

Title II Higher Education Act

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2022 Title II Reports National Teacher Preparation Data

University of Wisconsin Parkside

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WI

University of Wisconsin Parkside Traditional Report AY 2020-21 Wisconsin

Report CompleteStatus: 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

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Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution 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](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	<ul style="list-style-type: none">• Edit• Delete
13.1202	Elementary Education	Both	<ul style="list-style-type: none">• Edit• Delete
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	<ul style="list-style-type: none">• Edit• Delete
13.1	Special Education	Both	<ul style="list-style-type: none">• Edit• Delete
13.1302	Teacher Education - Art	Both	<ul style="list-style-type: none">• Edit• Delete
13.1322	Teacher Education - Biology	Both	<ul style="list-style-type: none">• Edit• Delete
13.1323	Teacher Education - Chemistry	Both	<ul style="list-style-type: none">• Edit• Delete
13.1337	Teacher Education - Earth Science	Both	<ul style="list-style-type: none">• Edit• Delete
13.14	Teacher Education - English as a Second Language	Both	<ul style="list-style-type: none">• Edit• Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1305	Teacher Education - English/Language Arts	Both	<ul style="list-style-type: none"> Edit Delete
13.1328	Teacher Education - History	Both	<ul style="list-style-type: none"> Edit Delete
13.1311	Teacher Education - Mathematics	Both	<ul style="list-style-type: none"> Edit Delete
13.1312	Teacher Education - Music	Both	<ul style="list-style-type: none"> Edit Delete
<input type="text"/>		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> Insert Cancel

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

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Section I: Program Information

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](#)

This Page Includes:

- [Undergraduate Requirements](#)
- [Postgraduate Requirements](#)
- [Supervised Clinical Experience](#)

Undergraduate Requirements

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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.

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Other Specify:		
Other specify: <input type="text"/>	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>

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.)

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.)

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

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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.

Postgraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Fingerprint check	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum number of courses/credits/semester hours completed	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in content area coursework	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Minimum ACT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/>
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/>

Element
Interview
Other Specify:
 Other specify:

Admission
 Required for Entry Yes No
Completion
 Required for Exit Yes No
 Required for Entry Yes No
 Required for Exit 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.)

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.)

4. Please provide any additional information about the information provided above: We admitted 1 post-baccalaureate student into our licensure program during

2020.2021

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§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)
Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

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)
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

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

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

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

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs
All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

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

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

All Programs
All Programs

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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. Most clinical experiences for the program are supervised by department full time or adjunct faculty. Due to COVID we had to make changes in our program for 2020-2021, while remaining in alignment with DPI regulations. The number of supervised clinic hours, number of cooperating teachers, and the number of students supervised in clinical experiences in this section reflects the program changes we had to temporarily make in 2020-2021 due to the pandemic. Many of our clinical hours were suspended during this timeframe and/or no supervision was needed.

All students enrolled in EDU seminar courses are also enrolled in supervised clinical experiences prior to and following enrollment in the program. Most clinical experiences for the program are

Save Option

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Info

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Reset Page

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)

Number of Faculty

Update

100% (Full-Time)

50% (Half-Time)

Employment Rate (%)

Number of Faculty

Delete

Employment Rate (%)

Number of Faculty

Delete

Add Row

Calculate FTE

Section I: Program Information

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

This Page Includes:

- Enrollment and Program Completers

Enrollment and Program Completers

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2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="29"/>	Male Completers <input type="text" value="8"/>
Female	Female Enrollment <input type="text" value="118"/>	Female Completers <input type="text" value="27"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="5"/>	Black or African American Completers <input type="text" value="0"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="18"/>	Hispanic/Latino of any race Completers <input type="text" value="4"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="120"/>	White Completers <input type="text" value="29"/>
Two or more races	Two or more races Enrollment <input type="text" value="3"/>	Two or more races Completers <input type="text" value="2"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="1"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

This Page is in Progress This Page is Completed

Section I: Program Information

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](#)

This Page Includes:

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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>).

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="18"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text" value="10"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text" value="1"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text" value="7"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text" value="3"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="6"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text" value="1"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1322	Teacher Education - Biology	Number Prepared 3
13.1323	Teacher Education - Chemistry	Number Prepared
13.1324	Teacher Education - Drama and Dance	Number Prepared
13.1328	Teacher Education - History	Number Prepared 5
13.1329	Teacher Education - Physics	Number Prepared
13.1331	Teacher Education - Speech	Number Prepared
13.1337	Teacher Education - Earth Science	Number Prepared
13.14	Teacher Education - English as a Second Language	Number Prepared 8
13.99	Education - Other Specify: Other specify: Political Science	Number Prepared 1

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21

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](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared
13.1202	Teacher Education - Elementary Education	Number Prepared 18
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared
13.1210	Teacher Education - Early Childhood Education	Number Prepared 1
13.1301	Teacher Education - Agriculture	Number Prepared
13.1302	Teacher Education - Art	Number Prepared
13.1303	Teacher Education - Business	Number Prepared
13.1305	Teacher Education - English/Language Arts	Number Prepared
13.1306	Teacher Education - Foreign Language	Number Prepared
13.1307	Teacher Education - Health	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared
13.1312	Teacher Education - Music	Number Prepared 6
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text" value="1"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text" value="3"/>
27	Mathematics and Statistics	Number Prepared <input type="text" value="1"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text" value="4"/>
99	Other Specify: Other specify: <input type="text" value="Political Science"/>	Number Prepared <input type="text" value="1"/>

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Section I: Program Information

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\(b\)\)](#)

This Page Includes:

- [Program Assurances](#)

Program Assurances

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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

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

beginning Fall 2018. We have also added an Art Licensure in Fall 2019

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Section II: Annual Goals

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

Our goal was to prepare 3 students in Mathematics for 2020-2021.

2. Describe your goal. Our goal was to prepare 3 students in Mathematics for 2020-2021.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: We hired a new full-time faculty member that specializes in Mathematics.

We hired a new full-time faculty member that specializes in Mathematics.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: Our newly hired full-time faculty member that specializes in Mathematics, who began in the Fall semester of 2020, is adding additional mathematics classes and improving our currently offered classes in our program.

Our newly hired full-time faculty member that specializes in Mathematics, who began in the Fall semester of 2020, is adding additional mathematics classes and improving our currently

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. Yes

No

Our goal is to prepare 4 students in Mathematics for 2021-2022.

8. Describe your goal. Our goal is to prepare 4 students in Mathematics for 2021-2022.

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes

No

Our goal is to prepare 1 student in Mathematics for 2022-2023.

10. Describe your goal. Our goal is to prepare 1 student in Mathematics for 2022-2023.

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Section II: Annual Goals

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\(a\)](#))

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal. Our goal for 2020-2021 is to prepare 2 teachers in Science. We continue to work closely with our Science department to update our licensure

Our goal for 2020-2021 is to prepare 2 teachers in Science. We continue to work closely with our Science department to update our licensure programs, as required by the state, including science.

programs, as required by the state, including science.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: We prepared 3 students in Science in 2020-2021, exceeding our goal.

We prepared 3 students in Science in 2020-2021, exceeding our goal.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We are continually meeting with the Science department

We are continually meeting with the Science department to update our licensure programs.

to update our licensure programs.

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

Review Current Year's Goal (2021-22)

[Back To Top](#)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. Yes

No

Our goal for 2021-2022 is to prepare 4 teachers in Science

8. Describe your goal. Our goal for 2021-2022 is to prepare 4 teachers in Science

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes

No

Our goal for 2022-23 is to prepare 2 teachers in Science

10. Describe your goal. Our goal for 2022-23 is to prepare 2 teachers in Science

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Section II: Annual Goals

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

Our goal is to prepare 3 teachers in special education.

2. Describe your goal. Our goal is to prepare 3 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: We feel short of our 2020-2021 goal. Fall 2020 we added a new full-time faculty member, who specializes in Special Education, to our department, and our enrollment in this licensure path is beginning to increase. The need in our local schools is also increasing for this licensure path, so we anticipate an increase in completers in this area. We have increased the marketing of this

licensure pathway as well. We feel short of our 2020-2021 goal. Fall 2020 we added a new full-time faculty member, who specializes in Special Education, to our department, and our enrollment in this licensure

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. Yes

No

Our goal is to prepare 5 teachers in special education in 2021-2022.

8. Describe your goal. Our goal is to prepare 5 teachers in special education in 2021-2022.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal. Our goal is to prepare 5 teachers in special education in 2022-2023. The interest in being licensed or prepared to teach special education is increasing. With the addition of a new full-time faculty member, in Fall 2020, who specializes in Special Education, our enrollment in this licensure path is continually increasing. The need in our local schools is also increasing for this licensure path. Along with the increase of marketing of this pathway we are hopeful the numbers will

continue to increase. Our goal is to prepare 5 teachers in special education in 2022-2023. The interest in being licensed or prepared to teach special education is increasing. With the addition of a new full-time

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Section II: Annual Goals

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

Our goal for 2020-2021 is to have 4 completers in this program.

2. Describe your goal. Our goal for 2020-2021 is to have 4 completers in this program.

3. Did your program meet the goal? Yes

No

4. Description of strategies used to achieve goal, if applicable: During this academic year students majoring in Elementary Education were required to also have licensable minor. With our program having an ESL minor, this minor works well as many of the ESL classes are also requirement for the general ELED major. This is a

During this academic year students majoring in Elementary Education were required to also have licensable minor. With our program having an ESL minor, this minor works well as many of the

great way for students to get this add-on license minor while also fulfilling their major requirements.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: With the community schools needs continuing to be ESL prepared or Bi-Lingual teachers, we continue to lead students down this pathway. We are working on a campaign to increase our marketing of this program.

With the community schools needs continuing to be ESL prepared or Bi-Lingual teachers, we continue to lead students down this pathway. We are working on a campaign to increase our

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal. Our goal for 2021-2022 is to have 6 completers in this program. Of our newly admitted students in 2012-2022 there are 14 students that have

Our goal for 2021-2022 is to have 6 completers in this program. Of our newly admitted students in 2012-2022 there are 14 students that have expressed an interest in ESL.

expressed an interest in ESL.

Set Next Year's Goal (2022-23)

[Back To Top](#)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes

No

Our goal for 2022-2023 is to have 10 completers in this program.

10. Describe your goal. Our goal for 2022-2023 is to have 10 completers in this program.

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Section III: Program Pass Rates

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](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name
Test Company
Group

Number **Avg. Number** **Pass**
taking **scaled** **passing**
tests **score** **rate**
(%)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0001 -EDTPA: ELEMENTARY LITERACY	9			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS	3			
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0002 -EDTPA: ELEMENTARY MATHEMATICS	3			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0021 -EDTPA: K-12 PERFORMING ARTS	1			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0003 -EDTPA: SECONDARY ENGLISH LANGUAGE ARTS	2			
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES	3			
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0004 -EDTPA: SECONDARY HISTORY-SOCIAL STUDIES	2			
Evaluation Systems group of Pearson All program completers, 2018-19				
TPA0005 -EDTPA: SECONDARY MATHEMATICS	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
TPA0006 -EDTPA: SECONDARY SCIENCE	1			
Evaluation Systems group of Pearson All program completers, 2019-20				
ETS5038 -ENGLISH LANGUAGE ARTS: CK	2			
Educational Testing Service (ETS) All program completers, 2019-20				
ESP0090 -FOUNDATIONS OF READING	14	243	7	50
Evaluation Systems group of Pearson Other enrolled students				
ESP0090 -FOUNDATIONS OF READING	19	250	18	95
Evaluation Systems group of Pearson All program completers, 2019-20				
ESP0090 -FOUNDATIONS OF READING	12	261	12	100
Evaluation Systems group of Pearson All program completers, 2018-19				
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE	1			
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE	2			
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE	7			
Educational Testing Service (ETS) Other enrolled students				
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE	17	158	16	94
Educational Testing Service (ETS) All program completers, 2019-20				
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE	12	165	11	92
Educational Testing Service (ETS) All program completers, 2018-19				
ETS0113 -MUSIC CONTENT KNOWLEDGE	3			
Educational Testing Service (ETS)				

Assessment code - Assessment name
Test Company
Group

Number **Avg. Number** **Number** **Pass**
taking **scaled** **passing** **rate**
tests **score** **tests** **(%)**

Other enrolled students

ETS0113 -MUSIC CONTENT KNOWLEDGE 2

Educational Testing Service (ETS)

All program completers, 2019-20

ETS0113 -MUSIC CONTENT KNOWLEDGE 1

Educational Testing Service (ETS)

All program completers, 2018-19

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE 2

Educational Testing Service (ETS)

All program completers, 2019-20

ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE 2

Educational Testing Service (ETS)

All program completers, 2018-19

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Section III: Program Pass Rates**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](#)

This Page Includes:

- [Summary Pass Rates](#)

Summary Pass Rates[Back To Top](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	30	26	87
All program completers, 2018-19	15	14	93

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

[Back To Top](#)

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:

Other specify:

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

No

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Section V: Use of Technology

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.

This Page Includes:

- [Use of Technology](#)

Use of Technology

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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:

1. integrate technology effectively into curricula and instruction Yes
 No
2. use technology effectively to collect data to improve teaching and learning Yes
 No
3. use technology effectively to manage data to improve teaching and learning Yes
 No
4. use technology effectively to analyze data to improve teaching and learning Yes

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 Watermark (Via/LiveText), including creating an electronic portfolio for signature assignments aligned with the Wisconsin State Educator Standards, 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. In pre-pandemic times, during EDU 100, the first education course, teacher candidates would receive an orientation to Watermark (Via/LiveText) and information on how to complete the FEM (field experience module) log hours, submit pre-observation goals and reflections, and how to access their mentor and supervisor evaluations. This has been adjusted due to the pandemic and should be back fully in 2022-2023. 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. Our classes, as well as the classrooms of our mentoring schools, in Spring 2020, instruction was moved to be strictly on line so our students learned additional web based programs, including: Google Classroom, Webex, Collaborate, Microsoft Teams.

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



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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

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

The Teacher Preparation program offers foundational methods courses which our candidates are required to take that specifically address students with disabilities. In the general

2. 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

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

this skill to families, while also complying with district, state, and national requirements.

3. 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

Courses in our Secondary and Elementary programs (EDU 200: Teaching The Whole Child; EDU 322: Teaching Exceptional Learners; EDU 412: Literacy Development; EDU 332:

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:

1. 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.

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2. 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

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

students with disabilities throughout the rest of the program.

3. 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

During their advanced seminar courses (EDU 440: Teacher Preparation Portfolio Design) EDU 430 (Using Action Research to Improve Instruction), teacher candidates are required to

on literacy teaching and learning for English language learners.

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Info

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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.

This Page Includes:

- [Contextual Information](#)

Contextual Information

[Back To Top](#)

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 admittance to the Teacher Preparation Program through Residency, all teacher candidates are required to complete clinical hours in either a co-teaching classroom setting or at a community organization that services children from the surrounding area. 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 to Residency, our secondary teacher candidates normally complete a minimum of 170 hours while our elementary teacher candidates complete a minimum of 230 hours in their field placements. Through the use of the co-teaching model, teacher candidates are provided with guidance and feedback as they develop and build their knowledge, skills and dispositions about what it means to be an effective teacher. They expand their knowledge and understanding of the Wisconsin Teacher Standards, Common Core Standards, content curriculum and pedagogy. Throughout the year, teacher candidate has their performance evaluated based on the Danielson Framework by both their mentor teacher(s) and their university supervisor. Each evaluation provides

From admittance to the Teacher Preparation Program through Residency, all teacher candidates are required to complete clinical hours in either a co-teaching classroom setting or at a

the teacher candidate feedback and is recorded in our Watermark online system, Student Learning & Licensure.

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.

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Report Card Certification

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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:

Title:

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:

Title: