Title II
Higher Education Act

SUBMIT REPORTS

Contact Us - Glossary - Log out

University of Wisconsin-Parkside
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: University of Wisconsin-Parkside

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Wisconsin

Address: 900 Wood Road

Kenosha, WI, 53144

Contact Name: Denise Hancock

Phone: 262-595-2032

Email: hancock@uwp.edu

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

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art, Early Childhood - Adolescence	No
Biology, Early Adolescence - Adolescence	No
Broad Field Science, Early Adolescence - Adolescence	No
Broad Field Social Science, Early Adolescence - Adolescence	No
Choral Music, Early Childhood - Adolescence	No
Early Childhood	No
Economics, Early Adolescence - Adolescence	No
English, Early Adolescence - Adolescence	No
General Music, Early Childhood - Adolescence	No
Geography, Early Adolescence - Adolescence	No
Geoscience, Early Adolescence - Adolescence	No
History, Early Adolescence - Adolescence	No
Instrumental Music, Early Childhood - Adolescence	No
Math, Early Adolescence - Adolescence	No
Middle Childhood - Early Adolescence	No
Physics, Early Adolescence - Adolescence	No
Political Science, Early Adolescence - Adolescence	No
Sociology, Early Adolescence - Adolescence	No
Spanish, Early Childhood - Adolescence	No
Theater Arts, Early Childhood - Adolescence	No
Total number of teacher preparation programs: 20	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other   See description below

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.uwp.edu/departments/teacher.preparation/index.cfm

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

The University enacted a suspension of applications for admission to the teacher education program in June of 2010 and closed the teacher education department. The program continued to serve the students that were admitted as of the decision to close. The last group of completers finished in June of 2012. Recognizing that the quality of teacher

preparation has a direct impact on the quality of K-12 education offered to Wisconsin children, we are creating a new Educator Development Program that will open September 2013; the program will serve the 21st century needs of students and communities we serve.

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.75

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

0

What is the minimum GPA required for completing the program?

2.75

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

3.443

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

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

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

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

2.75

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

0

What is the minimum GPA required for completing the program?

3

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

3.525

Section I.c Program Enrollment

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

Total number of students enrolled in 2011-12:	43
Unduplicated number of males enrolled in 2011-12:	16
Unduplicated number of females enrolled in 2011-12:	27

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	40
Two or more races:	0

Section I.d Supervised Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	150
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3.06
Number of students in supervised clinical experience during this academic year	43

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

This is an unduplicated number of students involved in clinical experiences (both field experience and student teaching.) So if a student was involved in field experiences in fall and then student teaching in spring they will only be counted 1 time.

Section I.e Teachers Prepared by Subject Area

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

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	20

Teacher Education - Junior High/Intermediate/Middle School Education	20
Teacher Education - Secondary Education	1
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	5
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	1
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	1
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Communication Political Science Sociology Psychology	5

Section I.e Teachers Prepared by Academic Major

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

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	5
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
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	15
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	1
Visual and Performing Arts	
History	1
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	6
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	1
Mathematics and Statistics	5
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	1
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2011-12: 41

2010-11: 63

2009-10: 49

Section II. Annual Goals - Mathematics

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

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

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

Academic year 2011-12

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

Yes

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

5

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

Yes

Description of strategies used to achieve goal, if applicable:

The University enacted a suspension of applications for admission to the teacher education program in June of 2010. The program continued to serve the math students that were admitted as of the decision to close. The last group of math completers finished in June of 2012. We were only working with students that had been admitted to the program, therefore, there was not an opportunity to recruit new students, or set goals.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Beginning in the fall of 2013 we will open a new Educator Development Program. At this point we have not set enrollment and preparation goals for our content areas.

We have however, through a collaborative design process, identified that there is a critical shortage of math teachers in our region. The need for math teachers is supported by the 2007 Wisconsin Teacher Supply and Demand report as well as the Public Policy Forum's 2010 analysis of future educational needs in STEM education.

Mathematics was one of the first licensure pathway submissions that was written for the new program. We will be able to set goals once we have hired faculty, created a marketing campaign, and worked with our partnering academic departments.

Section II. Annual Goals - Science

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

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

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

Academic year 2011-12

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

Yes

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

2

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

Yes

Description of strategies used to achieve goal, if applicable:

The University enacted a suspension of applications for admission to the teacher education program in June of 2010. The program continued to serve the science students that were admitted as of the decision to close. The last group of science completers finished in June of 2012. We were only working with students that had been admitted to the program, therefore, there was not an opportunity to recruit new students, or set goals.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Beginning in the fall of 2013 we will open a new Educator Development Program. At this point we have not set enrollment and preparation goals for our content areas.

We have however, through a collaborative design process, identified that there is a critical shortage of science teachers in our region. The need for science teachers is supported by the 2007 Wisconsin Teacher Supply and Demand report as well as the Public Policy Forum's 2010 analysis of future educational needs in STEM education.

Biology and Chemistry were two of the first licensure pathway submissions that were written for the new program. We will be able to set goals once we have hired faculty, created a marketing campaign, and worked with our partnering academic departments.

Section II. Annual Goals - Special Education

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

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

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

Academic year 2011-12

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

No

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

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

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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

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

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

Academic year 2011-12

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

No

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

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

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

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

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

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

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

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

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

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

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

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

The University of Wisconsin Parkside is located in an urban setting between Milwaukee and Chicago. The largest school districts served by UWP are Kenosha Unified School District and Racine Unified School District. UWP is involved in our local community school districts through the field experiences and student teaching as required by our program. Students are required to complete 50 human service field hours in a multicultural setting which represents racial, ethnic, cultural, and economic diversity and 100 school based field experience hours.

The creation of the new Educator Development Program prompted the Director of Educator Development and the Director of Advance Professional Development to meet with many of the surrounding district Superintendents and Assistant Superintendents to establish the desire to partner with the Program. We have adopted a commitment to true partnership arrangements with area school districts and community partners. The past relationships in Racine and Kenosha County have been maintained and strengthened through the design process.

The clinical base of the program calls for on-going relationships allowing candidates for licensure to work over a significant time period with teachers, schools and districts that are committed to best practices and continuous assessment and improvement. UW-P works closely with urban, suburban and rural schools and districts as well as community partners and will place students in a variety of settings to insure the development of the competencies needed for successful performance as a licensed educator. To support the clinical program we are currently working with a Clinical Work Group on processes and procedures to ensure students are supported by field partners who exemplify the values and vision of our program. The task force is comprised of local principals, teachers, retired teachers, university faculty, university supervisors and central office administrators.

The University has supported in-service educators throughout southeastern Wisconsin since its inception, but for several years has provided these services separate from the academic program of teacher preparation. In 2010, the K12 Education Outreach Office, the managing department for educator license support, was relocated from the Center of Community Partnership to Institute of Professional Educator Development to ensure integration between the program for education students and the professional community they would join.

Advanced Professional Development, as it is called now, provides workshops, courses, and one-on-one coaching/mentoring for educators (initial through master level). As the educator development program begins, students will be able to join professional educators in these trainings, giving them access to professionals and content outside of their required course work and clinical experience. ADP will continue to serve our students through their initial years with support on their Professional Development Plan (PDP), and through our district partnerships for coaching and mentoring.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	4			
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	168	10	100
ETS0014 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	159	14	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	164	18	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	22	164	22	100
ETS0146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	14	156	14	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	1			

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	167	10	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Languages (ACTFL) Other enrolled students	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	40	40	100
All program completers, 2010-11	63	63	100
All program completers, 2009-10	48	48	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?
Yes

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

State

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

Section V. Technology

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

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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

In our program, we prepare students to infuse technology in their teaching, not primarily as a delivery medium, but also as a reflective tool on their practice. They must demonstrate fluency in operating and navigating digital tools —teacher utility software that include word-processing, spreadsheet, database — and multimedia tools (audio, video, animation).

Our teachers understand and use digital environments such as the internet and all the multiple services it has to offer. They explore the creation of podcasts, blogs, websites and other digital products related to social networking in the classroom.

In our programs, teachers learn how to locate, collect, store, use and share data electronically so their pupils can examine them critically; teachers also learn how to review and evaluate digital information for accuracy, relevance, point of view and cultural bias;

We do apply the principles of universal design, our holistic, integrated and constructivist approaches to teaching and learning addresses many of its principles. Those approaches take into account students' multiple modes of understanding, engagement, and expression. The digital environments that we prepare our pre-service teachers to create for their pupils must make room for multiple intelligences and their various ways of representation, and therefore we emphasize flexibility.

Section VI. Teacher Training

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

upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

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

Our course, TEDU 360 - Exceptional Child and Youth, is required for all students seeking certification through our program. This course covers a broad range of topics related to the Exceptional Child. Topics include: Disability laws and rights related to education, full inclusion, characteristics/identification of various disabilities,teaching strategies, team teaching with the special education teacher, how to write, interpret and your role in an IEP, FBA, BIP, ADEP, and 504 plan.

TEDU 360 covers what defines an ELL student, the services that ELL students receive, and who are the service providers, what additional difficulties you encounter when students leave for ELL services, and how to make adjustments to keep them on pace. Also included are what testing is given to ELL students, what are the various proficiency levels, and at what level are they no longer considered to be in need of ELL services, when they are technically dismissed from the ELL program, what academic gap do they still struggle with. The course also discusses how ELL students process a new language, and the associated difficulties, struggles they encounter in a general education classroom, different learning styles in addition to ELL difficulties, accommodations and modifications for ELL students, and differentiated instruction and teaching strategies for the ELL students.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

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

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.

Supporting Files

University of Wisconsin-Parkside

Traditional Program

2011-12

Contact Us - Glossary - Log out

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 12/31/2015)