

# College of Education and Professional Studies, EPP Onsite Annual Review – April 14, 2023

## Initial Approval Annual Visits (Years 1 – 4)

In preparation for the onsite annual review, the educator preparation program shall respond in writing to the following questions:

1. What are you learning that contributes to successfully preparing candidates for licensure?
  - a) Policies and Practices (Reference PI 34.013 – PI 34.018)
  - b) Conceptual Framework (Reference PI 34.019 – PI 34.024)
  - c) Assessment System (What are you learning from data collected from the assessments identified in PI 34.021?)
  - d) Collaboration (Reference PI 34.013(3)(c) and PI 34.024, as initially required in PI 34.007).
2. What changes have you made or plan to make in regard to requirements in Wis. Admin. Code sec. PI 34 subch. III and IV based on what you've learned from analysis of assessment system data?
3. Based on responses to questions one and two, what goals do you have for the next year and how can your liaison support you to reach those goals?

Entity will provide an updated Appendix A

The College of Education and Professional Studies (COEPS) at the University of Wisconsin-Whitewater (UW-W) is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders for character and integrity. Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. The college's focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities. The following sections outline how the DPI's standards are embodied within our programs and what we are learning from our assessments, with particular emphasis on the categories within PI 34.021: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, and performance in clinical programs. Our EPP approval was April 25, 2019 and our last annual visit with DPI was April 29, 2022 (spring of 2020 was offered and accepted as a technical assistance visit instead of review).

# 1) What are you learning that contributes to successfully preparing candidates for licensure?

## a. Policies and Practices (Reference PI 34.013 - PI 34.018)

The feedback we received from DPI on our annual report submitted in 2022 encouraged us to align our policies and practices with our assessment system. As a first step toward addressing this request, we have developed a table outlining how our current initiatives connect our assessment system with the PI 34.013-018 standards (Table 1).

Table 1. Current Initiatives connecting our assessment system with PI 34.013-018.

	Standard	Relationship to Assessment System (PI 34-021-communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, performance in clinical program, reading)
PI 34.013	Organization and administration of educator preparation programs	<ul style="list-style-type: none"> <li>We involve <b>constituent groups in program and entity evaluation</b> through our Deans Advisory Board, program advisory boards, Office of Field Experience Advisory survey and annual meeting, and other initiatives and groups as outlined in section 1.d.</li> </ul>
PE 34.014	Faculty	<ul style="list-style-type: none"> <li>Identifying faculty with specific expertise to integrate <b>reading</b> across the program curriculum in Special Education</li> <li>We hire faculty with the <b>expertise including content knowledge, pedagogical knowledge, and experience in the field</b> to effectively teach and assess within their programs.</li> </ul>
PI 34.015	Facilities, technology, instruction resources, and support	<ul style="list-style-type: none"> <li>We have signed an <b>ISTE Pledge and are working to further integrate technology into the curriculum</b>, relating to communication skills, pedagogical knowledge, and clinical experiences. Plans for integrating new technologies include assessment in order to close the loop and continually improve the integration.</li> </ul>
PI 34.016	Student services	<ul style="list-style-type: none"> <li>Our <b>college advisors help students progress</b> through the COEPS Assessment Plan. They assess the impact of their work on students and department staff.</li> <li>Our <b>faculty advisors engage with students regarding professional and career counseling</b>. This allows students to connect their content and pedagogical knowledge with</li> </ul>

		<p>their personal goals.</p> <ul style="list-style-type: none"> <li>● Our <b>Career and Leadership Development staff support students' transition to careers</b>, and assess placement information.</li> <li>● Our <b>Office of Field Experiences match students with clinical experiences</b> and assess their performance by implementing the InTASC surveys.</li> </ul>
PI 34.017	Program performance	<ul style="list-style-type: none"> <li>● We monitor <b>data provided by LEAD to assess the proportion of completers who obtain employment</b> with a Wisconsin school.</li> <li>● We are collecting permanent email addresses of graduates in order to <b>monitor job data and completion data for students who we cannot endorse</b> upon graduation.</li> <li>● We continue to <b>support graduates who we cannot endorse due to the FORT</b> with test preparation resources and courses.</li> </ul>
PI 34.018	Student recruitment, admission, and retention	<ul style="list-style-type: none"> <li>● We prioritize <b>advising</b> - supporting students through the correct progression of the Assessment System</li> <li>● We collaborate with our <b>general education</b> faculty for courses supporting communication skills and human relations and professional dispositions.</li> <li>● We have submitted a <b>proposal for alternative measures</b> to the cumulative GPA of 2.75 for Instructional Library Media Specialists, and once approved, may submit proposals for other post-bacc programs.</li> <li>● We use our <b>InTASC survey and supervisor evaluation forms to assess student performance during clinical experiences</b> and monitor performance based on proficiency levels.</li> </ul>

To gain more context on how our policies and procedures support students and align with the PI 34.021 Assessment System, we surveyed our current student teachers and asked them about their satisfaction with some PI 34.013-016 items (exit survey, Table 2). Sixty-two students (out of 162 student teachers) completed the survey. Students indicated they were satisfied-very satisfied with the quality of instruction and the integration of technology throughout their program.

Table 2. Student exit survey satisfaction ratings with policy & procedure items.

		Mode	Mean	SD
PI 34.014(2)	Quality of instruction in your program courses	3	3.28	0.6
PI 34.015(3)	Integration of technology throughout your program courses	3	3.32	0.58
PI 34.016(1)	Advising from our advising center	3	3.17	0.7
PI 34.016(1)	Advising from faculty advisors within your program(s)	4	3.39	0.63

\* Measured on a scale from 1, very dissatisfied to 4, very satisfied.

**b. Conceptual Framework (Reference PI 34.019 - PI 34.024)**

The COEPS’ conceptual framework, “*The Teacher as a Reflective Facilitator*,” is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meaning through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In continuing to use teacher reflection as a focus in its goals and assessments, the College adheres to its philosophical stance for an emphasis on performance assessment. In large part, the aim of all licensure programs is to develop teachers and other school personnel as reflective facilitators who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

The feedback we received from our 2022 annual report to DPI encouraged us to examine the systems and structures within our conceptual framework that impact successfully preparing candidates for licensure, and to reflect on our conceptual framework as we implement our assessment system. As a first step toward addressing this request, we have

developed a table outlining how our current initiatives connect our assessment system with the PI 34.019-024 standards (Table 3).

Table 3. Current Initiatives connecting our assessment system with PI 34.019-024.

	Standard	Relationship to Assessment System (PI 34-021-communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, performance in clinical program, reading)
PI 34.019	Conceptual framework	<ul style="list-style-type: none"> <li>Our conceptual framework aligns with all 5 Assessment System categories by aiming to prepare teachers and school professionals with a <b>combination of knowledge, understanding, skills, and dispositions</b> that will allow them to help create an informed populace committed to participation in our democracy.</li> </ul>
PE 34.020	Performance based program	<ul style="list-style-type: none"> <li>The COEPS applies the <b>InTASC Model Core Teaching Standards</b> which align with the Wisconsin Teaching Standards and the PI 34.021 Assessment System.</li> <li><b>Pupil Services programs and Administrative programs align with their respective WI standards</b> and have identified measurable performance tasks.</li> </ul>
PI 34.021	Assessment	<ul style="list-style-type: none"> <li>We have <b>revised our Assessment Plan</b> to more clearly align with PI 34.021.</li> <li>We are working on <b>revising Assessment Plans for Pupil Services and Administrative programs</b>.</li> <li>We are <b>preparing for continuous review</b> following our Comprehensive Review.</li> <li>We are better <b>aligning continuous review of PI 34.021 with our internal review process</b> (audit &amp; review) as well as processes for our accredited programs.</li> </ul>
PI 34.022	Statutory requirements	<ul style="list-style-type: none"> <li>We are <b>re-establishing courses that meet PI 34.022 requirements</b>.</li> <li>We are <b>proposing new courses that meet statutory requirements</b> in our new LPs.</li> </ul>
PI 34.023	Clinical program	<ul style="list-style-type: none"> <li>We use all <b>10 InTASC standards</b> to evaluate students during clinical experiences.</li> <li>We are <b>working to better align across programs the evaluation tools</b> supervisors use to evaluate students during clinical experiences.</li> </ul>
PI 34.024	Educator preparation program evaluation	<ul style="list-style-type: none"> <li>We use information gathered from <b>regional administrators, recent completers (LEAD data), our entity board of directors, program-level advisory boards, senior students, networking groups, and community</b></li> </ul>

		<p><b>collaborations</b> to assess our educator programs.</p> <ul style="list-style-type: none"> <li>• We <b>plan to do focus groups with students, completers, and administrators</b> together to align perspectives regarding our programs.</li> <li>• We <b>plan to survey students who graduate and can not be endorsed</b> due to testing requirements to learn more about their needs and trajectories.</li> </ul>
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The exit survey (completed by current student teachers) also contained questions to allow us to align student experiences with Conceptual Framework items (Table 4). Here, students indicated they were satisfied-very satisfied with the balance between theory and practice in their coursework, how their coursework prepared them for student teaching, and their pre-student teaching experiences. Students were very satisfied with their student teaching placements in particular.

Table 4. Student exit survey satisfaction ratings with conceptual framework items.

		Mode	Mean	SD
PI 34.019	Balance between theory and practice in your program courses	3	3.31	0.64
PI 34.020	How your coursework prepared you for student teaching	3	3.15	0.66
PI 34.023(1)	Quality of field experiences prior to student teaching	3	3.42	0.66
PI 34.023(2)	Your student teaching placement site	3	3.64	0.68
* Measured on a scale from 1, very dissatisfied to 4, very satisfied.				

The exit survey questions also aligned with PI 34.019-023 by asking students to self-evaluate their abilities, and rate the quality of their program’s preparation across the 10 InTASC standards. The students’ self-evaluation ratings aligned closely with their ratings of how well their programs prepared them for each InTASC standard. The students’ highest self evaluation ratings were on InTASC standards (3) learning environments, (9) professional learning and ethical practice, and (10) leadership and collaboration. The standards rated highest for how well their programs prepared them were (1) learner development, and (7) planning for

instruction. Standard 6, assessment, was rated lowest in terms of students' self evaluations and also their ratings of how well their program prepared them for the standard. This finding about assessment is not surprising to us, considering development of competency in assessment requires repeated practice gained through experience (Table 5).

Table 5. Current student teachers' self evaluations of their own teaching abilities, and ratings of how well their UWW program prepared them with respect to the InTASC standards.

InTASC Standard	Self evaluation			How well your program prepared you		
	Mode	Mean	SD	Mode	Mean	SD
(1) Design and implement developmentally appropriate learning experiences	2	3.23	0.68	2	3.3	0.68
(2) Create inclusive learning environments	2	3.31	0.64	2	3.24	0.66
(3) Work with others to create environments that support individual and collaborative learning	2	3.37	0.63	2	3.24	0.71
(4) Create learning experiences that make central concepts of the discipline accessible and meaningful for learners	2	3.23	0.65	2	3.24	0.66
(5) Connect concepts to engage learners in critical thinking, creativity, and collaborative problem solving	2	3.25	0.65	2	3.22	0.61
(6) Use multiple methods of assessment to monitor learner progress	2	3.1	0.72	2	3.12	0.71
(7) Plan instruction that supports every student in meeting rigorous learning goals	2	3.12	0.68	2	3.31	0.59
(8) Use a variety of instructional strategies to encourage learners to understand content areas	2	3.23	0.68	2	3.19	0.64
(9) Engage in ongoing professional learning and use evidence to continually evaluate my practice	2	3.27	0.6	2	3.06	0.66
(10) Seek appropriate leadership roles and opportunities to collaborate with others to ensure learner growth and advance the profession	2	3.27	0.63	2	3.21	0.65

\* Self evaluation measured on a scale from 1, Beginning to 4, Highly Effective.

\* Program preparation measured on a scale from 1, Poor to 4, Excellent.

This conceptual framework of the college reflects the goal of our Education Preparation Program (EPP), which is to ensure that our initial educators possess the essential knowledge required to be effective in today's classrooms. The EPP uses the InTASC standards and the COEPS Assessment Plan (Figure A – COEPS EPP Assessment Plan, for undergraduate, initial licensure programs) - <https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:db81a5d8-eb06-4a8c-970f-0732f1632538>) to guide these efforts and understands the importance of a clear assessment system that demonstrates how candidates meet the requirements of their respective program. The InTASC standards are assessed with a survey created and implemented by us beginning in 2019 and given to cooperating teachers at multiple points during the clinical experience. More information about the survey is provided in response to question 1.c., below. The following section provides an overview of how data are collected at these points, and summarizes candidates' performance and what we are learning from assessments within the five PI 34.021 categories: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, and performance in their clinical program.

The assessment framework of the college is also applicable to licensure programs at the post-baccalaureate and graduate level for initial licensure and for advanced programs specific to Administrative licenses (i.e., Gifted and Talented Coordinator, School Business Management, and Reading Specialist), as well as for Pupil Services (i.e., School Counseling, School Psychology, and School Social Work). The administrative licensure programs each assess the administrative standards internally, and presently these programs are undersubscribed, so not a lot of data are available for review. In order to be eligible for admission to the administrative licensure programs, the candidates must already have initial licensure, so we are confident that those individuals meet, at a minimum, the InTASC standards.

Our three Pupil Services licensure programs are all accredited and have specific standards that must be adhered to in order to both receive initial accreditation as well as to continue with accreditation. For each program, their identified standards align in some way with the WI Pupil Services standards, and thus with InTASC. Furthermore, their clinical experience evaluation forms include direct feedback on each of the seven Pupil Services

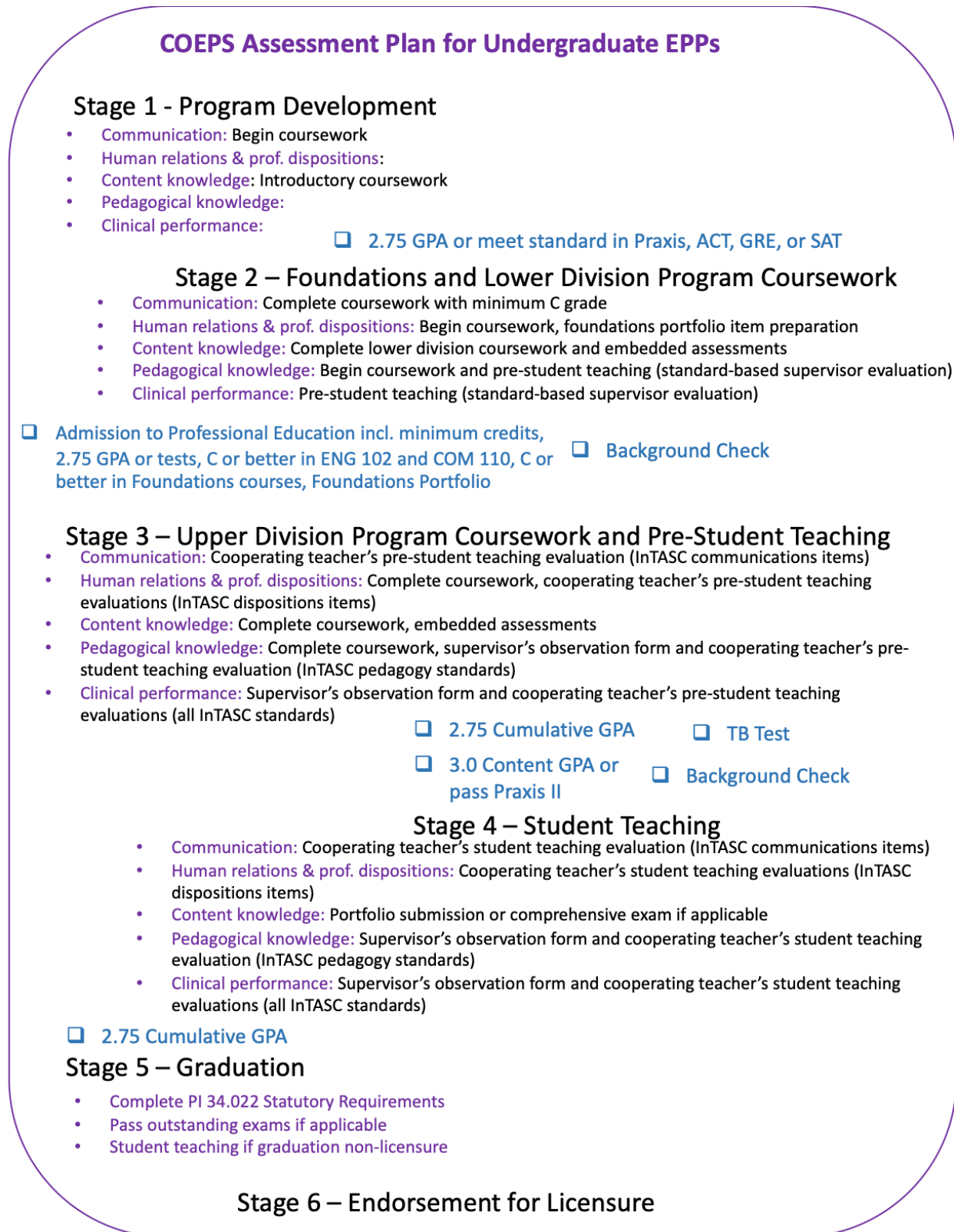


Standards. Thus, any student completing the programs will have adequately demonstrated knowledge and skills related to the Pupil Services Standards. Praxis Scores for both School Psychology and School Counseling are included under question 1 below. When these programs go through Continuous Review, the college will take a closer look at and report on program and student data related to those standards.

**c. Assessment System (What are you learning from data collected from the assessments identified in PI 34.021?)**

The COEPS Assessment Plan provides a visual organizer (see Figure 1) for how assessment data are collected over time to demonstrate undergraduate teacher candidates' successful progression through our programs to point of licensure, as well as how the EPP and its licensure programs meet the requirements of PI34. The COEPS Assessment Plan includes the PI34 required assessment system components, which are reported on below. The Assessment Plan has been revised since our previous annual review (in 2022). The previous version is available in the Assessment Google Drive folder.

Figure 1: COEPS Assessment Plan



**InTASC** - The COEPS designed the InTASC evaluation of teacher candidates (TC) to determine their preparedness on the model core teaching standards and learning progressions created by the Interstate Teacher Assessment and Support Consortium (InTASC). The model core standards “outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today’s world. This ‘common core’ outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share (Council of Chief State School Officers, 2013).” The Wisconsin Department of Public Instruction requires teacher preparation programs to use the InTASC standards to guide their programs. The ten InTASC standards are: 1) learner development; 2) learning differences; 3) learning environments; 4) content knowledge; 5) application of content; 6) assessment; 7) planning for instruction; 8) instructional strategies; 9) professional learning and ethical practice; and 10) leadership and collaboration.

COEPS programs use various components of the InTASC standards survey across the Assessment System. Particular items are used to measure communication skills and professional dispositions (as described in those sections, below), standards 3, 6, 7, and 8 are used to assess pedagogical knowledge, and all 10 standards are used to assess performance in clinical programs.

Currently, the survey is distributed once during pre-student teaching experiences (other than EDFOUNDPRC 210), and two times during a teacher candidate’s student teaching placement, at mid-point and again at the end of the student teaching semester. The evaluation is distributed directly to cooperating teachers from the Office of Field Experiences using Qualtrics. The return rate has been around 93%, suggesting that the vehicle, i.e., Qualtrics, by which the survey is distributed is appealing and manageable for the recipients.

The results are reviewed and reports prepared annually during winter (fall data) and summer (spring data). The rating scale is as follows:

Numerical values for responses: (1) Beginning, (2) Developing, (3) Effective, and (4) Highly Effective

Not Observed: did not observe the candidate to perform identified skill, will be counted but not rated on the numerical scale provided

- (1) Beginning: basic knowledge of concepts, requires constant supervision
- (2) Developing: attempts to implement strategies, requires regular supervision
- (3) Effective: implements appropriate strategies consistently, requires some supervision
- (4) Highly Effective: consistent and skillful use of appropriate strategies, does not require supervision

The InTASC survey was created as an entity measure of teacher candidates' developmental progress in acquiring the skills and knowledge to be an effective educator. As it is a college-level initiative, the survey distribution, data storage, analysis and reporting are handled by college administration. This year, results are being distributed to programs for their awareness and so they can use the data in their program-level assessment plans. The InTASC survey does not replace any program specific assessments.

The following sections document what we are learning from major assessments, with a focus at the entity level, as they align with the PI 34.-21 categories. In reviewing all of the data shared below, we are confident that the initial licensure programs housed in our college are more than adequately preparing teacher candidates for successful careers as licensed educators in WI. The data gathered and reported are also helpful for both the entity and individual programs to continue to review, revise and improve our educator licensure programs. Finally, it is notable to document that our Pupil Services programs (i.e., School Counseling, School Psychology, and School Social Work) are fully accredited and those reports/data also reflect successful programming for preparing those licensed professionals.

### **Communication Skills**

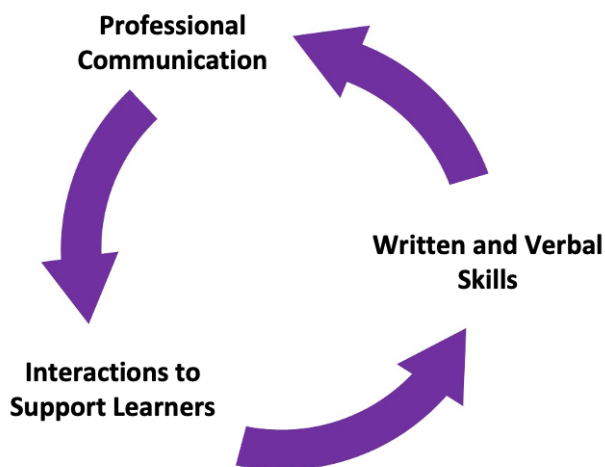
The first assessment within the Communication Skills category is for students to earn a C or better in Communication 102 and English 102. All students who complete UW-Whitewater EPPs meet this standard. Next, most of our programs intentionally assess communication as part of their learning outcome assessments. Our programs use a combination of cooperating teacher and UW-W supervisor observation forms during clinical experiences, course assignments, and

tests to measure communication skills (see Figure 8 in section 3, below). Third, communication skills are assessed during pre-student teaching and student teaching by cooperating teachers using 7 specific items within the InTASC survey:

- Q3.1\_4, Consults with supervisors and colleagues to expand knowledge of learners
- Q3.3\_2, Communicates verbally and non-verbally in ways that demonstrate respect for the learner.
- Q3.4\_1, Effectively communicates and uses academic language that is clear, correct and appropriate for learners.
- Q3.4\_2, Consults with colleagues on how to help learners create accurate understanding in the content area.
- Q3.6\_3, Participates in collegial conversations to improve instructional practice based on data.
- Q3.10\_3, Elicits information about learners from families and communities and uses ongoing communication to support learner development and growth.
- Q3.10\_5, Makes practice transparent by sharing plans and inviting observation and feedback.

Together the InTASC survey items we use to assess communication skills align with how communication skills are defined within the COEPS at UW-Whitewater. Figure 2 demonstrates the three themes to come together to represent our conceptualization of communication skills for educator preparation programs.

Figure 2. COEPS conceptualization of communication skills.



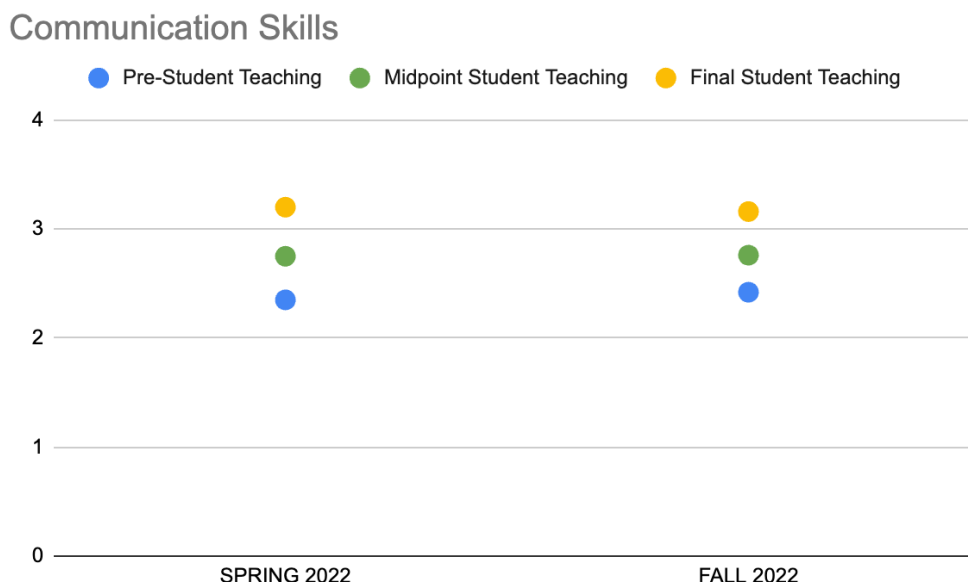
Average rating scores across the communications skills InTASC items for cooperating teacher evaluations of student teachers at semester midpoint and end (Table 6). Our data show that

students are improving in their communication skills from the midpoint of their student teaching experiences to the end, and that their average scores are consistent at or above 3.0 (effective), by the end of their student teaching experiences. Figure 3 shows communication skill development from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.

Table 6. Cooperating teachers' average ratings of student teachers' (ST) communication skills.

	Communication		Communication
Fall 2019 ST Mid	2.74	Fall 2021 ST Mid	2.93
Fall 2019 ST Final	3.01	Fall 2021 ST Final	3.23
<b>Change</b>	<b>0.27</b>	<b>Change</b>	<b>0.3</b>
Spring 2020 ST Mid	2.88	Spring 2022 ST Mid	2.75
Spring 2020 ST Final	3.13	Spring 2022 ST Final	3.2
<b>Change</b>	<b>0.25</b>	<b>Change</b>	<b>0.45</b>
Fall 2020 ST Mid	2.96	Fall 2022 ST Mid	2.76
Fall 2020 ST Final	3.27	Fall 2022 ST Final	3.16
<b>Change</b>	<b>0.31</b>	<b>Change</b>	<b>0.4</b>
Spring 2021 ST Mid	2.83		
Spring 2021 ST Final	3.18		
<b>Change</b>	<b>0.35</b>		

Figure 3. Communication skill development from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.



### Human Relations and Professional Dispositions

We use the Content and Professional Responsibility domains of the InTASC standards (4, 9, and 10), which include expectations that candidates’ integrate cross-disciplinary skills to inform their instruction and engage in professional learning to create supportive and productive learning environments for this category.

The first stage of our assessment of Human Relations and Professional Dispositions occurs within our Foundations Block courses and is compiled within the foundations portfolio. Here, students must earn C or better within the Foundations courses, EDFOUNDPRC 210, EDFOUND 212/222/230, and EDFOUND 243. Within the Foundations Portfolio, students submit an analysis of the social, cultural, and developmental characteristics of the students, classroom, and school during their first observation or pre-student teaching experience. This portfolio item is evaluated with a rubric and must be rated as acceptable or better for students to be admitted to Professional Education and begin their upper division coursework. As such, all completers meet these Human Relations and Professional Dispositions requirements.

Next, we align this standard with statutory requirements 34.022(3) Equity Minority Group Relations and 34.022(4) Conflict Resolution. Students must complete approved courses

meeting these requirements during the course of their study. These courses are embedded as program requirements in most cases, and completion is verified by program advisors and our licensing officer.

At the program level (and not included in our COEPS Assessment Plan) many programs assess Human Relations and Professional Dispositions within their coursework. For example, the Elementary/Middle Education and Physical Education/Health Education/Adapted PE programs have specific program SLOs and assessments tailored to this standard. Also, while we use the InTASC survey to assess this standard during clinical experiences, some programs use additional measures. For example, the Special Education program has developed and implemented a unique dispositions measure during student teaching. Several programs have specific questions embedded within observation forms such as this example from Business Education, “Create a positive classroom climate that establishes a culture for learning (minimal/unacceptable, basic, proficient)”.

During pre-student teaching and student teaching, the second phase of assessment of human relations and professional dispositions is completed using specific items from the InTASC surveys completed by cooperating teachers. Specifically the items are:

- Q3.1\_3, Elicits feedback from families to expand knowledge of learners
- Q3.1\_4, Consults with supervisors and colleagues to expand knowledge of learners
- Q3.1\_5, Accesses resources (e.g., online, conferences, professional journals) to expand knowledge of learners
- Q3.4\_2, Consults with colleagues on how to help learners create accurate understanding in the content area
- Q3.4\_3, Identifies own content-related strengths and weaknesses and creates and implements a plan to enhance content expertise
- Q3.5\_2, Collaborates with colleague(s) to create learning experiences that engage learners in working with interdisciplinary themes
- Q3.6\_6, Engages in ethical practice of formal and informal assessment
- Q3.8\_5, Seeks assistance in identifying general patterns of need in order to support language learners
- Q3.9\_1, Engages in professional learning opportunities to reflect on, identify, and address improvement needs
- Q3.9\_2, Works with coach/mentor/instructor to determine needs, set goals, and identify learning experiences to improve practice and student learning
- Q3.9\_3, Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice
- Q3.9\_4, Acts in accordance with ethical codes of conduct and professional standards



- Q3.9\_5, Complies with laws and policies related to learners' rights and teachers' responsibilities
- Q3.10\_1, Follows advice from the instructional team to meet the needs of all learners

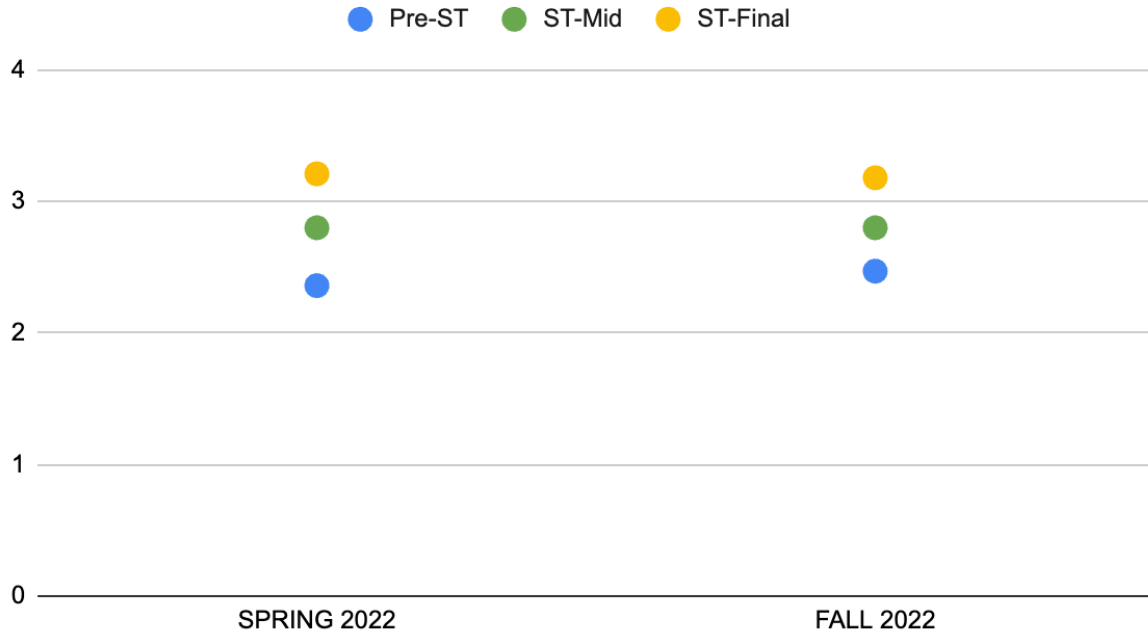
Similar trends are seen with professional dispositions as with communication skills, as described above. The average scores show steady development from pre-student teaching, to the midpoint of student teaching, and to the final student teaching evaluation. By the completion of student teaching, average scores are above 3.0, effective (Table 7). The data were analyzed by program, and the same patterns are seen across programs as in the overall data, with steady improvement over time, and average scores above 3.0, effective by the end of student teaching (Figure 4). The data suggest that our programs are giving students the knowledge and experiences they need to develop professional dispositions as they progress through their educator preparation programs.

Table 7. Cooperating teachers' average ratings of student teachers' dispositions.

	Dispositions			Dispositions
Fall 2019 ST Mid	2.78		Fall 2021 ST Mid	2.95
Fall 2019 ST Final	3.03		Fall 2021 ST Final	3.23
<b>Change</b>	<b>0.25</b>		<b>Change</b>	<b>0.28</b>
Spring 2020 ST Mid	2.9		Spring 2022 ST Mid	2.8
Spring 2020 ST Final	3.15		Spring 2022 ST Final	3.21
<b>Change</b>	<b>0.25</b>		<b>Change</b>	<b>0.41</b>
Fall 2020 ST Mid	2.99		Fall 2022 ST Mid	2.8
Fall 2020 ST Final	3.29		Fall 2022 ST Final	3.18
<b>Change</b>	<b>0.3</b>		<b>Change</b>	<b>0.38</b>
Spring 2021 ST Mid	2.88			
Spring 2021 ST Final	3.2			
<b>Change</b>	<b>0.32</b>			

Figure 4. Professional dispositions development from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.

## Professional Dispositions



### Content knowledge for subject area programs

#### GPA/Praxis CORE

Prior to admission to the College, students are required to demonstrate content knowledge in the areas of reading, mathematics, and writing as evidenced by passing the Praxis CORE exam, ACT, or achieving a 2.75 cumulative GPA. In addition, they must have successfully completed Foundations Block courses with a C or better, which include the Phase 2 Portfolio. The majority of teacher candidates are admitted with a qualifying GPA of 2.75 or above; this spring that number was 99%. The remaining candidates are admitted with a qualifying ACT or Praxis CORE score. For those who do not meet the GPA requirement at admission, they meet with the College Advising Coordinator and create a plan in order to ensure they will meet the 2.75 completion requirement for endorsement. As of the writing of this report, the college has opted to not take advantage of the removal of the exception policy and opportunity for an

alternative completion measure for our undergraduate, initial licensure programs. Roughly 99% of candidates pass the Foundations Block course grade and phase 2 portfolio requirement. Professional education admission increased with the new admission standards between 2016 and 2018, then took a dip with overall enrollments decreasing state-wide in 2019 (see Table 8). Growth increased again in 2020 and we expect it to continue with revised admission standards, innovative programs such as the Art Education Bachelors to Licensure Program, the fully online Special Education initial licensure program, SPECED4U, and popular existing programs such as the ECE4U (Early Childhood Education mostly online program). We are also seeing growth in our graduate licensure programs such as Special Education and Library Media.

In conclusion, what cumulative GPA/Praxis CORE data tell us is that the overwhelming majority of UW-Whitewater students (both undergraduate and post-bac/graduate) seeking admission to Professional Education are able to successfully apply and be admitted based on GPA alone. In addition, our ECE4U program (online early childhood program) continues to admit students with their Applied Associate Degree each year. Furthermore, as the following data, specific to content GPA and the Praxis II, demonstrate, the entry requirement of 2.75 seems to be supporting students toward meeting the designated 3.0 content GPA required to demonstrate mastery of content and to exempt most of our completers from taking the Praxis II.

Table 8. Admission data since fall 2018

<u>Term</u>	<u>Admitted</u>	<u>% Acceptance</u> <u>Rate</u>	<u>GPA</u>	<u>Test Scores</u>	<u>AAS (ECE4U)</u> <u>*</u>	<u>% Accepted</u> <u>on GPA</u>
Spring 2023	140	100	136	4	0	99
Fall 2022	181	100	170	11	12	99
Summer 2022	55	100	55	0	32	100

Spring 2022	147	100	146	1	0	99
Fall 2021	145	99	138	7	0	95
Summer 2021	60	98	53	0	7	88
Spring 2021	174	100	165	9	0	95
Fall 2020	141	90	134	7	0	95
Summer 2020	77	100	76	1	14	80
Spring 2020	153	97	147	6	0	96
Fall 2019	186	92	177	9	0	95
Summer 2019	95	100	92	4	6	89
Spring 2019	156	100	153	3	0	98
Fall 2018	158	92	145	13	0	92

\* *Students in ECE4U are guaranteed admission with an applied associates degree.*

### **Content GPA/Praxis II**

In the fall of 2017, teacher candidates were provided the option of passing the Praxis II subject assessment in their content area or maintaining a 3.0 GPA in the courses of their subject area. With the 2017-18 academic year, began a significant reduction in the number of candidates taking the Praxis II assessments. These data, like those for cumulative GPA and Praxis CORE tell

us that the majority of our students meet the Content Knowledge requirement via a 3.0 GPA. For example, 15 individuals took the Middle School Content exam (5146) in 2017-18 with a 74% pass rate, when 208 took the same exam in 2016-17 with an 87% pass rate. Only four candidates took the Middle School Content exam in 2019-20, and only one in 2020-21. The decreased pass rate was likely due to the small number of test takers. Also, when considering that test takers post 2017 had not met GPA, they may have been less likely to pass it than takers with higher GPA. Similarly, the number of test takers declined in other content area tests.

However, in January of 2020, faculty in English, Science and Social Studies Education elected to resume requiring the Praxis II for their teacher candidates. This decision was made by program faculty as the majority of the teacher candidates' content is provided outside of the College of Education and Professional Studies and those faculty have less direct contact with students in their programs than in programs in which the content is housed primarily in our college. During the 2021-2022 academic year, the Praxis II passing rate for English, Science and Social Studies Education were 92%, 83%, and 58%, respectively. The social studies pass rate is concerning; part of this problem is that the test does not align well with our current social studies programs for students outside of the History BSE. As such, we are planning to remove the Praxis II requirement from our new Social Studies program, which is currently in review with DPI.

Table 9 includes the mean score and pass rate data for the Praxis II over the past six years. Please note that mean score and % passing data were not available some years when there were fewer than five test takers prior to 2020 and if fewer than ten since 2020.

Table 9. Praxis II Subject area scores

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Art (5134)	2015-2016	3	N/A	N/A
	2016-2017	6	N/A	N/A
	2017-2018	1	N/A	N/A
	2018-2019	0	N/A	N/A
	2019-2020	0	N/A	N/A
	2020-2021	1	N/A	N/A
	2021-2022	1	172	100%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Business (5101)	2015-2016	13	171	100%
	2016-2017	6	181.67	100%
	2017-2018	3	N/A	N/A
	2018-2019	2	N/A	N/A
	2019-2020	0	N/A	N/A
	2020-2021	1	N/A	N/A
	2021-2022	3	174	100%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Elementary Ed. (5014/5018)	2015-2016 (5014)	71	163.36	84.75%
	2016-2017	62	164.47	80.39%
	2017-2018	7	172.43	85.71%
	2018-2019	6	169.83	83.33%

	2019-2020	4	N/A	N/A
	2020-2021	1	N/A	N/A
	2021-2022	6	158	50%

<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
English Language Arts (5038)	2015-2016	22	178.91	95.45%
	2016-2017	21	182.11	100%
	2017-2018	2	N/A	N/A
	2018-2019	4	N/A	N/A
	2019-2020	3	N/A	N/A
	2020-2021	5	N/A	N/A
	2021-2022	12	176.25	91.67%

<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
English to Speakers of Other Languages (5361/5362)	2015-2016 (5361)	10	171.13	100%
	2016-2017	11	181.73	100%
	2017-2018	2	N/A	N/A
	2018-2019	3	N/A	N/A
	2019-2020	3	N/A	N/A
	2020-2021	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
General Science (5435)	2015-2016	4	N/A	N/A
	2016-2017	15	167.55	81.82%
	2017-2018	6	163.83	83.33%
	2018-2019	6	152.6	40%
	2019-2020	8	160.8	60%
	2020-2021	1	N/A	N/A
	2021-2022	6	162	83.33%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Health Education (5551)	2015-2016	14	161.93	92.86%
	2016-2017	25	162.87	100%
	2017-2018	4	N/A	N/A
	<i>Scores not available after 2017-2018</i>			

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Marketing Education (5561)	2015-2016	9	168.13	100%
	2016-2017	4	N/A	N/A
	2017-2018	3	N/A	N/A
	2018-2019	3	N/A	N/A
	2019-2020	1	N/A	N/A
	2020-2021	0	N/A	N/A
	2021-2022	5	169.4	100%



<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
Mathematics (5161)	2015-2016	61	157.77	46.15%
	2016-2017	42	155.75	48.33%
	2017-2018	31	148.47	29.41%
	2018-2019	12	146.25	12.5%
	2019-2020	10	140.29	14.29%
	2020-2021	1	N/A	N/A
	2021-2022	4	147.75	25%

<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
Middle School (5146)	2015-2016	175	158.01	82.86%
	2016-2017	208	156.31	87.01%
	2017-2018	15	154.43	74.43%
	2018-2019	5	148.6	60%
	2019-2020	4	N/A	N/A
	2020-2021	9	N/A	N/A
	2021-2022	9	145.44	55.56%

<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
Music (5113)	2015-2016	17	176.29	100%
	2016-2017	8	176.13	100%
	2017-2018	1	N/A	N/A
	2018-2019	2	N/A	N/A
	2019-2020	3	N/A	N/A
	2020-2021	0	N/A	N/A

	2021-2022	2	161	100%
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<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
Physical Education (5091)	2015-2016	26	155.90	95%
	2016-2017	22	158.18	95.45%
	2017-2018	2	N/A	N/A
	2018-2019	2	N/A	N/A
	2019-2020	1	N/A	N/A
	2020-2021	0	N/A	N/A
	2021-2022	1	153	100%

<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
School Guidance and Counseling (5421)	2015-2016	5	176.60	100%
	2016-2017	8	177.50	100%
	2017-2018	6	171.83	100%
	2018-2019	17	176.65	100%
	2019-2020	7	179	100%
	2020-2021	8	179.88	100%
	2021-2022	7	176.29	100%

<b>Praxis Subject Assessment</b>	<b>Year</b>	<b># Exams taken</b>	<b>Mean Score</b>	<b>% Passing</b>
School Psychologist (5402)	2015-2016	10	174.4	100%
	2016-2017	10	172.6	100%
	2017-2018	7	175.14	100%
	2018-2019	13	175.31	100%

	2019-2020	12	178.67	100%
	2020-2021	12	171.75	100%
	2021-2022	10	164.5	100%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Social Studies (5081)	2015-2016	14	168.54	100%
	2016-2017	15	163.14	85.71%
	2017-2018	3	N/A	N/A
	2018-2019	6	N/A	N/A
	2019-2020	2	N/A	N/A
	2020-2021	7	N/A	N/A
	2021-2022	36	155.33	58.33%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Speech-Language Pathology (5331)	2016-2017	1	N/A	N/A
	2017-2018 data not available			
	2018-2019	11		100%
	2019-2020	8	N/A	N/A
	2020-2021	9	N/A	N/A
	2021-2022	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Theater (5641)	2015-2016	3	N/A	N/A
	Data are not available for any other years			

Table 9A. Foreign Language Assessment Scores

OPI/WPT Language Assessments	Year	# Exams taken	Mean Score	% Passing
French (1355)	2020-2021	1	N/A	100%
German (1370)	2020-2021	1	N/A	100%
Spanish (1365)	2020-2021	3	N/A	100%
French (1355)	2021-2022	1	N/A	100%
German (1370)	2021-2022	2	N/A	100%
Spanish (1365)	2021-2022	13	N/A	

Content Portfolios – In June of 2021, UW-W received approval from DPI for licensure programs to add the use of portfolios as a measure (in addition to Content GPA and/or Content Exams) of content knowledge. To date, no programs have opted to include this as a formal measure, although several programs have implemented portfolios as an additional measure without yet going through the DPI approval process.

### **Pedagogical knowledge**

At the program level, a variety of measures are used to assess pedagogical knowledge including course-embedded assessments, observation forms, lesson and unit plans, and portfolio items. At the entity level, pedagogical knowledge is measured through content GPA in the subject area of the license, or through passing a subject area test (e.g., Praxis II). In addition, pedagogical knowledge is assessed using InTASC standards 3, 6, 7, and 8, and includes the expectation that candidates integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Students are assessed on these standards during pre-student teaching and student teaching experiences. Results of these assessments are within Table 10, and Figure 5 below, within the Performance in Clinical Program section. The data demonstrate that students are progressing from developing to effective between pre-student teaching and their final student teaching evaluations across all pedagogy standards. Tables 11 and 12 do

suggest that students in some K-12 programs may not quite be reaching the same level in pedagogical knowledge as some programs with smaller grade bands.

### Performance in clinical program

We consider all 10 InTASC standards in our assessment of student performance in clinical programs. The following table shows data over time and includes the amount of change seen between mid-semester and end-of-semester evaluations.

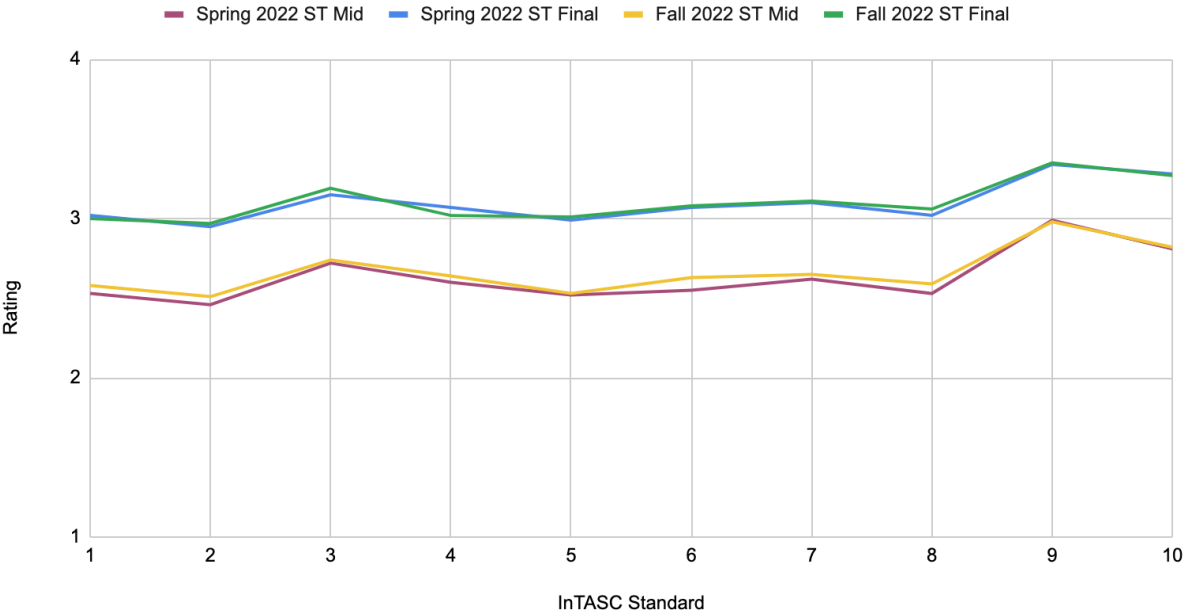
Table 10: Cumulative InTASC Ratings for Student Teachers by Cooperating Teachers 2019-20222

	InTASC Standard									
	1	2	3	4	5	6	7	8	9	10
Fall 2019 ST Mid	2.51	2.45	2.74	2.63	2.52	2.61	2.61	2.58	2.96	2.8
Fall 2019 ST Final	2.79	2.76	3	2.88	2.82	2.91	2.92	2.83	3.18	3.06
<b>Change</b>	<b>0.28</b>	<b>0.31</b>	<b>0.26</b>	<b>0.25</b>	<b>0.3</b>	<b>0.3</b>	<b>0.31</b>	<b>0.25</b>	<b>0.22</b>	<b>0.26</b>
Spring 2020 ST Mid	2.7	2.59	2.82	2.75	2.69	2.72	2.77	2.73	3.05	2.93
Spring 2020 ST Final	3.01	2.97	3.16	3.04	3.02	3.02	3.11	3.04	3.29	3.21
<b>Change</b>	<b>0.31</b>	<b>0.38</b>	<b>0.34</b>	<b>0.29</b>	<b>0.33</b>	<b>0.3</b>	<b>0.34</b>	<b>0.31</b>	<b>0.24</b>	<b>0.28</b>
Fall 2020 ST Mid	2.76	2.69	2.98	2.82	2.76	2.77	2.86	2.78	3.18	3.08
Fall 2020 ST Final	3.11	3.08	3.31	3.17	3.13	3.17	3.23	3.15	3.43	3.38
<b>Change</b>	<b>0.35</b>	<b>0.39</b>	<b>0.33</b>	<b>0.35</b>	<b>0.37</b>	<b>0.4</b>	<b>0.37</b>	<b>0.37</b>	<b>0.25</b>	<b>0.3</b>
Spring 2021 ST Mid	2.7	2.57	2.82	2.73	2.62	2.71	2.76	2.65	3.06	2.9
Spring 2021 ST Final	3.08	3.02	3.19	3.1	3.02	3.11	3.14	3.04	3.31	3.21
<b>Change</b>	<b>0.38</b>	<b>0.45</b>	<b>0.37</b>	<b>0.37</b>	<b>0.4</b>	<b>0.4</b>	<b>0.38</b>	<b>0.39</b>	<b>0.25</b>	<b>0.31</b>
Fall 2021 ST Mid	2.74	2.61	2.92	2.75	2.69	2.75	2.78	2.7	3.12	3.02
Fall 2021 ST Final	3.06	3.02	3.24	3.13	3.06	3.12	3.17	3.09	3.37	3.33
<b>Change</b>	<b>0.32</b>	<b>0.41</b>	<b>0.32</b>	<b>0.38</b>	<b>0.37</b>	<b>0.37</b>	<b>0.39</b>	<b>0.39</b>	<b>0.25</b>	<b>0.31</b>
Spring 2022 ST	2.53	2.46	2.72	2.6	2.52	2.55	2.62	2.53	2.99	2.81

Mid										
Spring 2022 ST Final	3.02	2.95	3.15	3.07	2.99	3.07	3.1	3.02	3.34	3.28
<b>Change</b>	<b>0.49</b>	<b>0.49</b>	<b>0.43</b>	<b>0.47</b>	<b>0.47</b>	<b>0.52</b>	<b>0.48</b>	<b>0.49</b>	<b>0.35</b>	<b>0.47</b>
Fall 2022 ST Mid	2.58	2.51	2.74	2.64	2.53	2.63	2.65	2.59	2.98	2.82
Fall 2022 ST Final	3	2.97	3.19	3.02	3.01	3.08	3.11	3.06	3.35	3.27
<b>Change</b>	<b>0.42</b>	<b>0.46</b>	<b>0.45</b>	<b>0.38</b>	<b>0.48</b>	<b>0.45</b>	<b>0.46</b>	<b>0.47</b>	<b>0.37</b>	<b>0.45</b>

Figure 5. Comparison of mean InTASC standard scores from mid- to end-of-semester during student teaching.

Mean InTASC standard scores for Fall and Spring 2022 mid-semester and end-of-semester student teachers.



Cooperating teachers complete the mid-term evaluation of teacher candidates around eight weeks into the student teaching placement. The mean scores across all domains indicate candidates' knowledge and skills are at the developing level. This level indicates candidates' performance requires regular supervision. Across the InTASC domains, there were consistent areas in which the candidates were "not observed" including, working with families, using

technology, participating in professional development activities, and supporting English Language Learners. While this result is most likely due to a lack of opportunity, it may also be lack of knowledge and/or skill development in these areas. One notable area of strength is in Professional Learning and Ethical Practice, which includes working with a mentor to improve practice, and complying with laws and policies. In the areas of professional dispositions and communication, cooperating teachers rated candidates in the developing range.

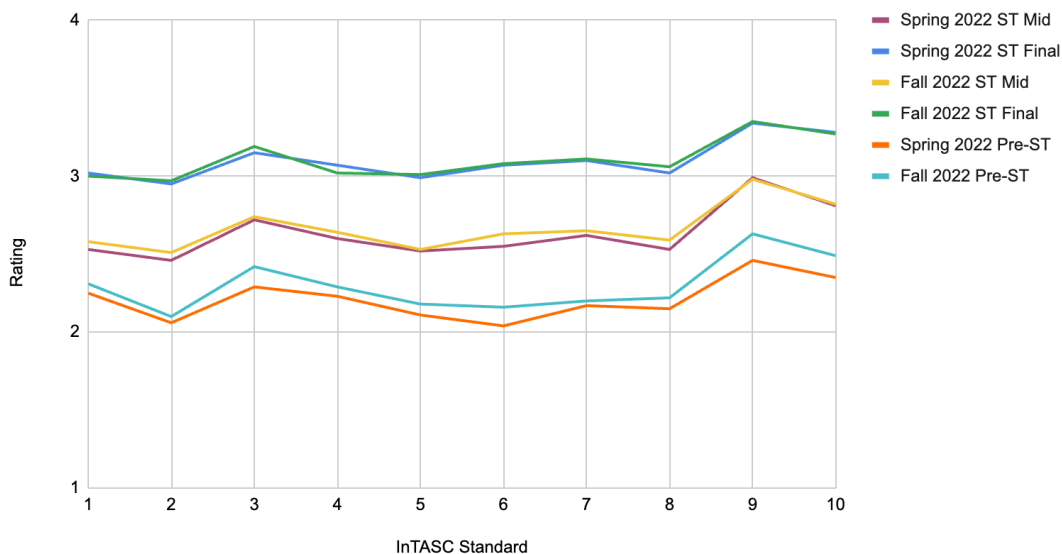
Cooperating teachers complete the final evaluations at the end of each student teaching semester. The mean scores reflect candidates' knowledge and skills in their student teaching placements near or at the proficient level. This level indicates that candidates require some supervision. When compared to the mid-term evaluation cooperating teachers rated candidates higher across all domains. During 2022, the standards that had the most reported growth between mid-term and final were 2) Learning Differences, 5) Application of Content 7) Planning for Instruction, and 8) Instructional Strategies. The standards in which students seem to start out stronger (i.e., with higher midterm scores are 9) Professional Learning and Ethical Practice, and 10) Leadership and Collaboration.

Overall and over time, mean scores across all ten InTASC standards show positive growth from mid-ST to final-ST assessment. Importantly, at final rating by their cooperating teachers, on average, teacher candidates are rated as effective (3 or higher) or are very close (high 2.9 range) across all InTASC Standards.

In order to gain a more comprehensive assessment of the development of teacher candidates, college leadership decided to introduce the survey at a third point in time, i.e., during pre-student teaching. This was piloted in Fall of 2019; however, the disruptions of the pandemic meant the survey was not distributed in between 2020 and 2022. The pre-student teaching survey was re-launched in Spring 2022 (Figure 6).

Figure 6. InTASC ratings across pre-student teaching, the midpoint of student teaching, and the final point of student teaching.

Mean InTASC standard scores for Fall and Spring 2022 mid-semester and end-of-semester student teachers.



The mean scores across all domains indicate pre-student teaching candidates' knowledge and skills at the developing level, as would be expected in a pre-student teaching experience. Across the InTASC domains, there were consistent areas in which the candidates were “not observed” including, working with families, using technology, participating in professional development activities, and supporting English Language Learners. While this result most likely indicates a lack of opportunity, it may also be due to lack of knowledge and/or skill development in these areas.

Overall, the InTASC data demonstrate that teacher candidates are perceived by their cooperating teachers to have high developing skills mid-way through their student teaching semester and demonstrate growth to mostly effective ratings of skills toward the end of their student teaching semester. We see that cooperating teachers score pre-student teaching candidates in the developing range. Pre-student teachers demonstrate the most area for growth in the 2) Learning Differences, and 6) assessment standards, and start out stronger in 9) Professional Learning and Ethical Practice, and 10) Leadership and Collaboration.



To dig deeper into performance in clinical settings at the program level, the InTASC survey data are examined across the major programs. This comparison allows us to see patterns across programs and to consider specific areas within each program that are strengths, and places where new strategies may be considered. For example, within the Fall 2022 data, the average InTASC standard scores ranged 1.25 points (between 2.32 and 3.57) when broken down across programs. Both the lowest score and the highest score were within K-12 programs, where response rates were lower as compared with our early childhood, elementary/middle, and other larger programs. Our Art Education and Elementary/Middle programs held the highest average scores across all 10 standards at 3.28 and 3.23, respectively. All but one program with more than 10 responses had an average score above 3.0 across all standards. Looking at specific standards across programs, the range from lowest to highest score within a standard spans from 0.5 for 10, leadership and collaboration, to 1.04 for 8, instructional strategies. The range is smaller for those standards where students tend to start into their clinical experiences strongest (9, and 10), and is higher for the standards where students tend to score lowest in their pre-student teaching experiences. These data have been shared with programs, and allow program teams to identify opportunities to brainstorm ideas with other programs who score particularly well in an area.

Table 11. Mean InTASC standard scores across programs during SP 2022 student teaching.

Spring 2022 ST Final	n	InTASC Standard (mean scores)									
		1	2	3	4	5	6	7	8	9	10
ECE	27	3.02	2.9	3.09	2.99	2.99	2.99	3.02	2.91	3.29	3.19
ELEMMID	44	2.87	2.79	2.98	2.96	2.86	2.88	2.9	2.88	3.18	3.1
Secondary Ed	32	3.01	2.93	3.23	3.13	2.99	3.17	3.14	3.11	3.4	3.31
SPECED	30	3.15	3.24	3.29	3.21	3.14	3.22	3.24	3.18	3.37	3.38
Music Ed	7	3.25	3.2	3.13	3.26	3.07	3.28	3.26	3.11	3.6	3.54
World Languages	2	3	2.8	2.92	3	3	3.08	3	2.94	3.2	3.25
Art Ed	4	2.89	2.78	2.87	2.85	2.53	3.42	3.15	2.76	3.69	3.66
Business Ed	5	3.12	3.06	3.13	3.04	3.04	3.03	3.24	3.25	3.56	3.52

Physical Ed	9	2.84	2.44	3.07	2.87	2.71	2.8	3.02	2.79	3.16	3.12
Theater Ed	1	3.5	3	3.33	3.8	4	3.33	3.6	3.25	4	3.6
Library Media	1	3	2	3	2.8	2.6	3	2.8	2.43	3	3

Table 12. Mean InTASC standard scores across programs during FA 2022 student teaching.

Fall 2022 ST Final	InTASC Standard (mean scores)										
	n	1	2	3	4	5	6	7	8	9	10
ECE	25	3.11	2.97	3.18	2.94	3.12	2.93	3.1	3.01	3.29	3.27
ELEMMID	63	3.14	3.1	3.35	3.11	3.11	3.18	3.23	3.17	3.48	3.4
Secondary Ed	28	2.87	2.86	3.12	2.99	2.91	3.14	3.06	3.04	3.34	3.26
SPECED	18	3.04	3.23	3.25	3.08	3.13	3.22	3.17	3.12	3.33	3.31
Music Ed	7	2.64	2.5	2.98	2.83	2.84	3.08	2.97	2.93	3.51	3.34
World Languages	1	3.2	3	4	3.6	2.6	3.83	3.6	3	3.2	2.8
Art Ed	6	3.28	3.21	3.44	3.47	3.3	3.36	3.53	3.48	3.57	3.6
Business Ed	5	2.58	2.35	2.6	2.56	2.32	2.45	2.6	2.44	2.83	2.84
Physical Ed	12	2.64	2.6	2.82	2.78	2.7	2.75	2.82	2.81	3.03	2.92
Theater Ed	n/a										
Library Media	1	3	2.8	3	3	3	2.5	3	3	3	3

## Reading

Students completing programs leading to licensure in Early Childhood Education, Elementary/Middle Education, Special Education, and Reading Specialist areas are required to pass a Foundations of Reading Test (FORT or WIFOR). The state moved to the new Foundations of Reading Test (190) on December 31st, 2022. During the Methods Block, teacher candidates in Early Childhood, Elementary Education, and Special Education are enrolled in coursework specific to the teaching and assessment of reading. They are encouraged to take the FORT soon after completing these courses and prior to student teaching. Table 3 provides data on the

number of candidates taking the exam, mean score, percent that passed the exam in that academic year.

For the first few years the FORT was required (2014-2018), FORT data for COEPS averaged a 75% pass rate and mean score of 244. In the academic year 2019-2020, the mean score dropped to 231 with a 47% pass rate. During the academic year 2020-2021, the mean score dropped to 229 and the pass rate dropped to 40.8% with 311 students attempting the test. In the academic year 2021-2022, the mean score was 225 and the pass rate dropped again to 38.5% with 361 students attempting the test. So far, in the current academic year (2022-2023), the mean score is 220 and the pass rate is 31.7% with 126 student attempts (Table 13).

The decline in mean score and pass rate is due in part to a smaller number of students taking the exam multiple times. For example, during the academic year 2020-2021, 64% of FORT takers made one attempt, 20% made two attempts, 7% made three attempts, 5% made 4 attempts, 3% made 5 attempts, and 1% made 6 attempts. Looking through the past few years, our test data demonstrate a sizable proportion of students have not yet passed the test. Sixty-four percent of students who first took the FORT in the academic year 2020-2021 have ultimately passed the test; and 46% of students who first took the FORT in 2021-2022 have passed the test to date.

Additionally, data were reviewed in the subdomains of this exam (version 090): (1) Foundations of Reading Development, (2) Development of Reading Comprehension, (3) Reading Assessment and Instruction, and (4) Integration of Knowledge and Understanding. The domain in which candidates consistently received the lowest score was four. Candidates tend to score higher in domains two and three.

Another partial explanation for the decline in passing FORT scores is the introduction of the FORT-Alternative for teacher candidates in Special Education, which passed in spring of 2020. Our UW-W Special Education program had their FORT-Alt approved by DPI on 11/25/2020. Many of our Special Education candidates will make one attempt at the FORT, and turn to the FORT-Alternate if they do not pass. To date, 32 completers (24 undergraduate and 8 graduate) have opted for the alternate between 2020 and April 2022, and 22 students since April 2022 have met the requirement with it. This number of students completing the

alternative instead of taking the test could be another reason the pass rate has dropped. Another factor that may also be attributable is the effects of the pandemic beginning in spring of 2020. From spring 2020 to spring 2021 there were few, if any opportunities for students to take the exam due to the COVID 19 pandemic shutting down testing centers. The effects of the pandemic on the 2020-21 data also show a decrease in pass rates as well.

Table 13. FORT scores and pass rate from 2015-2023.

<b>Year</b>	<b># students</b>	<b>Mean</b>	<b>Pass rate</b>
2022-23 (to date)	126	220	32%
2021-22	361	225	39%
2020-21	320	229	41%
2019-20	249	231	47%
2018-19	249	239	62%
2017-18	210	240	64%
2016-17	253	244	74%
2015-16	271	244	75%

We have launched a variety of initiatives to better prepare students for the FORT and to increase our pass rates. One initiative has been the development of a 1-credit preparatory course, offered online to be available to students during their student teaching semester. Unfortunately, pass rates for students who have taken the course remain low, with 42% of the students who have completed the course ultimately passing the test so far. We also offered a non-credit workshop during Spring 2022 to help students prepare for the FORT. Unfortunately, pass rates remain low for that group as well, where only 31% of those students have ultimately passed the test, having on average made 3 attempts.

We are also in the process of developing new licensure proposals for early childhood special education and early childhood regular education and we are developing a proposal for

an alternative FORT for early childhood special education. In addition, we are working with our reading instructors to offer free summer workshops to support student preparation for the FORT, and we are forming a task force involving our reading staff to better align related courses and share strategies for supporting student preparation.

Also, student pass rates for the new FORT (190) appear to be higher so far as compared with the FORT 90. So far, 36 students have attempted the new FORT, and 23 (64%) have passed. We are hopeful that pass rates remain higher for the 190 test as compared with our recent test data for the previous test version (FORT 90).

**d. Collaboration (Reference PI 34.013(3)(c) and PI 34.024, as initially required in PI 34.007)**

Our college uses several methods to obtain information from program completers, employers, teachers, and other community partners. Although there are a wide variety of methods used to gain stakeholder feedback across our programs, the college has 4 main approaches. First, our Deans Advisory Board and program-level advisory boards bring teachers, employers, experts and partners together for the specific purpose of assessing, developing, and improving our college and programs. Second, our Office of Field Experiences Advisory survey and meeting allow us to collect feedback and industry trends from a wide swath of administrators and to follow-up with specific discussions in order to gain better context and build stronger relationships with a smaller group of K-12 administrators. Third, our one-year-out Completers Survey allows us to gain feedback from recent completers about how we might improve our current programs and offerings. Finally, our regional, state, and national networking and professional development initiatives allow us to learn about trends affecting education and to identify opportunities for development and improvement.

### **Deans Advisory Board, Program Advisory Boards**

At the entity level, the Deans Advisory Board serves to inform the college regarding development, evaluation, and revision of our programs. The Deans Advisory Board met during May, 2022 and discussed new programs and delivery modes as well as what the college learned during the Pandemic. Our 2023 Deans Advisory Board meeting will occur during Fall semester, and we will be involving the membership in our strategic planning work.

At the program level, many programs meet regularly (annually or bi-annually) with advisory boards to seek feedback to grow and improve their programs. Some examples are the Early Childhood Education, Communication Sciences and Disorders, Counselor Education, and Physical Education, Health Education, and Adapted PE programs, who hold advisory board meetings annually (at minimum). UW-Whitewater's internal review process (Audit & Review) encourages programs to use advisory boards as part of their assessment plans, and many programs who haven't yet initiated this process are planning to in the near future.

### **PK-12 Principals/Administrators and OFE Advisory**

UW-Whitewater has close working relationships with the district principals and administration. We seek input from these leaders on a regular basis in regard to our teacher candidates and their performance in the classroom during their clinical experiences. Districts have shared the importance of candidates exiting their EPP with more than one license. With this feedback, we are working to redefine how we recruit students with a new focus on our dual licensure programs, and we are working internally to identify more opportunities to offer dual license programs, post baccalaureate, and masters programs.

We have collected more formal feedback from principals and administrators the past two years through our OFE Advisory survey and meeting. One hundred eight principals/administrators completed our survey, and 12 joined us for our half-day meeting this year. In the survey, we asked administrators who had UWW-prepared recent hires to give us their perspectives on how those teachers perform in regard to the InTASC standards. Thirty four administrators indicated that they have recently hired UWW-prepared teachers (we had a survey glitch and this portion of the survey was not visible to the first 50 respondents, overall).

Table 14 outlines their ratings of the new UW-Whitewater hires in their schools based on the InTASC standards. The data indicate that our completers are performing above average, even in their first years within the profession, and that they have room to grow as they develop experience and seek continuing education opportunities. They perform strongest as beginning teachers in application of content and creating supportive and effective learning environments, and a little lower in assessment. This is helpful context to have as we continue to revise our programs and consider how to offer non-traditional, flexible opportunities as well as dual licensure programs.

Table 14. School administrators’ ratings of their new hires from UW-Whitewater across the InTASC standards.

InTASC Standard	Mode	Mean	SD
1 Learner development	4	3.68	0.57
2 Learning differences	4	3.55	0.8
3 Learning environments	4	3.73	0.77
4 Content knowledge	4	3.64	0.66
5 Application of content	4	3.77	0.75
6 Assessment	3	3.32	0.65
7 Planning for instruction	4	3.55	0.8
8 Instructional strategy use	4	3.55	0.67
9 Professional learning and ethical practice	3	3.86	0.83
10 Leadership and collaboration	4	3.64	0.66

\*Rated on a scale from, 1 = low performing, 3 = average performing, to 5 = high performing.

Table 15 lists the open-ended comments shared by administrators regarding new UW-Whitewater hires. Their comments align with their InTASC ratings in terms of identifying assessment as an area for development, and appreciating the strengths our students present within their work settings. These themes were re-emphasized within our half-day meeting with a subgroup of the survey respondents.

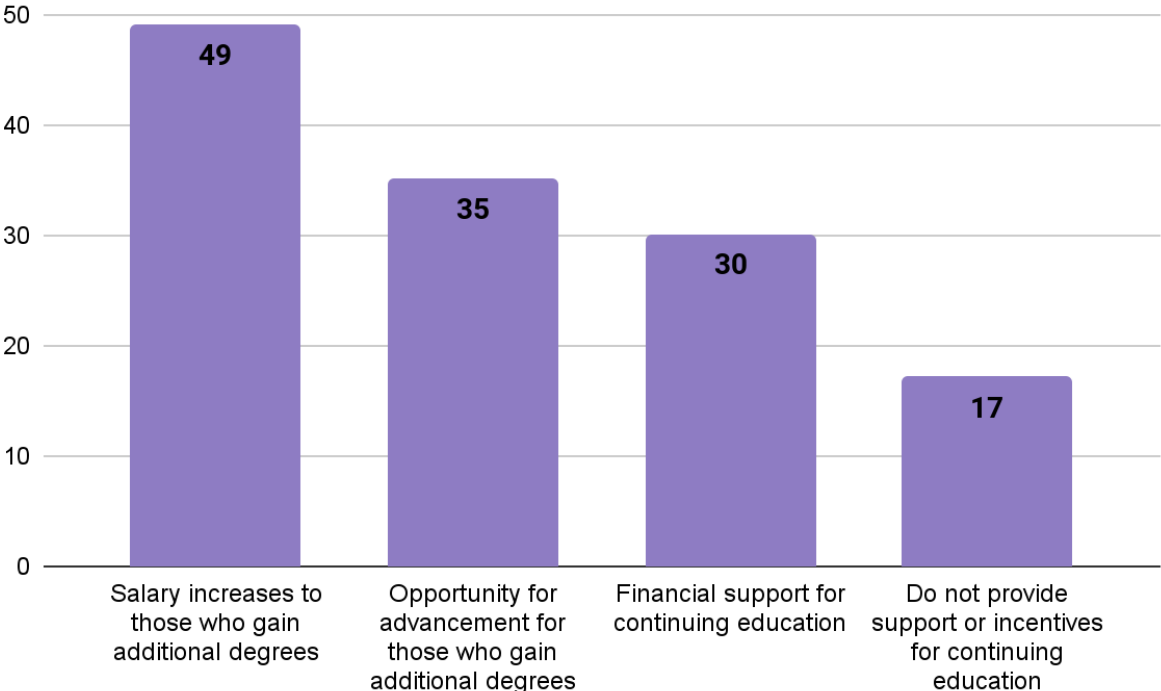
Table 15. School administrators' comments regarding the strengths and areas for development among recent hires from UW-Whitewater.

Strengths	Areas for growth
Collaboration and classroom management	Tiered intervention and supports for struggling learners
Communication and excitement for being a life-long learner.	Working with reluctant learners
Excellent dispositions	More cultural competence & cultural humility
Well prepared in general	Understanding of how to navigate situations as they arise in the flow of classroom instruction.
Understand the importance of working with the whole student	Work life balance and that it takes time and collaboration with others to help reach a large range of students
Understand effective instruction, content, pedagogy	Assessment literacy
Understanding that all children learn differently and that all children can learn and grow.	Classroom management. Student behaviors
Ability and eagerness to collaborate with other educators	Differentiation for diverse learners
Dedication to their chosen vocation and love for learning and young people	Resilience in an ever-changing vocation
Most teachers have a great work ethic and a general understanding of the classroom environment. This is typical as they come in pretty prepared.	Working with vulnerable populations
Understand how to assist students with severe disabilities	How to handle feedback
Know how to collect, analyze, and respond to student data	Communication/professionalism among students, families, and peers
Interviewing is typically strong for candidates from UW-W.	Professional knowledge with the content they are teaching
It is eagerness to work - wanted to do right by students and a willingness to discuss ideas.	Sound instructional methods to maximize achievement and engagement
Working with students from different backgrounds and appreciation of diversity	Literacy at all levels
Comprehension/understanding of their content	Executive function
Passion and mission for the field of education and caring for children.	Use of assessment for instructional planning
Learner development	How to teach reading to young readers
Creative thinking around instruction.	



The principals/administrators also provided valuable context regarding their district policies for advanced degrees and continuing education, and identified some areas of need for us to consider as potential developments. Only 17 administrators indicated their schools are not able to provide support or incentives for continuing education. Nearly half of the respondents indicated their schools provide salary increases for additional degrees (Figure 7).

Figure 7. Support for continuing education within school districts.



We asked the administrators about shortage areas, non-traditional pathway interests, and ways we could better meet the professional needs of school staff, in addition to the programs we already offer. The most frequent requests were for alternative pathways to special education licensure and for more reading teachers and specialists. They presented many ideas, the most frequent of which were for K-8 districts to have dual license teachers, dual language immersion teachers/ESL/bilingual bicultural teachers, masters programs to prepare teachers to teach specific PIE courses, teaching and learning coaches, and tech ed., consumer ed., and computer science teachers.

### One-year-out Completers Survey

Using completer data provided by Licensing Educator Advancement and Development (LEAD), we contacted recent completers (endorsed between September 1, 2020 and August 31, 2021) and asked them to complete a brief survey about their perceptions of their UWW programs, their preparation for work in schools, and their self evaluations across the Assessment System categories. We received 39 responses to the survey. We asked how satisfied they were with various aspects of their program at UW-Whitewater (Table 16). Their ratings were satisfied or better regarding their program as a whole, coursework, and student teaching. Their average ratings dipped slightly below satisfaction for how well their coursework prepared them for student teaching, and regarding the balance of theory and practice throughout their coursework. We plan to follow-up on this trend with a larger sample of completers next year to see if this tendency stays consistent. If it does, we will take a deeper dive into the data at the program level to see if we can identify where students are desiring more practice ahead of student teaching.

Table 16. One-year out completer satisfaction ratings of various program aspects.

	Mode	Mean	SD
Program at UWW, overall	3	3.18	0.64
Sequence of coursework	3	3.03	0.59
Quality of instruction in program courses	3	3.18	0.64
Balance between theory and practice in program courses	3	2.7	0.82
Integration of technology throughout program courses	3	2.91	0.73
How well coursework prepared you for student teaching	3	2.7	0.82
Student teaching	3	3.18	0.78
* measured on a scale from 1, not at all well, to 4, very well.			

Our completers rated how well their preparation program at UW-Whitewater has prepared them for their positions in schools (Table 17). Respondents felt they were prepared with strong

content knowledge, pedagogical knowledge, and communication skills in particular. They rated themselves a little lower in comparison within the human relations and professional dispositions questions. We plan to monitor these ratings over time. They are consistent with some of the feedback received from administrators, but during clinical experiences, cooperating teachers tend to rate our students quite high in these areas.

Table 17. One-year out completer ratings of their preparation across the Assessment System.

PI 34.021 Category		Mode	Mean	SD
A	Written communication skills	4	3.62	1.15
A	Verbal communication skills	4	3.65	0.95
A	Communication skills enabling interactions to support learners	4	3.53	1.08
A	Professional communication skills	4	3.29	1.27
B	Ability to create supportive and productive learning environments	4	3.62	1.18
B	Conflict resolution skills	3	2.85	1.26
C	Content knowledge	4	3.82	1.03
D	Pedagogical knowledge	4	3.62	0.99
	Ability to integrate technology into lessons	3	3.12	1.23
*measured on a scale from 1, not well at all, to 5, extremely well.				

### Networking groups

Additional avenues for seeking collaborative input from various stakeholders include:

- Wisconsin Association for Colleges of Teacher Education (WACTE). Our Interim Dean is currently serving as the State Affiliate President. The executive committee of this group meets monthly as well as with DPI leadership monthly.
- CESA 2. This group meets monthly to share programs offerings, and to support each other in licensure efforts. Members of the college administration team regularly attend and participate in this meeting.

- UW-System Deans and Directors. This is a monthly meeting of members of colleges of Education in the UW-System to share information, problem solve, and brainstorm.
- Local Schools. Now that we are able to get back into the schools (since the COVID-19 shut-down), we plan to offer opportunities for schools to visit campus, which allows us to learn about what aspects of our college, and about which programs, interest them the most. We hope to work with our local school district and re-start our “Practice What We Teach” program, where administrators, faculty, and students from UW-Whitewater work for ½ day at the local elementary school. This project allows us to support our local teachers a little, while importantly providing our academic staff with the opportunity to stay current and interact with the local school staff and students.

### **Program-level community collaborations**

Our program coordinators and instructors hold a number of community collaborations and continually build opportunities to connect these partners with our students and institution in order to stay current and identify opportunities for improvement. Some of those collaborations are described in our Appendix A Narrative document, and others are listed within the PI 34.240 Program Evaluation Google Drive folder. Programs commonly use relationships with community partners to gain constant feedback regarding their courses and programs, and to recruit practitioners for engagement in advisory boards and other more formal program evaluation roles.

## **2) What changes have you made or plan to make in regard to requirements in WIS. Admin. Code sec. PI 34 subch. III and IV based on what you’ve learned from analysis of assessment system data?**

Since approval, we have discontinued the edTPA and expanded the use of our InTASC survey.

Even though a large focus has been program approval, we are working on shifting our focus from initial approval to continuous review, and as such working to better align both

program and college initiatives with the PI 34.021 Assessment System categories. Our Teacher Education, Licensure & Field Experiences (TELE) committee are working on initiatives such as aligning our observation forms to identify common measures of pedagogical knowledge and professional dispositions. All of our programs are working towards continuous review - even those still seeking approval.

Given the Foundations of Reading test pass rates for our students (39%), we are working to provide better support to our students in programs that require the Foundations of Reading Test for licensure to increase the first-time pass rate. It is our intent to continue to fully prepare our teacher candidates with the skills needed to meet the requirement and be proficient instructors of reading. The college has tried a variety of initiatives, including hiring an adjunct instructor with Reading Teacher certification to teach a free workshop for those preparing for the exam. So far, this initiative has not yielded the results we wanted. We are also offering a 1-credit preparation course for the FORT which is also not helping as much as we had hoped. We are asking and supporting the work of our instructors of reading-specific courses to revisit their curriculum to make sure it remains aligned with preparing students in this very important area. Programs such as Special Education are prioritizing reading expertise when hiring new faculty and instructional staff, even if they are not hired to teach Reading courses, so that reading can be better integrated throughout the curriculum. We are asking our advisors and program faculty and staff to continue to encourage students to attempt the exam as early as possible (i.e., typically after they have successfully completed the reading-specific courses). Students are required to attempt the test at least once before they are placed for student teaching. We maintain an up-to-date resource list with test information and study materials to share with our current students and graduates who are still working towards passing the FORT.

We are gathering a Reading Task Force later this Spring semester/early summer to work together to re-examine our reading courses, to better integrate reading preparation into the curriculum, and to identify new initiatives to better support students in preparation for the FORT.

## Licensure Proposals:

We have had 21 existing programs affirmed under new rule, 8 existing program's new licensure program (LP) reports approved, and 3 new programs' LP reports approved. These are listed below.

### Affirmed programs with no substantive changes (11-18-2019)

#### Birth through 3<sup>rd</sup> grade

- Dual licensure major early childhood (1777) and special education (1809) with both face-to-face and blended delivery models
- Major in early childhood regular education (1777) with a blended delivery model
- Major in early childhood special education (1809) with a blended delivery model

#### Grades 4-12

- Concentration in Alternative Education (1952) with a face-to-face delivery model
- Minor Computer Science (1405) earned in conjunction with K-12 Business Education major with a blended delivery model
- Minor in Computer Science (1405) earned in conjunction with a licensable major in another teaching category with a blended delivery model

#### Grades K-12

- Major in Art Education (1550) with a face-to-face delivery model
- Major in Business Education (1250) with a blended delivery model
- Major in Marketing Education (1285) with a blended delivery model
- Minor in Coaching Athletics (1540) with a face-to-face delivery model
- Major in French Education (1355) with a face-to-face delivery model
- Major in German Education (1370) with a face-to-face delivery model
- Major in Spanish Education (1365) with a face-to-face delivery model
- Major in Theater Education (1325) with a face-to-face delivery model
- Major equivalent at the undergraduate, post-baccalaureate and graduate levels for Library Media Specialist (1902)
- Graduate administration program for Gifted and Talented Program Coordinator (5013) with an online delivery model

## Grades PK-12

- Graduate administration program for School Business Manager (5008) with an online delivery model
- Graduate pupil services program for School Psychologist (7062) with a face-to-face delivery model
- Graduate pupil services program for School Counselor (7054) with a face-to-face delivery model
- Graduate program for Speech and Language Pathology (1820) with a face-to-face delivery model

At the Grade Level that Corresponds to Pre-Requisite Teaching License

- Concentration in Adaptive Education (1859) with a blended delivery model (*note that we have since submitted a new licensure program report for this program due to program changes in the college*)
- Minor in Bilingual/Bicultural Education (1023) with a face-to-face delivery model
- Graduate concentration in Gifted and Talented Education (1013) with an online delivery model

## Existing Programs Approved under PI34 (2018)

### Grades K-9

- Elementary-Middle Education (undergraduate major in ELEMID leading to the elementary and middle school license for K-9 with face-to-face and blended modes of delivery - 10/7/2022)

### Grades K-12

- English as Second Language (undergraduate minor leading to standalone and add-on K-12 licenses with a blended mode of delivery - 10/7/2022)
- Adaptive Education (undergraduate – approved 2/24/2022)
- Special Education (post-baccalaureate – approval pending, per 2/28/22 email from J. Buchner)
- Music Education – General (1515) with a face-to-face delivery model (approved 9/18/2020)

- Undergraduate Comprehensive including Physical Education (1530), Health Education (1910), and Adaptive Physical Education (1860) with a blended delivery model (approved 4/23/2021)
- Undergraduate program in Special Education Cross-Categorical Education (2801) with face-to-face, online, and blended modes of delivery (including SPECED4U) (approved 11/1/2021)
- Graduate program in Special Education Cross-Categorical Education (2801) with an online delivery model (approved 2/2/2022)

#### New Programs Approved under PI34 (2018)

##### Grades K-12

- Post-master's degree School Counseling certificate leading to PK-12 School Counselor license with a blended mode of delivery (approved 1/13/2023)
- Post-baccalaureate residency program leading to licensure for Art Education (1550) with face-to-face and online modes of delivery. Candidates in this program must have earned a bachelor's degree with a major related to art education (approved 3/8/2021; not yet enrolling students due to faculty turnover in our Art Coordinator role)

##### Grades PK-12

- Graduate program leading to licensure for School Social Work (7050) with face-to-face, online, and blended modes of delivery

The addition of new programs has resulted in the need to update our approved EPP narrative and appendix A. Those revised documents are attached with changes highlighted.



### **3) Based on responses to questions one and two, what goals do you have for the next year and how can your liaison support you to reach those goals?**

#### **Statutory Requirements**

With the loss of our Google Drive folder of Approved Appendix A materials, we are working to re-propose our courses meeting PI 34.022 Statutory Requirements. So far, we have submitted proposals for PI 34.022(2) Environment. We are hoping for feedback and to have those courses approved, so we can apply the same approach (format, level of detail) within the rest of our proposals and hopefully achieve approval this year.

#### **Alternative Measures to the 2.75 Cumulative GPA Requirement**

We are also developing proposals for Alternative Measures to the 2.75 Cumulative GPA for some of our post baccalaureate programs. So far, we have submitted a proposal for the Instructional Library Media Specialist program and are hoping to receive feedback on that proposal so we can apply our lessons learned to additional proposals.

#### **Program Approvals**

Our goals for next year include making progress toward having all of our licensure programs approved under PI34 (2018) guidelines and standards. We anticipate the following approval dates for these programs:

##### 2023 Approval

##### Birth-3rd Grade

- EC Regular Education
- EC Special Education

##### Grades K-9

- Reading Specialist (graduate)
- Reading Teacher (graduate)

##### Grades K-12

- Physical Education Post-bac
- Health Education Post-bac
- Bilingual/bicultural Education

#### Grades 4 – 12

- English Education
- Math Education
- Science Education
- Social Studies Education
- World Language minors (i.e., French, German, Spanish)

As our newly approved programs roll out, we anticipate discontinuing existing programs. Our faculty and staff are working on the development of tools for helping in this transition. For example, our college advising staff have developed a Qualtrics survey that our new programs are using with students enrolled in existing programs to offer them the option to re-declare their major into the newly approved programs. Advisors help those students who wish to move to new programs revise their program plans accordingly. For students who wish to remain in existing programs, program coordinators and department chairs work with the Associate Dean and Dean to determine course and instructor needs to teach out those programs.

#### **Continue to Develop the Assessment Plan**

We plan to continue our use of the InTASC survey to evaluate our effectiveness in supporting the development of knowledge and skills of our pre-service student teachers. This year, we have revised our college Exit Survey (given to students as they graduate from our programs) and the Transition to Teaching survey for individuals who completed an educator prep program at UW-Whitewater. The revised surveys ask about how well supported they felt in our programs, and for their perceptions of their preparation with respect to the InTASC standards. We have also included in a survey of our partner school district administrators, these same items, asking them to reflect on their recent hires from UW-W. These additional data, related to the InTASC standards, give us a more well-rounded view of how our program

completers are doing as they complete their capstone experience, leave our institution, and enter the educator workforce. We plan to continue implementing these three surveys between now and our Comprehensive Review.

So far, a trend emerging from our use of measures aligned with the InTASC standards is that students tend to be stronger in the areas of instructional practice and professional responsibility, and a little less strong, in comparison, in assessment. We plan to monitor the assessment standard across measures and programs and to encourage programs to consider assessment particularly as they continue to develop and improve courses and programs.

We have revised our Assessment Plan graphic to make it more clearly aligned with the five categories of the PI 34.021 Assessment System. We plan to continue our work aligning entity and program assessment initiatives with these categories. We have drafted an Assessment Plan graphic for Pupil Services and are working with those program coordinators to finalize it. We are working with our Pupil Services programs to align these categories with their accreditation standards as well. Also, with our Pupil Services programs being accredited, we are working with our internal Audit & Review leaders to identify a timeline and set of expectations for the Audit & Review process that dovetail with their accreditation and DPI reporting. This will help streamline processes and allow program faculty and coordinators to concentrate on assessing and offering quality programs. We also plan to work with our Administrative licensure program coordinators on an Assessment Plan graphic for those licenses (and to walk through how their programs align with it).

We have also begun to collect permanent email addresses for all licensure program graduates, in order to be able to contact those who have not yet been endorsed for Tier II licenses as well as those listed in the LEAD list. This coming year, we plan to survey our graduates who have not yet been endorsed to see if they are progressing toward endorsement and to gather information from them relating to our Assessment System.

### **New Pathways Toward Licensure**

Finally, college leadership has been working to support our PK-12 schools by creating new pathways toward licensure. One initiative, Project PARA, provides a pathway for high school seniors to enroll in Partner in Education (PIE) courses during their last years of high

school in order to prepare them to be special education paraprofessionals. Successful completion of the courses (which only cost \$300 each for enrollment) will provide the students with up to twelve credits of coursework toward their degree in special education, should they choose to enroll with us (and they will have the choice of either the traditional, on-campus program, or our online program, SPECED4U).

We have been increasing our offerings of post-baccalaureate and online options in order to address the teacher education shortage in high needs areas. We plan to continue this work in order to respond to the high volume of requests for these program formats. One change we hope to make to better support our post-baccalaureate options is related to the 2.75 GPA admission standard. We are in the process of proposing alternative measures for some programs. To date, we have submitted one proposal for alternative measures, and we plan to learn from this initial process and to propose others in the near future. We look forward to working with DPI to achieve this flexibility to support our programs and licensure needs within the region.

**Planning for Continuous Review**

Following full approval (anticipated in year 2025), we plan to follow the program rotation outlined in table 18 for continuous review:

Table 18. Program rotation for continuous review following full approval in 2025.

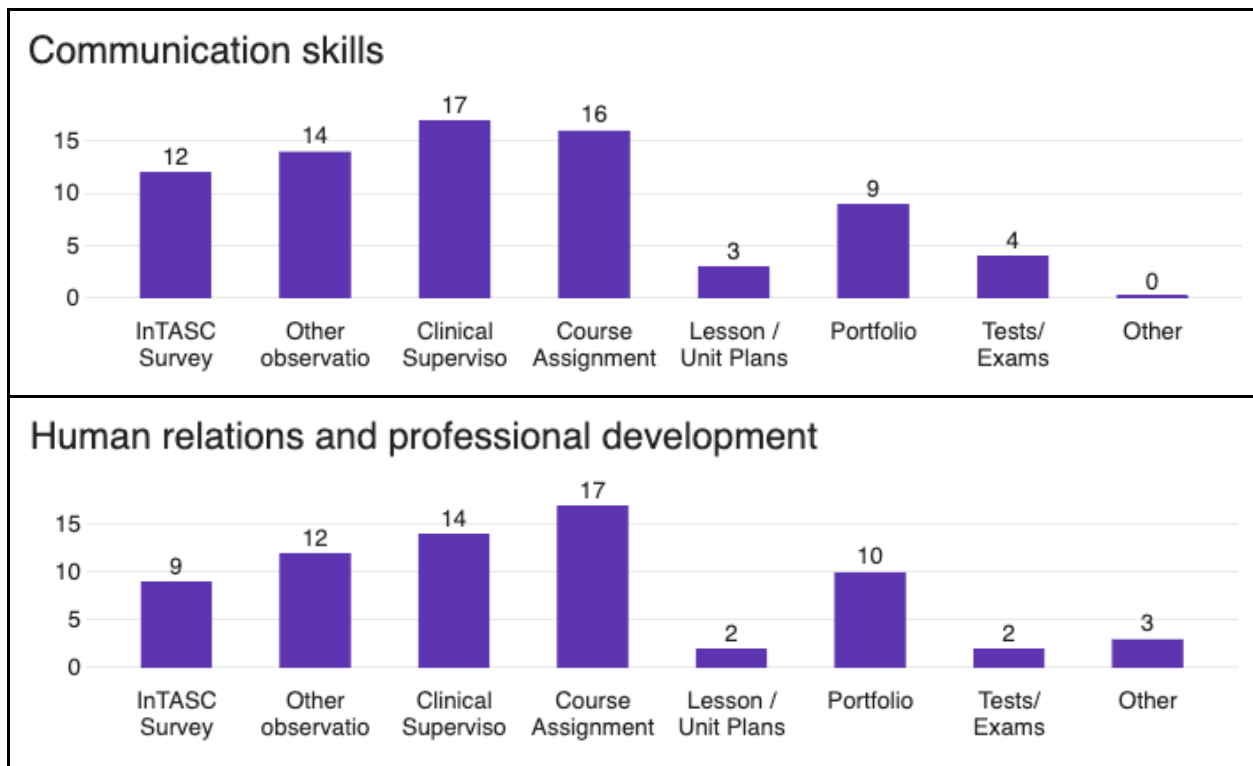
Year 1	Year 2	Year 3
1. Alternative Education 2. Business Education Programs a. Business Education w/ vocational b. Business Education and Computer Science w/ vocational c. Business Education and Marketing Comprehensive w/ vocational d. Computer Science	1. Art Education Programs a. Art Education b. Art B2L 2. Music Education 3. Physical Education Program (comprehensive and post-bacc programs) a. Adaptive PE b. Coaching Athletics c. Health Education d. Physical Education 4. Reading Specialist Programs	1. Bilingual-Bicultural Education 2. Elementary-Middle Education 3. Adaptive Education 4. English as a Second Language Programs a. Undergraduate English as a Second Language b. Graduate English as a Second Language 5. English Education

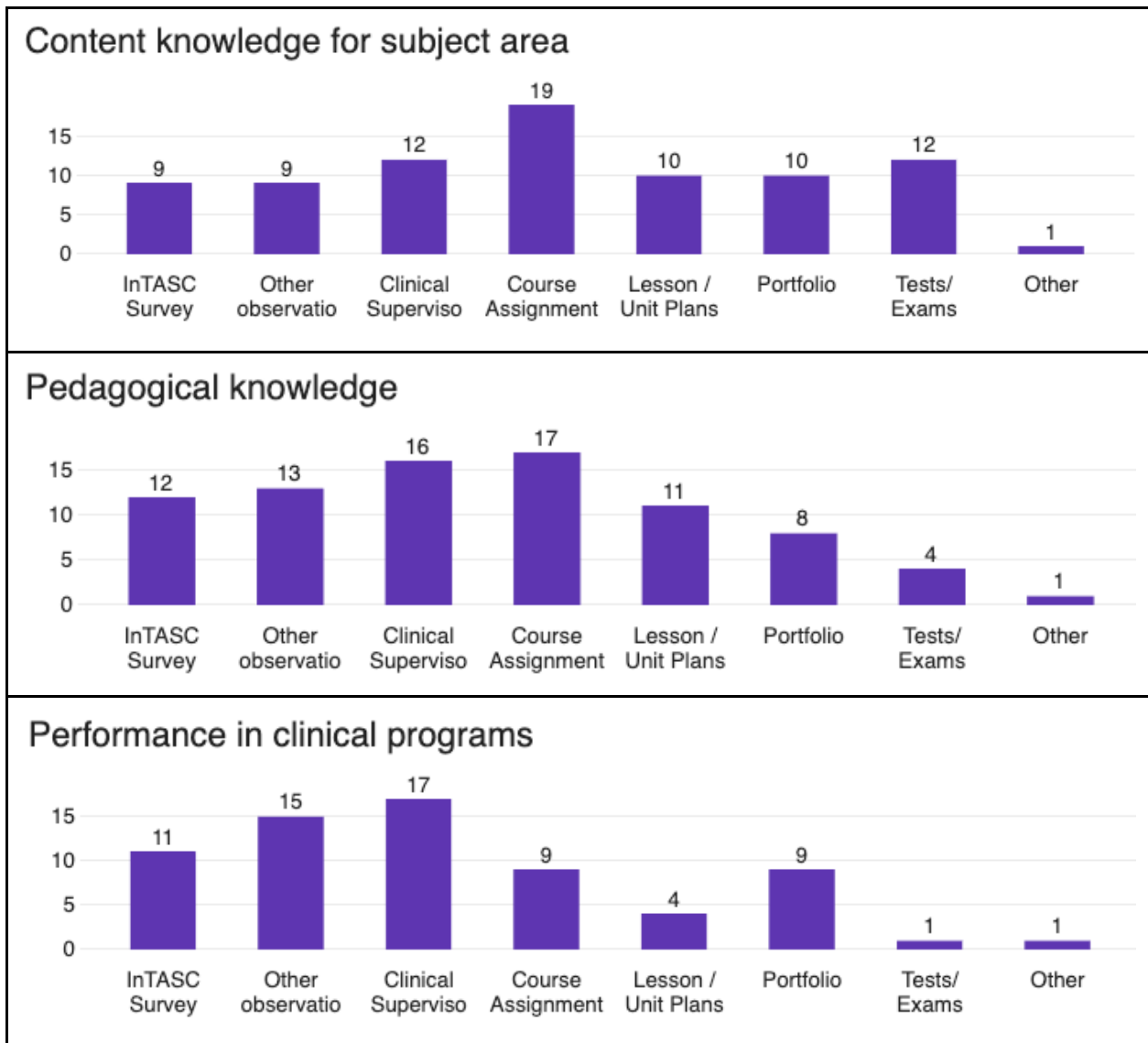
<ul style="list-style-type: none"> <li>minor</li> <li>e. School Business Administration</li> <li>3. Early Childhood Education Programs <ul style="list-style-type: none"> <li>a. Early Childhood Education/Special Education</li> <li>b. ECE4U</li> <li>c. Early Childhood Education – add on license</li> </ul> </li> <li>4. Gifted and Talented Programs <ul style="list-style-type: none"> <li>a. G&amp;T Teacher</li> <li>b. G&amp;T Coordinator</li> </ul> </li> <li>5. Instructional Library Media Specialist</li> <li>6. School Counseling <ul style="list-style-type: none"> <li>a. School Counseling Program</li> <li>b. Post-master’s Degree School Counseling Certificate Program</li> </ul> </li> <li>7. School Psychology</li> <li>8. Speech and Language Pathology</li> <li>9. Theatre Education</li> </ul>	<ul style="list-style-type: none"> <li>a. Reading Specialist</li> <li>b. Reading Teacher</li> <li>5. School Social Work</li> <li>6. Special Education Programs <ul style="list-style-type: none"> <li>a. Adaptive Education</li> <li>b. Undergraduate Special Education</li> <li>c. Graduate Special Education</li> <li>d. Post-bac Special Education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>6. Math Education</li> <li>7. Science Education</li> <li>8. Social Studies Education</li> <li>9. World Languages <ul style="list-style-type: none"> <li>a. French</li> <li>b. German</li> <li>c. Spanish</li> </ul> </li> </ul>
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Our program coordinators are using a variety of measures to assess the PI 34.021 Assessment System categories. The following table shows assessment work that program coordinators are currently undertaking across all of our licensure programs (data from 22 coordinators that together have involvement in all programs). Specifically, Figure 8 tallies the number of programs that are using the InTASC survey data, observation forms completed by cooperating teachers/practitioners, other observation forms completed by UWW supervisors, course embedded assessments, lesson/unit plans, portfolios, tests/exams, and other measures to assess student performance for each of the five categories of the Assessment System.

As the Figure 8 shows, many of our programs are using observation forms completed by our cooperating teachers and UW-Whitewater supervisors. We are currently undergoing a process of comparing and reviewing those forms across programs to identify commonalities and to review their alignment with the Assessment System categories. Our Teacher Education, Licensure & Field Experiences Committee (TELE) has begun this process and will continue the work into the academic year 2023-24. Also, Figure 8 shows that approximately 10 of our programs are using portfolios as part of their program assessment process. Some of these portfolios are for specific licensure purposes (such as in Library Media, Reading, and for the Alternative WIFOR test in Special Education), and others are more focused on particular aspects of a program. We will continue to review our current use of portfolios and consider their commonalities and alignment with the Assessment System categories.

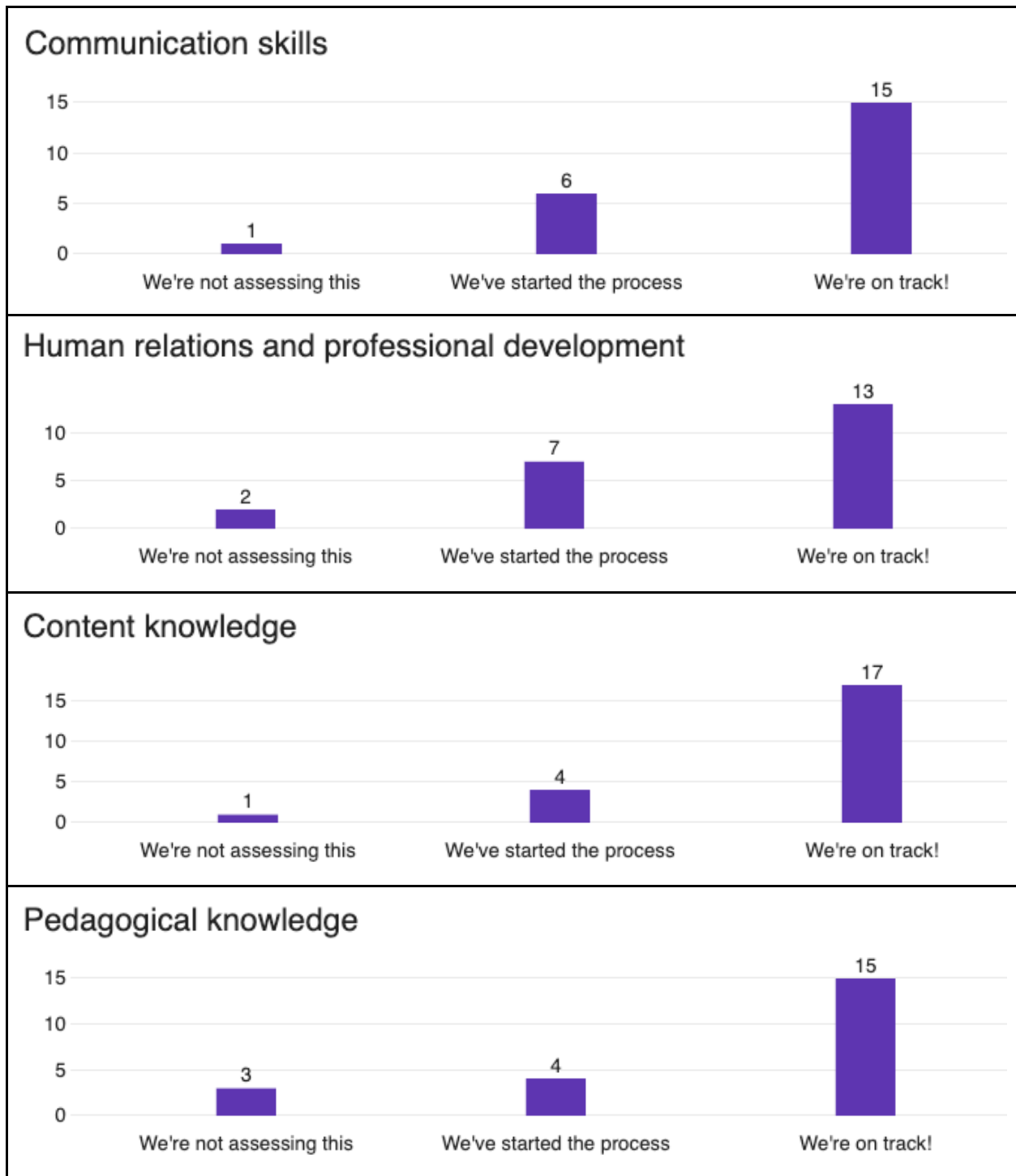
Figure 8. Ongoing assessment work aligned with the PI 34.021 Assessment System categories across programs.



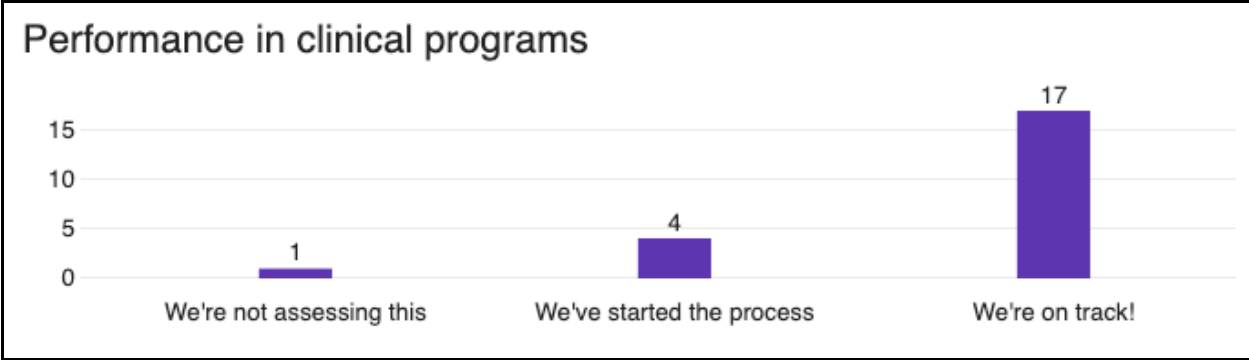


Program coordinators have shared their current level of progress toward assessing the Assessment System categories. Figure 9 describes their current progress, and this information is being used to prioritize our work in preparation for the Comprehensive Review and supporting our continuous review cycle. Based on our current status, we will prioritize work on assessing communication skills and human relations & professional dispositions. Meanwhile, we will continue to support programs with regard to the other three categories.

Figure 9. Current progress across programs with respect to the Assessment System categories.







Another ongoing initiative to support our continuous review process is work to align our DPI reporting with our internal process of Audit & Review. UW-Whitewater requires programs to complete a self-study for Audit & Review every 5 years, including an assessment plan for which UW-Whitewater provides a template. A continuous challenge at UW-Whitewater has been that assessment of learning outcomes is preferred for audit & review, while programs tend to organize by standards for DPI. We are working to align program standards with program learning outcomes as well as the PI34.021 Assessment System categories in order to better align assessment for Audit & Review with continuous review for DPI.

We would like to acknowledge our liaison, Dr. Jenna Buchner, for her assistance. Jenna is incredibly knowledgeable about rule, and provides guidance to our program coordinators and college leadership throughout the process of approval. Jenna is also supporting our work on statutory requirements, alternative measures, and licensure.