WI

University of Wisconsin Stevens Pt
Traditional Report AY 2023-24
Wisconsin

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

School of Education

CPS Building, UW Stevens Point

CITY

Stevens Point

STATE

Wisconsin

ZIP

54481

SALUTATION

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Both	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1315	Teacher Education - Reading	PG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

20

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	( ) Yes (●) No
Background check	(●) Yes ( ) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in content area coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum GPA in professional education coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum ACT score	( ) Yes (●) No	( ) Yes (●) No
Minimum SAT score	( ) Yes (●) No	( ) Yes (●) No
Minimum basic skills test score	( ) Yes (●) No	( ) Yes (●) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	(●) Yes ( ) No
Recommendation(s)	( ) Yes (●) No	(●) Yes ( ) No

Element	Admission	Completion
Essay or personal statement	○ Yes ● No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify: Some teaching majors do require minimum GPAs personal statements, etc.	● Yes ○ No	● Yes ○ 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.)

2.6

3. 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

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

English Education requires a 3.00 major GPA, 12 credits completed in major coursework, and a portfolio of writing samples in order to apply to the Program.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	● Yes ○ No	● Yes ○ No
Fingerprint check	○ Yes ● No	○ Yes ● No
Background check	● Yes ○ No	● Yes ○ No
Minimum number of courses/credits/semester hours completed	● Yes ○ No	● Yes ○ No
Minimum GPA	● Yes ○ No	● Yes ○ No
Minimum GPA in content area coursework	● Yes ○ No	● Yes ○ No
Minimum GPA in professional education coursework	○ Yes ● No	● Yes ○ No
Minimum ACT score	○ Yes ● No	○ Yes ● No
Minimum SAT score	○ Yes ● No	○ Yes ● No
Minimum basic skills test score	○ Yes ● No	○ Yes ● No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	○ Yes ● No	● Yes ○ No
Recommendation(s)	○ Yes ● No	● Yes ○ No
Essay or personal statement	○ Yes ● No	○ Yes ● No
Interview	○ Yes ● No	○ Yes ● No
Other Specify:	○ Yes ● No	○ Yes ● 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 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

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

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

- ● **Yes**
- ○ **No**

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	640

Are there programs in which candidates are the teacher of record?

- ● **Yes**
- ○ **No**

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	100
Years required of teaching as the teacher of record in a classroom	1

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	21
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	367
Number of students in supervised clinical experience during this academic year	254

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. Starting spring 2024, state statute allows student teachers to complete early, at the end of our academic calendar, which is why the number of hours required to student teach is now lower.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	934
Subset of Program Completers	269

Gender	Total Enrolled	Subset of Program Completers
Male	217	61
Female	717	208
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	7	2
Asian	11	3
Black or African American	8	4
Hispanic/Latino of any race	15	4
Native Hawaiian or Other Pacific Islander	1	0
White	883	254
Two or more races	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	9	2

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2023-24**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	64
13.1202	Teacher Education - Elementary Education	104

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	38
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	31
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	7
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	28
13.1315	Teacher Education - Reading	11
13.1316	Teacher Education - Science Teacher Education/General Science	7
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	22
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	3
13.99	Education - Other Specify: Speech Language Pathology - 25, Adapted Physical Education -21	46

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. 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.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) **Yes**
- ( ) **No**

☐ **No teachers prepared in academic year 2023-24**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	46
13.1202	Teacher Education - Elementary Education	104
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	38
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	11
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	7
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	9
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	28
13.1315	Teacher Education - Reading	11
13.1316	Teacher Education - General Science	7
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	22
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	**Other Specify:** Speech Language Pathology - 25	25

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program 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:

1. Program 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. -UW-Stevens Point meets regularly with our PK-18 council in order to work towards this goal. In addition, we send out 3-year surveys to our alumni and their employers to get feedback to inform our practice. We have made considerable changes to our programs in the past 2 years due to changes in state licensing. The feedback from these groups have played a key role in these changes. 2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. -UW-Stevens Point meets regularly with our PK-18 council in order to work towards this goal. In addition, we send out 3-year surveys to our alumni and their employers to get feedback to inform our practice. We have made considerable changes to our programs in the past 2 years due to changes in state licensing. The

feedback from these groups have played a key role in these changes. -Students take a special topics course designed to provide them with professional and career development. During the course they receive professional development on career preparation, educational initiatives, and special topics in education. Throughout the course, they will have the opportunity to further their understanding of the InTASC Teaching Standards, professional reflection and teaching practice. Specifically, this course seeks to develop InTASC standard 9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Course Objectives: Students will complete a professional resume, letter of reference for a teaching application. Students will complete a WECAN application. Students will learn best practices in assessment and evaluation. Students will reflect, discuss, and write on educational initiatives and special topics in education. Learner Outcomes: Students will be able: • to identify and use academic language in their professional career. • apply reflection and professional conduct within their teaching practice and decision making with students. • to find, use and document research-based practices in their teaching. • to demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies that support all learners. 3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. -Students are required to complete a case study and work on assessing students to determine strengths and instructional priorities. This helps prepare students to be data collectors and an active member of an IEP team. They will know how to bring data to a team meeting, present their conclusions, and instructional implications. -Students are required to create lesson plans and units in all core academic subjects and teach them in their pre-clinical experiences. -Students are required to take content courses in all core academic areas. -Various courses prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities are examined and explored, including concepts such as Universal Design for Learning and Assistive Technology. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), are covered. Finally, student reading and classroom activities focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of courses will require several practicum experiences in both an inclusive classroom and special education setting, reflections, and a book project where students are required to read a book with a character with a disability then identify strengths, areas of need, and appropriate accommodations for the UWSP student's future teaching position. Courses provide exposure by means of discussion, hands on activities (eg: autism simulation), group tasks, role plays, case studies, videos, lecture, formative and summative assignments, and assigned readings to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness. -Our courses include topics such as, Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives; Foundations of Special Education: Policies, Practices, and Programs; Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality; Foundations of Special Education: Parents, Families, and Exceptionality; and Foundations of Special Education: Assistive Technology. Within these topics, students participate in discussions, hands-on activities, group tasks (for example, a jigsaw activity where students summarize key chapter learning outcomes, including the referral process for special education), role play an IEP meeting and take on roles of various participants, discuss (general education and special education teachers' roles in IEP meetings; how to implement IDEA requirements), write IEPs, view videos, actively listen to instructor lectures (including viewing a sample IEP), complete formative assignments and summative assessments (midterm or final exam) related to each of the afore stated topics, specific to the basis of special education as it relates to IEP teams and IDEA. -Program Evidence Regarding Use of Technology 1. Preparing teachers to integrate technology effectively into curricula and instruction. a. Student teachers in Educational Technology course (EDUC 331) are introduced to EdTech Learning theories, Standards and best practices Frameworks that ensure effective integration of technology in curriculum and instruction. b. EdTech learning theories addressed include: i. Multiple Intelligence theory ii. Cognitive Theory of Multimedia Learning iii. Constructivism iv. Constructionism v. Social Learning theory c. EdTech Standards addressed include. i. International Society for Technology in Education (ISTE) ii. Wisconsin Standards for Information and Technology Literacy (WITL) d. Frameworks – best practices frame works addressed among others include: i. 21st Century 4 C's ii. Blooms Digital Taxonomy 2. Use technology effectively to collect, manage, and analyze data to improve teaching and learning. a. Students engage in a variety of activities involving effective us of data for decision making by working on assignments on formative assessment designs using cloud-based infrastructure tools to design data collection tools as well as analyses captured data in spreadsheets. b. In designing quizzes, students implement adaptive testing and rigorous feedback implementation mechanism to improve student engage and personalized learning. c. Students are exposed to three different technology integration frameworks, namely TPACK, SAMR and T3. For each assignment completed, students will investigation appropriate SMAR integration level is appropriate in the classroom. d. Students engage I capstone project that results in development of an electronic portfolio where they curate all the assignments they accomplished during the semester. They write a reflection and discuss alignment to standards and technology integration framework discussed in class. 3. Evidence your program uses to show that it prepares teachers to use the principles of universal design for learning. a. In all topics in EdTech covered we pay particular attention that students involvement reflects their respective major disciplines. b. Students engage in high degree of flexibility regarding work, assignments they do that reflects personal desirability and expression of voice. Assignments and activities always have optional or alternative pathways to ensure sustained student interest and engagement. 4. Prospective general education teachers are prepared to provide instruction to students with disabilities. - Various courses prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities are examined and explored, including concepts such as Universal Design for Learning and Assistive Technology. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), are covered. Finally, student reading and classroom activities focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of one specific course requires a 10 hour practicum in an inclusive classroom and a book project where students are required to read a book with a character with a disability then identify strengths, areas of need, and appropriate accommodations for the UWSP student's future teaching position. Courses provide exposure by means of discussion, hands on activities (eg: autism simulation), group tasks, role plays, case studies, videos, lecture, formative and summative assignments, and assigned readings to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness. - Our courses include topics such as, Foundations of Special Education: Special

Education in Context: People, Concepts, and Perspectives; Foundations of Special Education: Policies, Practices, and Programs; Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality; Foundations of Special Education: Parents, Families, and Exceptionality; and Foundations of Special Education: Assistive Technology. Within these topics, students participate in discussions, hands-on activities, group tasks (for example, a jigsaw activity where students summarize key chapter learning outcomes, including the referral process for special education), role play an IEP meeting and take on roles of various participants, discuss (general education and special education teachers' roles in IEP meetings; how to implement IDEA requirements), view videos, actively listen to instructor lectures (including viewing a sample IEP), complete formative assignments and summative assessments (midterm or final exam) related to each of the afore stated topics, specific to the basis of special education as it relates to IEP teams and IDEA. -Assistive Technology is a topic presented in several of our courses. Related to this topic specifically, instructors engage students in discussion, lectures, and activities (Assistive Technology Investigation - Students take notes about what the assistive technology device is, how the device works, and why a student would use it and then share out with a small group of students. Students are able to see pictures, videos, and sometimes an actual assistive technology device during this activity.) to learn more about Assistive Technology for students with disabilities. Additional topics include what makes a technology an assistive technology; the legal and legislative aspects of special education; how assistive technology can benefit students with disabilities; the difference between low-tech, mid-tech, and high-tech assistive technology; the different purposes of assistive technology; and specific assistive technology devices that support students with disabilities across content-area instruction. Such topics are informally assessed through discussion and activities with some also being assessed on a midterm or final exam. -Provide options for different means of assessments of students such as modelling a performance assessment in place of a written assessment and providing verbal assessments which in turn can be carried over not the student's practice with their own students. Provide a variety of modes of instruction to meet students' needs and model what they look like. - Students are required to complete a case study and work on assessing students to determine strengths and instructional priorities. This helps prepare students to be data collectors and an active member of an IEP team. They will know how to bring data to a team meeting, present their conclusions, and instructional implications. -Students have a section in their Required Unit Plans where they describe the context of learning or even a section about considerations for learners with learning disabilities and ELL. -Universal Designed Learning Outcome Design a. Creating Learning Roadmaps, aligned with SHAPE Standards and Grade Level Outcomes b. Modifying Assessment criteria for ALL Learners c. Including the use of technology in assessment opportunities d. Video Analysis 4. Prospective general education teachers are prepared to provide instruction to limited English proficient students. - Guided Reading Lesson Planning and Instruction. Preservice Teachers focus on learners' reading behaviors (profiles) and use informal assessments to plan instruction according to instructional reading levels. Best practice literacy strategies are discussed and written into a plan depending on student interest, reading level, content, strengths and needs, including appropriate activities that support ELL. - Literacy Workshop - This assignment is based on how a teacher sets up a reading/writing workshop during the school year. It looks at each month. The structure of a workshop model allows teachers to differentiate through content, process, product, and environment. It considers ALL unique learning needs - what they know and where to go from there. -Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality is a topic presented in our courses. Within this chapter, specifically, instructors engage students in discussion, lectures, and activities (eg: quiz on Cultural Taboos and survey on UWSP students' microcultures with subsequent discussion regarding impact on the classroom) to learn more about students with disabilities who are culturally and linguistically diverse. Additional topics include the effects of cultural and linguistic diversity on U.S. classrooms, concepts of culture, multiculturalism, multicultural education, bilingual education, disproportionate representation of culturally and linguistically diverse learners in special education, and challenges to assessing students from culturally and linguistically diverse groups. Such topics are informally assessed through discussion and activities with some also being assessed on a midterm or final exam. 6. Prospective general education teachers are prepared to provide instruction to students from low-income families. Multiple courses throughout the program analyze and evaluate education in U.S., the policy of equal educational opportunity, and impact of class, gender, race, and language differences in teaching and learning. They involve lectures, discussions, reflective assignments and presentations for pre-service teacher education students on topics mandated for initial certification programs in Wisconsin (Wis Admin Rule PI 34.022). 7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Multiple courses throughout the program analyze and evaluate education in U.S., the policy of equal educational opportunity, and impact of class, gender, race, and language differences in teaching and learning. They involve lectures, discussions, reflective assignments and presentations for pre-service teacher education students on topics mandated for initial certification programs in Wisconsin (Wis Admin Rule PI 34.022).

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

We expect a slight increase in students pursuing this license for 2023-2024.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We went from 4 completers to 9. We are working with the Math Department to encourage math majors to choose the teacher education route.

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

We are hoping to maintain our numbers. However, there appears to be a large dip in the number of students expected to graduate from high school starting fall 2025.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

We hope to maintain current numbers.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

We expect a slight decrease in students pursuing this license in the future.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

Wisconsin has recently change license options from specific science licenses along with a broadfield science license to Broadfield Science only, which allows teachers to teach all science fields. There are fewer students wanting this broad license. Their interests are science specific: biology, chemistry, earth/space science, Environmental Science and Physics.

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

Working with science faculty to talk about the benefits of teaching as a career in intro courses.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

We are hoping to maintain our numbers. However, there appears to be a large dip in the number of students expected to graduate from high school starting fall 2025.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

We are hoping to maintain our numbers.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

We expect a slight decrease in students pursuing this license in the future. In the past, the elementary education license in Wisconsin required a minor. The new K-9 license no longer requires a minor, so less students are choosing one, which impacts the special education licenses.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

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

We continue to encourage our students to consider special education as an option.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

We are hoping to maintain our numbers. However, there appears to be a large dip in the number of students expected to graduate from high school starting fall 2025.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Although our state is predicting a decline in the number of students graduating from high schools, we are encouraged by the number of students admitted to UWSP for fall 2025. Until they are enrolled, we do not have hard numbers.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

We expect a decrease in students pursuing this license in the future.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

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

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

We expect a slight decrease in students pursuing this license in the future. In the past, the elementary education license in Wisconsin required a minor. The new K-9 license no longer requires a minor, so less students are choosing one, which impacts the special education licenses.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

We expect to maintain these numbers.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

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, 2021-22	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2021-22	4			
TPA0012 -EDTPA: SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5362 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2021-22	1			

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 program completers, 2023-24	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	33	247	25	76
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	1			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	45	248	35	78
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	7			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2023-24	97	248	80	82
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	57	243	46	81
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	62	251	55	89
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	83	255	81	98
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2023-24	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2023-24	1			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2021-22	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) Other enrolled students	1			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2023-24	24	176	24	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2022-23	14	177	14	100
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2021-22	13	178	13	100
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2021-22	4			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	134	114	85
All program completers, 2022-23	135	117	87
All program completers, 2021-22	105	103	98

SECTION IV: LOW-PERFORMING

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

Low-Performing

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:

- [x] **State**
- [ ] **CAEP**
- [ ] **AAQEP**
- [ ] **Other specify:**

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ( ) **Yes**
- (●) **No**

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.**

   -Program Evidence Regarding Use of Technology 1. Preparing teachers to integrate technology effectively into curricula and instruction. a. Student teachers in Educational Technology course (EDUC 331) are introduced to EdTech Learning theories, Standards and best practices Frameworks that ensure effective integration of technology in curriculum and instruction. b. EdTech learning theories addressed include: i. Multiple Intelligence theory ii. Cognitive Theory of Multimedia Learning iii. Constructivism iv. Constructionism v. Social Learning theory c. EdTech Standards addressed include. i. International Society for Technology in Education (ISTE) ii. Wisconsin Standards for Information and Technology Literacy (WITL) d. Frameworks – best practices frame works addressed among others include: i. 21st Century 4 C's ii. Blooms Digital Taxonomy 2. Use technology effectively to collect, manage, and analyze data to improve teaching and learning. a. Students engage in a variety of activities involving effective us of data for decision making by working on assignments on formative assessment designs using cloud-based infrastructure tools to design data collection tools as well as analyses captured data in spreadsheets. b. In designing quizzes, students implement adaptive testing and rigorous feedback implementation mechanism to improve student engage and personalized learning. c. Students are exposed to three different technology integration frameworks, namely TPACK, SAMR and T3. For each assignment completed, students will investigation appropriate SMAR integration level is appropriate in the classroom. d. Students engage I capstone project that results in development of an electronic portfolio where they curate all the assignments they accomplished during the semester. They write a reflection and discuss alignment to standards and technology integration framework discussed in class. 3. Evidence your program uses to show that it prepares teachers to use the principles of universal design for learning. a. In all topics in EdTech covered we pay particular attention that students involvement reflects their respective major disciplines. b. Students engage in high degree of flexibility regarding work,

assignments they do that reflects personal desirability and expression of voice. Assignments and activities always have optional or alternative pathways to ensure sustained student interest and engagement. All methods courses integrate appropriate technology methods into assignments.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   - Various courses prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities are examined and explored, including concepts such as Universal Design for Learning and Assistive Technology. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), are covered. Finally, student reading and classroom activities focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of one specific course requires a 10 hour practicum in an inclusive classroom and a book project where students are required to read a book with a character with a disability then identify strengths, areas of need, and appropriate accommodations for the UWSP student's future teaching position. Courses provide exposure by means of discussion, hands on activities (eg: autism simulation), group tasks, role plays, case studies, videos, lecture, formative and summative assignments, and assigned readings to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness. - Our courses include topics such as, Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives; Foundations of Special Education: Policies, Practices, and Programs; Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality; Foundations of Special Education: Parents, Families, and Exceptionality; and Foundations of Special Education: Assistive Technology. Within these topics, students participate in discussions, hands-on activities, group tasks (for example, a jigsaw activity where students summarize key chapter learning outcomes, including the referral process for special education), role play an IEP meeting and take on roles of various participants, discuss (general education and special education teachers' roles in IEP meetings; how to implement IDEA requirements), view videos, actively listen to instructor lectures (including viewing a sample IEP), complete formative assignments and summative assessments (midterm or final exam) related to each of the afore stated topics, specific to the basis of special education as it relates to IEP teams and IDEA. -Assistive Technology is a topic presented in several of our courses. Related to this topic specifically, instructors engage students in discussion, lectures, and activities (Assistive Technology Investigation - Students take notes about what the assistive technology device is, how the device works, and why a student would use it and then share out with a small group of students. Students are able to see pictures, videos, and sometimes an actual assistive technology device during this activity.) to learn more about Assistive Technology for students with disabilities. Additional topics include what makes a technology an assistive technology; the legal and legislative aspects of special education; how assistive technology can benefit students with disabilities; the difference between low-tech, mid-tech, and high-tech assistive technology; the different purposes of assistive technology; and specific assistive technology devices that support students with disabilities across content-area instruction. Such topics are informally assessed through discussion and activities with some also being assessed on a midterm or final exam. -Provide options for different means of assessments of students such as modelling a performance assessment in place of a written assessment and providing verbal assessments which in turn can be carried over not the student's practice with their own students. Provide a variety of modes of instruction to meet students' needs and model what they look like. - Students are required to complete a case study and work on assessing students to determine strengths and instructional priorities. This helps prepare students to be data collectors and an active member of an IEP team. They will know how to bring data to a team meeting, present their conclusions, and instructional implications. -Students have a section in their Required Unit Plans where they describe the context of learning or even a section about considerations for learners with learning disabilities and ELL. -Universal Designed Learning Outcome Design a. Creating Learning Roadmaps, aligned with SHAPE Standards and Grade Level Outcomes b. Modifying Assessment criteria for ALL Learners c. Including the use of technology in assessment opportunities d. Video Analysis

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   - Our courses include topics such as, Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives;

Foundations of Special Education: Policies, Practices, and Programs; Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality; Foundations of Special Education: Parents, Families, and Exceptionality; and Foundations of Special Education: Assistive Technology. Within these topics, students participate in discussions, hands-on activities, group tasks (for example, a jigsaw activity where students summarize key chapter learning outcomes, including the referral process for special education), role play an IEP meeting and take on roles of various participants, discuss (general education and special education teachers' roles in IEP meetings; how to implement IDEA requirements), view videos, actively listen to instructor lectures (including viewing a sample IEP), complete formative assignments and summative assessments (midterm or final exam) related to each of the afore stated topics, specific to the basis of special education as it relates to IEP teams and IDEA.

c. Effectively teach students who are limited English proficient.

- Guided Reading Lesson Planning and Instruction. Preservice Teachers focus on learners' reading behaviors (profiles) and use informal assessments to plan instruction according to instructional reading levels. Best practice literacy strategies are discussed and written into a plan depending on student interest, reading level, content, strengths and needs, including appropriate activities that support ELL. - Literacy Workshop - This assignment is based on how a teacher sets up a reading/writing workshop during the school year. It looks at each month. The structure of a workshop model allows teachers to differentiate through content, process, product, and environment. It considers ALL unique learning needs - what they know and where to go from there. -Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality is a topic presented in our courses. Within this chapter, specifically, instructors engage students in discussion, lectures, and activities (eg: quiz on Cultural Taboos and survey on UWSP students' microcultures with subsequent discussion regarding impact on the classroom) to learn more about students with disabilities who are culturally and linguistically diverse. Additional topics include the effects of cultural and linguistic diversity on U.S. classrooms, concepts of culture, multiculturalism, multicultural education, bilingual education, disproportionate representation of culturally and linguistically diverse learners in special education, and challenges to assessing students from culturally and linguistically diverse groups. Such topics are informally assessed through discussion and activities with some also being assessed on a midterm or final exam.

2. Does your program prepare special education teachers?

- (●) **Yes**
- ( ) **No**

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

-Students are required to complete a case study and work on assessing students to determine strengths and instructional priorities. This helps prepare students to be data collectors and an active member of an IEP team. They will know how to bring data to a team meeting, present their conclusions, and instructional implications. -Students are required to create lesson plans and units in all core academic subjects and teach them in their pre-clinical experiences. -Various courses prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities are examined and explored, including concepts such as Universal Design for Learning and Assistive Technology. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), are covered. Finally, student reading and classroom activities focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of courses will require several practicum experiences in both an inclusive classroom and special education setting, reflections, and a book project where students are required to read a book with a character with a disability then identify strengths, areas of need, and appropriate accommodations for the UWSP student's future teaching position. Courses provide exposure by means of discussion, hands on activities (eg: autism simulation), group tasks, role plays, case studies, videos, lecture, formative and summative assignments, and assigned readings to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness. -Our courses include topics such as, Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives; Foundations of Special Education: Policies, Practices, and Programs; Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality; Foundations of Special Education: Parents, Families, and Exceptionality; and Foundations of Special Education: Assistive Technology. Within these topics, students participate in discussions, hands-on activities, group tasks (for example, a jigsaw activity where students summarize key chapter learning outcomes, including the referral process for special education), role play an IEP meeting and take on roles of various participants, discuss (general education and special education teachers' roles in IEP meetings; how to implement IDEA requirements), write IEPs, view videos, actively listen to instructor lectures (including viewing a sample IEP), complete formative assignments and summative assessments (midterm or final exam) related to each of the afore stated topics, specific to the basis of special education as it relates to IEP teams and IDEA. -Program Evidence Regarding Use of Technology 1. Preparing teachers to integrate technology effectively into curricula and instruction. a. Student teachers in Educational Technology course (EDUC 331) are introduced to EdTech Learning theories, Standards and best practices Frameworks that ensure effective integration of technology in curriculum and instruction. b. EdTech learning theories addressed include: i. Multiple Intelligence theory ii. Cognitive Theory of Multimedia Learning iii. Constructivism iv. Constructionism v. Social Learning theory c. EdTech Standards addressed include. i. International Society

for Technology in Education (ISTE) ii. Wisconsin Standards for Information and Technology Literacy (WITL) d. Frameworks – best practices frame works addressed among others include: i. 21st Century 4 C's ii. Blooms Digital Taxonomy 2. Use technology effectively to collect, manage, and analyze data to improve teaching and learning. a. Students engage in a variety of activities involving effective us of data for decision making by working on assignments on formative assessment designs using cloud-based infrastructure tools to design data collection tools as well as analyses captured data in spreadsheets. b. In designing quizzes, students implement adaptive testing and rigorous feedback implementation mechanism to improve student engage and personalized learning. c. Students are exposed to three different technology integration frameworks, namely TPACK, SAMR and T3. For each assignment completed, students will investigation appropriate SMAR integration level is appropriate in the classroom. d. Students engage I capstone project that results in development of an electronic portfolio where they curate all the assignments they accomplished during the semester. They write a reflection and discuss alignment to standards and technology integration framework discussed in class. 3. Evidence your program uses to show that it prepares teachers to use the principles of universal design for learning. a. In all topics in EdTech covered we pay particular attention that students involvement reflects their respective major disciplines. b. Students engage in high degree of flexibility regarding work, assignments they do that reflects personal desirability and expression of voice. Assignments and activities always have optional or alternative pathways to ensure sustained student interest and engagement.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.*

-Students are required to complete a case study and work on assessing students to determine strengths and instructional priorities. This helps prepare students to be data collectors and an active member of an IEP team. They will know how to bring data to a team meeting, present their conclusions, and instructional implications. -Various courses prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities are examined and explored, including concepts such as Universal Design for Learning and Assistive Technology. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), are covered. Finally, student reading and classroom activities focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of courses will require several practicum experiences in both an inclusive classroom and special education setting, reflections, and a book project where students are required to read a book with a character with a disability then identify strengths, areas of need, and appropriate accommodations for the UWSP student's future teaching position. Courses provide exposure by means of discussion, hands on activities (eg: autism simulation), group tasks, role plays, case studies, videos, lecture, formative and summative assignments, and assigned readings to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness. -Our courses include topics such as, Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives; Foundations of Special Education: Policies, Practices, and Programs; Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality; Foundations of Special Education: Parents, Families, and Exceptionality; and Foundations of Special Education: Assistive Technology. Within these topics, students participate in discussions, hands-on activities, group tasks (for example, a jigsaw activity where students summarize key chapter learning outcomes, including the referral process for special education), role play an IEP meeting and take on roles of various participants, discuss (general education and special education teachers' roles in IEP meetings; how to implement IDEA requirements), write IEPs, view videos, actively listen to instructor lectures (including viewing a sample IEP), complete formative assignments and summative assessments (midterm or final exam) related to each of the afore stated topics, specific to the basis of special education as it relates to IEP teams and IDEA.

c. Effectively teach students who are limited English proficient.

- Guided Reading Lesson Planning and Instruction. Preservice Teachers focus on learners' reading behaviors (profiles) and use informal assessments to plan instruction according to instructional reading levels. Best practice literacy strategies are discussed and written into a plan depending on student interest, reading level, content, strengths and needs, including appropriate activities that support ELL. - Literacy Workshop - This assignment is based on how a teacher sets up a reading/writing workshop during the school year. It looks at each month. The structure of a workshop model allows teachers to differentiate through content, process, product, and environment. It considers ALL unique learning needs - what they know and where to go from there. -Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality is a topic presented in our courses. Within this chapter, specifically, instructors engage students in discussion, lectures, and activities (eg: quiz on Cultural Taboos and survey on UWSP students' microcultures with subsequent discussion regarding impact on the classroom) to learn more about students with disabilities who are culturally and linguistically diverse. Additional topics include the effects of cultural and linguistic diversity on U.S. classrooms, concepts of culture, multiculturalism, multicultural education, bilingual education, disproportionate representation of culturally and linguistically diverse learners in special education, and challenges to assessing students from culturally and linguistically diverse groups. Such topics are informally assessed through discussion and activities with some also being assessed on a midterm or final exam. All courses weave this topic into assignments.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

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.

The basic mission of the University of Wisconsin-Stevens Point Professional Education Programs (UWSP-PEP) is to provide quality pre-service training to undergraduates in early childhood, elementary and secondary education and to provide quality undergraduate, graduate and doctoral, credit and non-credit, learning opportunities to educators in Central Wisconsin. It is the vision of the Professional Education Programs that students of our programs will encounter rich multicultural experiences, varied and meaningful opportunities for experimentation within classrooms, a sound understanding of educational pedagogy and knowledge of the most current views regarding educational practices. Part of our vision for our students is that they become reflective practitioners, capable of anticipating future needs and changes within the professional arena, and capable of assuming roles of leadership. The PEP faculty and staff are dedicated to the creation of new partnerships between the University and the schools in this service area to enable teachers, students and schools to meet or exceed world-class standards. To further these goals, the PEP will strive to use the most advanced concepts of technology and other to extend our campus into every district in Central Wisconsin. Partnerships with K-12 schools, community resources, area businesses and professional development alliances will be embedded throughout the undergraduate and graduate initial licensure programs and will be a model of excellence for teacher certification programs. Implicit in this view of alliances is the vision of the educator (both public school and higher education faculty) as the professional who engages in life-long learning, professional development and personal growth. 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 teaching programs has adopted a framework of 10 Wisconsin Teaching Standards building a solid understanding of content knowledge, understanding diverse needs of students, understanding accommodations to be made in teaching each child, 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 Wisconsin Teaching Standards. Our Administrative program in the Reading Specialist license addresses the 11 Wisconsin Administrative Standards, that are woven throughout the students' courses of study. 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, Social Studies Education, Speech Language Pathology, English Language Arts Education, English as a Second Language, Physical Education, Family and Consumer Education, Mathematics Education, Music Education, Reading Teacher and World Languages Education, in addition to the Reading Specialist administrative license. 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 secondary and K-12 majors. Students in all four majors housed within the SOE are provided with a personal, semester-by-semester graduation plan with required advising every semester, in order to ensure students are staying on track to meet their goals. The School sponsors the student education organization, Aspiring Educators, which routinely earns state and national awards. Other active student organizations in the School include: Early Childhood Educators, Kappa Delta Pi, Student Council for Exceptional Children, and the Wisconsin Health and Physical Education Association. The School also teaches the largest UWSP graduate program, with over 400 teachers enrolled in regular, on-site, or technology-mediated graduate courses. UW-Stevens Point is now launching our 9th cohort of our doctoral program in Educational Sustainability, with 80 students enrolled. We also offer accelerated graduate initial licensure programs in K-9 Elementary and Middle School Regular Education (ACEE Program- https://www3.uwsp.edu/education/Pages/TeacherLicense/accelerated/elementary-education.aspx), K-12 Cross Categorical Special Education (CWIC Program), and Family and Consumer Science - https://www3.uwsp.edu/health/Pages/graduate/FCS-certification.aspx. The School of Education continues to progress in the integration of addressing the needs of all students, their families and communities, Response to Intervention and Positive Behavior Intervention and Supports in all methods classes. The Read to Lead legislation requires all early childhood, elementary, special education and reading teachers to pass the Wisconsin Foundation of Reading Test. Free tutoring is available to our students and teachers who need support in passing this requirement. 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 transition 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; 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. The School of Education currently awards over $100,000 in scholarships annually. Summer 2019, the SOE received a $4.3 million endowment, which has now grown to $5 million, Dorothea Harju Memorial Fund, to support elementary teachers and pre-service teachers planning to teach in rural school districts in Wisconsin. This gift allows for scholarships, new program planning, monetary awards to high school Educators Rising student organizations, and new teacher education initiatives. A planning committee of SOE faculty, staff and administrators from area rural elementary schools continues to work on future plans for this endowment. UW-Stevens Point was the host for the Rising Educators conference for the past four years. This conference is designed for state high school students who are members of their Rising Educators club. We hope to continue this tradition in future years. We will offer our Educators Rising Summer Retreat to support next year's student leaders in their roles in high schools every summer. The Oscar W. Neale Fellowship is a unique opportunity to catalyze collaboration among educators. The recipient receives $10,000 to support collaborative research and development. The School of Education at the University of Wisconsin-Stevens Point is the proud steward of an endowment by the Neale family. This endowment supports a Neale Fellow in an aspirational professional development project involving faculty, staff, and students at UWSP and one or more PK12 schools, school districts, and/or agencies. Appropriate projects will honor the life and work of Oscar W. Neal, especially by enriching the academic and personal lives of PK12 students. Individuals and groups are both eligible to apply. The recipient presents the results of their fellowship at the annual SOE Celebration of Teaching and Learning. 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.

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 (Margaret) Beeber

TITLE:

Teacher Certification Officer and Undergraduate Advising Coordinator

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:

Dr. Tim Wright

TITLE:

Acting Assistant Dean, College of Professional Studies, Head of School of Education