



University of Wisconsin Parkside
Traditional Report AY 2022-23
Wisconsin



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Henderson

PHONE

(262) 595-2180

EMAIL

hendersonm@uwp.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

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

- [Teacher Preparation Program](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	Both	
13.1	Special Education	Both	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.14	Teacher Education - English as a Second Language	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	

Total number of teacher preparation programs:

Program Requirements

THIS PAGE INCLUDES:

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

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

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

3

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

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

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- Yes
 No

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

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

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

3

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

We did not admit any post-baccalaureate students into our licensure program during 2022.2023

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

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

158

Number of clock hours required for student teaching

720

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

- Yes
 No

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

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

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

Years required of teaching as the teacher of record in a classroom

All Programs

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

3

[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)

11

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

172

Number of students in supervised clinical experience during this academic year

130

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

After being admitted to our program, students enrolled in EDU seminar courses are required to complete supervised clinical experiences following approved program guidelines. Most clinical experiences for the program are supervised by department full time faculty or adjunct faculty. Throughout the year, the teacher candidates have their performance evaluated based on the Danielson Framework by both their university supervisor, and mentor teacher(s). Each evaluation provides the teacher candidate feedback and is recorded in our Watermark online system, Student Learning & Licensure. Prior to admission to our program students in our EDU 100 seminar course are required to complete 10 volunteer hours in a community setting with school aged children. Our Supervision hour break down is one (1) 300 or 400 level student equals five (5) observation hours - 2 field observations, and one (1) residency student equals 15 observations hours - 4 field observations.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

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

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	138
Subset of Program Completers	32

Gender	Total Enrolled	Subset of Program Completers
Male	30	5
Female	108	27
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	0
Asian	2	0
Black or African American	2	1
Hispanic/Latino of any race	13	5
Native Hawaiian or Other Pacific Islander	0	0
White	119	26

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

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.

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="3"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	18
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	5
13.1210	Teacher Education - Early Childhood Education	2
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	13
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	3
13.1202	Teacher Education - Elementary Education	14
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	5
13.1210	Teacher Education - Early Childhood Education	2
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	4 <input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	3
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text" value="2"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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 these community education partners. In addition, a Bi-Lingual certification had been added to our program beginning Fall 2018. We also added an Art Licensure in Fall 2019. Some of our currently approved licenses are being updated to meet the new licensure requirements set by DPI (K-9, 4-12)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare 2 students in Mathematics for 2023-2024.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 2 students in Mathematics for 2024-2025.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 1 student in Science for 2024-2025.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal was to prepare 4 teachers in special education in 2022-2023. We fell just shy of our goal. The interest in being licensed or prepared to teach special education is increasing. With the addition of a new full-time faculty member, 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.

3. Did your program meet the goal?

- Yes
 No

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

We have developed an alternative to the FORT that our students can now complete and that appears to be helping students complete our program. We are also working with our Marketing Department to increase the awareness of this licensure in our program and get more students interested in this pathway.

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

Our recent hire of a new SPED faculty member that has ties to the community and vast experience in working in this field is proving to be invaluable to our students looking to become SPED teachers, and we are already seeing an increase in interest among our students.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal is to prepare 8 teachers in special education in 2023-2024. The interest in being licensed or prepared to teach special education is increasing. With the addition of a new full-time faculty member, beginning Fall 2023, who specializes in Special Education, our enrollment in this licensure path is expected to continually increase. The need in our local schools is also increasing for this licensure path. Our EDU 101, Intro to Disability, is certified as a university diversity course, so any student at the university can take the course. We seeing interest from non-education students that who had not planned on majoring in Education begin to take a look at changing to this major due to this class. Along with the increase of marketing of this pathway we are hopeful the numbers will continue to increase.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal is to prepare 5 students in SPED for 2024-2025.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

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\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our goal for 2022-2023 was to have 8 completers in this program.

3. Did your program meet the goal?

- Yes
 No

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

Our Elementary majors are required to take 2 of our EDU courses that are also required for an ESL licensure, so it is beneficial for them to "double dip" with these courses and get the extra licensure/certification in ESL.

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

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2023-2024 is to have 4 completers in this program.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2024-2025 was to have 5 completers in the ESL program.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5018 -ELEM ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	9			
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	6			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2022-23	3			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	19	253	18	95
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	3			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5146 -MIDDLE SCHOOL CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			

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. [\(S205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	14	12	86
All program completers, 2021-22	22	20	91

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

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

accessing clinical evaluations, and preparing lesson plans for their classroom observations. This allows the EPP to collect data which can be aggregated and analyzed to support curricular and programmatic decisions. In the teacher candidates first course after being admitted to our EPP (EDU 300 Creating Effective Learning Environment) teacher candidates receive an orientation to Watermark (Via/LiveText) and information on how to complete the FEM (field experience module) log hours, submit pre-observation goals, lesson plans, and how to access their mentor and supervisor evaluations. In language acquisition and literacy instruction program-level courses, teacher candidates research and utilize various Internet sites to locate intervention strategies for Universal access and during the course "Assessment and Developmentally Appropriate Design", teacher candidates apply Universal Design for Learning principles, and access materials and resources to the lessons they teach during their clinical placements. Teacher candidates are required, beginning at the 300 level, to develop lesson plans that integrate technology into the content area in order to assist students in accessing grade-level content material through the activation of background knowledge, making connections within and across academic areas, building fluency, and evaluating documents. Our candidates have also learned additional web based programs, including: Google Classroom, Webex, Collaborate, CANVAS, Microsoft Teams, Zoom. Many faculty also incorporate different social media avenues into their lessons and assignments.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

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

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

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

c. Effectively teach students who are limited English proficient.

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

2. Does your program prepare special education teachers?

- Yes
 No

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

a. Teach students with disabilities effectively

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

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

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

c. Effectively teach students who are limited English proficient.

During their advanced seminar courses (EDU 440: Teacher Preparation Portfolio Design) EDU 430 (Using Action Research to Improve Instruction), teacher candidates are required to design a community-based unit that takes into account the language and cultural assets of the community, families, and students. The importance of the students' family and cultural backgrounds are emphasized through authentic activities. Culturally responsive teaching practices are introduced and are used as a means to understand the context in which students learn and to make connections between curriculum and students' lives. In order for Elementary Education candidates to meet the needs of English Language Learners, all elementary education candidates must take EDU 325: Introduction to a Second Language Acquisition; and EDU 335: ESL methods. In EDU 325, elementary education candidates develop familiarity with first and second language acquisition by building on knowledge gained from EDU 332: Foundations of Literacy. In understanding the processes of first and second language acquisition, teacher candidates will be better equipped to design instructional strategies that facilitate Foreign/Second/English Language Learners' language acquisition, and create supportive environments. Moreover, in EDU 325, elementary education candidates will explore foundational research and theory in order to develop a sound basis for their pedagogical decisions. In EDU 335: ESL methods candidates will further develop their knowledge base for differentiating instruction for ELLs by further investigating theories, research, and best practices for ELLs. Teacher candidates explore formal and informal methods to assess reading and writing in K-9 classrooms with particular attention to assessments designed for English language learners; learn about guided practice and interactive reading and writing methods; develop strategies to improve students' reading comprehension; investigate the interrelationship between oral language and reading and writing instruction; begin to develop philosophies of literacy instruction that take into account the needs of all learners; and explore the impact of technology on literacy teaching and learning for English language learners.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Beginning Fall 2022 we reinstated clinical hours for our seminar courses, for our admitted students. Students not yet admitted to our program, and in an Introductory Education class, will complete 10 volunteer hours at a community organization that services children from the surrounding areas. Once a teacher candidate is admitted to the Teacher Preparation Program all the way through to Residency, teacher candidates are required to complete clinical hours in a co-teaching classroom setting. Co-teaching in a clinical setting is defined as, "two teachers, a mentor teacher and a teacher candidate, working together with groups of students; sharing the planning, organization, delivery and assessment of instruction, as well as the physical space" (Bacharach, Heck & Dank, 2004). Prior to applying to Residency, our teacher candidates must complete clinical field experience hours; secondary teacher candidates normally complete a minimum of 140 hours while our early childhood, elementary, and special education teacher candidates complete a minimum of 180 hours in their field placements. Our music education students will complete a minimum of 130 hours, and our art education students will complete a minimum of 140 hours. 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, the teacher candidate have their performance evaluated based on the Danielson Framework by both their mentor teacher(s) and their university supervisor. Each evaluation provides the teacher candidate feedback and is recorded in our Watermark online system, Student Learning & Licensure. Students in Pre-Residency will have 2 formal observations conducted by a university supervisor, and when in their Residency semester they will have 4 formal observations.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Mary Henderson

TITLE:

Outreach Program Coordinator

Certification of review of submission

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

NAME OF REVIEWER:

Mary Henderson

TITLE:

Outreach Program Coordinator