University of Wisconsin-Stevens Point
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: University of Wisconsin-Stevens Point
Institution/Program Type: Traditional
Academic Year: 2011-12
State: Wisconsin
Address: School of Education
CPS Building, UW Stevens Point
Stevens Point, WI, 54481
Contact Name: Maggie Beeber
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Email: mbeeber@uwsp.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Adaptive Physical Education	No
Alternative Education	No
Bilingual/Bicultural Education	No
Biology Education	No
Broadfield Language Arts Education	No
Broadfield Science Education	No
Broadfield Social Studies Education	No
Chemistry Education	No
Coaching	No
Cognitive Disabilities Education	No
Cross Categorical Special Education	No
Early Childhood Education	No
Early Childhood Special Education	No
Earth & Space Education	No
Economics Education	No
Elementary Education	No
Emotional Behavioral Disabilities	No
English as a Second Langauge Education	No
English Education	No
Environmental Studies Education	No
Family and Consumer Science Education	No

French Education	No
Geography Education	No
German Education	No
Health Education	No
History Education	No
Learning Disabilities	No
Math Education	No
Music Education - Chorale, General and Instrumental	No
Physical Education	No
Physics Education	No
Poltical Science Education	No
Psychology Education	No
Sociology Education	No
Spanish Education	No
Speech Langauge Pathology	No
Total number of teacher preparation programs: 36	

Section I.b Admissions

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

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/appRequire.aspx

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

Enrollment caps are in place for all initial teacher certification programs. The process is a competitive one. Enrollment cap policies and admission data can be found at:
http://www.uwsp.edu/education/Pages/CurrentUndergrad/EnrollmentCap/default.aspx .
Wisconsin state statutes allow for a 10% waiver for Praxis I scores and/or GPAs, as long as an approved process is in place. UWSP has chosen to use this process, which is explained in our Student Handbook and on our website at
http://www.uwsp.edu/education/Pages/CurrentUndergrad/UndergraduateAdvise/waiverpolicy.as

px. Students who apply with 24-39 credits are conditionally admitted pending the completion of 40 credits with a cumulative GPA of 2.75 or higher.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

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

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

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.41

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.7

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

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

Essay or personal statement	No	No
Interview	No	No
Other		

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

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.7

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.92

Section I.c Program Enrollment

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

Total number of students enrolled in 2011-12:	908
Unduplicated number of males enrolled in 2011-12:	262
Unduplicated number of females enrolled in 2011-12:	646

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	9
Race	

American Indian or Alaska Native:	3
Asian:	12
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	872
Two or more races:	8

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	279

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

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	0
Teacher Education - Special Education	58
Teacher Education - Early Childhood Education	20
Teacher Education - Elementary Education	73
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	180
Teacher Education - Multiple Levels	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	26
Teacher Education - Foreign Language	7
Teacher Education - Health	14
Teacher Education - Family and Consumer Sciences/Home Economics	23
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	28
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	16

Teacher Education - Reading	5
Teacher Education - Science Teacher Education/General Science	17
Teacher Education - Social Science	0
Teacher Education - Social Studies	26
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	10
Teacher Education - Chemistry	7
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education- History	19
Teacher Education - Physics	4
Teacher Education - Spanish	7
Teacher Education - Speech	0
Teacher Education - Geography	3
Teacher Education - Latin	0
Teacher Education - Psychology	12
Teacher Education - Earth Science	9
Teacher Education - English as a Second Language	19

Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify: Economics - 5, Political Science - 12, Environmental Studies - 4, Sociology - 5, Spch Lang. Path.-28	54

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	0
Teacher Education - Special Education	58
Teacher Education - Early Childhood Education	21
Teacher Education - Elementary Education	78
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	0
Teacher Education - Business	0
Teacher Education - English/Language Arts	22
Teacher Education - Foreign Language	6

Teacher Education - Health	0
Teacher Education - Family and Consumer Sciences/Home Economics	23
Teacher Education - Technology Teacher Education/Industrial Arts	0
Teacher Education - Mathematics	15
Teacher Education - Music	16
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	0
Teacher Education - Science	11
Teacher Education - Social Science	0
Teacher Education - Social Studies	18
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	3
Teacher Education - Chemistry	0
Teacher Education - Drama and Dance	0
Teacher Education - French	0
Teacher Education - German	0
Teacher Education - History	12
Teacher Education - Physics	3
Teacher Education - Spanish	6

Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	0
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	10
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0

Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify: Speech Language Pathology major and masters	28

Section I.f Program Completers

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

2011-12: 253

2010-11: 260

2009-10: 267

Section II. Annual Goals - Mathematics

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

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

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

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Recruitment: High School visits, 2-year College visits, website, free credit evaluations for students who would like to transfer or reenter as a teacher education major, post cards to students who take the ACT and indicate majors in teaching fields, visits to early classes in this major program area, meetings with department advisors, open sessions on getting to know more about teacher education for on-campus students. Retention work seems to be key in teacher education: Praxis I & II workshops, study guides, online PLATO training program, scholarships, required advising every semester, full-time advising staff 12 months per year.

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

We are aware that numbers will be going down in the next few years. We have heard from students that they are being discouraged by parents and people in their communities from going into teaching. They site the following: the climate in the state does not encourage students to look at teacher education as a feasible or respected career. Salaries are being significantly lowered by school districts due to newer legislation. We are attempting to get the word out that teaching is an honorable profession and that we need good teachers to take the place of those who are leaving teaching or leaving the state.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

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

Section II. Annual Goals - Science

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

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

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

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

2

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Recruitment: High School visits, 2-year College visits, website, free credit evaluations for students who would like to transfer or reenter as a teacher education major, post cards to students who take the ACT and indicate majors in teaching fields, visits to early classes in this major program area, meetings with department advisors, open sessions on getting to know more about teacher education for on-campus students. Retention work seems to be key in teacher education: Praxis I & II workshops, study guides, online PLATO training program, scholarships, required advising every semester, full-time advising staff 12 months per year.

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

We are aware that numbers will be going down in the next few years. We have heard from students that they are being discouraged by parents and people in their communities from going into teaching. They site the following: the climate in the state does not encourage students to look at teacher education as a feasible or respected career. Salaries are being significantly lowered by school districts due to newer legislation. We are attempting to get the word out that

teaching is an honorable profession and that we need good teachers to take the place of those who are leaving teaching or leaving the state.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

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

Section II. Annual Goals - Special Education

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

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

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

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

5

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Recruitment: High School visits, 2-year College visits, website, free credit evaluations for
students who would like to transfer or reenter as a teacher education major, post cards to students
who take the ACT and indicate majors in teaching fields, visits to early classes in this major
program area, meetings with department advisors, open sessions on getting to know more about
teacher education for on-campus students. Retention work seems to be key in teacher education:
Praxis I & II workshops, study guides, online PLATO training program, scholarships, required
advising every semester, full-time advising staff 12 months per year.

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

We are aware that numbers will be going down in the next few years. We have heard from
students that they are being discouraged by parents and people in their communities from going
into teaching. They site the following: the climate in the state does not encourage students to
look at teacher education as a feasible or respected career. Salaries are being significantly
lowered by school districts due to newer legislation. We are attempting to get the word out that
teaching is an honorable profession and that we need good teachers to take the place of those
who are leaving teaching or leaving the state. We have also been approved for the Cross
Categorical Special Education License for our special education majors and minors, which is
increasing our freshmen/sophomore numbers.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

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

Section II. Annual Goals - LEP

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

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

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

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Recruitment: High School visits, 2-year College visits, website, free credit evaluations for students who would like to transfer or reenter as a teacher education major, post cards to students who take the ACT and indicate majors in teaching fields, visits to early classes in this major program area, meetings with department advisors, open sessions on getting to know more about teacher education for on-campus students. Retention work seems to be key in teacher education: Praxis I & II workshops, study guides, online PLATO training program, scholarships, required advising every semester, full-time advising staff 12 months per year. We have been encouraging this teacher education program for a number of our majors due to job marketability and teacher effectiveness.

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

We are aware that numbers will be going down in the next few years. We have heard from students that they are being discouraged by parents and people in their communities from going into teaching. They site the following: the climate in the state does not encourage students to look at teacher education as a feasible or respected career. Salaries are being significantly lowered by school districts due to newer legislation. We are attempting to get the word out that teaching is an honorable profession and that we need good teachers to take the place of those who are leaving teaching or leaving the state. Due to new university General Education Program requirements, students will have more room to add a minor if they choose to. We are encouraging this minor for purposes of marketability and teacher effectiveness.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

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

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

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

Section II. Assurances

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

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

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

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

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

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

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

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

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

• In 2011-2012, a group of faculty members wrote a grant for Responsive Pedagogy to address how issues of pluralism are addressed across our major courses. We met regularly and set up a (secure, as of now) web site listing resources for faculty (books, videos, etc.). The Film and Food event ("The Debaters") was shown to all SOE faculty who accepted the invitation to attend. The School of Education is currently revising its entire curriculum to incorporate a pluralism strand throughout all methods courses. This practice is ongoing.

• We are actively modifying the curriculum to better prepare teachers to honor difference. This particular assignment includes honoring differences in race/ethnicity and gender. Lectures, readings, and activities support prospective teachers' learning, and the My Influence as a Teacher essay assesses their readiness to honor difference.

• We read and study Educating Esmé, an autobiography by a new teacher teaching in an urban school. We also read and study a series of case studies which contextual many of the decisions new teachers face. Lectures, readings, and activities support prospective teachers' learning about curriculum design, instructional strategies, and assessment. The Teaching Philosophy essay assesses their readiness to make reflective, effective instructional decisions, prospective teachers' learning, and the My Influence as a Teacher essay assesses their readiness to honor difference.

The Book Guides assignment and activity support prospective teachers' readiness to teach in an urban school. Lectures and activities support prospective teachers' awareness of barriers and privileges in urban and rural settings, including socioeconomic status, at-risk behaviors, and assets and deficits.

• Prospective teachers are given the most up-to-date materials that the schools are using. All the books the students are introduced to will provide them with knowledge on instructional decisions new teachers will face. They visit area classrooms to see the practices, writing workshop in Kindergarten—based on reliable, practical, proven research methods—and observe the book coming alive. Pre service teachers are shown how instructional decisions are made right in front of their eyes.

• We use differentiation and Cambourne's Learning Conditions, which creates an atmosphere of learning for ALL STUDENTS. For example, a differentiation map is handed out and students are able to refer to it as we progress throughout the semester. It relates to how each student will come in at their own level of learning and as a teacher you need to differentiate by content, product, process, and environment. Cambourne's conditions go on the same premise, bringing students to the realization that they will need to guide students in their learning, starting with what they know and going from there(relates to their Professional Development Portfolios). Also, students learn how to do running records/benchmarks I my two classes. This is an instructional tool for teachers to use with ALL students. It reveals to them what the student is doing and not doing while they read, gives them an appropriate level to start "instruction" with that child, an instructional level for reading—usually in a guided reading group.

• Assignments are used to focus on vocabulary, one of the five components of reading, which is extremely important for ELL students. The running records/benchmarks are the biggest tool for teaching and guiding instruction. Prospective teachers read a chapter out of Kathryn Au's book—relates to multicultural literature and literacy. It is so important that we bring in "their ways of being" –who they are first and then academics next.

• Courses include guest speakers and prospective students are provided hands-on training in technologies currently used in surrounding districts.

• Prospective teachers interact and learn through discussion, lecture application activities for current laws and practices including progress monitoring and response to intervention.

• General Education prospective teachers receive training in providing instruction to children with disabilities. They are exposed to many sources of lecture, discussion, videos, case studies, group projects, exams, and application papers .

• Prospective teachers receive training in providing instruction to children from low-income and urban/rural families through case studies, discussions.

• Prospective teachers are expected to evaluate education in the U.S., specifically educational policy of educational opportunity and the impact it has on topics such as urban and rural poverty, English as a second language, and instruction in meeting the needs of those communities and students.

• Methods courses look at best practices in the subject areas through direct teaching opportunities for pre-student teachers to practice and critique their peers on what they will face in diverse classrooms.

-Our pluralism course has increased contact hours and expectations for all education majors to better inform and educate on this issue.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	42	164	40	95
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	19	167	19	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	24	163	24	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	23	163	23	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	18	180	16	89
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	22	178	22	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	181	12	100

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	17	181	17	100
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2011-12	11	621	11	100
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2010-11	13	605	13	100
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	19	605	19	100
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) Other enrolled students	11	153	11	100
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2011-12	9			
ETS0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	3			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	8			
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS)	22	169	22	100

All program completers, 2011-12				
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	15	169	15	100
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	17	171	17	100
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	15	173	15	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	18	172	18	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	174	15	100
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2			
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS)	14	716	14	100

All program completers, 2011-12				
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	15	707	15	100
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	20	686	20	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	158	12	92
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	164	11	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	51	163	51	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	137	161	127	93
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	89	163	89	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	103	162	103	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	103	165	103	100
ETS0113 -MUSIC CONTENT KNOWLEDGE	10	170	10	100

Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses				
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	169	12	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	16	171	16	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	168	21	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	168	20	100
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All enrolled students who have completed all nonclinical courses	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	7			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	161	12	92
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	164	14	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	15	161	15	100
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	18	160	18	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	13	169	13	100

Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	172	10	77
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	17	170	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	25	172	25	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	26	171	26	100
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
ETS0330 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2011-12	25	706	25	100
ETS0330 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	17	692	17	100
ETS0330 -SPEECH LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	21	725	21	100
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) All enrolled students who have completed all nonclinical courses	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL)	7			

Other enrolled students				

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	252	252	100
All program completers, 2010-11	257	257	100
All program completers, 2009-10	271	271	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

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

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

• Students enrolled in EDUC 331: Educational Technology must demonstrate proficiency for the following learning outcomes as part of the UWSP School of Education teacher preparation program.

1. Pre-service teachers develop and demonstrate competence and confidence using contemporary technology tools, including tools to collect, manage and analyze data necessary to impact instruction.

2. Pre-service teachers examine and articulate the impact of technology (media, computers, video games, etc.) on PK-12 learners.

3. Pre-service teachers research and assess meaningful and effective methods for developmentally appropriate technology integration, which reflect the principles of universal design for learning.

4. Pre-service teachers identify and evaluate developmentally appropriate technology resources (e.g., web-based, software-based, hardware-based) for the teaching and learning environment, including tools to collect, manage and analyze data necessary to impact instruction.

5. Pre-service teachers analyze and reflect on contemporary issues involving the relationship between PK-12 learners and technology.

• Educational Psychology - prospective teachers practice teaching with an interactive whiteboard and use a course management system, in both a teacher role and a student role.

• Teaching the Early Adolescent – prospective teachers practice teaching with individual response devices ("clickers").

• Portfolio I, prospective teachers complete a Peer Evaluation assignment, in which they formally evaluate each others' portfolios. This emphasizes the importance of collaboration and human error checking.

• Students create a SmartBoard lesson, integrating one of the five reading components/content area, as their final product in 302 and 310.

• Pre service teachers discuss and apply adaptations of assistive technology through peer instruction projects using educational technology, use of educational technology for accommodations and modifications.hands-on instruction in presentation software, and use of

software to enhance content areas, and demonstrate understanding of concepts that have been taught.

• Case study interpretation and application of student academic and/or behavioral/social data both progress monitoring and to determine present level and instructional needs.

• Content methods courses:

o Pre service teachers view micro-teaching lessons electronically with the class to work on improvements on lesson and instructional techniques.

o Technology is utilized by the pre service teachers to provide in-depth information about specific countries and continents. Such information is reflective of Social Studies Disciplines, namely, Geography, History, Political Science and Citizenship, Economics, and Behavioral Sciences. Sharing this information enriches knowledge, builds respect and appreciation about the countries and resources. Through the use of technology, students also create and/or assemble relevant and culturally-specific artifacts that are integrated into a Mobile Museum or "Sense Box" on each country visited during the course. A major assignment in this course titled Integrated Unit Plan, students are requested to integrate technology, namely, but not limited to – web sites, virtual field trips, you-tube and other relevant technological resources in preparing extensive theme – based activities in Science and Social Studies.

o Technology is a major tool used in preparing lesson plans and other teaching materials in these senior-level courses. Pre service teachers make use of web sites, adapt and create teaching materials used to teach literacy and expressive arts in early childhood classrooms. Video streaming and DVDs on specific topics (parent involvement) are used as teaching materials. They also conduct action research and prepare workshops on topics relevant to Home, Schools, and Community Agencies.

o Pre service teachers use the internet to conduct weekly review of articles/literature on topics that include child care, quality indicators in early childhood programs, kindergarten, Head Start, and Early Intervention. Through the use of web sites, simulation programs in 3D, and computer programs (publisher), they create programs for children and families.

o Pre service teachers are challenged to learn how to use some technology (use of simulation applets, SmartBoard virtual dissections, etc.) while some actually apply the use of technology in the lesson plans they create and teach. Field trips to a local junior high allow exposure to the use of vernier probes, graphing calculators and other hardware/software that allows students to gather, analyze and make conclusions about data. Students in the Teaching the Early Adolescent course regularly use feedback clickers to receive information from their colleagues about specific content and their own instruction.

o Pre service teachers utilize computer based programs to prepare special education documents from data collected in reference to children with identified disabilities.

o Pre service teachers prepare lessons integrating web resources and SmartBoards into their instructional delivery.

o Pre service teachers integrate and use technology to support writing achievement of elementary and middle school levels.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

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

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

• Prospective Teachers read and study case studies that include best practices and possible errors in accommodating students with disabilities. These cases include students with a variety of impairments.

• Prospective teachers learn through theory and practice through role playing, lecture, discussion, videos, case studies, group projects, exams, and application papers

• Through classroom simulations and varied practica students learn these skills while under the guidance of mentors.

• Peer teaching sessions address the needs of EEN and ELL learners and is part of the rubric used in assessing their teaching.

Does your program prepare **special education** teachers to:

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

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

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

Section VII. Contextual Information

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

University of Wisconsin-Stevens Point teacher education programs share the vision that our students will encounter rich, multi-cultural experiences, varied and meaningful opportunities for experimentation within K-12 classrooms, a sound understanding of educational pedagogy and knowledge of the most current views regarding educational practices. Additionally, we nurture our students in becoming reflective practitioners, capable of anticipating future needs and changes within the professional arena and capable of assuming roles of leadership. Each of our programs has adopted a framework of Wisconsin Teacher Standards/InTASC Principles that are woven throughout the students' courses of study. These standards include building a solid understanding of content knowledge, understanding diverse needs of students, understanding accommodations to be made in teaching each child, and understanding design and implementation of on-going assessment practices, and possessing a strong knowledge of pedagogical applications. Students graduating from our programs who are recommended for licensure must demonstrate competence in the knowledge, skills and dispositions as related to each of the ten Wisconsin Teacher Standards/InTASC Principles. The University of Wisconsin-Stevens Point has a 100+ year history in teacher preparation. Teacher certification programs comprise the largest academic interest on campus with the greatest number of teacher

certifications in Elementary Education, Early Childhood Education, Special Education, Science Education, Speech Language Pathology, English, English as a Second Language, Physical Education, Family and Consumer Education, Mathematics, Music and Social Studies. The hub for teacher education programs is the School of Education (SOE), the home of the University's largest major, elementary education. Elementary education students enter teacher education as juniors, with an average 3.35 grade point, making this the most selective major on campus. Also located in the School are majors in special education and early childhood education as well as teacher certification coursework for all Early Childhood through Adolescent and all Early Adolescent through Adolescent majors. The School sponsors the state's largest student education organization, Student Wisconsin Education Association, which routinely wins state and national awards from the National Education Association (NEA), including the single Best Student Chapter in the nation award for eight of the past thirteen years and two of ours students received the National Outstanding Student Member Award in five of the past six years. In 2005, 2007, and 2009 the UWSP Chapter of Kappa Delta Pi was awarded the Academics ACE Award for "Achieving Chapter Excellence," which is an award given out every other year by the National Chapter of KDP. Other active student organizations in the School include: the Association for the Education of Young Children, the Student Council for the Social Studies, and the Student Council for Exceptional Children. The School also teaches the largest UWSP graduate program, with over 700 teachers enrolled in regular, on-site, or technology-mediated graduate courses. The School of Education is at the forefront of educational innovation including the Network for Gifted and Talented. UWSP was approved for the first Wisconsin licensing program in Gifted/Talented Education, a co-program with UW-Whitewater. UWSP has been approved for a licensure in Cross-categorical Special Education and licensure in Bilingual/Bicultural Education. UWSP faculty participate in creative uses of distance and Internet for class delivery and service activities. The School has recently developed and been approved to offer an on-line master's program for teachers. A recent survey revealed that over 1,200 K-12 teachers and 6,000 school-aged students were involved in UWSP enrichment programs in any given year. UWSP has also just completed our third year of a hybrid program in Early Childhood/Early Childhood Special Education for students who have completed an associate's degree in Early Childhood through one of the Wisconsin technical colleges. These students are not able to travel due to distance and commitments and are now taking courses towards their bachelor's degree and teacher licensure. We are recruiting for our second cohort, which will start in 2013-2014. The School of Education continues to progress in the integration of Response to Intervention and Positive Behavior Intervention System in all methods classes. Further, our faculty and adjunct supervisors of student teachers as well as future student teachers are receiving information and will be involved in professional development opportunities relative to the Education Teacher Performance Assessment and the Wisconsin Read to Lead initiative. The Read to Lead legislation requires all early childhood, elementary, special education and reading teachers to pass the Wisconsin Foundation of Reading Test. As a result, our Reading methods courses have revamped their curriculum to insure that our students are well versed in these requirements. The School of Education has a strong partnership with school districts in the UW-Stevens Point service area and uses the PK-18 Council of Central Wisconsin to communicate, inform, and collaborate with district teachers and administrators on the current and new initiatives mentioned above. Within teacher education at UW-Stevens Point, this same relationship exists for the same purposes through our Professional Education Advisory Council. For more information on our program, please see the following:-Annual Reports for the College of Professional Studies (School of

Education's home college) - http://www.uwsp.edu/cps/Pages/Reports/index.aspx -School of Education website: http://www.uwsp.edu/education/Pages/default.aspx

Supporting Files

University of Wisconsin-Stevens Point
Traditional Program
2011-12