

College of Education and Professional Studies, EPP Onsite Annual Review – April 23, 2024

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 14, 2023 (spring of 2020 was offered and accepted as a technical assistance visit instead of review). This year's visit (year 4) is scheduled for April 23, 2024.

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

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

Table 1. Current Initiatives and ongoing assessment of 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"> We involve constituent groups in program and entity evaluation including our Deans Advisory Board, program advisory boards, Office of Field Experience Advisory survey and annual meeting. We are currently working with our constituent and advisory groups in the development of an updated strategic plan for the entity (College of Education and Professional Studies).

		<ul style="list-style-type: none"> ● A major upgrade to our entity’s main building (Winther Hall) has recently been fully approved for construction! These improvements to our facilities will be underway in 2026-27. Input from all of our program teams is being incorporated into the planning process to ensure that our facilities and equipment fulfill our mission and facilitate our ability to offer quality programs.
PE 34.014	Faculty	<ul style="list-style-type: none"> ● We hire faculty with the expertise including content knowledge, pedagogical knowledge, and experience in the field to effectively teach and assess within their programs. ● Our entity and university continue to provide academic staff and faculty with professional development funds to enhance intellectual and professional vitality. ● Our departments are approved to launch searches and hire new instructional staff/faculty when needed so our entity maintains adequate staffing to ensure consistent quality and delivery of programs. This year, we have hired (or are in the process of hiring) 7 faculty members and 1 academic advisor.
PI 34.015	Facilities, technology, instruction resources, and support	<ul style="list-style-type: none"> ● We have signed an ISTE Pledge and are working to further integrate technology into the curriculum, 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.
PI 34.016	Student services	<ul style="list-style-type: none"> ● Our college advisors help teacher education students progress through their licensure programs. They assess the impact of their work on students and department staff. ● Our faculty advisors engage with students regarding professional and career counseling. This allows students to connect their content and pedagogical knowledge with their personal goals. ● Our Career and Leadership Development staff support students’ transition to careers, and assess placement information. ● Our Office of Clinical Experiences match students with clinical experiences and facilitate the assessment of their performance by implementing the Teacher Standard aligned observation surveys (completed by cooperating teachers). ● Students are provided academic advisors upon acceptance to UWW and program plans as outlined in our

		<p>Appendix A documents.</p> <ul style="list-style-type: none"> ● We evaluate our advising resources in our annual student exit survey as outlined in table 3, below.
PI 34.017	Program performance	<ul style="list-style-type: none"> ● We monitor data provided by LEAD to assess the proportion of completers who obtain employment with a Wisconsin school. ● We are collecting permanent email addresses of graduates in order to monitor job data and completion data for students who we cannot endorse upon graduation. ● We continue to support graduates who we cannot endorse due to the FORT with test preparation resources and courses. We survey graduates who are not licensed due to FORT to identify ways to continue to support their progress toward licensure. ● We continue to revise and develop new program assessments within the PI 34.021 Assessment System. For example, we have recently received approval to implement content based portfolios for our post-master’s counselor education program and English education programs.
PI 34.018	Student recruitment, admission, and retention	<ul style="list-style-type: none"> ● We prioritize advising - supporting students through the correct coursework progression supporting student needs to optimize retention. ● We monitor student retention within our programs. ● We have approved alternative measures to the 2.75 cumulative GPA requirement for several programs, as outlined in our Appendix A. ● We use our Teacher Standards observation survey and supervisor evaluation forms to assess student performance during clinical experiences and monitor performance based on proficiency levels. ● This year, we have initiated new admission requirements specifically for post-baccalaureate students as outlined in our Appendix A.

To gain more context on how our policies and procedures support students, we survey our undergraduate students during their final year and ask them about their satisfaction with some PI 34.013-016 items. In 2023, 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).

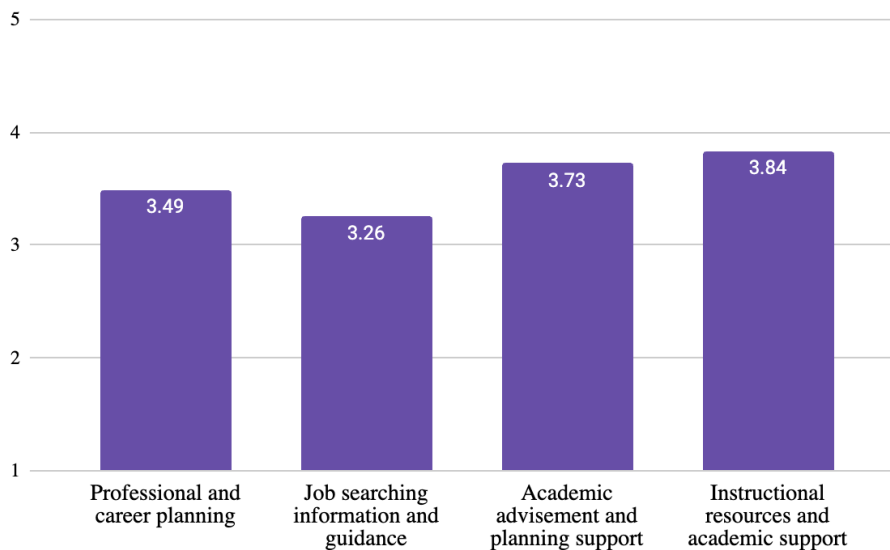
Table 2. 2023 Student exit survey satisfaction ratings with policy & procedure items.

		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.

During March 2024, sixty-five students completed the survey and provided feedback related to some of the PI 34.015-016 items. Students indicated they felt neutral to very well supported by the instructional and student support services they received throughout their academic career at UW-Whitewater (Figure 1).

Figure 1. 2024 Student exit survey ratings related to PI 34.015-016 items. Items rated on a scale from 1, not well supported at all to 5, extremely well supported.



With respect to PI 34.018, we also monitor admissions numbers within our undergraduate teacher licensure programs (Table 3). Prior to admission to the College, undergraduate teacher education students are required to pass the Praxis CORE exam, ACT, or achieve a 2.75 cumulative GPA. In addition,

they must have successfully completed Foundations Block courses with a C or better. The majority (97% this academic year) of teacher candidates are admitted with a qualifying GPA of 2.75 or above. The remaining candidates are admitted with a qualifying ACT or Praxis CORE score. Those who do not meet the GPA requirement at admission meet with the College Advising Coordinator and create a plan in order to ensure they will meet the 2.75 completion requirement for endorsement. 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 3). Growth increased again in 2020 and we expect it to continue with revised admission standards, and new innovative programs.

Table 3. Admission data since fall 2018.

<u>Term</u>	<u>Admitted</u>	<u>% Acceptance Rate</u>	<u>GPA</u>	<u>Test Scores</u>	<u>AAS (ECE4U) *</u>	<u>% Accepted on GPA</u>
Spring 2024	178	99	173	5	0	97
Fall 2023	171	98	164	7	12	96
Summer 2023	65	100	64	1	22	99
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
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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.

We have developed a table outlining how our current initiatives align with the PI 34.019-024 standards (Table 4).

Table 4. Current Initiatives related to 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"> Our conceptual framework aligns with all 5 Assessment System categories by aiming to prepare teachers and school professionals with a combination of knowledge, understanding, skills, and dispositions that will allow them to help create an informed populace committed to participation in our democracy.
PE 34.020	Performance based program	<ul style="list-style-type: none"> The COEPS uses clinical experience observation forms that align with the PI 34.002-004 Teacher, Pupil Services, and Administrator standards to measure student performance relative to the standards over time (pre-student teaching and student teaching) and to document

		<p>our candidates' proficiency in each standard.</p> <ul style="list-style-type: none"> ● Programs also align the PI 34.002-004 standards within their national/state program-specific standards and assess development and proficiency using signature assessments.
PI 34.021	Assessment	<ul style="list-style-type: none"> ● The COEPS Assessment Plan (revised in 2023) clearly aligns with PI 34.021 and outlines how students in our undergraduate programs develop progressively within each category of the Assessment System. ● We are preparing for continuous review following our Comprehensive Review. ● We are better aligning continuous review of PI 34.021 with our internal review process (audit & review) as well as processes for our accredited programs. ● In this annual report, we have added a section that details what we are learning within each pupil services program with respect to the PI 34.021 Assessment System, and our revised plan for assessing administrator programs.
PI 34.022	Statutory requirements	<ul style="list-style-type: none"> ● We continue to re-establish courses that meet PI 34.022 requirements as programs update curriculum and LPs. Changes and updated are tracked in our Appendix A. ● We are proposing new courses that meet statutory requirements in our new LPs. ● We have/are submitting Act 20 addendums for relevant programs.
PI 34.023	Clinical program	<ul style="list-style-type: none"> ● We use PI 34.002-004 standards aligned observation forms to evaluate students during clinical experiences. ● We are working to better align across programs the evaluation tools supervisors use to evaluate students during clinical experiences. ● We are working to move all of our observation tools to online formats to facilitate tracking and assessment processes.
PI 34.024	Educator preparation program evaluation	<ul style="list-style-type: none"> ● We use information gathered from regional administrators, recent completers (LEAD data), our entity board of directors, program-level advisory boards, senior students, networking groups, and community collaborations to assess our educator programs. ● We plan to do focus groups with students, completers, and administrators together to align perspectives regarding our programs. ● We survey students who graduate and can not be endorsed due to testing requirements to learn more about their needs and trajectories.

The 2023 exit survey (completed by student teachers) also contained questions to allow us to align student experiences with Conceptual Framework items (Table 5). 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 5. 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 2024 exit survey collected feedback pertaining to PI 34.020-022, and contained questions pertaining to communication skills, dispositions, pedagogy, assessment, and integration of technology into teaching (Table 6). Candidates indicated that they felt moderately- to very-well prepared with respect to communication skills, professional dispositions, lesson planning, assessment, and integrating technology. They felt slightly- to moderately-well prepared for conflict resolution and classroom management. These student survey results are consistent with feedback provided by district administrators (outlined in section X below) and are supportive of the curriculum changes several of our licensure programs are undergoing in order to include more practical experience in the school/classroom setting.

Table 6. 2024 Student exit survey results demonstrating perceived preparation across several conceptual framework components.

	Mode	Mean	SD
Communication skills: written and verbal	3	3.58	1.02
Communications skills: interactions to support learners	4	3.64	0.93

Communication skills: professional communication	4	3.69	1.02
Professional dispositions: consulting and collaborating with others	4	3.77	0.97
Professional dispositions: ethical decision making and behavior	3, 4	3.7	1.04
Content knowledge in your subject area(s)	4	3.78	1
Classroom management	2	2.81	1.22
Conflict resolution	2	2.7	1.23
Supporting learners with disabilities	4	3.5	1.23
Lesson planning	4, 5	3.83	1.11
Assessment of student learning	3, 5	3.77	1
Using current technology in the classroom	4	3.42	1.1

*Measured on a scale from 1, not well prepared at all to 5, extremely well prepared.

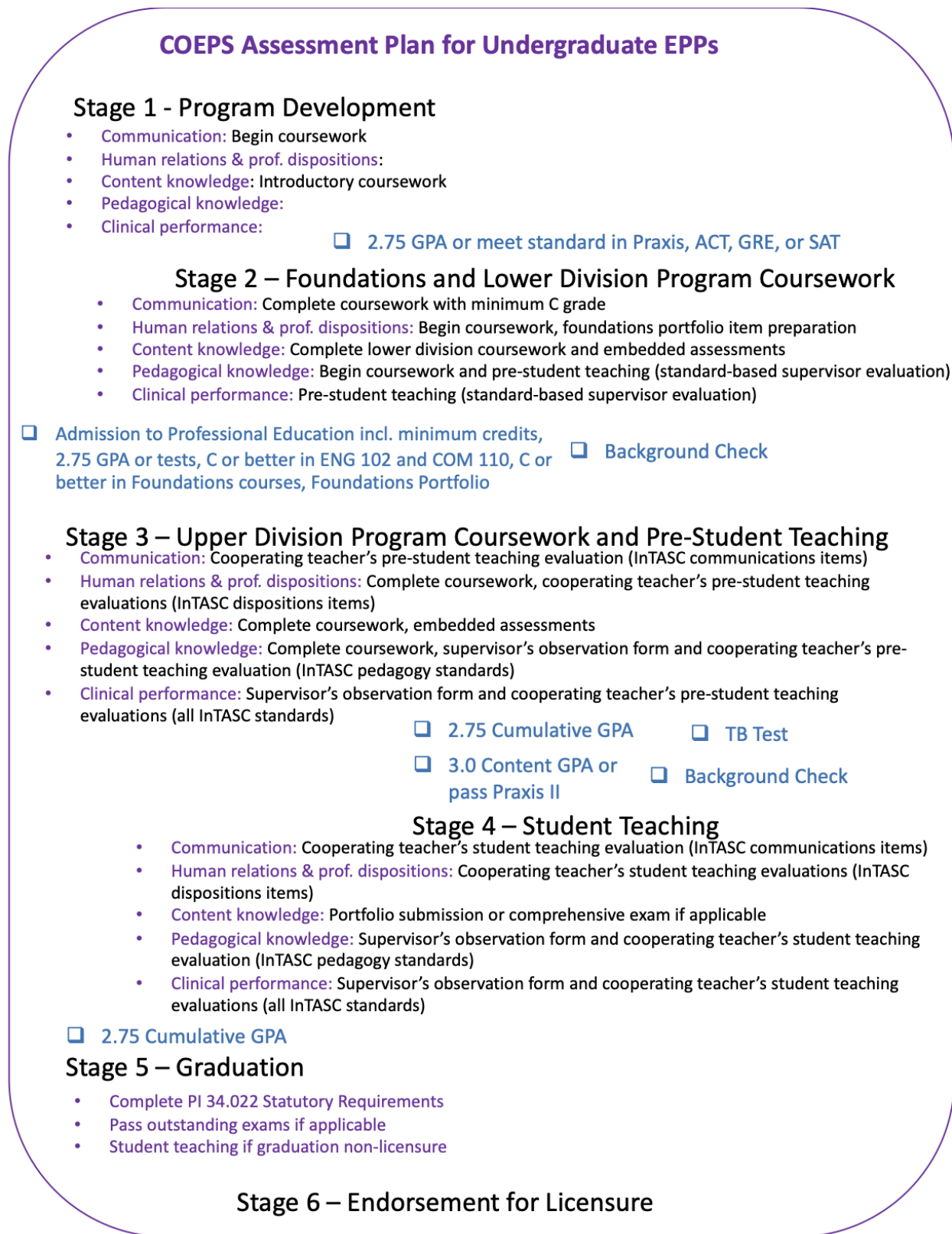
c. Assessment System (What are you learning from data collected from the assessments identified in PI 34.021?)

As part of our updates to UW-Whitewater’s Appendix A this year, we developed a sheet that outlines [how the PI 34.021 Assessment System categories are assessed across all of our licensure programs](#) (teacher, administrator, and pupil services). The following sections summarize what we are learning that contributes to successfully preparing candidates for licensure in each of the three areas (teacher, administrator, and pupil services).

PI 34.021 (1)a-e - Teacher Programs

The CORPS Assessment Plan for teacher preparation programs provides a visual description (see Figure 2) of how the Assessment System is integrated throughout a typical undergraduate teacher candidate’s progression through our programs to point of licensure. The Assessment Plan has been revised since UW-Whitewater’s initial approval. The previous version is available in the Assessment Google Drive folder.

Figure 2: COEPS Assessment Plan



InTASC/WTS standards-aligned observation forms - From UW-Whitewater's initial approval through 2023, the COEPS utilized an InTASC evaluation form to assess knowledge and understanding of the teacher standards under PI 34.002 and 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)." At the time of UW-Whitewater's initial approval under PI 34, the Wisconsin Department of Public Instruction required 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.

CORPS programs have used various components of the InTASC standards to assess student performance within specific categories of the PI 34.021 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.

Following feedback from DPI on UW-Whitewater's Fall 2023 updates to the EPP's Appendix A, we have revised our observation form and other assessment materials to directly reflect the PI 34.002 Teacher Standards (WTS) rather than the InTASC standards. Considering the high level of similarity between the InTASC and WTS standards, we were able to maintain our existing student teacher evaluation form after making very minor language revisions (mostly changing "learner" to "pupil", throughout). The [revised survey](#) was initiated during spring semester, 2024. The InTASC (now WTS) observation form has been applied every semester across our teacher programs since Fall 2019. Cooperating teachers are asked to complete the observation form two times during a teacher candidate's student teaching placement, at mid-point and again at the end of the student teaching semester.

Between spring 2022 and fall 2023, the same InTASC evaluation form was distributed to cooperating teachers of our pre-student teachers as well. However, we received feedback from cooperating teachers that the observation form was too long to complete for pre-student teachers

(since a cooperating teacher often has more than one pre-student teacher at once), and that many of the specific items within the form were not applicable to the pre-student teaching context. During fall 2023, our Teacher Education, Licensure & Clinical Experiences Committee (TELCE), in collaboration with our Educational Foundations department faculty team, created a [shortened version of the WTS student teacher observation form](#) that we feel is more relevant to pre-student teachers. This revised observation form is being implemented for the first time during spring, 2024 (distributed once during each pre-student teaching experience).

The evaluation forms are distributed directly to cooperating teachers from the Office of Clinical Experiences using Qualtrics. The return rate has been around 93%, suggesting that the vehicle (Qualtrics) 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:

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 WTS (previously INTASC) observation forms were created as entity measures of teacher candidates' developmental progress in acquiring the skills and knowledge to be an effective educator. As this is a college-level initiative, the survey distribution, data storage, analysis and reporting are handled by college administration. Results are distributed to programs for their awareness and so they can use the data in their program-level assessment plans. The WTS survey does not replace any program specific assessments.

The following sections document what we are learning from major assessments with respect to the PI 34.021 categories. Our Appendix A includes [program-specific assessment data](#) in addition to the EPP-level teacher data provided in this report. 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.

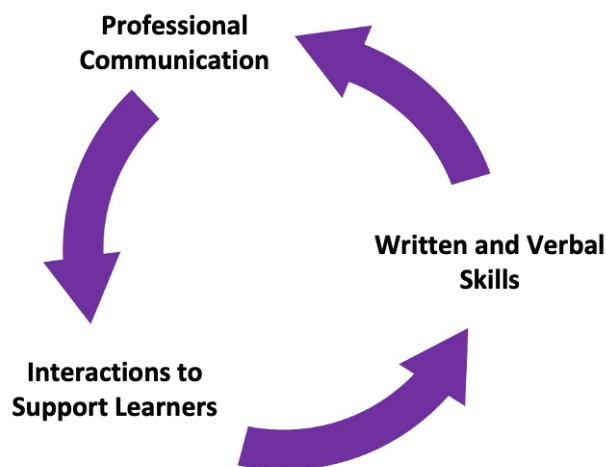
Communication Skills (teacher preparation programs)

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. Communication skills are assessed during student teaching by cooperating teachers using 7 specific items within the WTS (previously InTASC) survey:

- Q3.1_4, Consults with supervisors and colleagues to expand knowledge of pupils.
- Q3.3_2, Communicates verbally and non-verbally in ways that demonstrate respect for the pupil.
- Q3.4_1, Effectively communicates and uses academic language that is clear, correct and appropriate for pupils.
- Q3.4_2, Consults with colleagues on how to help pupils 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 pupils from families and communities and uses ongoing communication to support pupil development and growth.
- Q3.10_5, Makes practice transparent by sharing plans and inviting observation and feedback.

Together the WTS survey items we use to assess communication skills align with how communication skills are defined within the CORPS at UW-Whitewater. Figure 3 demonstrates the three themes to come together to represent our conceptualization of communication skills for educator preparation programs.

Figure 3. COEPS conceptualization of communication skills.



The new pre-student teaching observation form (to be implemented spring 2024) addresses these three communication skills components using specific questions:

- Interactions to support learners: standard 3 skill, “communicates verbally and non-verbally in ways that demonstrate respect for the pupil”; and standard 5 skill, “interacts helpfully with pupils in order to support their engagement in the classroom”.
- Professional communication: standard 9 skill, “asks questions and shows interest in learning about teaching and learning”.
- Written and verbal skills: standard 3 skill, “communicates verbally and non-verbally in ways that demonstrate respect for the pupil”.

Table 6 provides the average rating scores across the communications skills InTASC/WTS items for cooperating teacher evaluations during pre-student teaching, and at semester midpoint and end of student teaching experiences (Table 7). Our data show that students progressively improve in their communication skills from pre-student teaching to the end of their student teaching experiences, and that by the end of student teaching, their average scores are consistent at or above 3.0 (effective). Figure 3 shows communication skill development from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.

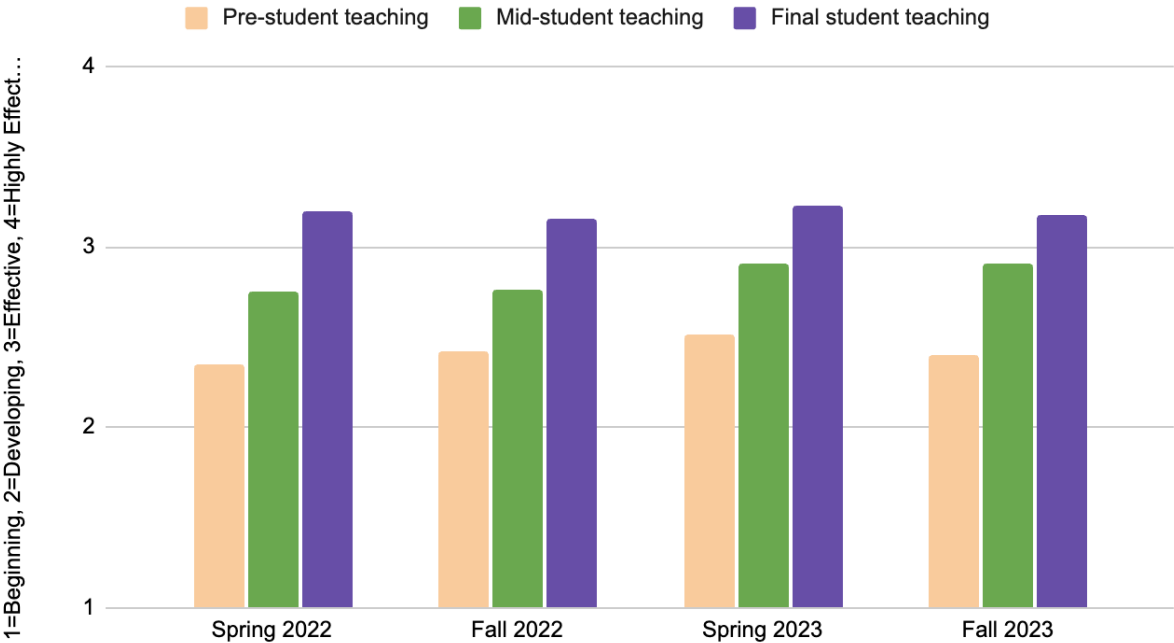
Table 7. Cooperating teachers’ average ratings of student teachers’ (ST) communication skills.

	Communication		Communication
Fall 2019 ST Mid	2.74	Spring 2022 Pre-ST	2.35
Fall 2019 ST Final	3.01	Spring 2022 ST Mid	2.75
Mid-Final ST Change	0.27	Spring 2022 ST Final	3.2
Spring 2020 ST Mid	2.88	Mid-Final ST Change	0.45
Spring 2020 ST Final	3.13	Fall 2022 Pre-ST	2.42
Mid-Final ST Change	0.25	Fall 2022 ST Mid	2.76
Fall 2020 ST Mid	2.96	Fall 2022 ST Final	3.16
Fall 2020 ST Final	3.27	Mid-Final ST Change	0.4
Mid-Final ST Change	0.31	Spring 2023 Pre-ST	2.51
Spring 2021 ST Mid	2.83	Spring 2023 ST Mid	2.91
Spring 2021 ST Final	3.18	Spring 2023 ST Final	3.23

Mid-Final ST Change	0.35	Mid-Final ST Change	0.32
Fall 2021 ST Mid	2.93	Fall 2023 Pre-ST	2.4
Fall 2021 ST Final	3.23	Fall 2023 ST Mid	2.91
Mid-Final ST Change	0.3	Fall 2023 ST Final	3.18
		Mid-Final ST Change	0.27

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

Communication Skills



Human Relations and Professional Dispositions (teacher preparation programs)

Our expectations are 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.

For undergraduate (teacher) programs, the first stage of our assessment of Human Relations and Professional Dispositions occurs within our Foundations Block courses. Here, students must earn C or better within the Foundations courses, EDFOUNDPRC 210, EDFOUND 212/222/230, and EDFOUND

243. Next, we align this assessment component with statutory requirements 34.022(3) Equity Minority Group Relations and 34.022(4) Conflict Resolution. Students must successfully 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.

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 WTS survey to assess this standard across all teacher programs, 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)”.

Our TELCE committee has determined that all of the ‘skills’ items within our [pre-student teaching observation form](#) combine into our human relations and professional dispositions measure for pre-student teachers. Specific items within our [WTS aligned student teaching evaluation form](#) were identified several years ago as a measure of this assessment system category. 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, 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 8). 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 ([program-specific data in Appendix A](#)). 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.

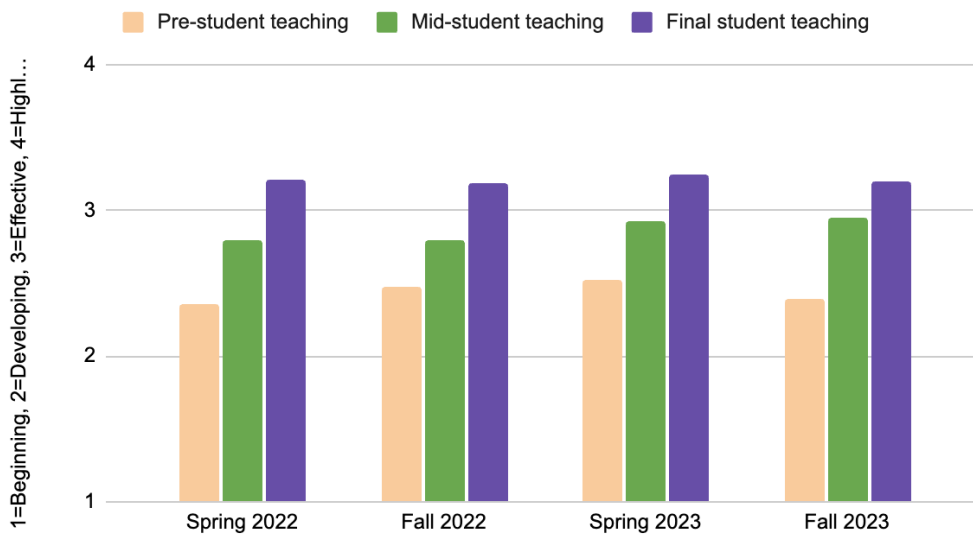
Table 8. Cooperating teachers’ average ratings of student teachers’ dispositions.

	Dispositions		Dispositions
Fall 2019 ST Mid	2.78	Spring 2022 Pre-ST	2.36
Fall 2019 ST Final	3.03	Spring 2022 ST Mid	2.8
Mid-Final ST Change	0.25	Spring 2022 ST Final	3.21
Spring 2020 ST Mid	2.9	Mid-Final ST Change	0.41
Spring 2020 ST Final	3.15	Fall 2022 Pre-ST	2.47
Mid-Final ST Change	0.25	Fall 2022 ST Mid	2.8
Fall 2020 ST Mid	2.99	Fall 2022 ST Final	3.18
Fall 2020 ST Final	3.29	Mid-Final ST Change	0.38
Mid-Final ST Change	0.3	Spring 2023 Pre-ST	2.52
Spring 2021 ST Mid	2.88	Spring 2023 ST Mid	2.93
Spring 2021 ST Final	3.2	Spring 2023 ST Final	3.24
Mid-Final ST Change	0.32	Mid-Final ST Change	0.31
Fall 2021 ST Mid	2.95	Fall 2023 Pre-ST	2.39
Fall 2021 ST Final	3.23	Fall 2023 ST Mid	2.95

Mid-Final ST Change	0.28	Fall 2023 ST Final	3.2
		Mid-Final ST Change	0.25

Figure 4. Human relations and professional dispositions from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.

Human Relations and Professional Dispositions



Content knowledge for subject area programs (teacher preparation programs)

The majority of UW-Whitewater’s licensure programs require candidates to maintain a cumulative GPA of 3.0 or higher in the subject area or position, or to pass the standardized test required by the state superintendent for the licensure program. The one exception is our English LA program, which requires candidates to successfully complete our approved content-based portfolio. UW-Whitewater currently also has a licensure proposal in review to update our approved alternative education program, in which we are proposing the use of a content-based portfolio, and we will soon submit licensure proposals for residency programs in English LA, math education, science education, and business education with content-based portfolios to measure content knowledge.

Content GPA/Praxis II

At UW-Whitewater, the number of candidates taking standardized exams (mostly Praxis II) has dramatically declined since 2017, when the subject area GPA option became available. However, in January of 2020, faculty in English, Science, and Social Studies Education elected to resume requiring the Praxis II for their teacher candidates. During the 2021-2022 academic year, the Praxis II passing rate for English, Science, and Social Studies Education were 92%, 83%, and 58%, respectively. Part of this problem causing low social studies pass rate is that the test does not align well with our current social studies programs for students outside of the History BSE. To resolve this issue, we removed the Praxis II requirement from social studies, moving to a subject area GPA or standardized test choice, within our approval process for the grade level program under PI 34. Considering social studies was approved in July 2023, and English in October 2023, we are currently in a process of phasing out those standardized tests. Students who stayed in the developmental level programs need to pass Praxis II, while candidates who elected to change majors to the new programs do not (unless their subject area GPA is below 3.0). As part of our fall 2023 updates to Appendix A, we developed a sheet that lists [coursework that counts toward subject area GPA for all licensure programs](#).

Table 9 includes the mean score and pass rate data for the Praxis II since 2015. 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.

Tables 9. Praxis II and language test scores.

Praxis Subject	Year	# Exams taken	Mean Score	% Passing
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Assessment				
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%
	2022-2023	0	N/A	N/A

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%
	2022-2023	0	N/A	N/A

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%
	2022-2023	1	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
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%
	2022-2023	17	175.6	76%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
---------------------------	------	---------------	------------	-----------

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
	2021-2022	1	N/A	N/A
	2022-2023	1	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%
	2022-2023	5	159.4	60%

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%
	2022-2023	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Mathematics (5161/5165)	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%
	2022-2023	4	164.5	50%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
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%
	2022-2023	4	153.5	75%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
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%
	2022-2023	1	140	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
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%
	2022-2023	1	153	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%
	2022-2023	36	159.27	61.11%

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	14	170.56	100%
	2022-2023	14	174.79	86%

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			

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	
French (1355)	2022-2023	0	N/A	N/A
German (1370)	2022-2023	0	N/A	N/A
Spanish (1365)	2022-2023	16	N/A	94%

Pedagogical knowledge (teacher preparation programs)

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. In addition, pedagogical knowledge is assessed using WTS 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. 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 (Table 10 and Figure 5). However, Table 12 does 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.

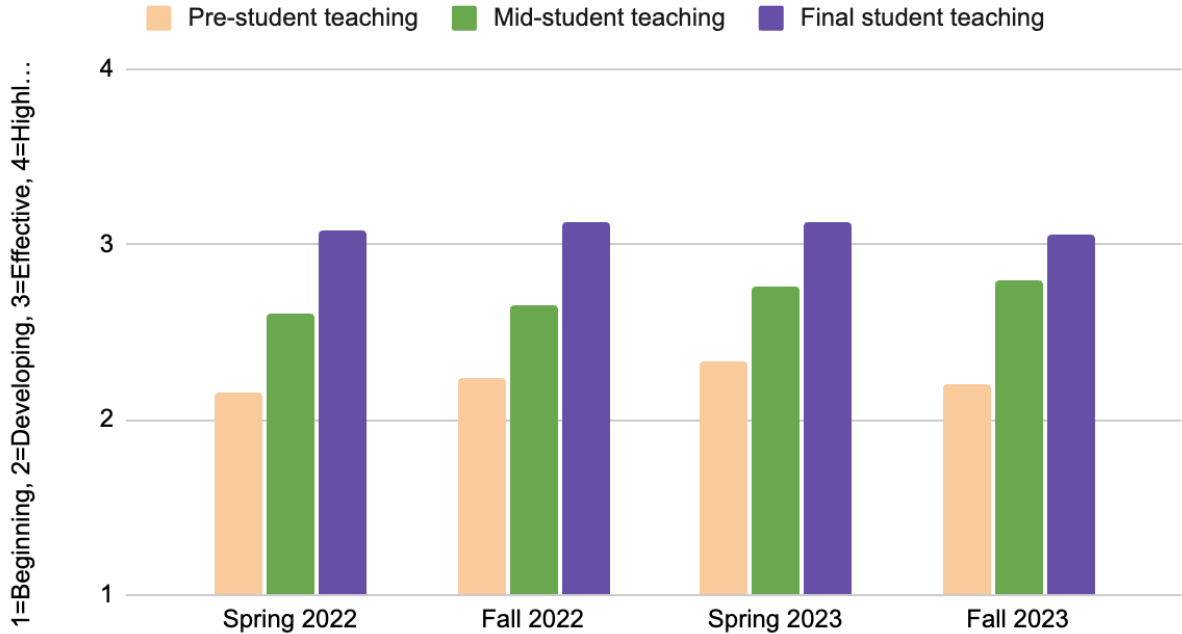
Table 10. Cooperating teachers' average ratings of student teachers' pedagogical knowledge.

	Pedagogy		Pedagogy
Fall 2019 ST Mid	2.63	Spring 2022 Pre-ST	2.15
Fall 2019 ST Final	2.92	Spring 2022 ST Mid	2.6
Mid-Final ST Change	0.29	Spring 2022 ST Final	3.08
Spring 2020 ST Mid	2.76	Mid-Final ST Change	0.48
Spring 2020 ST Final	3.1	Fall 2022 Pre-ST	2.24

Mid-Final ST Change	0.34	Fall 2022 ST Mid	2.65
Fall 2020 ST Mid	2.85	Fall 2022 ST Final	3.13
Fall 2020 ST Final	3.21	Mid-Final ST Change	0.48
Mid-Final ST Change	0.36	Spring 2023 Pre-ST	2.33
Spring 2021 ST Mid	2.75	Spring 2023 ST Mid	2.76
Spring 2021 ST Final	3.12	Spring 2023 ST Final	3.13
Mid-Final ST Change	0.37	Mid-Final ST Change	0.37
Fall 2021 ST Mid	2.78	Fall 2023 Pre-ST	2.2
Fall 2021 ST Final	3.16	Fall 2023 ST Mid	2.79
Mid-Final ST Change	0.38	Fall 2023 ST Final	3.05
		Mid-Final ST Change	0.26

Figure 5. Pedagogical knowledge ratings from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.

Pedagogical Knowledge



Performance in clinical program (teacher preparation programs)

We consider all 10 WTS standards in our assessment of student performance in clinical programs. Our standards-based observation data from cooperating teachers shows clear improvement from pre-student teaching to the mid-point of student teaching, then to the final point of student teaching experiences (figure 5). 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. By the end of student teaching, our college-wide average scores are either at or very close to 3.0, "effective". Average scores are all above our college standard of 2.5. The following table and figure show data over time and include the amount of change seen between mid-semester and end-of-semester evaluations.

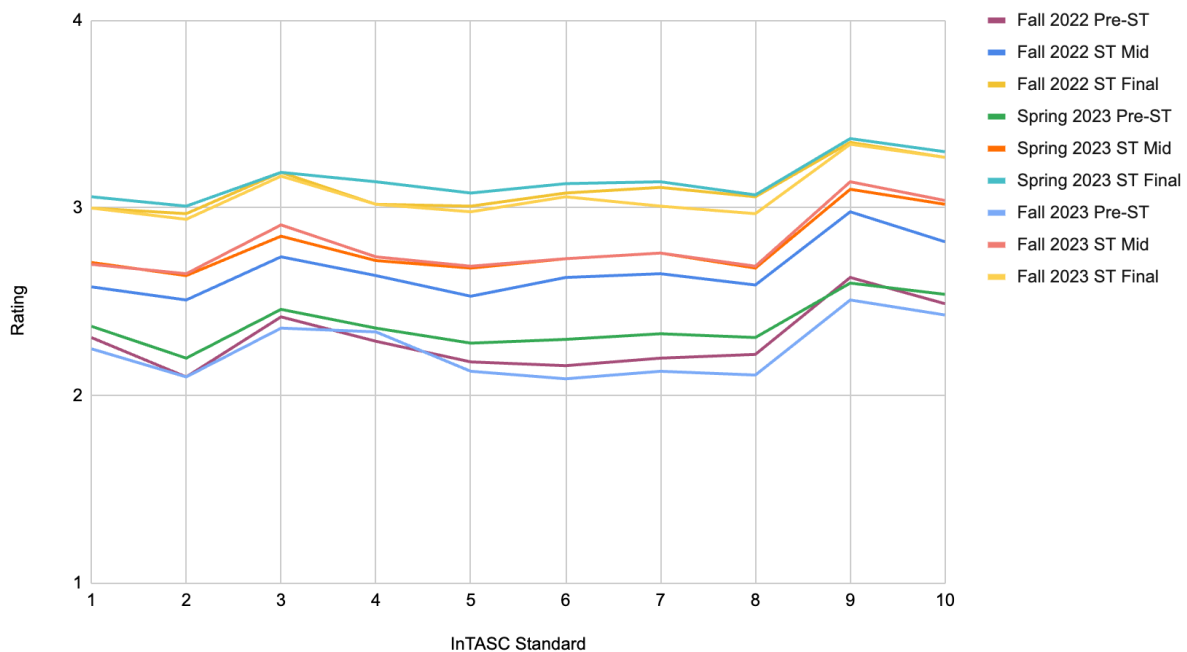
Table 11. Cumulative InTASC Ratings for Student Teachers by Cooperating Teachers 2019-2023

	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
Change	0.28	0.31	0.26	0.25	0.3	0.3	0.31	0.25	0.22	0.26
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
Change	0.31	0.38	0.34	0.29	0.33	0.3	0.34	0.31	0.24	0.28
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
Change	0.35	0.39	0.33	0.35	0.37	0.4	0.37	0.37	0.25	0.3
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
Change	0.38	0.45	0.37	0.37	0.4	0.4	0.38	0.39	0.25	0.31
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	3.06	3.02	3.24	3.13	3.06	3.12	3.17	3.09	3.37	3.33

Final											
Change	0.32	0.41	0.32	0.38	0.37	0.37	0.39	0.39	0.25	0.31	
Spring 2022 ST Mid	2.53	2.46	2.72	2.6	2.52	2.55	2.62	2.53	2.99	2.81	
Spring 2022 ST Final	3.02	2.95	3.15	3.07	2.99	3.07	3.1	3.02	3.34	3.28	
Change	0.49	0.49	0.43	0.47	0.47	0.52	0.48	0.49	0.35	0.47	
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	
Change	0.42	0.46	0.45	0.38	0.48	0.45	0.46	0.47	0.37	0.45	
Fall 2023 ST Mid	2.7	2.65	2.91	2.74	2.69	2.73	2.76	2.69	3.14	3.04	
Fall 2023 ST Final	3	2.94	3.17	3.02	2.98	3.06	3.01	2.97	3.34	3.27	
Change	0.3	0.29	0.26	0.28	0.29	0.33	0.25	0.28	0.2	0.23	

Figure 5. Comparison of mean InTASC standard scores from pre-student teaching through mid-semester and end of student teaching.

Mean InTASC standard scores



Last year, to dig deeper into performance in clinical settings at the program level, we examined the InTASC survey data across the major programs (Table 12). This comparison began to allow 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.

Table 12. 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

This year, we have separated the InTASC data by program and [developed a database for each program](#). This will support assessment plans for UW-Whitewater’s audit & review process and help programs prepare for continuous review. We have reviewed the program-level data in our TELCE committee, and program groups are reviewing within their department meetings. We will be able to continue this program-level assessment process using the PI 34.002 WTS standards rather than InTASC. We are initiating WTS-aligned observation forms this current semester (Spring, 2024).

PI 34.021 (1)a-e - Pupil Services Programs

Our three pupil services programs utilize unique observation forms that each address communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs as outlined in [UW-Whitewater's Appendix A](#).

School Counselor Programs

Our school counselor programs use two different observation forms to assess communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs. Table 13 outlines how the observation forms for each school counselor program align with the PI 34.021 assessment categories, and how proficiency is measured within each observation form.

Table 13. Alignment between PI 34.021 categories and the two school counselor observation forms.

POST-MASTER'S SCHOOL COUNSELOR		MS SCHOOL COUNSELING	
Observation Form		Observation Form	
PI 34.021 Assessment System	Observation Form Sections	PI 34.021 Assessment System	Observation Form Sections
Communication skills	Direct services, collaboration, and consultation	Communication skills	Professionalism, Counselor Skills, and Case Conceptualization
Human relations and professional dispositions	Foundational skills and Dispositions	Human relations and professional dispositions	Personalization/Self-Awareness and Professional Behaviors
Content knowledge	Content-based portfolio	Content knowledge	Praxis II
Pedagogical knowledge	Data & accountability, and Multiculturalism and support	Pedagogical knowledge	Foundations, Diversity & Advocacy, Theoretical Framework, Counseling, Prevention & Intervention, and School Counseling
Performance in clinical program	All sections	Performance in clinical program	All sections
Post-MS School Counselor Evaluations		MS School Counseling Evaluations	

1	Not Meeting Developmental Expectations	0	Needs Improvement
2	Emerges to Meet Developmental Expectations	1	Developing towards Competencies
3	Meets Minimal Developmental Expectations: Consistent	2	Meets Expectations/ Demonstrates Competencies
Proficient - 4	Meets Developmental Expectations: Consistently strong	3	Exceeds Expectations
5	Exceeds Developmental Expectations		

Clinical performance evaluations completed by our cooperating pupil services professionals indicate that candidates in both of our school counselor programs are demonstrating proficiency in communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs (Figures 6 and 7).

Figure 6. Practicum placement observations of candidates in UW-Whitewater’s post-master’s school counselor program.

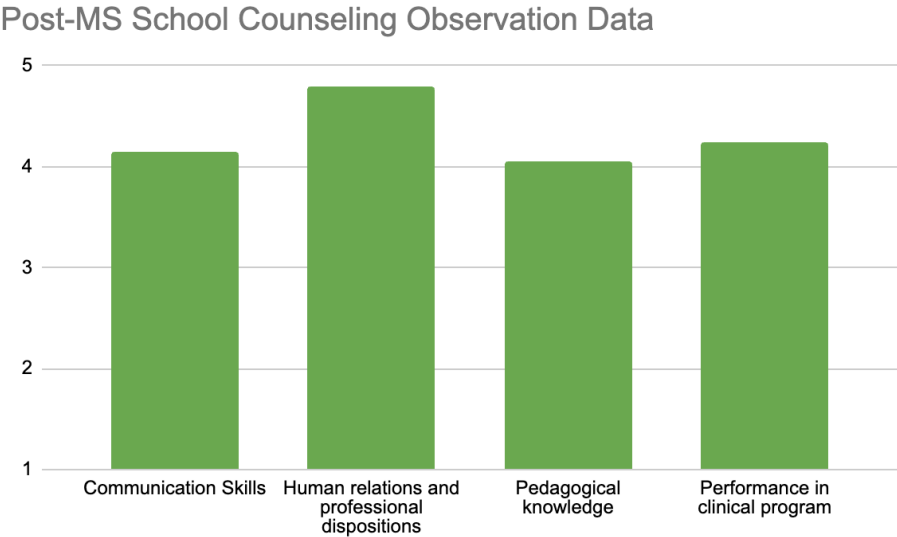
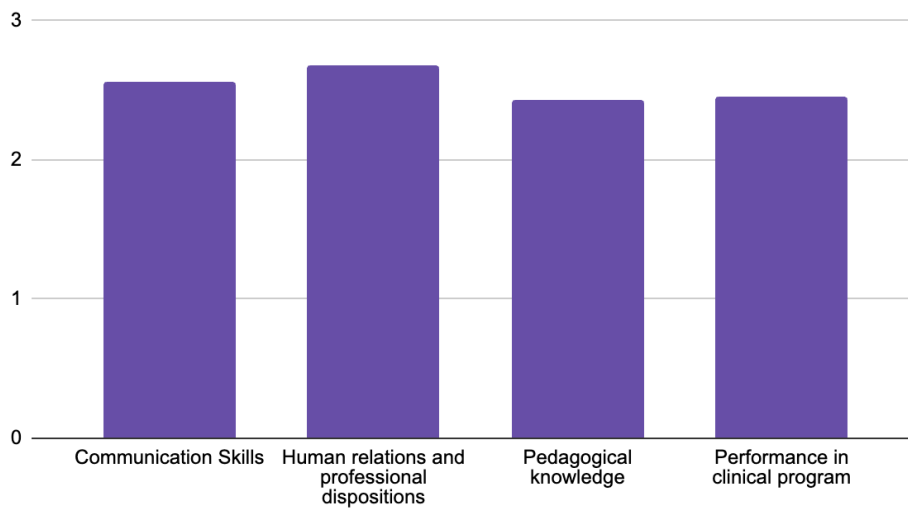


Figure 7. Practicum placement observations of candidates in our MS School Counseling program.

MS School Counseling Internship Evaluations



Content Knowledge

Post-Master's School Counselor Program

Candidates in our post-master's school counselor program demonstrate content knowledge by completing our [approved content-based portfolio](#), and by maintaining a GPA of at least 3.0 across their subject area courses. To date, all candidates have successfully met these criteria.

MS School Counseling

Candidates in our MS School Counseling program demonstrate content knowledge by passing the state superintendent's selected standardized test for school counselors (Praxis II). Table 14 demonstrates our students' 100% pass rates over the past several years.

Table 14. Praxis II pass rates of MS School Counseling students.

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
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%
	2022-2023	11	173.8	100%

School Psychologist Program

Our School Psychologist program uses observation data from cooperating school psychologists to assess communication skills, pedagogical knowledge, and performance in clinical programs. We use a school psychologist dispositions observation form (also completed by the cooperating practitioners) to assess human relations and professional dispositions. Table 15 outlines the specific observation form categories/items, and Table 16 provides our proficiency standards used for (1)a,b,d, and e of the PI 34.021 Assessment System.

Table 15. PI 34.021 assessments for UW-Whitewater’s School Psychologist program.

School Psychologist			
PI 34.021 category		Specific Items/Sections	Assessment
(a)	Communication skills	Consultation and Collaboration; Family, School & Community Collaboration sections	Cooperating practitioner's School Psychologist Observation Form ratings.
(d)	Pedagogical knowledge	Data Based Decision Making	
(e)	Performance in clinical program	All sections	
(b)	Human relations and professional dispositions	Complete form	Cooperating practitioner's School Psychology Dispositions Appraisal , completed during practicum.
(c)	Content knowledge		Passing the subject area test approved by the Superintendent (i.e., Praxis II). Maintaining a GPA of 3.0 in the subject area of the license.

Table 16. Proficiency criteria for the school psychologist practicum evaluation forms.

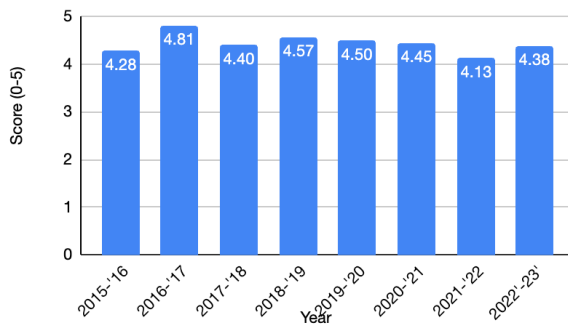
School Psychologist Observation Form	
	N/O: The supervisor has not had the opportunity to observe this skill
0	Student was unskilled initially and remains so; reflects the most severe supervisory concern
1	Student has made insufficient progress toward this competency skill
2/3	Student is on-track for attaining this competency skill; more supervised experience needed
Proficient - 4	Student has achieved this competency at a proficient level
5	Student has shown exceptional skill worthy of note
School Psychology Dispositions Appraisal Form	
	N/O No opportunity to observe/don't know
1	Needs substantial improvement to be at level appropriate for end of 1st year/start of practicum
2	Needs some improvement to be at level appropriate for end of 1st year/start of practicum
3	Exhibits level appropriate for end of 1st year/start of practicum
4	Exhibits level appropriate for end of 2nd year/start of internship
Proficient - 5	Exhibits level appropriate for end of 3rd year/entry into profession

As outlined in the following charts (Table 17), our school psychologist candidates consistently meet or exceed our standards of proficiency in the Assessment System categories.

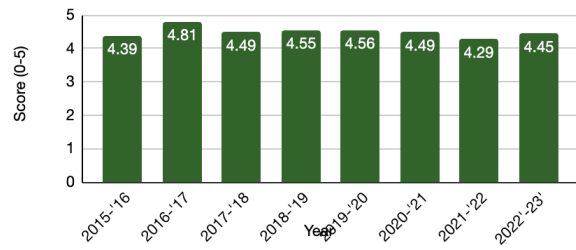
Table 17. Evaluation ratings of school psychologist candidates across Assessment System categories.

Communication skills:

2. Consultation and Collaboration

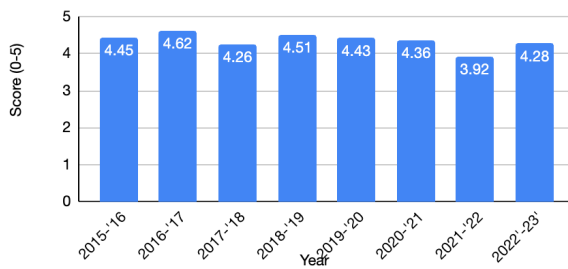


7. Family-School Collaborative Services



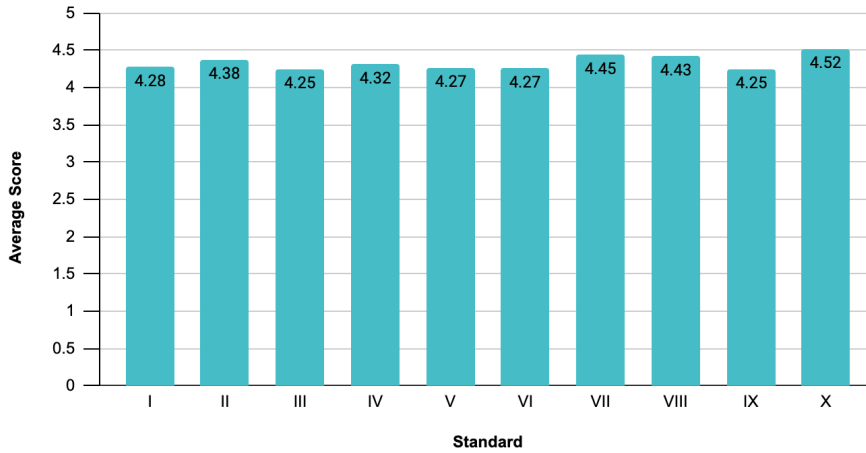
Pedagogical knowledge:

1. Data-Based Decision Making and Accountability



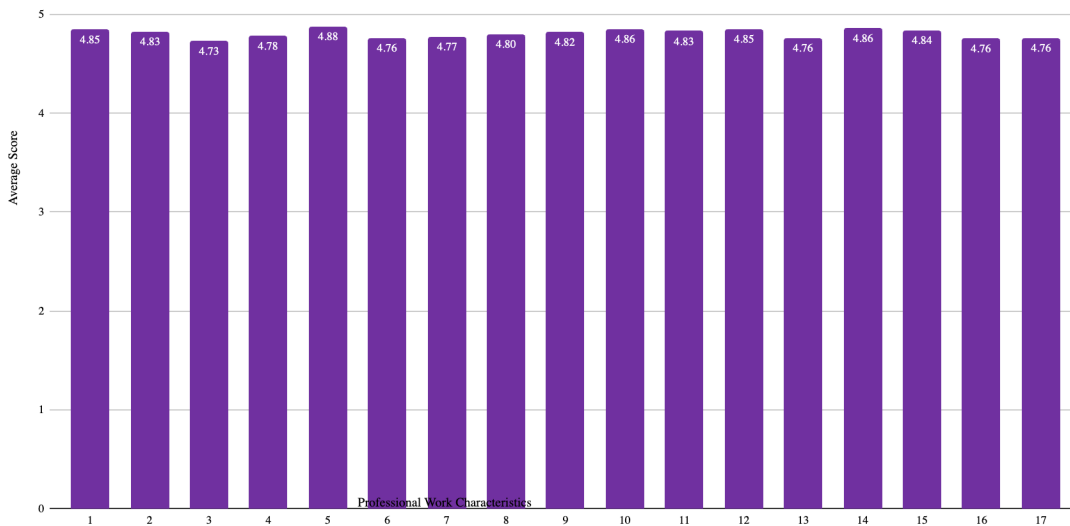
Performance in clinical program:

Spring Internship Evaluations: Averages Aggregated by Standard Across All Cohorts 2015-2023



Human relations and professional dispositions:

Spring Professional Work Characteristics
Score Averages Aggregated Across All Cohorts
2015-2023



Content Knowledge

Candidates in our School Psychologist program demonstrate content knowledge by passing the state superintendent’s selected standardized test for school psychologists (Praxis II). Table 18 demonstrates our students’ 100% pass rates over the past several years.

Table 18. Praxis II pass rates of school psychologist students.

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
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%
	2022-2023	10	173.7	100%

School Social Worker Program

Our School Social Work program uses observation data from cooperating school social workers to assess communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs. Table 19 outlines the specific observation form categories/items, and Table 20 provides out proficiency standard used for (1)a,b,d, and e of the PI 34.021 Assessment System.

Table 19. PI 34.021 assessments for UW-Whitewater’s School Social Work program.

School Social Worker			
PI 34.021 category		Specific Items/Sections	Assessment
(a)& (d)	Communication skills & pedagogical knowledge	Content Area 5: Effective Prevention and Intervention with Individuals, Families, Schools, and Communities	Cooperating practitioner's evaluation on the School Social Work Practicum Evaluation Form .

(b)	Human relations and professional dispositions	Content Area 2: Social Work Values, Ethics, and Professionalism; Content Area 7: Diversity on the School Social Work Practicum Evaluation Tool	
(e)	Performance in clinical program	All content areas	
(c)	Content knowledge		Passing the subject area test approved by the Superintendent (i.e., Praxis II). Maintaining a GPA of 3.0 in the subject area of the license.

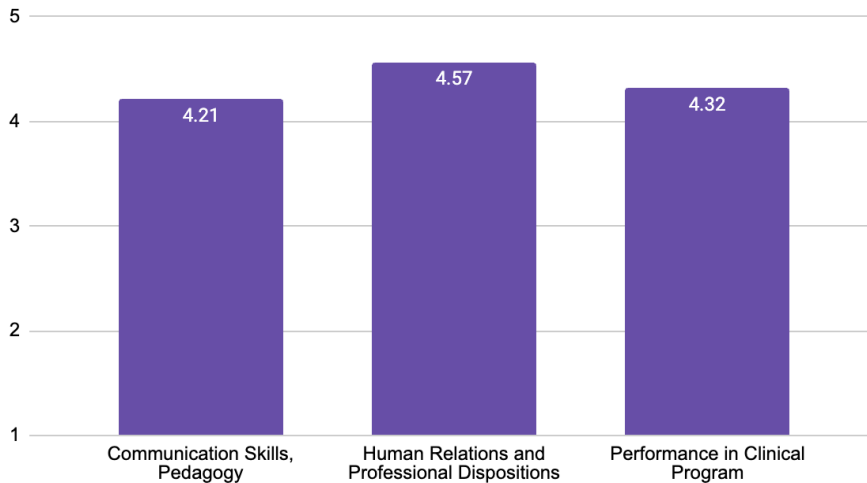
Table 20. Observation form rating criteria for school social work practicums, where 4 is identified as proficient.

Rating	Categories	Definition of Categories
1	Poor	The student is functioning significantly below expectations for students in this area.
2	Fair	The student is functioning somewhat below expectations for students in this area.
3	Good	The student has met the expectations for students in this area.
4	Very Good	The student is functioning somewhat above expectations for students in this area.
5	Excellent	The student has excelled in this area.

As outlined in Figure 8, our school social work candidates met or exceeded our standards of proficiency in the Assessment System categories during Spring, 2023. We plan to compile data across years for our next annual report.

Figure 8. Evaluation ratings of school social work candidates across Assessment System categories.

School Social Work Practicum Evaluation Ratings SP 2023



Content Knowledge

All of our school social work candidates maintain a cumulative GPA of at least 3.0 across their subject area coursework. We do not have standardized exam data to report for this program.

PI 34.021 (1)a-e - Administrator Programs

This year, our administrator program team has collaborated to develop a practicum observation form that aligns with the PI 34.002 Administrator standards and the PI 34.021 assessment plan. We have outlined a process for assessing the PI 34.021 categories (table 21). However, we have not yet been able to gather sufficient observation data to report using the newly designed form.

Our current administrator programs include reading specialist, school business manager, and gifted & talented coordinator. We have only had candidates completing their practicum experiences in school business management this year (currently have approximately 40 school business management candidates). We are collecting spring 2024 semester practicum observation data from this group. We anticipate more reading specialist candidates in the near future with the roll-out of our new master's program that combines the reading teacher and specialist licenses with a certificate in dyslexia intervention.

Table 21. PI 34.021 assessments for UW-Whitewater's administrator programs.

UW-Whitewater Administrator Programs			
PI 34.021 category		Specific Items/Sections	Assessment
(a)	Communication skills	Question 8	Administrator practicum observation form .
(b)	Human relations and professional dispositions	Questions 1, 2, and 3	
(d)	Pedagogical knowledge	Question 4	
(e)	Performance in clinical program	All questions	
(c)	Content knowledge		Maintaining a GPA of 3.0 in the subject area of the license.

PI 34.021 (1)f - Reading (teacher and administrator programs)

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). Students in these program areas take a series of coursework specific to reading instruction.

The state moved to the new Foundations of Reading Test (190) on December 31st, 2022. Table 22 provides data on the number of candidates taking the exam, mean score, percent that passed the exam in each academic year, showing the transition to the new test in 2022-23.

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. In the following years, the passing rate continued to drop, hitting a low point of 39% passing in 2021-2022. Thankfully, students are scoring higher and showing a higher pass rate on the new version of the test (#190), where we are seeing a first time pass rate of 62.1%, 2nd time pass rate of 67%, and any attempt pass rate of 68.3%.

In addition to FORT pass rates, we consider the proportion of our graduates who we are not able to endorse upon graduation because they have not passed FORT. Looking at the students who graduated in early childhood education, elementary/middle education, and special education:

- Fall 2022: 176 students graduated from one of the three programs, 48% of those graduates were not endorsed for licensure upon graduation because they had not passed the FORT.
- Spring 2023: 154 students graduates from those programs, 43% were not endorsed because they had not passed the FORT.
- Fall 2023: 108 students graduated from those programs, 37% were not endorsed because they had not passed FORT.

Additionally, we review student performance across the subdomains of the exam to identify areas of strength and areas for which students require additional support. In the 090 version of the test, the domains were: (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. For the 190 version of the test, the domains are: (1) foundations of reading development; (2) development of reading comprehension; (3) reading assessment and instruction; (4) integration of knowledge and understanding of foundational reading skills; and (5) integration of knowledge and understanding of reading comprehension. Within the new version of the test, our students perform lower on domains 1 and 4, indicating that students may need more instruction in foundational reading skills. Notably, 45% of the test scores is determined by performance in these areas, so increasing student preparation in those areas would likely boost our overall test scores.

One trend we have noticed in the FORT data is that students who wait longer to attempt the test after their reading courses tend to be less successful. This observation has motivated discussion among program faculty and the decision to advise students to take the FORT soon after completing these courses and prior to student teaching.

Another partial explanation for the decline in passing FORT scores is the introduction of the FORT-Alternative for teacher candidates in Special Education, which was approved 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. Thirty-two completers (24 undergraduate and 8 graduate) opted for the alternate between 2020 and April 2022, and 36 Special Education students opted for the alternate FORT between Sept 22 and August 23 with 33 completing the requirements and 3 that did not.

Table 22. FORT scores and pass rate from 2015-2023.

Year	# students	Mean	Pass rate
2023-24 (to date)	138	233	59%
2022-23 Total	398	231	51%
#090 Old Test	137	219	28%
#190 New Test	261	238	63%
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. We have developed a 1-credit preparatory course and offered it online so it is available to students during their student teaching semester. We also offered a non-credit workshop during Spring 2022 to help students prepare for the FORT. Some of our reading course instructors also follow-up with students who do not pass on their first attempt with tutorial sessions to support students beyond the classroom. We also have compiled self-paced tutorials and modules as a course within our LMS for students, and share state-wide resources as well. Our reading instruction team members are quite active at the state level and participate in trainings, workshops, etc. One of the state-wide groups is currently preparing a survey to collect data from students about how to best offer more systems and support, and data collection is anticipated to begin in the upcoming months.

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.

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, four main sources are outlined in this report. 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 Clinical 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 (DAB) serves to inform the college regarding development, evaluation, and revision of our programs. The Deans Advisory Board met during October, 2023 to discuss ways the COEPS can help districts meet teacher shortages, and to involve the DAB in the development process of our new strategic plan. As part of the discussion, the DAB members brainstormed a vision for what the college could look like in the year 2034. The following word cloud informally represents their vision for the college (Figure 9). We have since shared their vision and feedback with our COEPS strategic planning committee and are incorporating DAB perspective into the new strategic plan. Our DAB membership, meeting agenda, and vision activity notes are included in Appendix A.

Figure 9. Informal representation of the Deans Advisory Board's vision for COEPS in 2034.

administrators completed the survey and 11 attended our half-day meeting. Our survey results, meeting roster, agenda, slides, and notes are included in Appendix A. This year’s meeting focused on collaborating to meet the placement needs of districts, creative pathways to licensure (post-baccalaureate, residency programs, potential apprenticeship programs, etc.), and implementing/leveraging Act 20.

Within this year’s survey, we asked administrators to list the strengths and areas for growth they notice within the UWW-trained teachers and school staff hired within their districts. Figures 10 and 11 informally represent the open-ended comments shared by administrators regarding new UW-Whitewater hires. We shared the word clouds with our meeting attendees, who affirmed the trends and helped us to brainstorm ways to incorporate additional practical experiences within certain programs.

Figure 10. Informal representation of the strengths associated with UW-Whitewater trained teachers/staff.

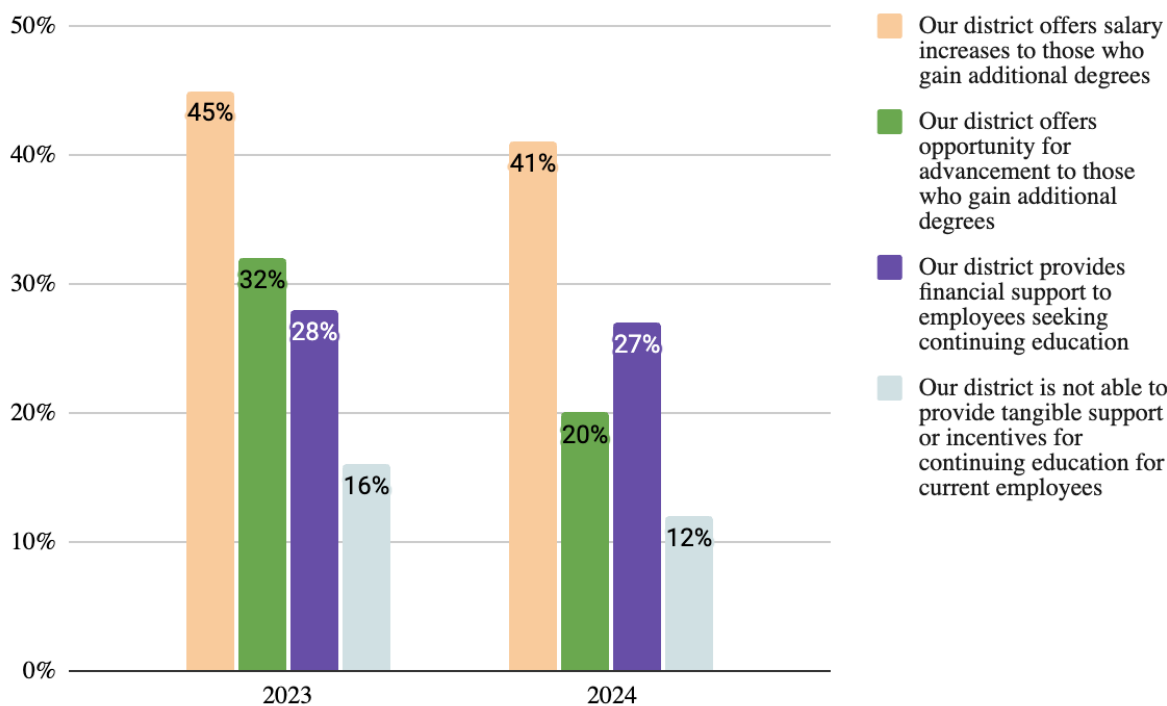


Figure 11. Informal representation of the areas for growth noted across UW-Whitewater trained teachers/staff.



In both surveys (2023 and 2024) 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 12-16% of the administrators indicated their schools are not able to provide support or incentives for continuing education. More than 40% of the respondents indicated their schools provide salary increases for additional degrees (Figure 12).

Figure 12. Support for continuing education within school districts.



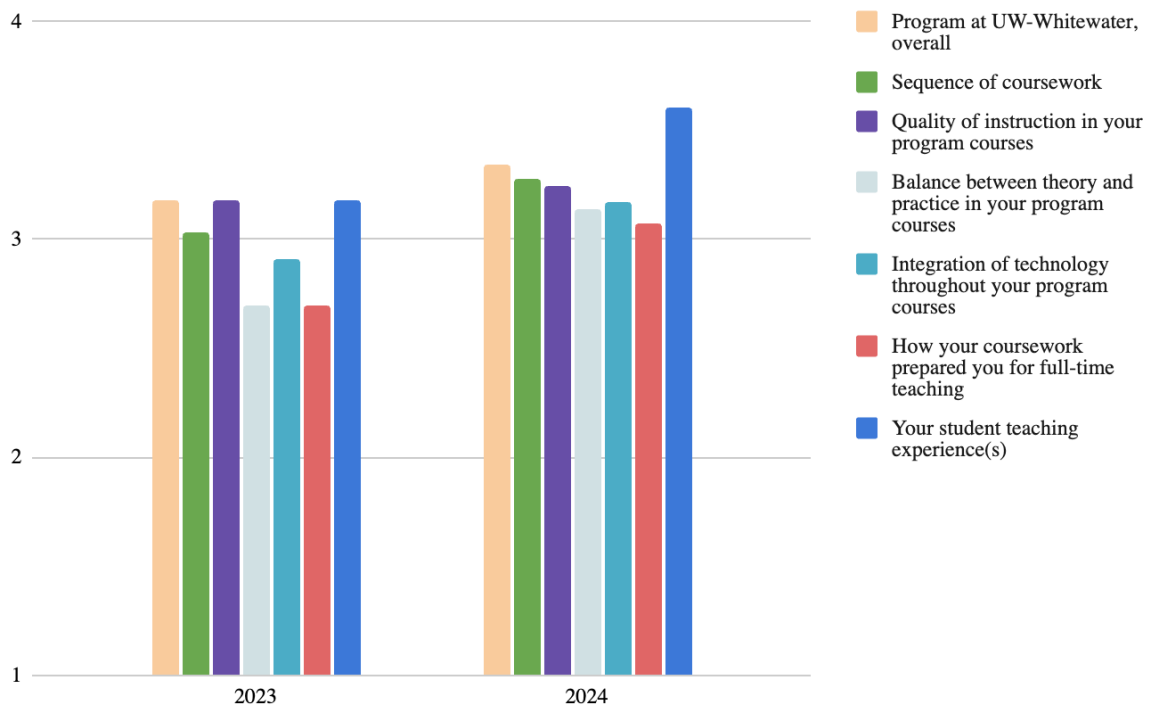
We asked the administrators about shortage areas, non-traditional pathway interests, and ways we could better meet the professional needs of school staff, in addition to the programs we already offer. The most frequent requests were for alternative pathways to special education and reading teacher licenses, as well as flexible pathways to support teachers working on licenses with stipulations. 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

In 2023, we used completer data provided by Licensing Educator Advancement and Development (LEAD) to contact 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. This year (2024), we did not yet have access to the LEAD data, so we used our own contact list for recent completers to solicit feedback about our programs. We received 33 survey responses.

In both versions of the survey, we asked how satisfied completers were with various aspects of their program at UW-Whitewater (Figure 13). In 2023, 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. In 2024, ratings were satisfied or better across all items, with a notably high satisfaction score with student teaching experiences.

Figure 13. One-year out completers satisfaction ratings of various program aspects, measured on a scale from 1, very dissatisfied, to 4, very satisfied.



Our completers rated how well their preparation program at UW-Whitewater has prepared them for their positions in schools (Table 23). 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 pedagogy 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 23. One-year out completer ratings of their preparation across the Assessment System.

PI 34.021 Category	2023	2024
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		Mode	Mean	SD	Mode	Mean	SD
A	Written communication skills	4	3.62	1.15	5	4.00	0.98
A	Verbal communication skills	4	3.65	0.95	5	3.97	1.03
A	Communication skills enabling interactions to support learners	4	3.53	1.08	5	3.80	1.09
A	Professional communication skills	4	3.29	1.27	4	3.77	1.00
B	Ability to create supportive and productive learning environments	4	3.62	1.18	4	4.10	0.76
B	Conflict resolution skills	3	2.85	1.26	4	3.23	1.22
C	Content knowledge	4	3.82	1.03	4	3.87	1.04
D	Pedagogical knowledge	4	3.62	0.99	4, 5	3.9	0.99
D	Classroom management skills				3	3.03	1.30
D	Ability to integrate technology into lessons	3	3.12	1.23	4	3.57	1.07

*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), our assistant dean has been coordinating school visits to visit campus, which allows us to learn about what aspects of our college, and about which programs, interest them the most. We

are prioritizing 8th grade visits. We also 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 regular 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. This year, we have moved away from aligning the PI 34.002 standards with InTASC, to directly assess student performance on the WTS teacher standards. We have also developed PI 34.002-004 standards-aligned observation forms to measure student development and performance across the standards in all of our programs.

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 and PI 34.002-004 standards. Our Teacher Education, Licensure & Clinical Experiences (TELCE) committee members have engaged in projects such as aligning our observation forms to identify common measures of pedagogical knowledge and professional dispositions.

Given the Foundations of Reading test pass rates outlined above, 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. 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.

Licensure Proposals:

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

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

Birth through 3rd 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

Programs Approved under PI 34 (2018)

Grades 4-12

- Science Education (majors in Biology Science Education, Chemistry Science Education, and Physics Science Education leading to 4-12 Science Education licensure with face-to-face and blended modes of delivery), approved 6/28/2023.
- Math Education (major in Mathematics Education) leading to 4-12 Mathematics Education licensure with face-to-face and blended modes of delivery), approved 6/29/2023.
- Social Studies Education (majors in History Education, Geography Education, Economics Education, Sociology Education, Psychology Education, and Political Science Education leading to 4-12 Social Studies Education licensure with face-to-face and blended modes of delivery), approved 7/20/2023.
- English Education program leading to 4-12 English Education licensure with face-to-face and blended modes of delivery), approved 10/13/2023.

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, post-baccalaureate, or graduate program leading to initial or add-on K-12 licenses with a blended mode of delivery or online - 10/7/2022, 2/14/2024)
- Bilingual and Bicultural Education (undergraduate, post-baccalaureate, or graduate program leading to supplemental K-12 licenses with a blended mode of delivery or online - 3/15/2024)
- Adaptive Education (undergraduate – approved 2/24/2022)
- Music Education – General (1515) with a face-to-face delivery model (approved 9/18/2020)
- Physical Education, Health Education, and Adapted Physical Education
 - Undergraduate Comprehensive including Physical Education (1530), Health Education (1910), and Adaptive Physical Education (1860) with a blended delivery model (approved 4/23/2021)
 - Physical Education post-baccalaureate licensure program with online delivery approved 7/20/2023.

- Health Education post-baccalaureate licensure program with online delivery approved 7/20/2023.
- Physical Education undergraduate and post-baccalaureate licensure programs updated and approved with blended or online delivery modes 2/14/2024
- Cross-Categorical Special Education:
 - 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)
 - Post-baccalaureate program in Cross-Categorical Special Education with online delivery mode, approved 7/20/2023.
- Post-baccalaureate and graduate K-12 Reading Teacher licensure programs with online delivery modes, approved 12/20/2023.
- Post-baccalaureate and graduate K-12 Reading Specialist administrator licensure programs with online delivery modes, approved 12/20/2023.
- 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)
- Graduate program leading to licensure for School Social Work (7050) with face-to-face, online, and blended modes of delivery, approved 9/18/2020.

Admissions standards clean-up and updates

This year, we have compiled and worked toward clarifying our [admissions standards across all programs](#). For post-baccalaureate students, we have updated admission requirements to: a baccalaureate or higher degree from a regionally accredited institution and completion of a background check prior to admission.

Alternative Measures to the 2.75 Cumulative GPA Requirement

This year, we have proposed and received [approval for Alternative Measures to the 2.75 Cumulative GPA](#) for 9 of our programs. We intend to submit more proposals for alternative measures within the upcoming months. So far, our programs with approved alternative measures are:

- Instructional Library Media Specialist, approved 05/31/2023
- School Social Work, approved 9/30/2023
- Health Education, approved 3/15/2024
- Physical Education, approved 3/15/2024
- Adaptive Physical Education, approved 3/15/2024
- Cross Categorical Special Education, approved 3/15/2024
- Reading Teacher, approved 3/15/2024
- Reading Specialist, approved 3/15/2024
- School Business Administration, approved 3/15/2024

Content-based portfolios for PI 34.021(1)(c)

To date, two of UW-Whitewater's programs have approved content-based portfolios - within English Education (approved 10/13/2023) and the Post-master's degree School Counseling certificate (approved 1/13/2023). Our licensure proposals for alternative education (currently under review) also includes a content based portfolio. We intend to incorporate content-based portfolios into several of the upcoming licensure proposals, and may submit a revised licensure proposal for science education with a content-based portfolio to assess content knowledge.

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

We have re-proposed our courses meeting PI 34.022 Statutory Requirements within licensure proposals for existing programs, and continue to establish how these requirements are met for new

programs. We are [tracking our approved options for meeting statutory requirements](#) and maintaining course-based evidence within our Appendix A.

Program Approvals

We currently have 6 programs either in review by DPI, or returned to us for revisions and to resubmit shortly for approval:

- K-12 Health Education, submitted 1/6/2024
- K-12 Business Education undergraduate program, submitted 2/1/2024
- K-12 Business Education graduate program, submitted 2/1/2024
- K-12 Marketing Education undergraduate program, submitted 2/1/2024
- 4-12 Alternative Education module (non-credit) supplemental program, submitted 2/4/2024
- K-9 Elementary Middle Education for licensed teachers who completed UW-Whitewater's 1-8 Elementary Middle Education, returned to UW-Whitewater for revisions 3/1/2024

We have several additional licensure proposals in development that we hope to submit in the upcoming months for review and approval. Specifically, we are planning to submit:

EC:

- EC Regular Education (anticipated submission: April 15, 2024)
- EC Special Education (anticipated submission: April 15, 2024)

Grades K-12:

- K-12 Assistive Technology Supplemental Program (anticipated submission: April 1, 2024)
- K-12 Library Media Specialist undergraduate, post-baccalaureate, and graduate programs (anticipated submission: April 15, 2024)
- Career and Technical Education Coordinator (anticipated submission April 15, 2024)

Grades 4-12:

- Science Education graduate residency program (anticipated submission April 15, 2024)
- Math Education graduate residency program (anticipated submission April 15, 2024)
- English Education graduate residency program (anticipated submission April 15, 2024)
- Business Education graduate residency program (anticipated submission April 15, 2024)
- Science Education post-baccalaureate program (anticipated submission May 1, 2024)
- English Education post-baccalaureate program (anticipated submission May 1, 2024)
- Principal graduate program (anticipated submission May 15, 2024)

- Director of Instruction graduate program (anticipated submission May 15, 2024)
- Director of special education and pupil services (anticipated submission May 15, 2024)
- French Education undergraduate program (anticipated submission October 1, 2024)
- German Education undergraduate program (anticipated submission October 1, 2024)
- Spanish Education undergraduate program (anticipated submission October 1, 2024)

Grades K-9:

- Elementary Middle Education graduate program (anticipated submission June 1, 2024)

To facilitate the transition to new/updated programs, our college advising staff use surveys and other tools to identify whether particular students should finish out current versions of a program or redeclare into new versions. 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 and to Transition from InTASC to WTS

This year, we have developed a shorter WTS-aligned observation form (implemented via Qualtrics) to assess pre-student teachers' performance on the PI 34.002 Teacher Standards. We have also worked to compile and evaluate program-specific observation forms. A goal for this upcoming year is to continue to move observation forms away from paper forms to Qualtrics surveys in order to facilitate data collection, tracking, and evaluation.

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 surveyed our graduates who have not yet been endorsed to see if they are progressing toward endorsement and to learn how we can continue to support them in their preparation for the FORT. We received a small number of responses, and have been able to follow-up with information and support for over half of the respondents. We will continue to reach out to our LWS graduates, especially as we prepare for the Act 20 roll-out in July, 2025.

New Pathways Toward Licensure

Finally, college leadership has been working to support our PK-12 schools by creating new pathways toward licensure. 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 hope to implement our first non-credit program (alternative education) during summer, 2024 in an executive weekend format, housed at our Rock County campus. We plan to continue this work in order to respond to the high volume of requests for these program formats.

We are also excited about developing and initiating residency programs. We plan to start with our secondary programs and to grow our offering of residency programs from there. We anticipate that over time, this model will become attractive to districts. We are pleased with the readiness and engagement of our program faculty in preparatory work.

Planning for Continuous Review

Following full approval (anticipated in year 2025), we plan to follow the program rotation outlined in table 24 for continuous review:

Table 24. Program rotation for continuous review.

Year 1 (2026)	Year 2 (2027)	Year 3 (2028)
<ol style="list-style-type: none"> 1. Alternative Education 2. Business Education Programs <ol style="list-style-type: none"> a. Business Education Business Education and Computer Science Business Education and Marketing b. Computer Science minor 3. Early Childhood Education Programs <ol style="list-style-type: none"> a. Early Childhood Education/Special Education b. ECE4U c. Early Childhood Education – add on license 4. Gifted and Talented Programs <ol style="list-style-type: none"> a. G&T Teacher b. G&T Coordinator 5. Instructional Library Media Specialist 	<ol style="list-style-type: none"> 1. Art Education Programs <ol style="list-style-type: none"> a. Art Education b. Art B2L 2. Music Education 3. Physical Education Program (comprehensive and post-bacc programs) <ol style="list-style-type: none"> a. Adaptive PE b. Coaching Athletics c. Health Education d. Physical Education 4. Reading Programs <ol style="list-style-type: none"> a. Reading Specialist b. Reading Teacher 5. School Social Work 6. Special Education Programs <ol style="list-style-type: none"> a. Adaptive Education b. Undergraduate Special Education c. Graduate Special Education d. Post-bac Special Education 	<ol style="list-style-type: none"> 1. English as a Second Language Programs 2. Bilingual-Bicultural Education 3. Elementary-Middle Education 4. Adaptive Education 5. English Education 6. Math Education 7. Science Education 8. Social Studies Education 9. World Languages <ol style="list-style-type: none"> a. French b. German c. Spanish

<p>6. School Counseling</p> <ul style="list-style-type: none"> a. School Counseling Program b. Post-master's Degree School Counseling Certificate Program <p>7. School Psychology</p> <p>8. Speech and Language Pathology</p> <p>9. Theatre Education</p> <p>10. School Business Administration</p>		
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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.

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