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University of Wisconsin-Stevens Point
Traditional Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: University of Wisconsin-Stevens Point
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Wisconsin

Address: School of Education
CPS Building, UW Stevens Point
Stevens Point, WI, 54481

Contact Name: Maggie 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? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adaptive Physical Education	No
Alternative 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 through Middle Childhood	No
Earth & Space Education	No
Economics Education	No
Elementary Education (Middle Childhood through Early Adolescence)	No
Emotional Behavioral Disabilities	No
English as a Second Langauge 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
Poltical Science Education	No
Psychology Education	No
Reading Specialist	No
Reading Teacher	No
Sociology Education	No
Spanish Education	No
Speech Langauge Pathology	No
Total number of teacher preparation programs: 40	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year   graduate students - 1st semester

Does your initial teacher certification program conditionally admit students?
Yes

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

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

Enrollment caps have been dropped in our teacher education programs.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	Yes	No
Other Some teaching majors do require minimum GPAs, recommendations, personal statements, etc.	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.35

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.46

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.57

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.91

Section I.c Enrollment

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.

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 2014-15:	795
Unduplicated number of males enrolled in 2014-15:	191
Unduplicated number of females enrolled in 2014-15:	604

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	23
Race	
American Indian or Alaska Native:	0
Asian:	14
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	743
Two or more races:	9

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

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	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	48
Number of students in supervised clinical experience during this academic year	249

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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	54
Teacher Education - Early Childhood Education	20
Teacher Education - Elementary Education	81
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	58
Teacher Education - Multiple Levels	42
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	13
Teacher Education - Health	23
Teacher Education - Family and Consumer Sciences/Home Economics	7

Teacher Education - Mathematics	4
Teacher Education - Music	19
Teacher Education - Physical Education and Coaching	16
Teacher Education - Reading	7
Teacher Education - Science Teacher Education/General Science	9
Teacher Education - Social Science	9
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	5
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	1
Teacher Education - History	10
Teacher Education - Physics	1
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	7
Teacher Education - Latin	
Teacher Education - Psychology	8
Teacher Education - Earth Science	6
Teacher Education - English as a Second Language	13
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify: Other Fields include Speech Lang Path (did not include in sped), not enough room here to add others.	29

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	34
Teacher Education - Early Childhood Education	20
Teacher Education - Elementary Education	81
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	7
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	8
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	14
Teacher Education - Physical Education and Coaching	16
Teacher Education - Reading	7
Teacher Education - Science	9
Teacher Education - Social Science	
Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Speech Language Pathology (did not count in SPED numbers)	29

Section I.f Program Completers

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

2014-15: 231

2013-14: 280

2012-13: 250

Section II 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

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 http://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 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

0

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Recruit from student contacts through ACT testing. Work with faculty and staff in that department to more aggressively recruit math education students into the program.

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

We continue to attempt to recruit from students pursuing majors in this field. We are also expanding advising on our campus, which may give us more opportunities to have conversations with students, faculty and staff about the benefits of going into the teaching field.

Provide any additional comments, exceptions and explanations below:

It has been difficult to maintain the numbers we are currently certifying without seeing an increase in salaries and benefits in Wisconsin teaching jobs in order to match the private sector jobs in this field.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

See above

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

see above

Section II 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 http://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 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

0

Yes

Description of strategies used to achieve goal, if applicable:

Recruit from student contacts through ACT testing. Work with faculty and staff in that department to more aggressively recruit science education students into the program.

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

We continue to attempt to recruit from students pursuing majors in this field. We are also expanding advising on our campus, which may give us more opportunities to have conversations with students, faculty and staff about the benefits of going into the teaching field.

Provide any additional comments, exceptions and explanations below:

We know that numbers of interested freshmen and sophomores not yet admitted to our program are down and continue to decline. We are hoping that our numbers stay the same and don't actually drop.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

see above

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

see above

Section II 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 http://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 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

0

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Recruit from student contacts through ACT testing. We have increased our numbers in special education by packaging our Early Childhood education major with a required Early Childhood Special Education minor. We have also see an increase in in interest among our elementary majors to double major in special education.

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

We continue to attempt to recruit from students pursuing majors across campus into this field. We are also expanding advising on our campus, which may give us more opportunities to have conversations with students, faculty and staff about the benefits of going into the teaching field.

Provide any additional comments, exceptions and explanations below:

stay the same and don't actually drop.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

See above

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

See above.

Section II 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 http://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 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Recruit from student contacts through ACT testing. Work with faculty and staff in that department to more aggressively recruit limited English proficient students education students into the program.

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

We continue to attempt to recruit from students pursuing teacher certification into this field. We are also expanding advising on our campus, which may give us more opportunities to have conversations with students, faculty and staff about the benefits of going into the teaching field. We have also developed a fully on-line program for those who are already certified teachers to add this license while they are teaching.

Provide any additional comments, exceptions and explanations below:

Due to advising practices and tracking, we are predicting this number to stabilize for a few years.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

0

Provide any additional comments, exceptions and explanations below:

Section II 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.

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

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

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

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

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

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

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

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. It 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 I 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.

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.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	40	159	37	93
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	23	165	23	100
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	31	165	31	100
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	18	167	18	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	13	183	13	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	11	183	11	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2012-13	15	180	15	100
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) Other enrolled students	15	177	14	93
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	9			
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2014-15	15	160	15	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2013-14	20	160	20	100
ETS5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2012-13	19	154	19	100
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) Other enrolled students	8			
	8			

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5121 -FAMILY AND CONSUMER SCIENCES (DISCONTINUED 2) Educational Testing Service (ETS) All program completers, 2012-13	9			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	45	243	33	73
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	95	240	53	56
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2014-15	55	251	54	98
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	173	11	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	11	169	11	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	172	15	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	168	12	100
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	22	164	22	100
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	4			
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	15	708	15	100
ETS5550 -HEALTH EDUCATION (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	16	703	16	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2014-15	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2013-14	16	149	16	100
	15	161	15	100

Educational Testing Service (ETS) All program completers, 2012-13				
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	45	161	45	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	143	162	135	94
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	97	163	97	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	94	161	94	100
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	106	163	106	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	18	175	18	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	17	171	17	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	18	170	18	100
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2012-13	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	3			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	7			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	11	6	11	100
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
	17	161	17	100

Educational Testing Service (ETS) All program completers, 2014-15				
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	15	162	15	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	163	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	172	11	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	169	16	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	10	170	10	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	18	175	18	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	21	173	21	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5331 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2014-15	26	183	26	100
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2013-14	23	730	23	100
ETS5330 -SPEECH LANGUAGE PATHOLOGY (DISC) Educational Testing Service (ETS) All program completers, 2012-13	21	723	21	100
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2012-13	2			
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
ACT2006 -WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	7			
	11	6	11	100

American Council on the Teaching of Foreign Langua All program completers, 2013-14					
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	4				

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	232	231	100
All program completers, 2013-14	260	260	100
All program completers, 2012-13	251	251	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

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)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  Yes
- use technology effectively to collect data to improve teaching and learning
  Yes
- use technology effectively to manage data to improve teaching and learning
  Yes
- use technology effectively to analyze data to improve teaching and learning
  Yes

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.

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.

Section VI 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.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

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.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
  Yes
- participate as a member of individualized education program teams
  Yes
- teach students who are limited English proficient effectively
  Yes

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*

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.

Section VII 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. 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. Elementary education students enter teacher education as juniors, with an average 3.40 grade point, making this the most selective major on campus. Also located in the School are majors in special education and early childhood 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, Student Wisconsin Education Association, which routinely earns state and national awards from the National Education Association (NEA), including the single Best Student Chapter in the nation award for eleven of the past seventeen years and three of ours students received the National Outstanding Student Member Award in six of the past nine years. In 2005, 2007, and 2009 the UWSP Chapter of Kappa Delta Pi was awarded the Academics ACE Award for "Achieving Chapter Excellence," which is an award given out every other year by the National Chapter of KDP. Other active student organizations in the School include: the Association for the Education of Young Children, the Student Council for the Social Studies, and the Student Council for Exceptional Children. The School also teaches the largest UWSP graduate program, with over 400 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 the first Wisconsin licensing program in Gifted/Talented Education, a co-program with UW-Whitewater. UWSP has been approved for a licensure in Cross-categorical Special Education and licensure in Bilingual/Bicultural Education. 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. A recent survey revealed that over 1,200 K-12 teachers and 6,000 school-aged students were involved in UWSP enrichment programs in any given year. UWSP has also just completed our third year of a hybrid program in Early Childhood/Early Childhood Special Education for students who have completed an associate's degree in Early Childhood through one of the Wisconsin technical colleges. These students are not able to travel due to distance and commitments and are now taking courses towards their bachelor's degree and teacher licensure. We will begin our third cohort this fall. 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. As a result, our Reading methods courses have revamped their curriculum to insure that our students are well versed in these requirements. In addition, they have created a workshop to help prepare students and teachers for this new assessment, and we are now adding a tutoring component to the program. 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 retread 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. The past few years' focus has been the Education Teacher Performance Assessment, which was piloted in 2013-2015, a no fault year in 2015-2016 and a requirement of a passing score starting fall 2016. 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 five 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

Complete Report Card