

Title II

Higher Education Act

SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

University of Wisconsin-Stevens Point

Traditional Program

2009-10

Print Report Card

Program Information

Name of Institution: University of Wisconsin-Stevens Point

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Wisconsin

Address: School of Education

CPS Building, UW-Stevens Point

Stevens Point, WI, 54481

Contact Name: Maggie Beeber

Phone: 715-346-2040

Email: mbeeb@uwsp.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	Yes
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g., Myers-Briggs Assessment)	No	No
Other (specify: Each academic area has additional requirements they have determined.)	Yes	Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.uwsp.edu/education/CurrentUndergrad/UndergraduateAdvise/appRequire.aspx>

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

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/CurrentUndergrad/enrollmentCap.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 at <http://www.uwsp.edu/education/stuRes/studentHandbook.aspx>.

Section 1.b 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 2009-10:	903
Unduplicated number of males enrolled in 2009-10:	216
Unduplicated number of females enrolled in 2009-10:	687

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	3
<i>Race</i>	
American Indian or Alaska Native:	4
Asian:	13
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	862
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	7.7
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	3.1
Number of students in supervised clinical experience during this academic year	295

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

Students are required to student teach an entire semester following the academic calendar of the school district in which they are student teaching. They are assigned with cooperating teachers who have at least 3 years of teaching experience and have been trained to be a cooperating teacher. Supervisors are trained and are required to have at least 3 years of experience in the K-12 settings within the field in which they are supervising.

NOTE: In 2009-2010, UWSP changed the way in which "full-time equivalent faculty" is defined. We now use appropriate data to the question. In years past, the question was worded differently.

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Biology	7
Broadfield Social Science	26
Communicative Disorders Masters	20
Early Childhood	23
Elementary Education	93
English	17
Exceptional Education	34
Family and Consumer Sciences	18
French	1
German	3
History	14
Math Education	8
Music-Chorale	3
Music-General	8
Music-Instrumental	17
Natural Science	13
Physical Education	18
Political Science	1
Spanish	3
TOTAL	327

Subject area	Number prepared
Adaptive Physical Education	13
Biology	13
Biology - Middle Childhood through Early Adolescence	1
Broadfield Science	13
Broadfield Science - Middle Childhood through Early Adolescence	6
Broadfield Social Science	26
Broadfield Social Science-Middle Childhood through Early Adolescence	7
Chemistry	8
Coaching	4

Cognitive Disabilities	23
Early Childhood	23
Early Childhood Special Education	23
Earth/Space Science	5
Economics	7
Emotional Behavioral Disabilities	24
English	17
English - Middle Childhood through Early Adolescence	9
English as a Second Language	19
Environmental Studies	2
Family and Consumer Sciences	18
French	1
Geography	5
German	3
Health	23
History	26
History - Middle Childhood through Early Adolescence	2
Learning Disabilities	39
Math	8
Math - Middle Childhood through Early Adolescence	13
Middle Childhood through Early Adolescence	93
Music-Chorale	3
Music-General	8
Music-Instrumental	17
Physical Education	18
Physics	2
Political Science	20
Psychology	16
Sociology	14
Spanish	6
Speech Language Pathology	20
TOTAL	598

Section I.e Program Completers

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

2009-10: 267

2008-09: 232

2007-08: 232

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-20</p> <p>Goal: 14</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • In 2008-2009, the UW-System offered a Retention and Recruitment Coordinator position to every Education Program to increase graduates in high need teaching areas and diversity in Education Programs. The person we hired has been working diligently to increase numbers in the high need areas, but would not have yet impacted these numbers. • ACT direct mailings. • In-class recruitment during UWSP Math, Science and Spanish classes. • Developed additional recruiting materials. • High school presentations and visits with students. • Presented session on high school STEM career day on campus. • Recruit on 2-year UW-College campuses as well as technical schools in the area. • Promotion of high need areas during campus visit days and orientation sessions. • Redesigned School of Education website and student handbook.

	<p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> • Recruiting students who are already attending UWSP has been more successful than recruiting high school students. • We have found that most of our students who eventually get certified to teach in a specific subject tend not to come into college thinking that teaching is the profession they will pursue. • Early experiences in quality teachers' classrooms have a high impact on students desire to teach. • It is important to offer opportunities for students to interact with faculty and staff in settings outside the traditional university courses. i.e. Student organizations, Dinner for 6 Strangers (dinner at a faculty or staff members house with 5-6 students interested in teaching), Colloquium (annual student run education conference that is free to all students interested in teaching) and advising. • Due to budgetary constrictions, many UW schools have had to implement enrollment caps in their education programs. This can be prohibitive to recruiting students who get nervous about competition and does not allow us to raise the number of students in any one program by a significant number. • Public perception of teaching is that it is a profession that deals with a lot of problems and not worth the salary.
Science	<p>Academic year: 2009-10</p> <p>Goal: 49</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • In 2008-2009, the UW-System offered a Retention and Recruitment Coordinator position to every Education Program to increase graduates in high need teaching areas and diversity in Education Programs. The person we hired has been working diligently to increase numbers in the high need areas, but would not have yet impacted these numbers. • ACT direct mailings. • In-class recruitment during UWSP Math, Science and Spanish classes. • Developed additional recruiting materials. • High school presentations and visits with students. • Recruit on 2-year UW-College campuses as well as technical schools in the area.

	<ul style="list-style-type: none"> • Promotion of high need areas during campus visit days and orientation sessions. • Presented session on high school STEM career day on campus. • Redesigned School of Education website and student handbook. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> • Recruiting students who are already attending UWSP has been more successful than recruiting high school students. • We have found that most of our students who eventually get certified to teach in a specific subject tend not to come into college thinking that teaching is the profession they will pursue. • Early experiences in quality teachers' classrooms have a high impact on students desire to teach. • It is important to offer opportunities for students to interact with faculty and staff in settings outside the traditional university courses. i.e. Student organizations, Dinner for 6 Strangers (dinner at a faculty or staff members house with 5-6 students interested in teaching), Colloquium (annual student run education conference that is free to all students interested in teaching) and advising. • Due to budgetary constrictions, many UW schools have had to implement enrollment caps in their education programs. This can be prohibitive to recruiting students who get nervous about competition and does not allow us to raise the number of students in any one program by a significant number. • Public perception of teaching is that it is a profession that deals with a lot of problems and not worth the salary. • UWSP STEM Day presentation. • The Biology Department hired a faculty member with a specialty in science education. This position was initially grant-funded, but is now a permanent position.
Special education	<p>Academic year: 2009-10</p> <p>Goal: 54</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • In 2008-2009, the UW-System offered a Retention and Recruitment Coordinator position to every Education Program to increase graduates in high need teaching areas and diversity in Education Programs. The person we hired has been working diligently to increase numbers in the

	<p>high need areas, but would not have yet impacted these numbers.</p> <ul style="list-style-type: none"> • ACT direct mailings. • In-class recruitment during UWSP Math, Science and Spanish classes. • Developed additional recruiting materials. • High school presentations and visits with students. • Recruit on 2-year UW-College campuses as well as technical schools in the area. • Promotion of high need areas during campus visit days and orientation sessions. • Redesigned School of Education website and student handbook. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Lessons Learned:</p> <ul style="list-style-type: none"> • Recruiting students who are already attending UWSP has been more successful than recruiting high school students. • We have found that most of our students who eventually get certified to teach in a specific subject tend not to come into college thinking that teaching is the profession they will pursue. • Early experiences in quality teachers' classrooms have a high impact on students desire to teach. • It is important to offer opportunities for students to interact with faculty and staff in settings outside the traditional university courses. i.e. Student organizations, Dinner for 6 Strangers (dinner at a faculty or staff members house with 5-6 students interested in teaching), Colloquium (annual student run education conference that is free to all students interested in teaching) and advising. • Due to budgetary constrictions, many UW schools have had to implement enrollment caps in their education programs. This can be prohibitive to recruiting students who get nervous about competition and does not allow us to raise the number of students in any one program by a significant number. • Public perception of teaching is that it is a profession that deals with a lot of problems and not worth the salary.
Instruction of limited English proficient students	<p>Academic year: 2009-10</p> <p>Goal: 47</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p>

Description of strategies used to achieve goal:

- In 2008-2009, the UW-System offered a Retention and Recruitment Coordinator position to every Education Program to increase graduates in high need teaching areas and diversity in Education Programs. The person we hired has been working diligently to increase numbers in the high need areas, but would not have yet impacted these numbers.
- ACT direct mailings.
- In-class recruitment during UWSP Math, Science and Spanish classes.
- Developed additional recruiting materials.
- High school presentations and visits with students.
- Recruit on 2-year UW-College campuses as well as technical schools in the area.
- Promotion of high need areas during campus visit days and orientation sessions.
- Redesigned School of Education website and student handbook.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**Lessons Learned:**

- Recruiting students who are already attending UWSP has been more successful than recruiting high school students.
- We have found that most of our students who eventually get certified to teach in a specific subject tend not to come into college thinking that teaching is the profession they will pursue.
- Early experiences in quality teachers' classrooms have a high impact on students desire to teach.
- It is important to offer opportunities for students to interact with faculty and staff in settings outside the traditional university courses. i.e. Student organizations, Dinner for 6 Strangers (dinner at a faculty or staff members house with 5-6 students interested in teaching), Colloquium (annual student run education conference that is free to all students interested in teaching) and advising.
- Due to budgetary constrictions, many UW schools have had to implement enrollment caps in their education programs. This can be prohibitive to recruiting students who get nervous about competition and does not allow us to raise the number of students in any one program by a significant number.
- Public perception of teaching is that it is a profession that deals with a lot of problems and not worth the salary.
- We have not included graduate numbers as this is a difficult number to produce. However, we are putting our entire ESL program for certified teachers online within the next year.

Other (Family and
Consumer Science)

Academic year: 2009-10

Goal: 21 under/13 grad

Goal met? Yes

Description of strategies used to achieve goal:

Description of strategies used to achieve goal:

- In 2008-2009, the UW-System offered a Retention and Recruitment Coordinator position to every Education Program to increase graduates in high need teaching areas and diversity in Education Programs. The person we hired has been working diligently to increase numbers in the high need areas, but would not have yet impacted these numbers.

- ACT direct mailings.

- In-class recruitment during UWSP Math, Science and Spanish classes.

- Developed additional recruiting materials.

- High school presentations and visits with students.

- Recruit on 2-year UW-College campuses as well as technical schools in the area.

- Promotion of high need areas during campus visit days and orientation sessions.

- Redesigned School of Education website and student handbook.

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

Lessons Learned:

- Recruiting students who are already attending UWSP has been more successful than recruiting high school students.

- We have found that most of our students who eventually get certified to teach in a specific subject tend not to come into college thinking that teaching is the profession they will pursue.

- Early experiences in quality teachers' classrooms have a high impact on students desire to teach.

- It is important to offer opportunities for students to interact with faculty and staff in settings outside the traditional university courses. i.e. Student organizations, Dinner for 6 Strangers (dinner at a faculty or staff members house with 5-6 students interested in teaching), Colloquium (annual student run education conference that is free to all students interested in teaching) and advising.

- Due to budgetary constrictions, many UW schools have had to implement enrollment caps in their education programs. This can be prohibitive to recruiting students who get nervous about

competition and does not allow us to raise the number of students in any one program by a significant number.

- Public perception of teaching is that it is a profession that deals with a lot of problems and not worth the salary.

Provide any additional comments, exceptions and explanations below:

There was not room to add another category, but Speech Language Pathology is a high need area within Wisconsin. In 2009-10, we had 62 undergraduate and graduate students admitted to the Program, which met our goal. The Communicative Disorders Department was recently given an additional faculty position to increase those numbers as some programs in the state have been cut.

The numbers listed above are for students admitted to the Professional Education Program and attending UWSP in 2009-10.

We lowered our goal for Family and Consumer Education graduate program as we knew the need would lower after the first group graduated.

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

- The School of Education is currently revising its entire curriculum to incorporate a pluralism strand throughout all methods courses.
- 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 contextualize 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. Preservice 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 in 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	14	163	14	100	99	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	31	164	28	90	93	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	23	163	23	100	100	167
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	20	161	20	100	100	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	17	166	17	100	100	167
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				98	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	182	14	100	95	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	17	181	17	100	100	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	19	180	19	100	100	179

All program completers, 2008-09						
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	13	186	13	100	100	179
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	6				100	645
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	11	607	11	100	96	610
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	19	605	19	100	100	662
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	15	639	15	100	100	654
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	10	618	10	100	100	661
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	6				100	639
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	8				100	660
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4					
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	15	165	14	93	94	166
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	17	171	17	100	100	171
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					

courses						
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	178
ETSo173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	177
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	177	10	100	100	172
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	170	18	95	94	172
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	174	15	100	100	174
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	170	12	100	100	171
ETSo435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	12	171	12	100	100	171
ETSo181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETSo181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
ETSo550 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	689
ETSo550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	20	686	20	100	100	695
ETSo550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	19	711	19	100	100	705
ETSo550 -HEALTH EDUCATION Educational Testing Service (ETS)	18	682	18	100	100	690

All program completers, 2007-08						
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				98	156
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				95	160
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				100	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	5				99	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	20	164	20	100	100	159
ETS0146 - MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	53	163	53	100	96	160
ETS0146 - MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	136	162	131	96	94	164
ETS0146 - MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	103	165	103	100	100	165
ETS0146 - MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	106	163	106	100	100	164
ETS0146 - MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2007-08	98	163	98	100	100	163
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				100	169
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	168	19	100	99	170
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	168	20	100	100	170
ETS0113 - MUSIC CONTENT KNOWLEDGE	21	169	21	100	100	169

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	15	166	15	100	100	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				97	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	159	10	91	97	160
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	18	160	18	100	100	162
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	19	164	19	100	100	163
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14	161	14	100	100	162
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	13	177	13	100	97	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	170	19	100	90	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	26	171	26	100	100	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	18	175	18	100	100	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	19	170	19	100	100	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				92	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				80	167

ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3				100	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	8				100	173
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				99	174
ETS0330 -SPEECH-LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	21	725	21	100	100	720
ETS0330 -SPEECH-LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	16	699	16	100	100	704
ETS0330 -SPEECH-LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2007-08	18	713	18	100	100	713

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	271	271	100	100
All program completers, 2008-09	241	241	100	100
All program completers, 2007-08	234	234	100	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

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 how your program 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 how your program 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, videogames, 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.
- Preservice 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 Preservice teachers view micro-teaching lessons electronically with the class to work on improvements on lesson and instructional techniques.

- o Technology is utilized by the preservice 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. Preservice 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 Preservice 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 Preservice 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 Preservice teachers utilize computer based programs to prepare special education documents from data collected in reference to children with identified disabilities.

- o Preservice teachers prepare lessons integrating web resources and SmartBoards into their instructional delivery.

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

Section VI. Teacher Training

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 how your program 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 how your program 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 that are woven throughout the students' course 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. 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, Exceptional 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 3.36 grade point, making this the most selective major on campus. Also located in the School are majors in exceptional 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 national awards from the National Education Association (NEA), including the single Best Student Chapter in the nation award for seven of the past eleven years and one of our students received the National Outstanding Student Member Award last year. In 2005, 2007, 2009, and 2011 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. The School also teaches the largest UWSP graduate program, with over 1,000 teachers enrolled in regular, on-site, or technology-mediated graduate courses. The School of Education is at the forefront of educational innovation including such programs as: UWSP Site-Based Master's program and 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 also recently been approved for a licensure in Cross Categorical Special Education and will soon be submitting a licensure approval application for Bilingual/Bicultural Education. UWSP faculty participate in creative use of distance and Internet for class delivery and service activities. The School has recently developed and been approved to offer an on-line masters 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 kicked off 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. For more information on our program, please see the following: - 2009-2010 Annual Report for the College of Professional Studies (School of Education's home college) - <http://www.uwsp.edu/cps/about/reports/> -School of Education website: <http://www.uwsp.edu/education/>

Supporting Files

University of Wisconsin-Stevens Point
Traditional Program
2009-10

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 9/30/2012)