught. • Case study interpretation and application of student academic and/or behavioral/social data both progress monitoring and to determine present level and instructional needs. • Content methods courses: O Pre service teachers view micro-teaching lessons electronically with the class to work on improvements on lesson and instructional techniques. o Technology is utilized by the pre service teachers to provide in-depth information about specific countries and continents. Such information is reflective of Social Studies Disciplines, namely, Geography, History, Political Science and Citizenship, Economics, and Behavioral Sciences. Sharing this information enriches knowledge, builds respect and appreciation about the countries and resources. Through the use of technology, students also create and/or assemble relevant and culturally-specific artifacts that are integrated into a Mobile Museum or “Sense Box” on each country visited during the course. A major assignment in this course titled Integrated Unit Plan, students are requested to integrate technology, namely, but not limited to – web sites, virtual field trips, you-tube and other relevant technological resources in preparing extensive theme – based activities in Science and Social Studies. o Technology is a major tool used in preparing lesson plans and other teaching materials in these senior-level courses. Pre service teachers make use of web sites, adapt and create teaching materials used to teach literacy and expressive arts in early childhood classrooms. Video streaming and DVDs on specific topics (parent involvement) are used as teaching materials. They also conduct action research and prepare workshops on topics relevant to Home, Schools, and Community Agencies. o Pre service teachers use the internet to conduct weekly review of articles/literature on topics that include child care, quality indicators in early childhood programs, kindergarten, Head Start, and Early Intervention. Through the use of web sites, simulation programs in 3D, and computer programs (publisher), they create programs for children and families. o Pre service teachers are challenged to learn how to use some technology (use of simulation applets, SmartBoard virtual dissections, etc.) while some actually apply the use of technology in the lesson plans they create and teach. Field trips to a local junior high allow exposure to the use of vernier probes, graphing calculators and other hardware/software that allows students to gather, analyze and make conclusions about data. Students in the Teaching the Early Adolescent course regularly use feedback clickers to receive information from their colleagues about specific content and their own instruction. o Pre service teachers utilize computer based programs to prepare special education documents from data collected in reference to children with identified disabilities. o Pre service teachers prepare lessons integrating web resources and SmartBoards into their instructional delivery. o Pre service teachers integrate and use technology to support writing achievement of elementary and middle school levels. Student teachers now must pass the Education Teacher Performance Assessment for teacher certification in Wisconsin. This assessment addresses technology and assessment.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

- Prospective Teachers read and study case studies that include best practices and possible errors in accommodating students with disabilities. These cases include students with a variety of impairments.
- Prospective teachers learn through theory and practice through role playing, lecture, discussion, videos, case studies, group projects, exams, and application papers
- Through classroom simulations and varied practica students learn these skills while under the guidance of mentors.
- Peer teaching sessions address the needs of EEN and ELL learners and is part of the rubric used in assessing their teaching.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

- 4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All students are required to participate in school-based environments in general education and special education environments. Students are taught and experience teaming and the IEP process with general and special education personnel and working effectively with parents. In every academic area and social-emotional development/behavior, students learn and experience through practicum specific strategies. In addition to experiences in the public schools, students practice application of concepts, modifications, adaptations, etc. in response to case studies, authentic experiences, and coaching provided by team members and faculty members. Students also become a mentored team member during practica and student teaching.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

University of Wisconsin-Stevens Point teacher education programs share the vision that our students will encounter rich, multi-cultural experiences, varied and meaningful opportunities for experimentation within K-12 classrooms, a sound understanding of educational pedagogy and knowledge of the most current views regarding educational practices. Additionally, we nurture our students in becoming reflective practitioners, capable of anticipating future needs and changes within the professional arena and capable of assuming roles of leadership. Each of our programs has adopted a framework of 10 InTASC CORE Teaching Standards that are woven throughout the students' courses of study. These standards include building a solid understanding of content knowledge, understanding diverse needs of students, understanding accommodations to be made in teaching each child, and understanding design and implementation of on-going assessment practices, and possessing a strong knowledge of pedagogical applications. Students graduating from our programs who are recommended for licensure must demonstrate competence in the knowledge, skills and dispositions as related to each of the 10 InTASC CORE Teaching Standards. The University of Wisconsin-Stevens Point has a 100+ year history in teacher preparation. Teacher certification programs comprise the largest academic interest on campus with the greatest number of teacher certifications in Elementary Education, Early Childhood Education, Special Education, Science Education, Speech Language Pathology, English, English as a Second Language, Physical Education, Family and Consumer Education, Mathematics, Music and Social Studies. The hub for teacher education programs is the School of Education (SOE), the home of the University's largest major, elementary education. The SOE houses majors in Elementary Education, Early Childhood Education, Physical Education and Special Education, as well as teacher certification coursework for all Early Childhood through Adolescent and all Early Adolescent through Adolescent majors. The School sponsors the state's largest student education organization, Aspiring Educators, which routinely earns state and national awards. Other active student organizations in the School include: the Association for the Education of Young Children, Kappa Delta Pi, the Student Council for the Social Studies, the Student Council for Exceptional Children, Students for Health Physical Education, and Recreation, and the Wisconsin Health and Physical Education Association. The School also teaches the largest UWSP graduate program, with over 200 teachers enrolled in regular, on-site, or technology-mediated graduate courses. The School of Education is at the forefront of educational innovation including the Network for Gifted and Talented. UWSP was approved for a UW-System grant to increase teachers in the fields of English as a second language, gifted/talented and special education through a fast-track program. UWSP faculty participate in creative uses of distance and Internet for class delivery and service activities. The School has developed and is offering an option for an on-line master's program for teachers. Over 6,000 school-aged students are usually involved in UWSP enrichment programs in any given year. The School of Education continues to progress in the integration of Response to Intervention and Positive Behavior Intervention and Supports in all methods classes. Further, our faculty and adjunct supervisors of student teachers as well as future student teachers are receiving information and will be involved in professional development opportunities relative to the Education Teacher Performance Assessment and the Wisconsin Read to Lead initiative. The Read to Lead legislation requires all early childhood, elementary, special education and reading teachers to pass the Wisconsin Foundation of Reading Test. The School of Education (SOE) has a strong partnership with school districts in the UW-Stevens Point service area and uses the PK-18 Council of Central Wisconsin to communicate, inform, and collaborate with district teachers and administrators on the current and new initiatives mentioned above. Within teacher education at UW-Stevens Point, this same relationship exists for the same purposes through our Professional Education Advisory Council. The SOE now offers seventeen certification programs for teachers looking to add-on additional licenses. These programs allow us to support area teachers and districts in their efforts to train and reread teachers who have more flexibility within the school districts. The School of Education is a leader in local education issues and connects the SOE with UWSP'S Thriving Communities strategic plan. The SOE works with many partners, both on campus and off. Our on-campus initiatives include our Professional Education Advisory Council, which includes all departments involved in teacher education at UW-Stevens Point. This group collectively works on initiatives with the teacher education program, including new licensing levels and subjects that will soon be launching. Community partnerships include: the United Way and the Literacy Taskforce; Community Foundation and the Point in Common speaker series, which has brought together the local school district, area businesses, UW-Stevens Point, the School of Education and all student organizations housed within the SOE; Pacelli high school Lead the Way Tutoring project; adaptive Physical Education program for 4-K; special education initiatives; speech and hearing screening by our Communicative Disorders Department; and the Gesell Early Childhood Center to name a few. For more information on our program, please see the following: -Annual Reports for the College of Professional Studies (School of Education's home college) - <http://www.uwsp.edu/cps/Pages/Reports/index.aspx> -School of Education website: <http://www.uwsp.edu/education/Pages/default.aspx> Additionally, we nurture our students in becoming reflective practitioners, capable of

anticipating future needs and changes within the professional arena and capable of assuming roles of leadership.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **737**.

Number of program completers from Section I: Program Information, Program Completers is **206**.

For a total enrollment of **943**.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Maggie Beeber

TITLE:

Advising Coordinator and Teacher Certification Officer, School of Education

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Lynda Fernholz

TITLE:

Associate Dean and Head, School of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	774	737	-4.78%
Male Enrollment	210	199	-5.24%
Female Enrollment	564	538	-4.61%
Hispanic/Latino Enrollment	20	12	-40.00%
American Indian or Alaska Native Enrollment	0	7	
Asian Enrollment	14	13	-7.14%
Black or African American Enrollment	6	12	100.00%
Native Hawaiian or Other Pacific Islander Enrollment	0	2	

Item	Last Year	This Year	Change
White Enrollment	722	689	-4.57%
Two or more races Enrollment	12	2	-83.33%
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	720	720	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	27	28	3.70%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	12	33	175.00%
Number of students in supervised clinical experience during this academic year	227	234	3.08%
Total completers for current academic year	179	206	15.08%
Total completers for prior academic year	189	179	-5.29%
Total completers for second prior academic year	231	189	-18.18%