title **II** higher education act

2020 TITLE II REPORTS
National Teacher Preparation Data

WI | University of Wisconsin Parkside
Traditional Report AY 2018-19
Wisconsin

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

900 Wood Road

CITY

Kenosha

STATE

Wisconsin ▼

ZIP

53144

SALUTATION

▼

FIRST NAME

Mary

LAST NAME

Henderson

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.99	Teacher Education - Other	Both	

Total number of teacher preparation programs:

15

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	○ Yes	● No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	● Yes	○ No	● Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
	Yes	No	Yes	No
Interview		● No		● No
Other Specify: [ ]		● No		● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Students are admitted to the Educator Preparation program after successfully completing the introductory courses to the licensure program; passing the Praxis Core or the alternative option; a cumulative GPA of 2.75 or higher; and completion of the application for admission and addendum to the criminal background check forms. If a student begins the teacher education program as a Freshman they will typically be admitted during their sophomore year.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	● Yes		● Yes	
Fingerprint check		● No		● No
Background check	● Yes			● No
Minimum number of courses/credits/semester hours completed		● No	● Yes	
Minimum GPA	● Yes		● Yes	
Minimum GPA in content area coursework		● No	● Yes	
Minimum GPA in professional education coursework	● Yes		● Yes	
Minimum ACT score		● No		● No
Minimum SAT score		● No		● No
Minimum basic skills test score	● Yes			● No
Subject area/academic content test or other subject matter verification		● No	● Yes	

Element	Admission		Completion	
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: [_____]	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

We admitted 1 post-graduate student into our licensure program during 2018-19, but that post graduate student did not complete the program during the 2018-19 academic year.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● **Yes**
○ **No**

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	260
Number of clock hours required for student teaching	720

Are there programs in which candidates are the teacher of record?

○ **Yes**
● **No**

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	[_____]

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	20
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	209
Number of students in supervised clinical experience during this academic year	201

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

All students enrolled in EDU seminar courses are also enrolled in supervised clinical experiences prior to and following enrollment in the program. All clinical experiences for the program are supervised by full time or adjunct faculty. The numbers of teachers and students in this section reflects the program pre-admission/enrollment and post-admission/enrollment.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	130
Subset of Program Completers	16

Gender	Total Enrolled	Subset of Program Completers
Male	30	3
Female	100	13
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	0
Asian	3	1
Black or African American	3	1
Hispanic/Latino of any race	14	1
Native Hawaiian or Other Pacific Islander	0	0
White	107	13

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2018-19**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	
13.1202	**Teacher Education - Elementary Education**	13

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	7
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2018-19**

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	13
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

- ● Yes
- ○ No

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

The University of Wisconsin-Parkside developed the teacher education program for Southeastern Wisconsin in collaboration with regional partners in the local school districts, businesses and community organizations. The EPP has an Advisory Council comprised of external partners and meets at least once a semester where program goals and outcomes are discussed. The Advisory Council allows the EPP to ensure that the proper programs are being offered to meet regional needs. A Special Education major, and English as a Second Language (ESL) minor were added to our program in Fall 2017 as a result of meeting with community education partners. In addition, a Bi-Lingual certification had been added to our program beginning Fall 2018.

Annual Goals: Mathematics

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

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2018-2019 was to prepare 2 teachers in mathematics. We fell short of that goal by 1 student. Our Mathematics department went through some faculty changes, which made it hard for our Mathematics prepared students to be able to take all of the necessary classes for their majors, so some changed majors as a result.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

We have hired a full-time faculty member that will focus on Teacher Education-Mathematics. They will begin in Fall 2020. The restructuring of our licensure programs allows us to improve on our Mathematics goals in training more teachers prepared to teach Mathematics, along with the creation of additional Teacher Education Mathematics courses. We will continue to work with our Mathematics department to help us educate teachers to be prepared to teach Mathematics when they complete our program.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.

🔘 Yes
⚪ No

8. Describe your goal.

Our goal is to prepare 3 students in Mathematics for 2019-2020.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

🔘 Yes
⚪ No

10. Describe your goal.

Our goal is to prepare 2 students in Mathematics for 2020-2021.

Annual Goals: Science

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

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal was to have 2 prospective teachers in 2018-2019 for science. We did not accomplish our goal due to students changing their minors/majors or leaving the program.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.

○ Yes
○ No

8. Describe your goal.

Our goal for 2019-2020 is to prepare 2 teachers in Science. Six of our newly admitted students have an interest in Teacher Education-Science

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

○ Yes
○ No

10. Describe your goal.

Our goal for 2019-2020 is to prepare 2 teachers in Science. Six of our newly admitted students have an interest in Teacher Education-Science. We are working closely with our Science department to update our licensure programs, as required by the state, including science. Our goal for 2020-2021 is to prepare 2 teachers in Science.

Annual Goals: Special Education

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

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our goal for 2018-2019 was to prepare 4 teachers in Special Education.

3. Did your program meet the goal?

- ○ Yes
- ● No

4. Description of strategies used to achieve goal, if applicable:

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

A new Teacher Education-Special Education faculty member will be joining our department in Fall 2020. This along with the increased need in our community schools for Special Education teachers is increasing the interest in this program.

6. Provide any additional comments, exceptions and explanations below:

2018-2019 was our first full academic year for our Special Education program. Our first program completer in with a SPED license will be in 2019-2020.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal is to prepare 1 teacher in special education.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal is to prepare 2 teachers in special education. The interest to be a licensed SPED teacher is increasing. With the addition of a new SPED faculty member, beginning, Fall 2020, we expect our enrollment in this program to increase.

Annual Goals: Instruction of Limited English Proficient Students

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

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Our EPP added an ESL minor effective Fall 2017. We set our goal for 2018-2019 to prepare 13 teachers. In this timeframe we had 5 admitted to our program with ESL, and 12 additional students are intending ESL when they become admitted.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Some of ESL minor classes tie in with the ELED degree so completing a duo certification is easy and popular for our students.

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

We will continue to market this license as it is highly sought after in our local community schools. Since some of ESL minor classes tie in with the ELED degree it makes completing a duo certification easy and popular for newly admitted students.

6. Provide any additional comments, exceptions and explanations below:

Our EPP added an ESL minor effective Fall 2017.

Review Current Year's Goal (2019-20)

7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Our goal for 2019-2020 is to prepare 12 students in ESL, and also have 2 completers in this program.

Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Our goal for 2020-2021 is to prepare 12 students in ESL, and also have 4 completers in this program.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0014 -EDTPA: EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	9			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	8			
TPA0001 -EDTPA: ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
TPA0021 -EDTPA: K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	4			
TPA0017 -EDTPA: MIDDLE CHILDHOOD SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	2			
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	3			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
TPA0006 -EDTPA: SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
ETS5014 -ELEM ED CONTENT KNOWLEDGE (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2016-17	2			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	24	238	14	58

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	12	261	12	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	7			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	19	158	17	89
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	12	165	11	92
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	9			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE
Educational Testing Service (ETS)
All program completers, 2016-17

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	15	14	93
All program completers, 2017-18	15	15	100
All program completers, 2016-17	9		

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

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

   Over the course of the program, our teacher candidates are prepared to integrate the following technologies into curricula and instruction: operating system software (i.e. Windows, Mac OS), application software (i.e. word processing, spreadsheets, database management, presentation software), computer managed instructional software (i.e. grade keeping and attendance software), computer assisted instructional software (i.e. assistive technology, electronic portfolio, smart technology), educational software (i.e. drill and practice, WebQuests, problem-solving software, simulations, multimedia/multimodal applications, educational games). Our courses are designed to meet the ISTE standards in education technology. In the first two seminar courses that are required of all teacher candidates (EDU 100: Introduction to Teaching Profession, and EDU 200: Teaching The Whole Child) teacher candidates receive explicit instruction in ethical issues as they relate to technology and issues of access and inequalities, privacy and Internet safety and netiquette issues pertaining to plagiarism and copyright infringement. During subsequent methods courses, teacher candidates use the Internet to conduct research and use a variety of Web 2.0 applications and collaborative tools as teaching and learning tools to support instruction at their clinical sites. Teacher candidates are instructed at all program levels to use computer and digital applications such as spreadsheets, databases, and other Web 2.0 applications to design formats in which to enter data, develop formulas and functions on spreadsheets to create summative reports for feedback purposes and to inform/modify instruction. Beginning in EDU 100 and continuing across the program, coursework includes experiences in collecting and analyzing student/district/state and national data. Teacher candidates use technology to draw generalizations and specific understandings

in order to make recommendations to improve teaching in the classroom and education as a national institution. Teacher candidates make use of Via/LiveText, including creating an electronic portfolio for signature assignments aligned with the Wisconsin State Educator Standards, edTPA, and accessing clinical evaluations, and submitting frequent reflections. This allows the EPP to collect data which can be aggregated and analyzed to support curricular and programmatic decisions. During EDU 100, the first education course, teacher candidates receive an orientation to Via/LiveText and information on how to compete the FEM (field experience module) log hours, submit pre-observation goals and reflections, and how to access their mentor and supervisor evaluations. In language acquisition and literacy instruction program-level courses, teacher candidates research and utilize various Internet sites to locate intervention strategies for Universal access and during the course "Assessment and Developmentally Appropriate Design", teacher candidates apply Universal Design for Learning principles, and access materials and resources to the lessons they teach during their clinical placements. Teacher candidates are required beginning at the 300 level to develop lesson plans that integrate technology into the content area in order to assist students in accessing grade-level content material through the activation of background knowledge, making connections within and across academic areas, building fluency, and evaluating documents.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

    a. **Teach students with disabilities effectively**

    The Teacher Preparation program offers foundational methods courses which our candidates are required to take that specifically address students with disabilities. In the general education foundational coursework, teacher candidates are required to take courses that introduce them to the law and best-practices to serve students who qualify for special education services. They learn about pre-referral strategies, Individual Educational Plans, behavior management plans, learning theories, classroom management, Universal Design for Learning, pedagogical approaches, and common student characteristics for teaching children and youth with special learning considerations. Many of our teacher candidates, even if they are not Special Education minor or majors, are advised to take our EDU 101 (Introduction to Disability) course, which will help them teach students with disabilities effectively.

    b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

    In our foundational courses, teacher candidates are introduced to state and federal laws and the general education teacher's role in the IEP process. Teacher candidates learn about laws such as IDEA and are introduced to the IEP planning, implementation, and evaluation process. Teacher candidates explore Response to Intervention and what it means to support learning and how it can be used as a method for identifying children with learning disabilities. They learn about differentiation and UDL to provide access and overcome barriers using technology, instructional approaches, and flexibility. Once they have this framework, teacher candidates are required to differentiate and provide appropriate adaptations for instruction to meet the needs of students with disabilities throughout the rest of the program. Candidates will develop expertise as special educators by learning how to manage caseloads of students, lead team meetings, collaborate with families, students, and all stakeholders, and organize schedules and instruction to provide the maximum educational benefit for all students across their education (K-age 21). They will longitudinally plan to make sure students have equitable access to the general educational curriculum or appropriate adaptive education. They will situate themselves as parent and child advocates, understanding how to teach this skill to families, while also complying with district, state, and national requirements.

    c. **Effectively teach students who are limited English proficient.**

    Courses in our Secondary and Elementary programs (EDU 200: Teaching The Whole Child; EDU 322: Teaching Exceptional Learners; EDU 412: Literacy Development; EDU 332: Foundations of Literacy; EDU 325: Introduction to Second Language Acquisition; and EDU 335: ESL Methods) provide teacher candidates with the opportunity to learn strategies such as scaffolding, graphic organizers, collaborative reading, imaging, read/think-alouds, language experience writing, leveled questions, preview and review of vocabulary work, readers theater or story reenactment to support language instruction. Candidates learn assessment processes that support ELLs and learn about ways to evaluate ELL work.

2. **Does your program prepare special education teachers?**

    ● Yes
    ○ No

    If yes, provide a description of the activities that prepare *special education teachers* to:

    a. **Teach students with disabilities effectively**

The Teacher Preparation program offers foundational methods courses which our candidates are required to take that specifically address students with disabilities. In the general education foundational coursework, teacher candidates are required to take courses that introduce them to the law and best-practices to serve students who qualify for special education services. They learn about pre-referral strategies, Individual Educational Plans, behavior management plans, learning theories, classroom management, Universal Design for Learning, pedagogical approaches, and common student characteristics for teaching children and youth with special learning considerations.

b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

In our foundational courses, teacher candidates are introduced to state and federal laws and the general education teacher's role in the IEP process. Teacher candidates learn about laws such as IDEA and are introduced to the IEP planning, implementation, and evaluation process. Teacher candidates explore Response to Intervention and what it means to support learning and how it can be used as a method for identifying children with learning disabilities. They learn about differentiation and UDL to provide access and overcome barriers using technology, instructional approaches, and flexibility. Once they have this framework, teacher candidates are required to differentiate and provide appropriate adaptations for instruction to meet the needs of students with disabilities throughout the rest of the program.

c. **Effectively teach students who are limited English proficient.**

During their advanced seminar courses (EDU 440: Teacher Preparation Portfolio Design) EDU 430 (Using Action Research to Improve Instruction), teacher candidates are required to design a community-based unit that takes into account the language and cultural assets of the community, families, and students. The importance of the students' family and cultural backgrounds are emphasized through authentic activities. Culturally responsive teaching practices are introduced and are used as a means to understand the context in which students learn and to make connections between curriculum and students' lives. In order for Elementary Education candidates to meet the needs of English Language Learners, all elementary education candidates must take EDU 325: Introduction to a Second Language Acquisition; and EDU 335: ESL methods. In EDU 325, elementary education candidates develop familiarity with first and second language acquisition by building on knowledge gained from EDU 332: Foundations of Literacy. In understanding the processes of first and second language acquisition, teacher candidates will be better equipped to design instructional strategies that facilitate Foreign/Second/English Language Learners' language acquisition, and create supportive environments. Moreover, in EDU 325, elementary education candidates will explore foundational research and theory in order to develop a sound basis for their pedagogical decisions. In EDU 335: ESL methods candidates will further develop their knowledge base for differentiating instruction for ELLs by further investigating theories, research, and best practices for ELLs. Teacher candidates explore formal and informal methods to assess reading and writing in K-8 classrooms with particular attention to assessments designed for English language learners; learn about guided practice and interactive reading and writing methods; develop strategies to improve students' reading comprehension; investigate the interrelationship between oral language and reading and writing instruction; begin to develop philosophies of literacy instruction that take into account the needs of all learners; and explore the impact of technology on literacy teaching and learning for English language learners. During student teaching, teacher candidates will complete the edTPA which specifically requires them to include adaptations or modifications for diverse learners, English language learners by focusing on planned supports for academic language and students with learning differences in the lesson development, implementation, and assessment.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

From the beginning of the Teacher Preparation Program through Residency, all teacher candidates are placed in a co-teaching classroom setting. Co-teaching in a clinical setting is defined as, "two teachers, a mentor teacher and a teacher candidate, working together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space" (Bacharach, Heck & Dank, 2004). Prior to applying for residency, our secondary teacher candidates serve a minimum of 240 hours in a co-teaching setting and our elementary teacher candidates serve a minimum of 340 hours. Through co-teaching, teacher candidates experience multiple clinical settings and are provided with support, coaching and feedback as they develop and build their knowledge, skills and dispositions about what it means to be a teacher and learner. Through these strong co-teaching partnerships, teacher candidates better understand the complexities of teaching as a profession. To enable a stronger understanding of the developmental nature of learning, teacher candidates in our program are placed at various grade levels during their co-teaching field experiences. Over the course of the year, teacher candidates develop an understanding of the Wisconsin Teacher Standards, and Common Core State Standards. the school's program curriculum, and are supervised by their site mentor teacher and a faculty supervisor. Throughout the year, teacher candidates are assessed based on the Danielson Framework and provided with supportive feedback from their mentor teacher and university supervisor.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.***

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Mary Henderson

TITLE:

University Services Program Associate

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.***

NAME OF REVIEWER:

Mary Henderson

TITLE:

University Services Program Associate