

Title II

Higher Education Act

SUBMIT REPORTS

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

University of Wisconsin-Stevens Point

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: University of Wisconsin-Stevens Point

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Wisconsin

Address: School of Education

CPS Building, UW Stevens Point

Stevens Point, WI, 54481

Contact Name: Maggie Beeber

Phone: 715-346-2040

Email: mbeeber@uwsp.edu

Is your institution a member of 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
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	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 I.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 2010-11:	957
Unduplicated number of males enrolled in 2010-11:	267
Unduplicated number of females enrolled in 2010-11:	690

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	14
Black or African American:	5
Native Hawaiian or Other Pacific Islander:	0
White:	857
Two or more races:	6

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

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	34
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	26
Number of students in supervised clinical experience during this academic year	296

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.

The number of full-time equivalent faculty and adjunct faculty numbers reflect a revised understanding of reporting criteria that may look different than past years, when we reported actual FTE used for supervision.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	71
Teacher Education - Early Childhood Education	25
Teacher Education - Elementary Education	89
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	65
Teacher Education - Multiple Levels	107

Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	22
Teacher Education - Foreign Language	9
Teacher Education - Health	14
Teacher Education - Family and Consumer Sciences/Home Economics	15
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	18
Teacher Education - Music	21
Teacher Education - Physical Education and Coaching	16
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	20
Teacher Education - Social Science	
Teacher Education - Social Studies	36
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	17
Teacher Education - Chemistry	8
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education- History	24
Teacher Education - Physics	1
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	18
Teacher Education - Earth Science	10
Teacher Education - English as a Second Language	13
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Economics-6 Environmental Studies-5 Political Science-20 Sociology-7 Speech Language Pathology-19	57

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major"

refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	49
Teacher Education - Early Childhood Education	23
Teacher Education - Elementary Education	89
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	12
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	16
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	22
Teacher Education - Physical Education and Coaching	15
Teacher Education - Reading	
Teacher Education - Science	16
Teacher Education - Social Science	25
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	9
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	2
Teacher Education - History	12
Teacher Education - Physics	
Teacher Education - Spanish	6
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	1
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	1
Political Science and Government	
Sociology	
Visual and Performing Arts	1
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	19
Specify: Communicative Disorders/Speech Language Pathology - Masters Degree Required	

Section I.e Program Completers

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

2010-11: 260

2009-10: 267

2008-09: 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: 2010-11</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"> • In spring 2011, public schools in Wisconsin were targeted with budget cuts that are significantly affecting some districts. As a result of these cuts, teacher salaries and benefits are being impacted; employees of some districts are seeing an increase in payment for insurance and retirement plans that reduce take-home salary from 8-20%. We believe these changes are negatively affecting our

	<p>ability to recruit students. Some students have changed from education to other majors, citing these changes as the reason.</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.
Science	<p>Academic year: 2010-11</p> <p>Goal: 20</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. • 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"> • In spring 2011, public schools in Wisconsin were targeted with budget cuts that are significantly affecting some districts. As a result of these cuts, teacher salaries and benefits are being impacted; employees of some districts are seeing an increase in payment for insurance and retirement plans that reduce take-home salary from 8-20%. We believe these changes are negatively affecting our

	<p>ability to recruit students. Some students have changed from education to other majors, citing these changes as the reason.</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. • 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: 2010-11</p> <p>Goal: 60</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. • 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"> • In spring 2011, public schools in Wisconsin were targeted with budget cuts that are significantly affecting some districts. As a result of these cuts, teacher salaries and benefits are being impacted; employees of some districts are seeing an increase in payment for insurance and retirement plans

	<p>that reduce take-home salary from 8-20%. We believe these changes are negatively affecting our ability to recruit students. Some students have changed from education to other majors, citing these changes as the reason.</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.
Instruction of limited English proficient students	<p>Academic year: 2010-11</p> <p>Goal: 12</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. • 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"> • This past spring, the public schools were targeted with budget cuts that affected some districts significantly. Teacher salaries are being restructured and employees are seeing an increase in payment towards insurance and retirement plans that affect their pay from 8-20%, depending on the district. We believe these changes are affecting our ability to recruit new students. Some students have changed their majors from education to other majors, citing these changes as the reason.

	<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. • 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.
Family and Consumer Science	<p>Academic year: 2010-11</p> <p>Goal: 13 under/5 grad</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 spring 2011, public schools in Wisconsin were targeted with budget cuts that are significantly affecting some districts. As a result of these cuts, teacher salaries and benefits are being impacted; employees of some districts are seeing an increase in payment for insurance and retirement plans that reduce take-home salary from 8-20%. We believe these changes are negatively affecting our ability to recruit students. Some students have changed from education to other majors, citing these changes as the reason. • 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. <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Lessons Learned:</p>

- 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.

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 2010-2011, we had 19 complete the teacher certification program. Our goal is now 22 for 2012. The Communicative Disorders Department was recently given an additional faculty position to increase those numbers as some programs in the state have been cut.

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

We lowered our goals in other areas as we were reporting the number of students admitted to the Professional Education Program and are now reporting the number actually completing a teacher certification in these fields.

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:

- 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 it's 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 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. 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	8				100	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	29	165	26	90	93	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	24	163	24	100	100	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
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	12	181	12	100	100	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	173	10	100	93	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	181	12	100	100	181
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	19	180	19	100	100	179

Educational Testing Service (ETS) All program completers, 2008-09						
ETSo360 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	619	10	100	100	626
ETSo360 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	1				90	607
ETSo360 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2010-11	13	605	13	100	100	657
ETSo360 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	19	605	19	100	100	662
ETSo360 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	15	639	15	100	100	654
ETSo361 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	2				100	163
ETSo361 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) Other enrolled students	6				89	159
ETSo361 - ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2010-11	1				100	161
ETSo120 - FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	6				100	639
ETSo121 - FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	173	10	100	100	171
ETSo121 - FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) Other enrolled students	14	163	13	93	95	168
ETSo121 - FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2010-11	15	169	15	100	100	172

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 program completers, 2010-11	1				100	176
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	178
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				100	173
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	168	14	88	89	173
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	18	172	18	100	100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	174	15	100	100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	12	170	12	100	100	171
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				100	176
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				100	688
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	15	707	15	100	100	692
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	20	686	20	100	100	695

ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	19	711	19	100	100	705
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	159
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	14	165	14	100	93	159
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				100	159
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
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	44	164	44	100	99	163
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	132	160	117	89	91	162
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2010-11	103	162	103	100	100	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
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	13	169	12	92	98	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	168	21	100	100	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	168	20	100	100	170

ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	21	169	21	100	100	169
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				100	159
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	164	10	100	98	160
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	15	161	15	100	100	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
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				97	169
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	15	173	14	93	94	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	25	172	25	100	100	172
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
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	4				95	169
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				83	168
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				100	173
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
ETS0330 -SPEECH-LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2010-11	17	692	17	100	100	686
ETS0330 -SPEECH-LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2009-10	21	725	21	100	100	716
ETS0330 -SPEECH-LANGUAGE PATHOLOGY Educational Testing Service (ETS) All program completers, 2008-09	16	699	16	100	100	704

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	257	257	100	100
All program completers, 2009-10	271	271	100	100
All program completers, 2008-09	241	241	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/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, 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 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 national awards from the National Education Association (NEA), including the single Best Student Chapter in the nation award for seven of the past twelve years and two of ours students received the National Outstanding Student Member Award in the past five 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 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 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 use 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 second 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 Teacher Performance Assessment and the Wisconsin Read to Lead initiative. The Read to Lead legislation will require all early childhood and elementary majors to take the MTEL test. As a result, our Reading methods courses are examining their curriculum to insure that our students are well versed in the MTEL 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
2010-11

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

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)