UW-Whitewater - College of Education and Professional Studies

Year 5 Annual Report (Comprehensive Review)

March 29, 2025

The College of Education and Professional Studies (COEPS) at the University of Wisconsin-Whitewater (UW-W) is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders for character and integrity. Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. The college's focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities. The following sections outline how the DPI's standards are embodied within our programs and what we are learning from our assessments, with particular emphasis on the categories within PI 34.021: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, and performance in clinical programs. Our EPP approval was April 25, 2019 and our last annual visit with DPI was April 23, 2024 (year 4 - spring of 2020 was offered and accepted as a technical assistance visit instead of review). This year's visit (year 5) is scheduled for April 29, 2025.

1. **What have you learned about each item below from the annual visits years one through four that contributes to successfully preparing candidates for licensure? Please reflect on the entire period of time as a whole rather than reiterate data previously submitted to the department.**

a. Policies and Practices (Reference PI 34.013 – PI 34.018)

Table 1. Current Initiatives and ongoing assessment of PI 34.013-018.

PI 34 section	Standard	Relationship to Assessment System (PI 34-021- communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, performance in clinical program, reading)
PI 34.013	Organization and administration of educator preparation programs	● We involve **constituent groups in program and entity evaluation** including our Deans Advisory Board, program advisory boards, Deans Advisory Council (student), Office of Clinical Experience Advisory survey and annual meeting (assessment findings from these groups are included in the Collaboration with Stakeholders section, below) . ● The COEPS Strategic Planning and Budget Committee has

		worked over the past two years on a new Strategic Plan for the College. The plan is informed by numerous focus groups, surveys, and other feedback gathering meetings and processes involving the Dean's Advisory Board, faculty/staff, and students, and was finalized during Fall 2024. ● A major upgrade to our entity's main building (Winther Hall) has been fully approved for construction! These **improvements to our facilities** will be underway in 2026-28. Input from all of our program teams has been incorporated into the planning process to ensure that our facilities and equipment fulfill our mission and facilitate our ability to offer quality programs.
PE 34.014	Faculty	● We hire faculty with the **expertise including content knowledge, pedagogical knowledge, and experience in the field** to effectively teach and assess within their programs, as documented within the COEPS EPP Instructional Staff 2025 sheet. ● Our entity and university continue to provide academic staff and faculty with **professional development funds** to enhance intellectual and professional vitality. ● Our departments are approved to launch searches and **hire new instructional staff/faculty** when needed so our entity maintains adequate staffing to ensure consistent quality and delivery of programs.
PI 34.015	Facilities, technology, instruction resources, and support	● We have signed the **ISTE Pledge** **and are working to further integrate technology into the curriculum**, relating to communication skills, pedagogical knowledge, and clinical experiences. Our ongoing work in integrating new technologies includes assessment in order to continually improve the integration.
PI 34.016	Student services	● Our **college advisors help teacher education students progress** through their licensure programs. They assess the impact of their work on students and department staff. ● Our **faculty advisors also engage with students regarding professional and career counseling**. This allows students to connect their content and pedagogical knowledge with their personal goals. ● Our **Office of Clinical Experiences match students with educational placements** and facilitate the assessment of their performance by implementing the Teacher Standard aligned observation surveys (completed by cooperating teachers). ● **Students are provided academic advisors** upon

		acceptance to UWW and **program plans** as outlined in our Appendix A documents. ● We evaluate student services in our annual student exit survey as outlined in table 3, below. ● Our **Career and Leadership Development staff support students' transition to careers**, and assess placement information.
PI 34.017	Program performance	● We monitor **data provided by DPI's LEAD team to assess the proportion of completers who obtain employmen**t with a Wisconsin school. ● We continue to **support graduates who we cannot endorse due to the FORT** with test preparation resources and courses. We **survey graduates who are not licensed due to FORT** to identify ways to continue to support their progress toward licensure. ● We **continue to revise and develop new program assessments** within the PI 34.021 Assessment System. For example, we have recently received approval to implement content based portfolios for several programs and approval to offer Alternative FORT for ECSE.
PI 34.018	Student recruitment, admission, and retention	● We prioritize **advising** - supporting students through the correct coursework progression; supporting student needs to optimize retention. ● We monitor **student retention** within our programs. ● We have approved **alternative measures** to the 2.75 cumulative GPA requirement for several programs, as outlined in our Appendix A. ● We use our **Teacher Standards observation survey and supervisor evaluation forms to assess student performance during clinical experiences** and monitor performance based on proficiency levels. ● We have prepared a document outlining our background check requirements prior to admissions for all licensure programs that **meets the 2024 updated admission requirements**.

To gain more context on how our policies and procedures support students, we survey our undergraduate students during their final year and ask them about their satisfaction with some PI 34.013-016 items. In 2023, sixty-two students (out of 162 student teachers) completed the survey. Students indicated they were satisfied-very satisfied with the quality of instruction and the integration of technology throughout their program (Table 2).

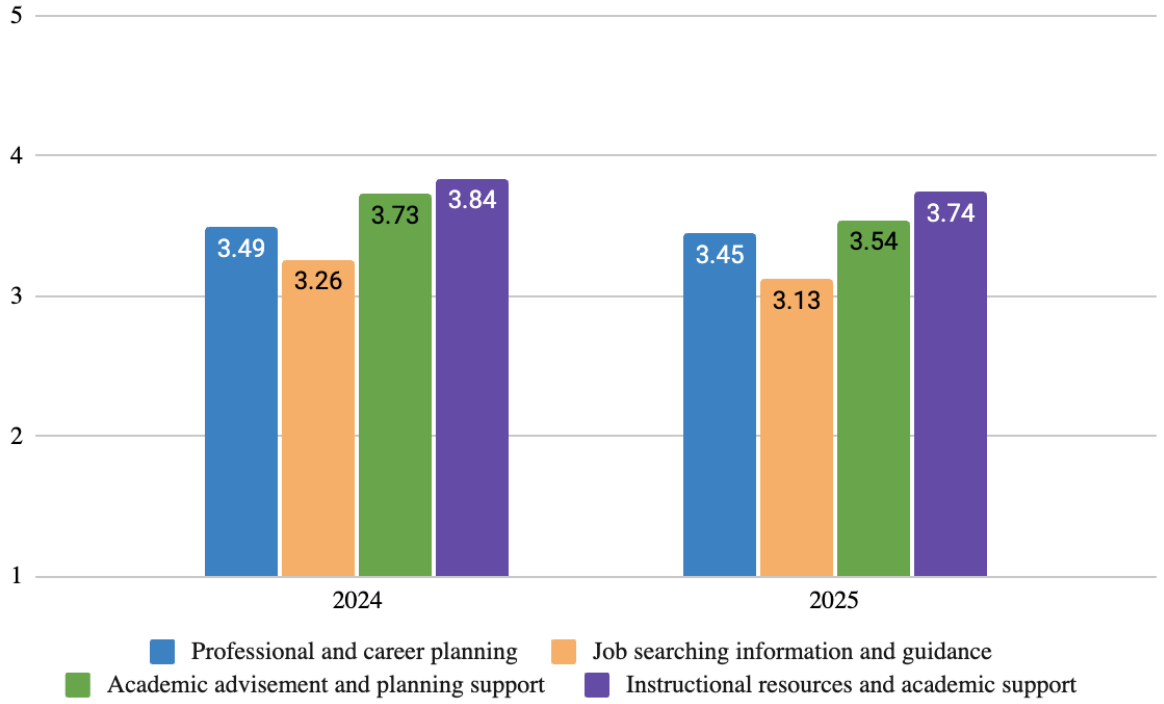
Table 2. 2023 Student exit survey satisfaction ratings with policy & procedure items.

PI 34 section	Question	Mode	Mean	SD
PI 34.014(2)	Quality of instruction in your program courses	3	3.28	0.6
PI 34.015(3)	Integration of technology throughout your program courses	3	3.32	0.58
PI 34.016(1)	Advising from our advising center	3	3.17	0.7
PI 34.016(1)	Advising from faculty advisors within your program(s)	4	3.39	0.63

* Measured on a scale from 1, very dissatisfied to 4, very satisfied.

During March 2024 (n=65) and 2025 (n=62), student teachers completed the exit survey and provided feedback related to some of the PI 34.015-016 items. Students indicated they felt neutral to very well supported by the instructional and student support services they received throughout their academic career at UW-Whitewater (Figure 1).

Figure 1. Student exit survey ratings related to PI 34.015-016 items for 2024 and 2025. Items rated on a scale from 1, not well supported at all to 5, extremely well supported.



With respect to PI 34.018, we also monitor admissions numbers within our undergraduate teacher licensure programs (Table 3). Prior to admission to the college, undergraduate teacher education students are required to pass the Praxis CORE exam, ACT, or achieve a 2.75 cumulative GPA. In addition, they must have successfully completed Foundations Block courses with a C or better. The majority (97% this academic year) of teacher candidates are admitted with a qualifying GPA of 2.75 or above. The remaining candidates are admitted with a qualifying ACT or Praxis CORE score. Those who do not meet the GPA requirement at admission meet with the college advising coordinator and create a plan in order to ensure they will meet the 2.75 completion requirement for endorsement. Roughly 99% of candidates pass the Foundations Block course grade and phase 2 portfolio requirement. Professional education admission increased with the new admission standards between 2016 and 2018, then took a dip with overall enrollments decreasing state-wide in 2019. Growth increased again in 2020 and we expect it to continue with revised admission standards, and new innovative programs.

Table 3. Admission data since fall 2018.

Term	Admitted	% Acceptance Rate	GPA	Test Scores	AAS (ECE4U) *	% Accepted on GPA
Spring 2025	177	98	171	6	8	97
Fall 2024	184	97	173	11	10	94
Summer 2024	71	100	69	2	29	97
Spring 2024	178	99	173	5	0	97
Fall 2023	171	98	164	7	12	96
Summer 2023	65	100	64	1	22	99
Spring 2023	140	100	136	4	0	99
Fall 2022	181	100	170	11	12	99
Summer 2022	55	100	55	0	32	100
Spring 2022	147	100	146	1	0	99
Fall 2021	145	99	138	7	0	95
Summer 2021	60	98	53	0	7	88
Spring 2021	174	100	165	9	0	95
Fall 2020	141	90	134	7	0	95

Summer 2020	77	100	76	1	14	80
Spring 2020	153	97	147	6	0	96
Fall 2019	186	92	177	9	0	95
Summer 2019	95	100	92	4	6	89
Spring 2019	156	100	153	3	0	98
Fall 2018	158	92	145	13	0	92

To monitor the performance of our programs (PI 34.017), we look at the proportion of our students who we can endorse for licensure upon BSE graduation (Table 4). In 2020-2021, there were 286 bachelor's degree graduates, of which 23 graduated non-licensure, 88 graduated without passing the FORT, and 1 graduated without passing a test; resulting in 61% being fully licensable upon graduation. In 2021-2022, 320 students graduated, with 28 non-licensure, 111 without passing the FORT, and 4 without passing tests; 55% were licensable upon graduation. In 2022-2023, 310 students graduated, with 30 non-licensure, 104 without passing the FORT, and 1 without passing tests; 56% were licensable upon graduation. In 2023-2024, 291 students earned their bachelor's degree, with 22 of them graduating non-licensure, 51 graduated without yet passing the FORT, and 5 students graduated without passing a required test; resulting in 77% being fully licensable upon graduation.

Table 4. Proportion of BSE students who complete their EPPs upon graduation.

Year	Total bachelor degree graduates who complete an EPP	# graduated non-licensure (without student teaching)	# graduated without passing EdTPA*	# graduated without passing the FORT	# graduated without passing test (Praxis, OPI, WPT)	% licensable at graduation	Notes
2018-19	289	21	23	76	0	58%	
2019-20	286	16	7	71	1	77%	*COVID EdTPA waivers given Spring semester
2020-21	286	23		88	1	61%	
2021-22	320	28		111	4	55%	
2022-23	310	30		104	1	56%	
2023-24	291	22		51	5	77%	

b. Conceptual Framework (Reference PI 34.019 – PI 34.024)

The COEPS' conceptual framework, "*The Teacher as a Reflective Facilitator*,'' is the underlying structure in our teacher preparation program at UW-Whitewater that gives conceptual meaning through an articulated rationale to our operation. It also provides direction for our licensure programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. In continuing to use teacher reflection as a focus in its goals and assessments, the college adheres to its philosophical stance for an emphasis on performance assessment. In large part, the aim of all licensure programs is to develop teachers and other school personnel as reflective facilitators who continually evaluate the effects of their choices and actions on others and who actively seek out opportunities to grow professionally. In short, our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment. Therefore, all syllabi pertaining to courses required for licensure reflect commitment to these underlying principles.

We have developed a table outlining how our current initiatives align with the PI 34.019-024 standards (Table 5).

Table 5. Current Initiatives related to PI 34.019-024.

PI 34 section	Standard	Relationship to Assessment System (PI 34-021- communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, performance in clinical program, reading)
PI 34.019	Conceptual framework	● Our conceptual framework aligns with all 5 Assessment System categories by aiming to prepare teachers and school professionals with **a combination of knowledge, understanding, skills, and dispositions** that will allow them to help create an informed populace committed to participation in our democracy. We have updated the conceptual framework this year and added broad explanations of how each of the PI 34.020 to PI 34.024 are met.
PI 34.020	Performance based program	● The COEPS uses **clinical experience observation forms that align with the PI 34.002-004** Teacher, Pupil Services, and Administrator standards to measure student

		performance relative to the standards over time (pre-student teaching and student teaching) and to document our candidates' proficiency in each standard. ● Programs also align the PI 34.002-004 standards within their national/state program-specific standards and **assess development and proficiency using signature assessments (App B Part I tables in LPs)**.
PI 34.021	Assessment	● The **COEPS Assessment Plans** (revised in 2025) clearly aligns with PI 34.021 and outlines how students in our licensure programs develop progressively within each category of the Assessment System. Assessment plans have been prepared for all programs (grouped).
PI 34.022	Statutory requirements	● We continue to **re-establish courses that meet PI 34.022 requirements as programs update curriculum and LPs**. Changes and updates are tracked in our Appendix A. ● We have **Act 20 addendums** for relevant programs - all but one are approved (this last one is for a program we plan to launch FA 25).
PI 34.023	Clinical program	● We use **PI 34.002-004 standards** aligned observation forms to evaluate students during clinical experiences. ● In 2025, we moved all **observation tools to online formats (Qualtrics)** to facilitate tracking and assessment processes.
PI 34.024	Educator preparation program evaluation	● We use information gathered from **regional administrators, recent completers (LEAD data), our entity board of directors, program-level advisory boards, senior students, networking groups, and community collaborations** to assess our educator programs. ● We **survey students who graduate and can not be endorsed** due to testing requirements to learn more about their needs and trajectories.

The 2023 exit survey (completed by student teachers) also contained questions to allow us to align student experiences with Conceptual Framework items (Table 6). Here, students indicated they were satisfied-very satisfied with the balance between theory and practice in their coursework, how their coursework prepared them for student teaching, and their pre-student teaching experiences. Students were very satisfied with their student teaching placements in particular.

Table 6. Student exit survey satisfaction ratings with conceptual framework items.

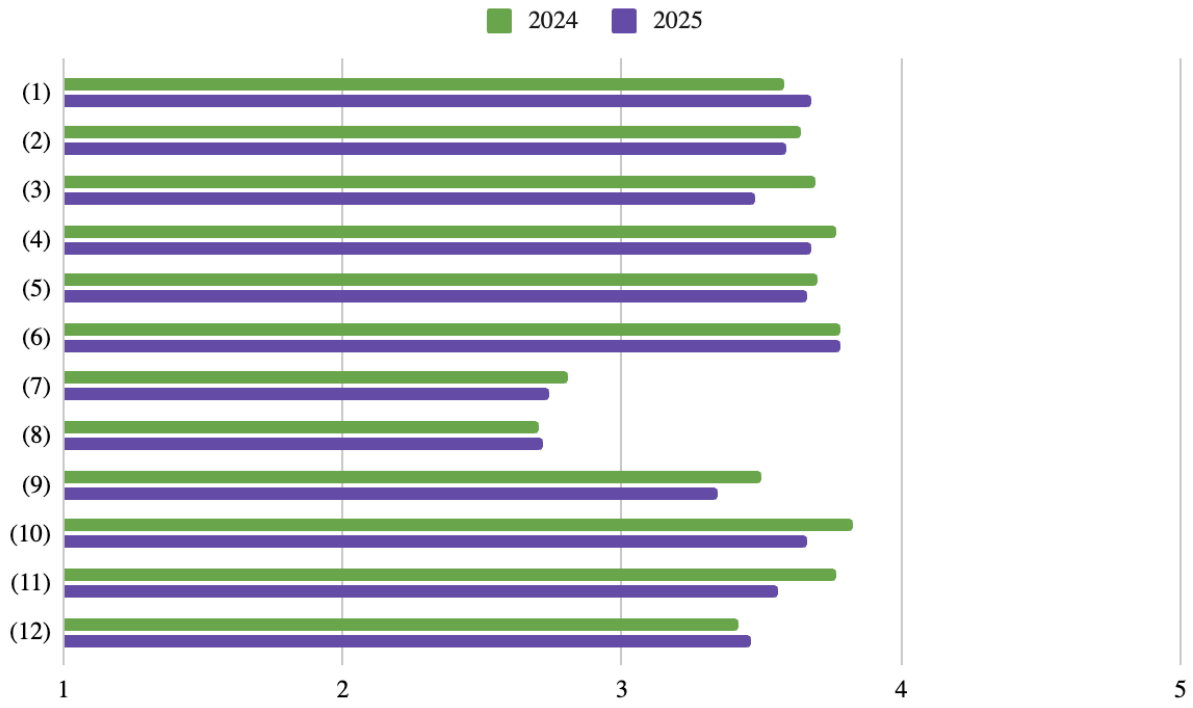
PI 34 section	Question	Mode	Mean	SD
PI 34.019	Balance between theory and practice in your program courses	3	3.31	0.64
PI 34.020	How your coursework prepared you for student teaching	3	3.15	0.66
PI 34.023(1)	Quality of field experiences prior to student teaching	3	3.42	0.66
PI 34.023(2)	Your student teaching placement site	3	3.64	0.68
* Measured on a scale from 1, very dissatisfied to 4, very satisfied.				

The 2024 and 2025 exit surveys collected feedback pertaining to PI 34.020-022, and contained questions pertaining to communication skills, dispositions, pedagogy, assessment, and integration of technology into teaching (Figure 2). The items in Figure 6 are as follows:

- (1) Communication skills: written and verbal
- (2) Communications skills: interactions to support learners
- (3) Communication skills: professional communication
- (4) Professional dispositions: consulting and collaborating with others
- (5) Professional dispositions: ethical decision making and behavior
- (6) Content knowledge in your subject area(s)
- (7) Classroom management
- (8) Conflict resolution
- (9) Supporting learners with disabilities
- (10) Lesson planning
- (11) Assessment of student learning
- (12) Using current technology in the classroom

Candidates indicated that they felt moderately- to very-well prepared with respect to communication skills, professional dispositions, lesson planning, assessment, and integrating technology. They felt slightly- to moderately-well prepared for conflict resolution and classroom management. These student survey results are consistent with feedback provided by district administrators (outlined in Section D below) and are supportive of the curriculum changes several of our licensure programs are undergoing in order to include more practical experience in the school/classroom setting.

Figure 2. Student exit survey results (2024 and 2025) demonstrating perceived preparation across several conceptual framework components (scale: 1=not well at all; 2=slightly well; 3=moderately well; 4=very well; 5=extremely well).



c. Assessment System (Reference PI 34.021: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, performance in the clinical program, and reading)

As part of our updates to UW-Whitewater's Appendix A, we developed a sheet that outlines how the PI 34.021 Assessment System categories are assessed across all of our licensure programs (teacher, administrator, and pupil services). The following sections summarize what we are learning that contributes to successfully preparing candidates for licensure in each of the three areas (teacher, administrator, and pupil services). Our Appendix A includes program-specific assessment data in addition to the EPP-level teacher data provided in this report. In reviewing all of the data shared below, we are confident that the initial licensure programs housed in our college are more than adequately preparing teacher candidates for successful careers as licensed educators in WI. The data gathered and reported are also helpful for both the entity and individual programs to continue to review, revise and improve our educator licensure programs.

In 2024-2025, the COEPS TELCE committee worked to update our assessment model. The new version of the model is designed to be easily adaptable across all licensure programs. Seven versions of the model are prepared to represent all licensure programs offered by the college: undergraduate and graduate initial teacher programs without reading requirement; all add-on/supplemental teacher programs (without reading); all administrator programs (except reading specialist); all pupil services programs; undergraduate and graduate initial teacher programs with reading requirement; reading teacher program; and reading specialist program. Figures 3 and 4 provide two examples.

Figure 3. COEPS Assessment Plan for initial teacher preparation programs that do not hold reading requirements.

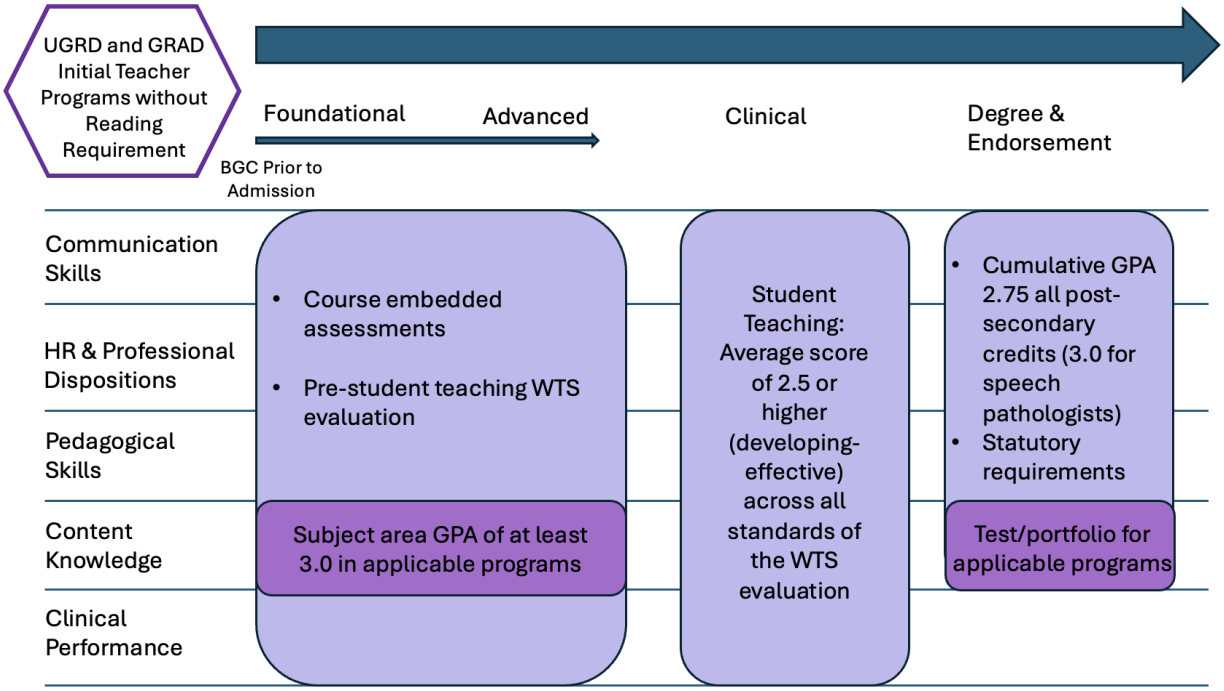
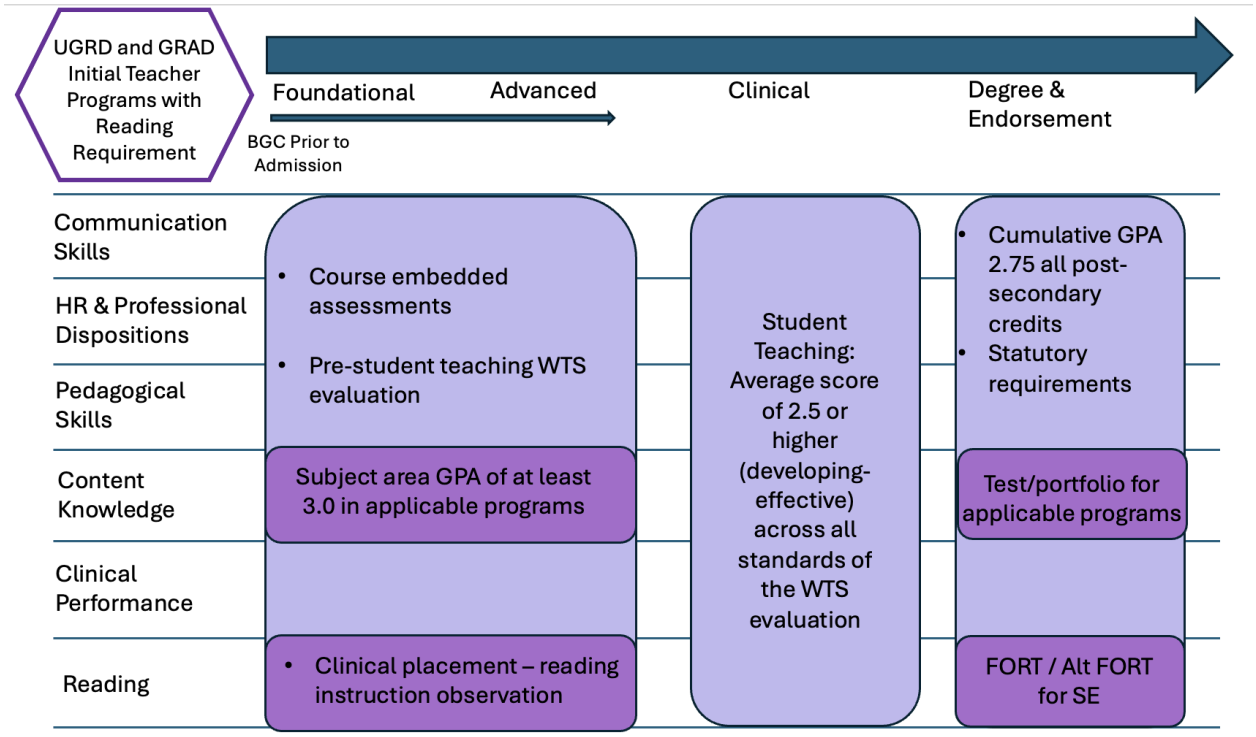


Figure 4. COEPS Assessment Plan for initial teacher preparation programs that do hold the reading requirements.



Teacher Programs

Communication skills

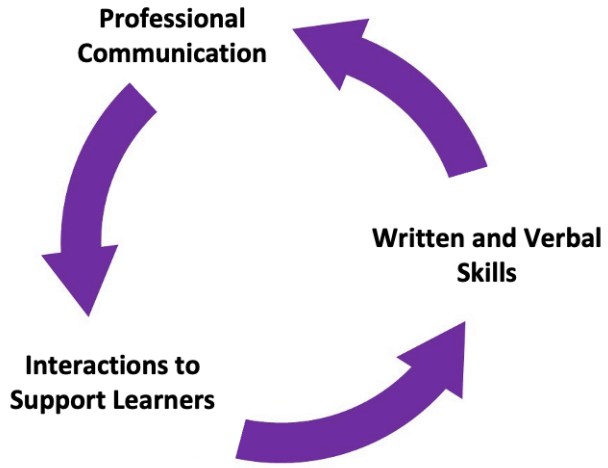
Most of our programs intentionally assess communication as part of their learning outcome assessments. Our programs use a combination of cooperating teacher and UW-W supervisor observation forms during clinical experiences, course assignments, and tests to measure communication skills. Communication skills are assessed during student teaching by cooperating teachers using 7 specific items within the WTS survey:

- Q3.1_4, Consults with supervisors and colleagues to expand knowledge of pupils.
- Q3.3_2, Communicates verbally and non-verbally in ways that demonstrate respect for the pupil.
- Q3.4_1, Effectively communicates and uses academic language that is clear, correct and appropriate for pupils.
- Q3.4_2, Consults with colleagues on how to help pupils create accurate understanding in the content area.
- Q3.6_3, Participates in collegial conversations to improve instructional practice based on data.
- Q3.10_3, Elicits information about pupils from families and communities and uses ongoing communication to support pupil development and growth.
- Q3.10_5, Makes practice transparent by sharing plans and inviting observation and feedback.

Together the WTS survey items we use to assess communication skills align with how communication skills are defined within the CORPS at UW-Whitewater. Figure 5 demonstrates the three

themes to come together to represent our conceptualization of communication skills for educator preparation programs.

Figure 5. COEPS conceptualization of communication skills.



The new pre-student teaching observation form (first implemented in spring 2024) addresses these three communication skills components using specific questions:

- Interactions to support learners: standard 3 skill, “communicates verbally and non-verbally in ways that demonstrate respect for the pupil”; and standard 5 skill, “interacts helpfully with pupils in order to support their engagement in the classroom”.
- Professional communication: standard 9 skill, “asks questions and shows interest in learning about teaching and learning”.
- Written and verbal skills: standard 3 skill, “communicates verbally and non-verbally in ways that demonstrate respect for the pupil”.

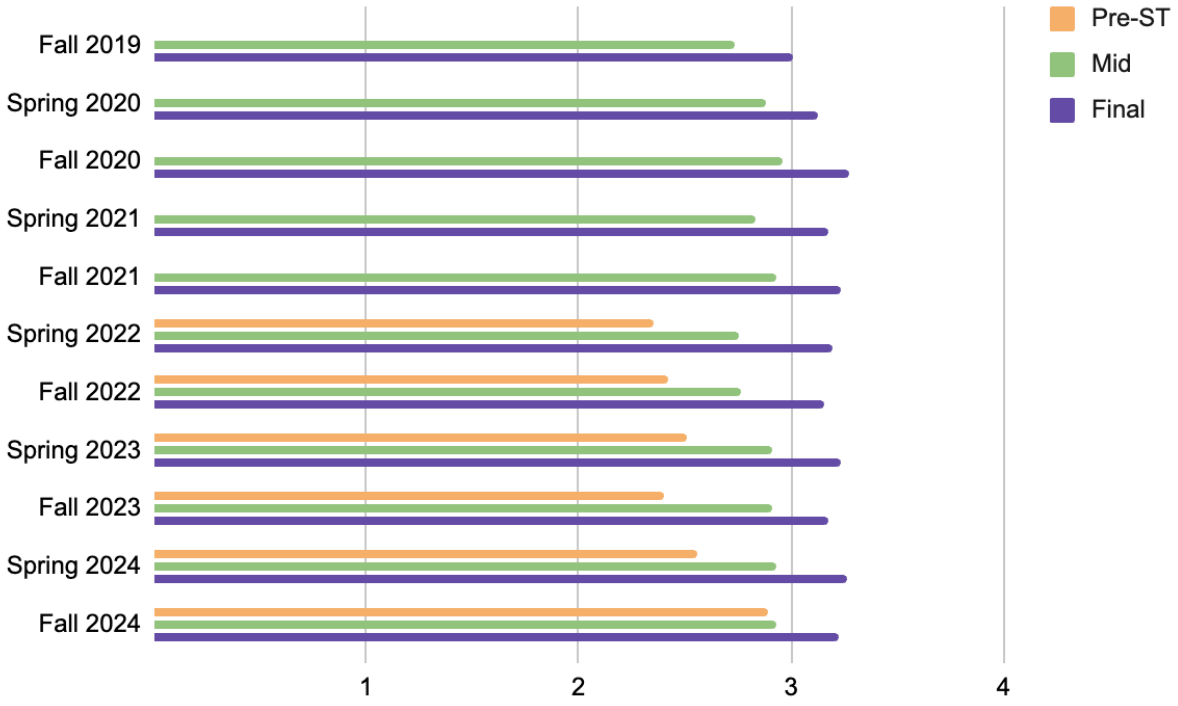
Table 7 provides the average rating scores across the communications skills InTASC/WTS items for cooperating teacher evaluations during pre-student teaching, and at semester midpoint and end of student teaching experiences. Our data show that students progressively improve in their communication skills from pre-student teaching to the end of their student teaching experiences, and that by the end of student teaching, their average scores are consistently at or above 3.0 (effective). Figure 6 shows communication skill development from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations.

Table 7. Cooperating teachers' average ratings of student teachers' communication skills (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).

Communication skills	
Fall 2019 ST Mid	2.74
Fall 2019 ST Final	3.01
Mid-Final ST Change	***0.27***
Spring 2020 ST Mid	2.88
Spring 2020 ST Final	3.13
Mid-Final ST Change	***0.25***
Fall 2020 ST Mid	2.96
Fall 2020 ST Final	3.27
Mid-Final ST Change	***0.31***
Spring 2021 ST Mid	2.83
Spring 2021 ST Final	3.18
Mid-Final ST Change	***0.35***
Fall 2021 ST Mid	2.93
Fall 2021 ST Final	3.23
Mid-Final ST Change	***0.3***
Spring 2022 Pre-ST	2.35
Spring 2022 ST Mid	2.75
Spring 2022 ST Final	3.2
Mid-Final ST Change	***0.45***

Communication Skills	
Fall 2022 Pre-ST	2.42
Fall 2022 ST Mid	2.76
Fall 2022 ST Final	3.16
Mid-Final ST Change	***0.4***
Spring 2023 Pre-ST	2.51
Spring 2023 ST Mid	2.91
Spring 2023 ST Final	3.23
Mid-Final ST Change	***0.32***
Fall 2023 Pre-ST	2.4
Fall 2023 ST Mid	2.91
Fall 2023 ST Final	3.18
Mid-Final ST Change	***0.27***
Spring 2024 Pre-ST	2.56
Spring 2024 ST Mid	2.93
Spring 2024 ST Final	3.26
Mid-Final ST Change	***0.33***
Fall 2024 Pre-ST	2.89
Fall 2024 ST Mid	2.93
Fall 2024 ST Final	3.22
Mid-Final ST Change	***0.29***

Figure 6. Communication skill development from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).



Human relations and professional dispositions

Our expectations for teacher candidates include that they integrate cross-disciplinary skills to inform their instruction and engage in professional learning to create supportive and productive learning environments. These expectations are outlined in areas of human relations and dispositions.

For undergraduate (teacher) programs, the first stage of our assessment of Human Relations and Professional Dispositions occurs within our Foundations Block courses. Here, students must earn C or better within the Foundations courses, EDFOUNDPRC 210, EDFOUND 212/222/230, and EDFOUND 243. Next, we align this assessment component with statutory requirements 34.022(3) Equity Minority Group Relations and 34.022(4) Conflict Resolution. Students must successfully complete approved courses meeting these requirements during the course of their study. These courses are embedded as program requirements in most cases, and completion is verified by program advisors and our licensing officer.

Many programs assess Human Relations and Professional Dispositions within their coursework. For example, the Elementary/Middle Education and Physical Education/Health Education/Adapted PE programs have specific program SLOs and assessments tailored to this standard. Also, while we use the WTS survey to assess this standard across all teacher programs, some programs use additional measures.

For example, the Special Education program has developed and implemented a unique dispositions measure during student teaching. Several programs have specific questions embedded within observation forms such as this example from Business Education, “Create a positive classroom climate that establishes a culture for learning (minimal/unacceptable, basic, proficient)”.

The COEPS TELCE committee has determined that all of the ‘skills' items within our pre-student teaching observation form combine into our human relations and professional dispositions measure for pre-student teachers. Specific items within our WTS aligned student teaching evaluation form were identified several years ago as a measure of this assessment system category. The items are:

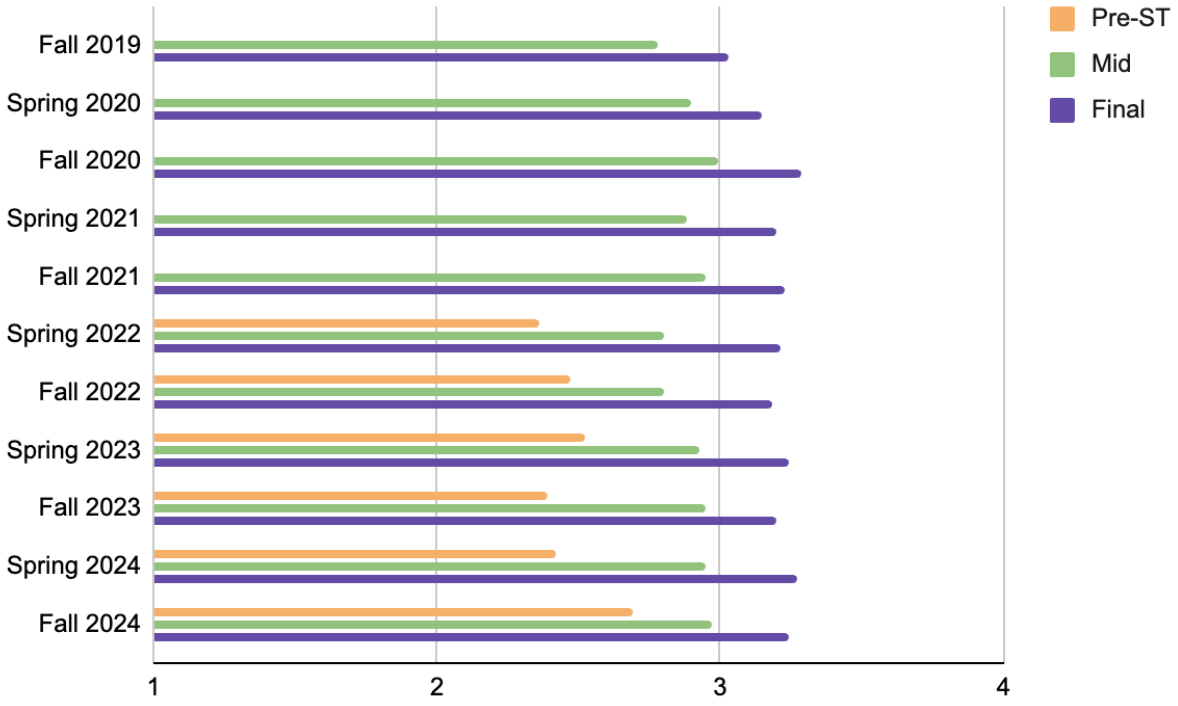
- Q3.1_3, Elicits feedback from families to expand knowledge of learners.
- Q3.1_4, Consults with supervisors and colleagues to expand knowledge of learners.
- Q3.1_5, Accesses resources (e.g., online, conferences, professional journals) to expand knowledge of learners.
- Q3.4_2, Consults with colleagues on how to help learners create accurate understanding in the content area.
- Q3.4_3, Identifies own content-related strengths and weaknesses and creates and implements a plan to enhance content expertise.
- Q3.5_2, Collaborates with colleague(s) to create learning experiences that engage learners in working with interdisciplinary themes.
- Q3.6_6, Engages in ethical practice of formal and informal assessment.
- Q3.8_5, Seeks assistance in identifying general patterns of need in order to support language learners.
- Q3.9_1, Engages in professional learning opportunities to reflect on, identify, and address improvement needs.
- Q3.9_2, Works with coach/mentor/instructor to determine needs, set goals, and identify learning experiences to improve practice and student learning.
- Q3.9_3, Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice.
- Q3.9_4, Acts in accordance with ethical codes of conduct and professional standards.
- Q3.9_5, Complies with laws and policies related to learners' rights and teachers' responsibilities.
- Q3.10_1, Follows advice from the instructional team to meet the needs of all learners.

Similar trends are seen with professional dispositions as with communication skills, described above. The average scores show steady development from pre-student teaching, to the midpoint of student teaching, and to the final student teaching evaluation. By the completion of student teaching, average scores are above 3.0, effective (Table 8, Figure 7). The data were analyzed by program, and the same patterns are seen across programs as in the overall data, with steady improvement over time, and average scores above 3.0, (“effective”) by the end of student teaching (program-specific data in Appendix A). The data suggest that our programs are giving students the knowledge and experiences they need to develop professional dispositions as they progress through their educator preparation programs.

Table 8. Cooperating teachers' average ratings of student teachers' dispositions (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).

Human Relations & Professional Dispositions			
Fall 2019 ST Mid	2.78	Fall 2022 Pre-ST	2.47
Fall 2019 ST Final	3.03	Fall 2022 ST Mid	2.8
Mid-Final ST Change	***0.25***	Fall 2022 ST Final	3.18
Spring 2020 ST Mid	2.9	***Mid-Final ST Change***	***0.38***
Spring 2020 ST Final	3.15	Spring 2023 Pre-ST	2.52
Mid-Final ST Change	***0.25***	Spring 2023 ST Mid	2.93
Fall 2020 ST Mid	2.99	Spring 2023 ST Final	3.24
Fall 2020 ST Final	3.29	***Mid-Final ST Change***	***0.31***
Mid-Final ST Change	***0.3***	Fall 2023 Pre-ST	2.39
Spring 2021 ST Mid	2.88	Fall 2023 ST Mid	2.95
Spring 2021 ST Final	3.2	Fall 2023 ST Final	3.2
Mid-Final ST Change	***0.32***	***Mid-Final ST Change***	***0.25***
Fall 2021 ST Mid	2.95	Spring 2024 Pre-ST	2.42
Fall 2021 ST Final	3.23	Spring 2024 ST Mid	2.95
Mid-Final ST Change	***0.28***	Spring 2024 ST Final	3.27
Spring 2022 Pre-ST	2.36	***Mid-Final ST Change***	***0.32***
Spring 2022 ST Mid	2.8	Fall 2024 Pre-ST	2.69
Spring 2022 ST Final	3.21	Fall 2024 ST Mid	2.97
Mid-Final ST Change	***0.41***	Fall 2024 ST Final	3.24
		Mid-Final ST Change	***0.27***

Figure 7. Human relations and professional dispositions from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).



Content knowledge

Content knowledge for subject area programs (teacher preparation programs)

The majority of UW-Whitewater's licensure programs require candidates to maintain a cumulative GPA of 3.0 or higher in the subject area or position, or to pass the standardized test required by the state superintendent for the licensure program. Eight programs currently apply a content based portfolio to assess content knowledge: alternative education; business education residency (graduate); career and technical education coordinator (administrative); English and language arts; math education residency (graduate); science education residency (graduate); school social worker; and school counselor post-master's certificate.

Content GPA/Praxis II

At UW-Whitewater, the number of candidates taking standardized exams (mostly Praxis II) has dramatically declined since 2017, when the subject area GPA option became available. However, in

January of 2020, faculty in English, Science, and Social Studies Education elected to resume requiring the Praxis II for their teacher candidates. During the 2021-2022 academic year, the Praxis II passing rate for English, Science, and Social Studies Education were 92%, 83%, and 58%, respectively. We believe the low pass rate for social studies is due to the move to a broadfield license, thus limiting content acquisition for students outside of the History BSE. To resolve this issue, we removed the Praxis II requirement from social studies, moving to a subject area GPA or standardized test choice, within our approval process for the grade level program under PI 34. When English and Language Arts was approved in 2023, the decision was made to move to a content-based portfolio as our measure of content knowledge given the breadth of content coursework.

Students who stayed in the developmental level programs need to pass Praxis II, while candidates who elected to change majors to the new programs do not (unless their subject area GPA is below 3.0). As part of our fall 2023 updates to Appendix A, we developed a sheet that lists coursework that counts toward subject area GPA for all licensure programs.

Table 9 includes the mean score and pass rate data for the Praxis II since 2015. Please note that mean score and % passing data were not available some years when there were fewer than five test takers prior to 2020 and if fewer than ten since 2020.

Tables 9. Praxis II and language test scores.

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Art (5134)	2015-2016	3	N/A	N/A
	2016-2017	6	N/A	N/A
	2017-2018	1	N/A	N/A
	2018-2019	0	N/A	N/A
	2019-2020	0	N/A	N/A
	2020-2021	1	N/A	N/A
	2021-2022	1	172	100%
	2022-2023	0	N/A	N/A
	2023-2024	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Business (5101)	2015-2016	13	171	100%
	2016-2017	6	181.67	100%
	2017-2018	3	N/A	N/A
	2018-2019	2	N/A	N/A
	2019-2020	0	N/A	N/A
	2020-2021	1	N/A	N/A
	2021-2022	3	174	100%
	2022-2023	0	N/A	N/A
	2023-2024	3	169	100%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Elementary Ed. (5014/5018)	2015-2016 (5014)	71	163.36	84.75%
	2016-2017	62	164.47	80.39%
	2017-2018	7	172.43	85.71%
	2018-2019	6	169.83	83.33%
	2019-2020	4	N/A	N/A
	2020-2021	1	N/A	N/A
	2021-2022	6	158	50%
	2022-2023	1	192	100%
	2023-2024	1	171	100%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
English Language Arts (5038)	2015-2016	22	178.91	95.45%

	2016-2017	21	182.11	100%
	2017-2018	2	N/A	N/A
	2018-2019	4	N/A	N/A
	2019-2020	3	N/A	N/A
	2020-2021	5	N/A	N/A
	2021-2022	12	176.25	91.67%
	2022-2023	17	175.6	76%
	2023-2024	14	170	64%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
English to Speakers of Other Languages (5361/5362)	2015-2016 (5361)	10	171.13	100%
	2016-2017	11	181.73	100%
	2017-2018	2	N/A	N/A
	2018-2019	3	N/A	N/A
	2019-2020	3	N/A	N/A
	2020-2021	0	N/A	N/A
	2021-2022	1	N/A	N/A
	2022-2023	1	N/A	N/A
	2023-2024	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
General Science (5435)	2015-2016	4	N/A	N/A
	2016-2017	15	167.55	81.82%

	2017-2018	6	163.83	83.33%
	2018-2019	6	152.6	40%
	2019-2020	8	160.8	60%
	2020-2021	1	N/A	N/A
	2021-2022	6	162	83.33%
	2022-2023	5	159.4	60%
	2023-2024	2	173	100%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Health Education (5551)	2015-2016	14	161.93	92.86%
	2016-2017	25	162.87	100%
	2017-2018	4	N/A	N/A
	Scores not available after 2017-2018			

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Marketing Education (5561)	2015-2016	9	168.13	100%
	2016-2017	4	N/A	N/A
	2017-2018	3	N/A	N/A
	2018-2019	3	N/A	N/A
	2019-2020	1	N/A	N/A
	2020-2021	0	N/A	N/A
	2021-2022	5	169.4	100%
	2022-2023	0	N/A	N/A
	2023-2024	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Mathematics (5161/5165)	2015-2016	61	157.77	46.15%
	2016-2017	42	155.75	48.33%
	2017-2018	31	148.47	29.41%
	2018-2019	12	146.25	12.5%
	2019-2020	10	140.29	14.29%
	2020-2021	1	N/A	N/A
	2021-2022	4	147.75	25%
	2022-2023	4	164.5	50%
	2023-2024	4	145.5	25%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Middle School (5146)	2015-2016	175	158.01	82.86%
	2016-2017	208	156.31	87.01%
	2017-2018	15	154.43	74.43%
	2018-2019	5	148.6	60%
	2019-2020	4	N/A	N/A
	2020-2021	9	N/A	N/A
	2021-2022	9	145.44	55.56%
	2022-2023	4	153.5	75%
	2023-2024	6	152.5	66.67%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Physical Education (5091)	2015-2016	26	155.90	95%

	2016-2017	22	158.18	95.45%
	2017-2018	2	N/A	N/A
	2018-2019	2	N/A	N/A
	2019-2020	1	N/A	N/A
	2020-2021	0	N/A	N/A
	2021-2022	1	153	100%
	2022-2023	1	140	N/A
	2023-2024	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Music (5113)	2015-2016	17	176.29	100%
	2016-2017	8	176.13	100%
	2017-2018	1	N/A	N/A
	2018-2019	2	N/A	N/A
	2019-2020	3	N/A	N/A
	2020-2021	0	N/A	N/A
	2021-2022	2	161	100%
	2022-2023	1	153	100%
	2023-2024	0	N/A	N/A

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Social Studies (5081)	2015-2016	14	168.54	100%
	2016-2017	15	163.14	85.71%
	2017-2018	3	N/A	N/A

	2018-2019	6	N/A	N/A
	2019-2020	2	N/A	N/A
	2020-2021	7	N/A	N/A
	2021-2022	36	155.33	58.33%
	2022-2023	36	159.27	61.11%
	2023-2024	34	155.23	44%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Speech-Language Pathology (5331)	2016-2017	1	N/A	N/A
	2017-2018 data not available			
	2018-2019	11		100%
	2019-2020	8	N/A	N/A
	2020-2021	9	N/A	N/A
	2021-2022	14	170.56	100%
	2022-2023	14	174.79	86%
	2023-2024	14	175.8	86%

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
Theater (5641)	2015-2016	3	N/A	N/A
	Data are not available for any other years			

OPI/WPT Language Assessments	Year	# Exams taken	Mean Score	% Passing
French (1355)	2020-2021	1	N/A	100%
German (1370)	2020-2021	1	N/A	100%
Spanish (1365)	2020-2021	3	N/A	100%
French (1355)	2021-2022	1	N/A	100%
German (1370)	2021-2022	2	N/A	100%
Spanish (1365)	2021-2022	13	N/A	46%
French (1355)	2022-2023	0	N/A	N/A
German (1370)	2022-2023	0	N/A	N/A
Spanish (1365)	2022-2023	16	N/A	25%
French (1355)	2023-2024	1	N/A	100%
German (1370)	2023-2024	0	N/A	N/A
Spanish (1365)	2023-2024	22	N/A	45.45%

Pedagogical knowledge

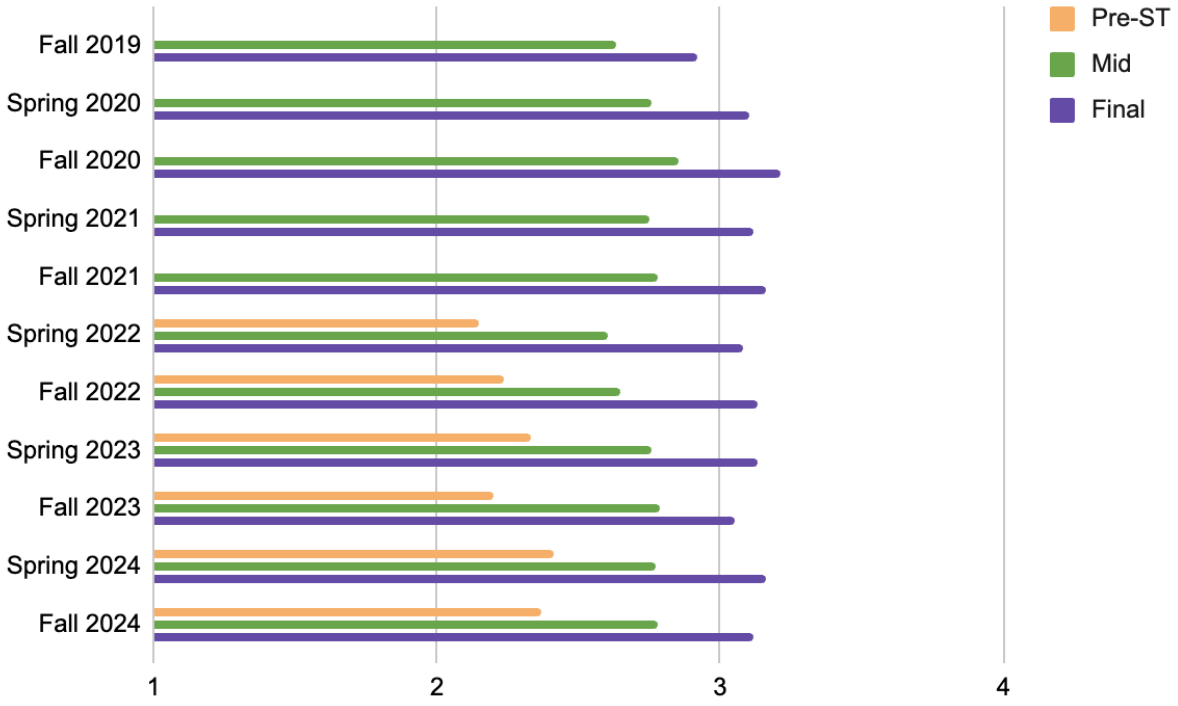
At the program level, a variety of measures are used to assess pedagogical knowledge including course-embedded assessments, observation forms, lesson and unit plans, and portfolio items. In addition, pedagogical knowledge is assessed using WTS standards 3, 6, 7, and 8, and includes the expectation that candidates integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Students are assessed on these standards during pre-student teaching and student teaching experiences. The data demonstrate that students are progressing from developing to effective

between pre-student teaching and their final student teaching evaluations across all pedagogy standards (Table 10 and Figure 8).

Table 10. Cooperating teachers' average ratings of student teachers' pedagogical knowledge (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).

Pedagogical Knowledge			
Fall 2019 ST Mid	2.63	Fall 2022 Pre-ST	2.24
Fall 2019 ST Final	2.92	Fall 2022 ST Mid	2.65
Mid-Final ST Change	***0.29***	Fall 2022 ST Final	3.13
Spring 2020 ST Mid	2.76	***Mid-Final ST Change***	***0.48***
Spring 2020 ST Final	3.1	Spring 2023 Pre-ST	2.33
Mid-Final ST Change	***0.34***	Spring 2023 ST Mid	2.76
Fall 2020 ST Mid	2.85	Spring 2023 ST Final	3.13
Fall 2020 ST Final	3.21	***Mid-Final ST Change***	***0.37***
Mid-Final ST Change	***0.36***	Fall 2023 Pre-ST	2.2
Spring 2021 ST Mid	2.75	Fall 2023 ST Mid	2.79
Spring 2021 ST Final	3.12	Fall 2023 ST Final	3.05
Mid-Final ST Change	***0.37***	***Mid-Final ST Change***	***0.26***
Fall 2021 ST Mid	2.78	Spring 2024 Pre-ST	2.41
Fall 2021 ST Final	3.16	Spring 2024 ST Mid	2.77
Mid-Final ST Change	***0.38***	Spring 2024 ST Final	3.16
Spring 2022 Pre-ST	2.15	***Mid-Final ST Change***	***0.39***
Spring 2022 ST Mid	2.6	Fall 2024 Pre-ST	2.37
Spring 2022 ST Final	3.08	Fall 2024 ST Mid	2.78
Mid-Final ST Change	***0.48***	Fall 2024 ST Final	3.12
		Mid-Final ST Change	***0.34***

Figure 8. Pedagogical knowledge ratings from pre-student teaching to the end of student teaching, based on cooperating teacher evaluations (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).



Performance in clinical program

We consider all 10 WTS standards in our assessment of student performance in clinical programs. Our standards-based observation data from cooperating teachers shows clear improvement from pre-student teaching to the mid-point of student teaching, then to the final point of student teaching experiences (Table 11 and Figure 9). The mean scores across all domains indicate pre-student teaching candidates' knowledge and skills at the developing level, as would be expected in a pre-student teaching experience. By the end of student teaching, our college-wide average scores are either at or very close to 3.0, "effective". Average scores are all above our college standard of 2.5. The following table and figure show data over time and include the amount of change seen between mid-semester and end-of-semester evaluations.

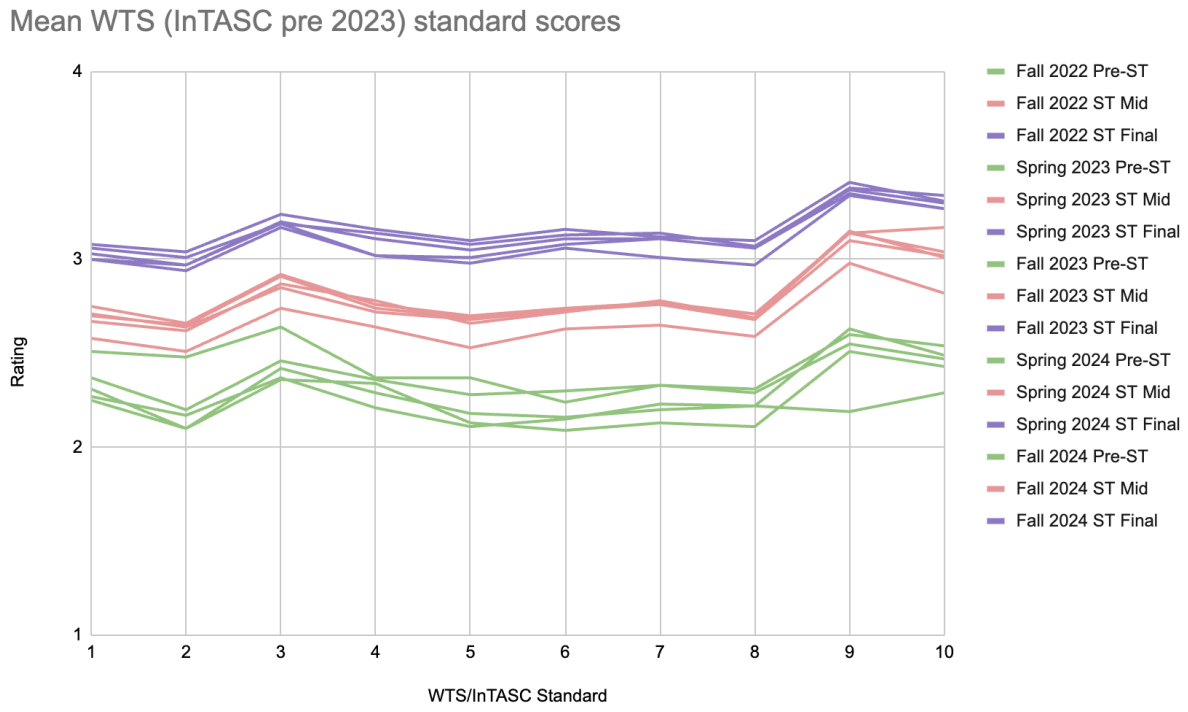
Table 11. Cumulative WTS (previously InTASC) Ratings for Student Teachers by Cooperating Teachers 2019-2024 (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).

	InTASC Standard									
Semester	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Fall 2019 ST Mid	2.51	2.45	2.74	2.63	2.52	2.61	2.61	2.58	2.96	2.8
Fall 2019 ST Final	2.79	2.76	3	2.88	2.82	2.91	2.92	2.83	3.18	3.06
Mid-Final ST Change	***0.28***	***0.31***	***0.26***	***0.25***	***0.3***	***0.3***	***0.31***	***0.25***	***0.22***	***0.26***
Spring 2020 ST Mid	2.7	2.59	2.82	2.75	2.69	2.72	2.77	2.73	3.05	2.93
Spring 2020 ST Final	3.01	2.97	3.16	3.04	3.02	3.02	3.11	3.04	3.29	3.21
Mid-Final ST Change	***0.31***	***0.38***	***0.34***	***0.29***	***0.33***	***0.3***	***0.34***	***0.31***	***0.24***	***0.28***
Fall 2020 ST Mid	2.76	2.69	2.98	2.82	2.76	2.77	2.86	2.78	3.18	3.08
Fall 2020 ST Final	3.11	3.08	3.31	3.17	3.13	3.17	3.23	3.15	3.43	3.38
Mid-Final ST Change	***0.35***	***0.39***	***0.33***	***0.35***	***0.37***	***0.4***	***0.37***	***0.37***	***0.25***	***0.3***
Spring 2021 ST Mid	2.7	2.57	2.82	2.73	2.62	2.71	2.76	2.65	3.06	2.9
Spring 2021 ST Final	3.08	3.02	3.19	3.1	3.02	3.11	3.14	3.04	3.31	3.21
Mid-Final ST Change	***0.38***	***0.45***	***0.37***	***0.37***	***0.4***	***0.4***	***0.38***	***0.39***	***0.25***	***0.31***
Fall 2021 ST Mid	2.74	2.61	2.92	2.75	2.69	2.75	2.78	2.7	3.12	3.02
Fall 2021 ST Final	3.06	3.02	3.24	3.13	3.06	3.12	3.17	3.09	3.37	3.33
Mid-Final ST Change	***0.32***	***0.41***	***0.32***	***0.38***	***0.37***	***0.37***	***0.39***	***0.39***	***0.25***	***0.31***
Spring 2022 Pre-ST	2.25	2.06	2.29	2.23	2.11	2.04	2.17	2.15	2.46	2.35
Spring 2022 ST Mid	2.53	2.46	2.72	2.6	2.52	2.55	2.62	2.53	2.99	2.81

Spring 2022 ST Final	3.02	2.95	3.15	3.07	2.99	3.07	3.1	3.02	3.34	3.28
Mid-Final ST Change	***0.49***	***0.49***	***0.43***	***0.47***	***0.47***	***0.52***	***0.48***	***0.49***	***0.35***	***0.47***
Fall 2022 Pre-ST	2.31	2.1	2.42	2.29	2.18	2.16	2.2	2.22	2.63	2.49
Fall 2022 ST Mid	2.58	2.51	2.74	2.64	2.53	2.63	2.65	2.59	2.98	2.82
Fall 2022 ST Final	3	2.97	3.19	3.02	3.01	3.08	3.11	3.06	3.35	3.27
Mid-Final ST Change	***0.42***	***0.46***	***0.45***	***0.38***	***0.48***	***0.45***	***0.46***	***0.47***	***0.37***	***0.45***
Spring 2023 Pre-ST	2.37	2.2	2.46	2.36	2.28	2.3	2.33	2.31	2.6	2.54
Spring 2023 ST Mid	2.71	2.64	2.85	2.72	2.68	2.73	2.76	2.68	3.1	3.02
Spring 2023 ST Final	3.06	3.01	3.19	3.14	3.08	3.13	3.14	3.07	3.37	3.3
Mid-Final ST Change	***0.35***	***0.37***	***0.34***	***0.42***	***0.4***	***0.4***	***0.38***	***0.39***	***0.27***	***0.28***
	Wisconsin Teacher Standard (PI 34.002)									
Semester	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Fall 2023 Pre-ST	2.25	2.1	2.36	2.23	2.13	2.09	2.13	2.11	2.51	2.43
Fall 2023 ST Mid	2.7	2.65	2.91	2.74	2.69	2.73	2.76	2.69	3.14	3.04
Fall 2023 ST Final	3	2.94	3.17	3.02	2.98	3.06	3.01	2.97	3.34	3.27
Mid-Final ST Change	***0.3***	***0.29***	***0.26***	***0.28***	***0.29***	***0.33***	***0.25***	***0.28***	***0.2***	***0.23***
Spring 2024 Pre-ST	2.27	2.17	2.37	2.21	2.11	2.15	2.23	2.22	2.19	2.29
Spring 2024 ST Mid	2.67	2.62	2.87	2.78	2.66	2.72	2.78	2.69	3.15	3.01
Spring 2024 ST Final	3.08	3.04	3.24	3.16	3.1	3.16	3.12	3.1	3.41	3.31
Mid-Final ST Change	**0.41**	**0.42**	**0.37**	**0.38**	**0.44**	**0.44**	**0.34**	**0.41**	**0.26**	**0.3**
Fall 2024 Pre-ST	2.51	2.48	2.64	2.37	2.37	2.24	2.33	2.29	2.55	2.47

Fall 2024 ST Mid	2.75	2.66	2.92	2.76	2.7	2.74	2.77	2.71	3.14	3.17
Fall 2024 ST Final	3.03	2.97	3.2	3.11	3.05	3.11	3.11	3.06	3.38	3.34
Mid-Final ST Change	**0.28**	**0.31**	**0.28**	**0.35**	**0.35**	**0.37**	**0.34**	**0.35**	**0.24**	**0.17**

Figure 9. Comparison of mean InTASC/WTS standard scores from pre-student teaching through mid-semester and end of student teaching (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).



We have separated the WTS data by program and developed a database for each program. This will support assessment plans for UW-Whitewater's program review process and help programs prepare for continuous review. We have reviewed the program-level data in our TELCE committee, and program groups are reviewing within their department meetings.

Reading

Students completing programs leading to licensure in Early Childhood Education, Early Childhood Special Education, Elementary/Middle Education, Special Education, and Reading Specialist areas are

required to pass a Foundations of Reading Test (FORT). Students in these program areas take coursework specific to reading instruction.

The state moved to the new Foundations of Reading Test (190) on December 31st, 2022. Table 12 provides data on the number of candidates taking the exam, mean score, percent that passed the exam in each academic year, showing the transition to the new test in 2022-23.

For the first few years the FORT was required (2014-2018), FORT data for COEPS averaged a 75% pass rate and mean score of 244. In the academic year 2019-2020, the mean score dropped to 231 with a 47% pass rate. In the following years, the passing rate continued to drop, hitting a low point of 39% passing in 2021-2022. Thankfully, students are showing a higher pass rate on the new version of the test (#190), where we are seeing a first time pass rate of 62.1%, 2nd time pass rate of 67%, and any attempt pass rate of 68.3%.

In addition to FORT pass rates, we consider the proportion of our graduates who we are not able to endorse upon graduation because they have not passed FORT. Reflecting on students who graduated in early childhood education, elementary/middle education, and special education:

- Fall 2022: 176 students graduated from one of the three programs, 48% of those graduates were not endorsed for licensure upon graduation because they had not passed the FORT.
- Spring 2023: 154 students graduates from those programs, 43% were not endorsed because they had not passed the FORT.
- Fall 2023: 86 students graduated from those programs, 32% were not endorsed because they had not passed FORT.
- Spring 2024: 119 students graduates from those programs, 26% were not endorsed because they had not passed the FORT.
- Fall 2024: 108 students graduated from those programs, 26% were not endorsed because they had not passed FORT.

Additionally, we review student performance across the subdomains of the exam to identify areas of strength and areas for which students require additional support. In the 090 version of the test, the domains were: (1) foundations of reading development; (2) development of reading comprehension; (3) reading assessment and instruction; and (4) integration of knowledge and understanding. The domain in which candidates consistently received the lowest score was four. Candidates tend to score higher in domains two and three. For the 190 version of the test, the domains are: (1) foundations of reading development; (2) development of reading comprehension; (3) reading assessment and

instruction; (4) integration of knowledge and understanding of foundational reading skills; and (5) integration of knowledge and understanding of reading comprehension. Within the new version of the test, our students perform lower on domains 1 and 4, indicating that students may need more instruction in foundational reading skills. Notably, 45% of the test scores is determined by performance in these areas, so increasing student preparation in those areas would likely boost our overall test scores.

One trend we have noticed in the FORT data is that students who wait longer to attempt the test after their reading courses tend to be less successful. This observation has motivated discussion among program faculty and the decision to advise students to take the FORT soon after completing these courses and prior to student teaching.

Another partial explanation for the decline in passing FORT scores is the introduction of the FORT-Alternative for teacher candidates in Special Education, which was approved 11/25/2020. Many of our Special Education candidates will make one attempt at the FORT, and turn to the FORT-Alternate if they do not pass. Thirty-two completers (24 undergraduate and 8 graduate) opted for the alternate between 2020 and April 2022, and 36 Special Education students opted for the alternate FORT between Sept 22 and August 23 with 33 completing the requirements and 3 that did not. Between Sept 23 and Aug 24, we saw a drop where only 15 out of 51 Special Education students (33 undergrad and 18 graduate) chose the FORT-Alternate and completed it successfully while 28 passed the FORT and 8 students attempted but did not pass the FORT.

Table 12. FORT scores and pass rate from 2015-2024.

Year	# Students	# Attempts	Mean	Pass rate
2023-24	293	348	234	59%
2022-23 Total #090 Old Test #190 New Test	300	383 134 249	231 219 238	51% 28% 63%
2021-22	361		225	39%
2020-21	320		229	41%
2019-20	249		231	47%
2018-19	249		239	62%

2017-18	210		240	64%
2016-17	253		244	74%
2015-16	271		244	75%

We have launched a variety of initiatives to better prepare students for the FORT and to increase our pass rates. We have developed a 1-credit preparatory course and offered it online so it is available to students during their student teaching semester. We also offered a non-credit workshop during Spring 2022 to help students prepare for the FORT. Some of our reading course instructors also follow-up with students who do not pass on their first attempt with tutorial sessions to support students beyond the classroom. We also have compiled self-paced tutorials and modules as a course within our LMS for students, and share state-wide resources as well. Our reading instruction team members are quite active at the state level and participate in trainings, workshops, etc. One of the state-wide groups is currently preparing a survey to collect data from students about how to best offer more systems and support, and data collection is anticipated to begin in the upcoming months.

In September, 2024, UW-Whitewater received DPI approval to implement an Alternative FORT portfolio process for EC Special Education. We are hopeful that this option will increase the proportion of EC candidates who can be endorsed for licensure upon graduation from their BSE programs.

Administrator Programs

Together with faculty in our administrative licensure programs, we have developed a practicum observation form that aligns with the PI 34.002 Administrator standards and the PI 34.021 assessment plan (Table 13). These administrative licensure programs include reading specialist, school business manager, and gifted & talented coordinator. The reading specialist program currently has very low enrollment, however, we are anticipating growth next year due to our MSE Reading Instruction and Dyslexia Intervention (MS-RIDI) program which launched in Fall 2024. UW-Whitewater's School Business Manager remains steady in enrollment with approx 15-25 completers each year. We are in the process of phasing out the gifted & talented coordinator and teacher licenses because the faculty member who supported this program has left UW-Whitewater.

We have recently been approved to offer a Career and Technical Education Coordinator program (Approval March 20, 2025) and plan to launch this program within the upcoming year. We also have

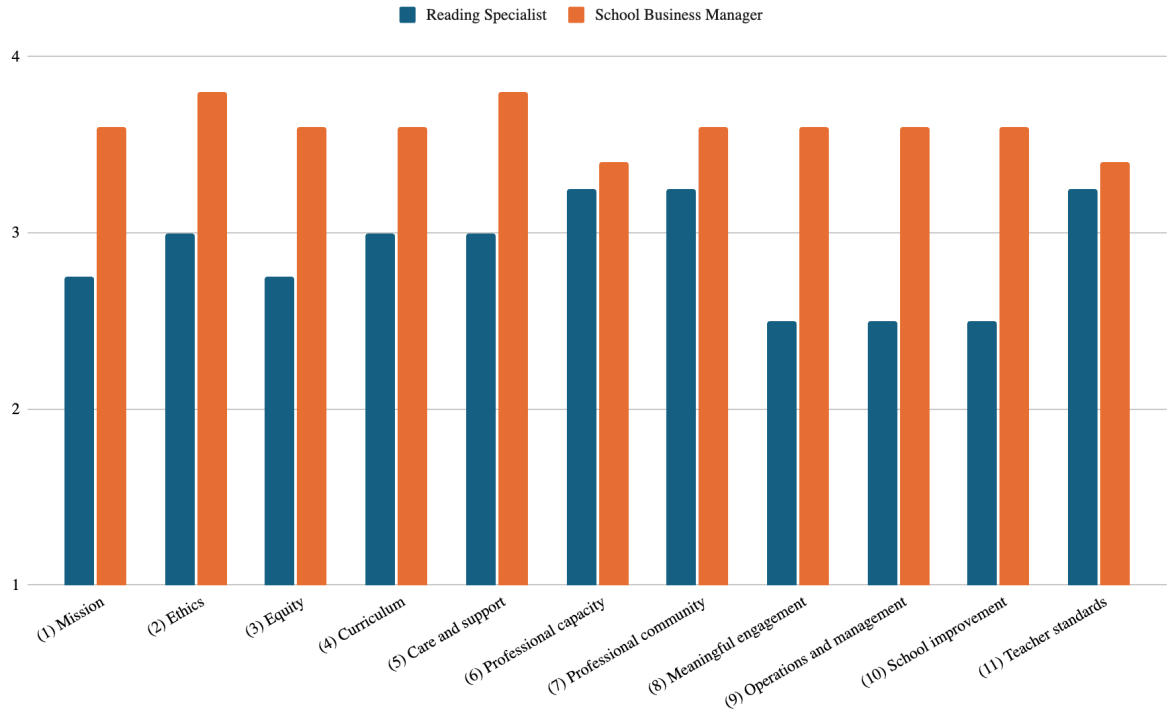
pending proposals to offer Principal, Director of Instruction, and Director of Pupil Services programs which we are hoping to launch in Spring 2026.

The following table outlines how the PI 34.003 standards-based evaluation tool is aligned with the PI 34.021 Assessment System. Figure 10 provides AY 2023-24 data for our Reading Specialist and School Business Manager licensure programs. Our performance benchmark is for candidates to score at least 3 (effective) across the PI 34.021 measures for each program. The mean ratings for School Business Manager candidates were all above the benchmark, and this group scores particularly high in the (2) ethics and professional norms, and (5) care and support standards. There were few responses for the Reading Specialist program (n=4). On average, the reading specialist candidates scored at or above the benchmark for pedagogical knowledge, however, their communication skills ratings were a little below the benchmark at 3.6, and their human relations/professional dispositions and clinical performance scores were close to average at 2.83 and 2.89, respectively.

Table 13. PI 34.021 assessments for UW-Whitewater's administrator programs.

UW-Whitewater Administrator Programs			
PI 34.021 category		**Specific Items/Sections**	**Assessment**
(a)	Communication skills	Question 8	Administrator practicum observation form.
(b)	Human relations and professional dispositions	Questions 1, 2, and 3	
(d)	Pedagogical knowledge	Question 4	
(e)	Performance in clinical program	All questions	
(c)	Content knowledge		Maintaining a GPA of 3.0 in the subject area of the license.

Figure 10. Practicum evaluation ratings of administrator candidates using the PI 34.003 evaluation tool (scale: 1=beginning; 2=developing; 3=effective; 4=highly effective).



Pupil Services Programs

School Psychologist

The School Psychology program uses observation data from cooperating school psychologists to assess communication skills, pedagogical knowledge, and performance in clinical programs. We use a school psychologist dispositions observation form (also completed by the cooperating practitioners) to assess human relations and professional dispositions. Table 14 outlines the specific observation form categories/items, and Table 15 provides our proficiency standards used for (1)a,b,d, and e of the PI 34.021 Assessment System.

Table 14. PI 34.021 assessments for UW-Whitewater's School Psychologist program.

School Psychologist		
PI 34.021 category	**Specific Items/Sections**	**Assessment**

(a)	Communication skills	Consultation and Collaboration; Family, School & Community Collaboration sections	Cooperating practitioner's School Psychologist Observation Form ratings.
(d)	Pedagogical knowledge	Data Based Decision Making	
(e)	Performance in clinical program	All sections	
(b)	Human relations and professional dispositions	Complete form	Cooperating practitioner's School Psychology Dispositions Appraisal, completed during practicum.
(c)	Content knowledge		Passing the subject area test approved by the Superintendent (i.e., Praxis II). Maintaining a GPA of 3.0 in the subject area of the license.

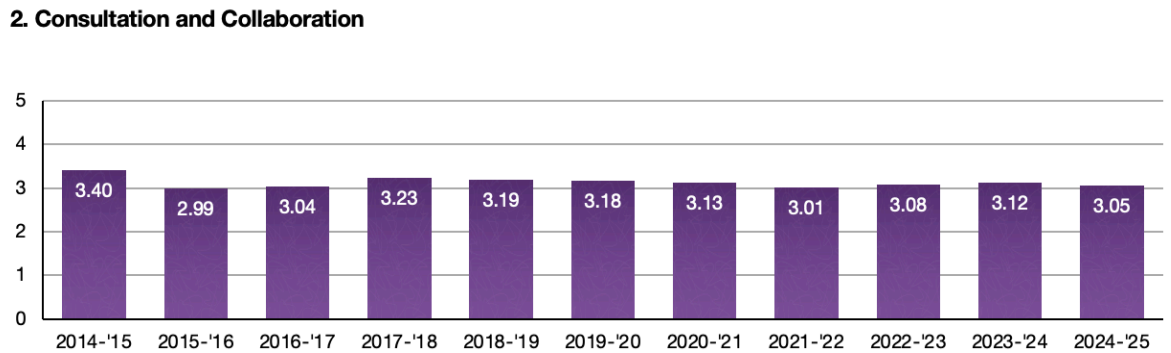
Table 15. Proficiency criteria for the school psychologist practicum evaluation forms.

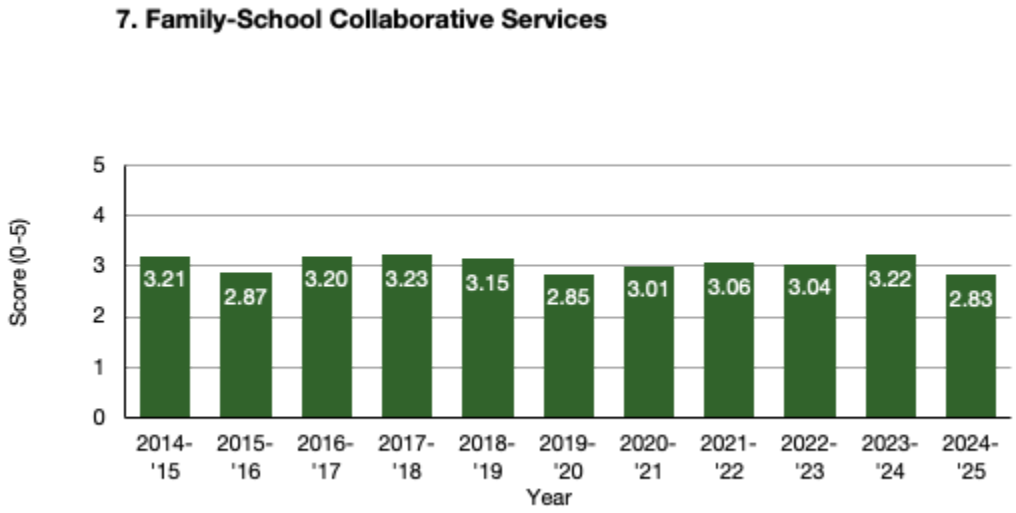
School Psychologist Observation Form	
	N/O: The supervisor has not had the opportunity to observe this skill
0	Student was unskilled initially and remains so; reflects the most severe supervisory concern
1	Student has made insufficient progress toward this competency skill
2/3	Student is on-track for attaining this competency skill; more supervised experience needed
Proficient - 4	Student has achieved this competency at a proficient level
5	Student has shown exceptional skill worthy of note
School Psychology Dispositions Appraisal Form	
	N/O No opportunity to observe/don't know
1	Needs substantial improvement to be at level appropriate for end of 1st year/start of practicum
2	Needs some improvement to be at level appropriate for end of 1st year/start of practicum
3	Exhibits level appropriate for end of 1st year/start of practicum
4	Exhibits level appropriate for end of 2nd year/start of internship
Proficient - 5	Exhibits level appropriate for end of 3rd year/entry into profession

As outlined in the following charts (Table 16), our school psychologist candidates consistently meet or exceed our standards of proficiency in the Assessment System categories.

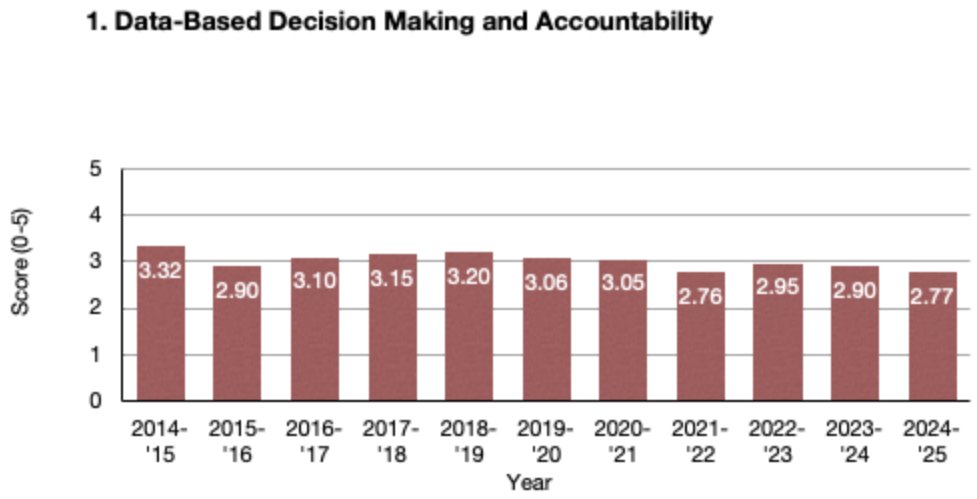
Table 16. Evaluation ratings of school psychologist candidates across Assessment System categories.

Communication skills:

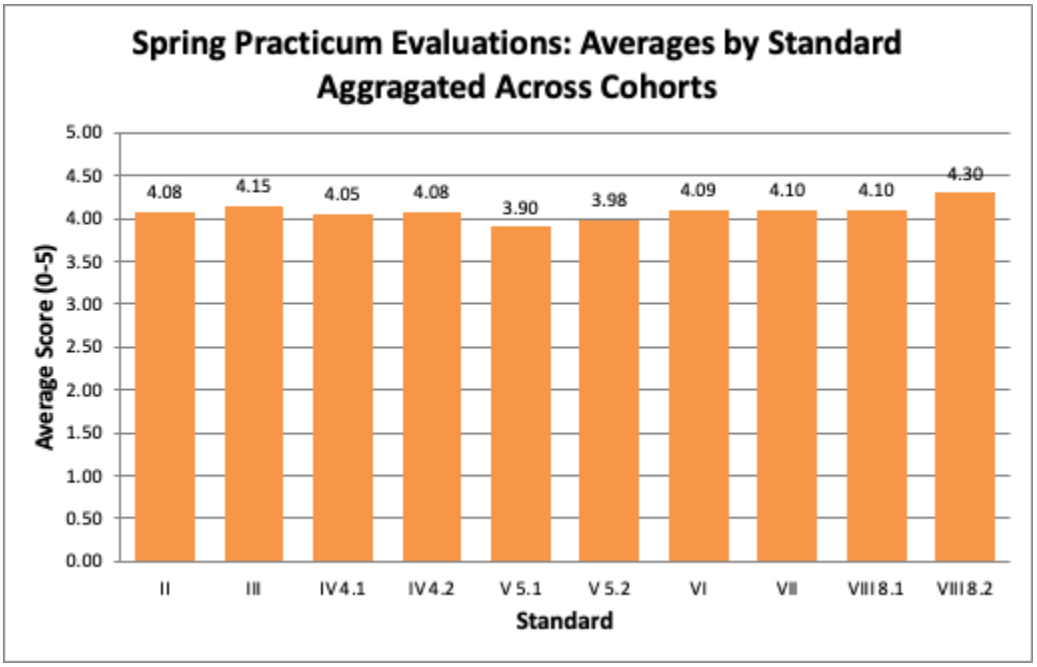




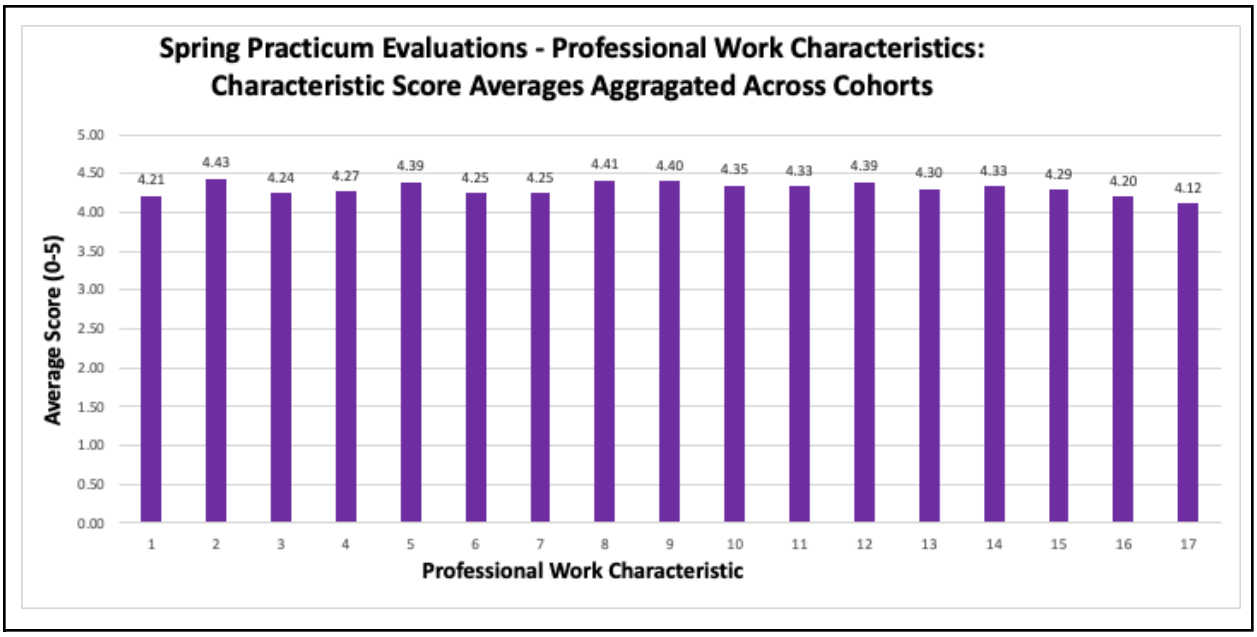
Pedagogical knowledge:



Performance in clinical program 2015-2024:

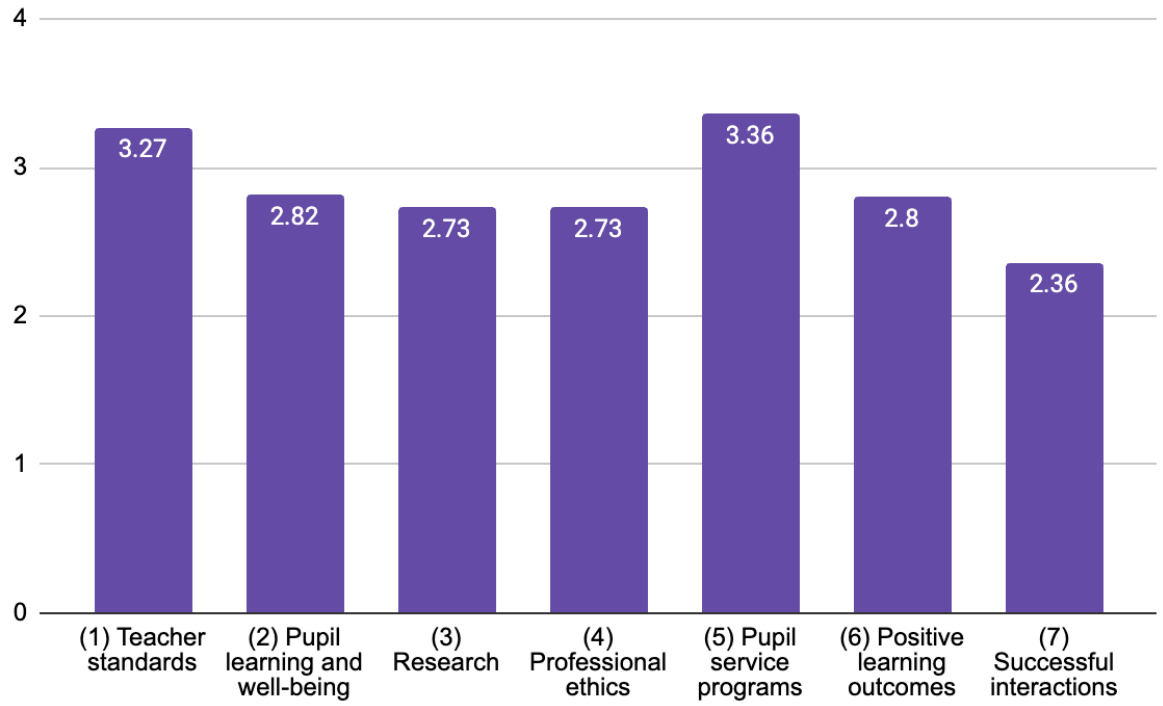


Human relations and professional dispositions:



In 2024, the School Psychology practicum evaluation form was updated to explicitly assess the PI 34.004 pupil services standards. Previously, each standard had been aligned with specific items in the evaluation form, but not assessed specifically or worded exactly as the PI 34.004 standard. Figure 11 demonstrates that candidates are approaching proficiency in all standards, where their ratings were higher for the teacher standards and pupil services programs standards, and a little lower for the successful interactions standard.

Figure 11. Candidate performance across the PI 34.004 pupil services standards as measured in the FA 2024 practicum observation form (n=11).



Content Knowledge

Candidates in the School Psychologist program demonstrate content knowledge by passing the state superintendent's selected standardized test for school psychologists (Praxis II). Table 17 demonstrates our students' 100% pass rates over the past several years.

Table 17. Praxis II pass rates of school psychologist students.

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
School Psychologist (5402)	2015-2016	10	174.4	100%
	2016-2017	10	172.6	100%
	2017-2018	7	175.14	100%
	2018-2019	13	175.31	100%
	2019-2020	12	178.67	100%

	2020-2021	12	171.75	100%
	2021-2022	10	164.5	100%
	2022-2023	10	173.7	100%
	2023-2024	7	174.5	100%

School Social Worker

UW-W's School Social Work program uses observation data from cooperating school social workers to assess communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs. Table 18 outlines the specific observation form categories/items, and Table 19 provides the proficiency standard used for (1)a,b,d, and e of the PI 34.021 Assessment System.

Table 18. PI 34.021 assessments for UW-Whitewater's School Social Work program.

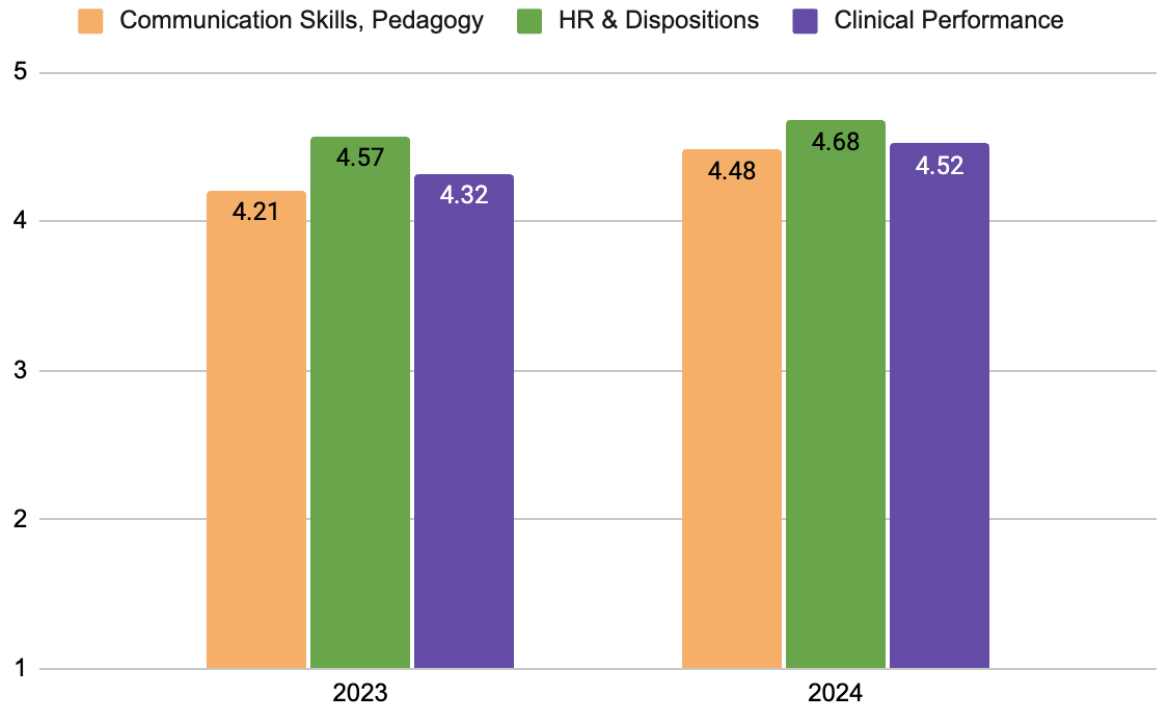
School Social Worker			
PI 34.021 category		**Specific Items/Sections**	**Assessment**
(a)& (d)	Communication skills & pedagogical knowledge	Content Area 5: Effective Prevention and Intervention with Individuals, Families, Schools, and Communities	Cooperating practitioner's evaluation on the School Social Work Practicum Evaluation Form.
(b)	Human relations and professional dispositions	Content Area 2: Social Work Values, Ethics, and Professionalism; Content Area 7: Diversity on the School Social Work Practicum Evaluation Tool	
(e)	Performance in clinical program	All content areas	
(c)	Content knowledge		Passing the subject area test approved by the Superintendent (i.e., Praxis II). Maintaining a GPA of 3.0 in the subject area of the license.

Table 19. Observation form rating criteria for school social work practicums, where 4 is identified as proficient.

Rating	Categories	Definition of Categories
1	**Poor**	The student is functioning significantly below expectations for students in this area.
2	**Fair**	The student is functioning somewhat below expectations for students in this area.
3	**Good**	The student has met the expectations for students in this area.
4	**Very Good**	The student is functioning somewhat above expectations for students in this area.
5	**Excellent**	The student has excelled in this area.

As outlined in Figure 12, our school social work candidates met or exceeded our standards of proficiency in the Assessment System categories during Spring, 2023. We plan to compile data across years for our next annual report.

Figure 12. Evaluation ratings of school social work candidates across Assessment System categories.



Content Knowledge

All of our school social work candidates maintain a cumulative GPA of at least 3.0 across their subject area coursework and successfully complete the program's approved content based portfolio. This program does not require a standardized exam.

School Counselor

The UW-W school counselor programs use two different observation forms to assess communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs. Table 20 outlines how the observation forms for each school counselor program align with the PI 34.021 assessment categories, and how proficiency is measured within each observation form.

Table 20. Alignment between PI 34.021 categories and the two school counselor observation forms.

POST-MASTER'S SCHOOL COUNSELOR		MS SCHOOL COUNSELING	
Observation Form		Observation Form	
PI 34.021 Assessment System	Observation Form Sections	PI 34.021 Assessment System	Observation Form Sections
Communication skills	Direct services, collaboration, and consultation	Communication skills	Professionalism, Counselor Skills, and Case Conceptualization
Human relations and professional dispositions	Foundational skills and Dispositions	Human relations and professional dispositions	Personalization/Self-Awareness and Professional Behaviors
Content knowledge	Content-based portfolio	Content knowledge	Praxis II
Pedagogical knowledge	Data & accountability, and Multiculturalism and support	Pedagogical knowledge	Foundations, Diversity & Advocacy, Theoretical Framework, Counseling, Prevention & Intervention, and School Counseling
Performance in clinical program	All sections	Performance in clinical program	All sections
Post-MS School Counselor Evaluations		MS School Counseling Evaluations	
1	**Not Meeting Developmental Expectations**	0	**Needs Improvement**

2	**Emerges to Meet Developmental Expectations**	1	**Developing towards Competencies**
3	**Meets Minimal Developmental Expectations: Consistent**	Proficient - 2	**Meets Expectations/ Demonstrates Competencies**
Proficient - 4	**Meets Developmental Expectations: Consistently strong**	3	**Exceeds Expectations**
5	**Exceeds Developmental Expectations**		

Clinical performance evaluations completed by our cooperating pupil services professionals indicate that candidates in both of our school counselor programs are demonstrating proficiency in communication skills, human relations and professional dispositions, pedagogical knowledge, and performance in clinical programs (Figures 13 and 14).

Figure 13. Practicum placement observations of candidates in UW-Whitewater's post-master's school counselor program.

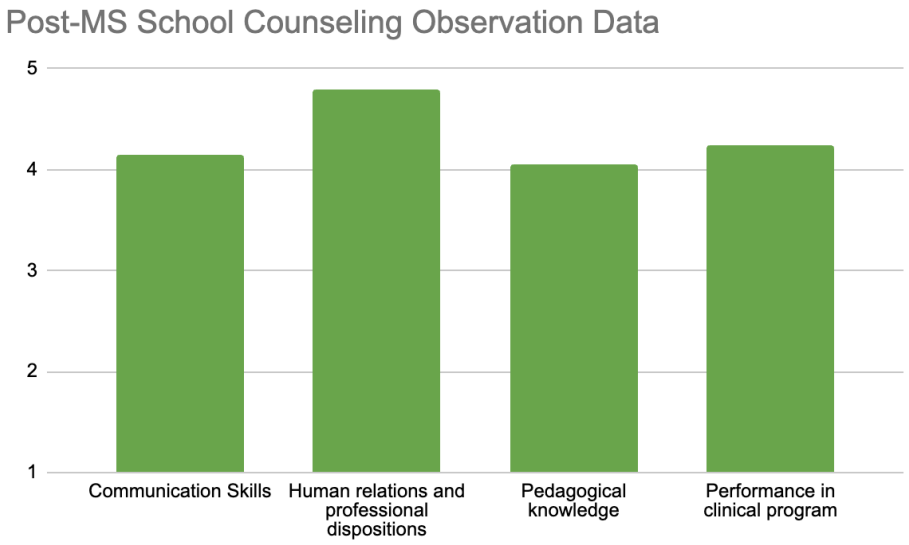
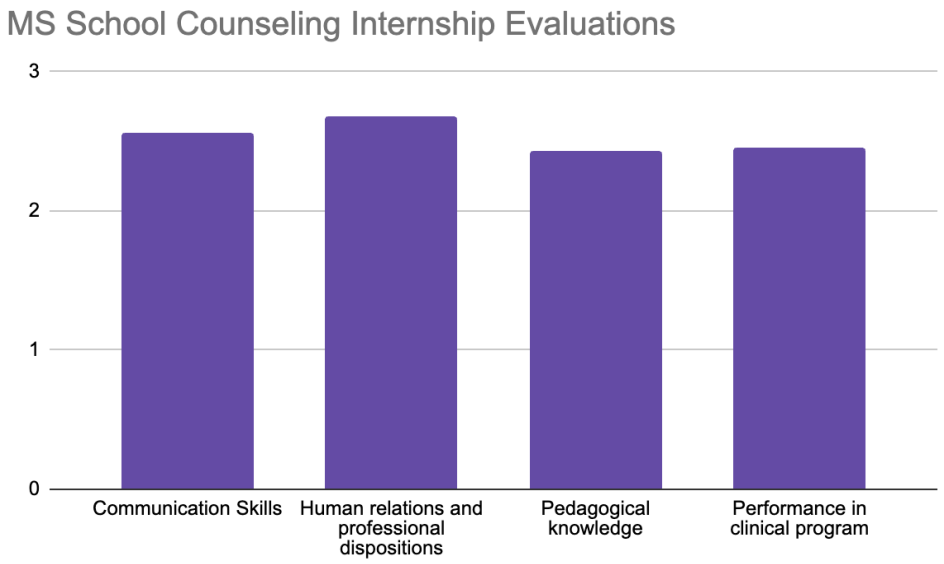


Figure 14. Practicum placement observations of candidates in our MS School Counseling program.



Content Knowledge

Post-Master's School Counselor Program

Candidates in our post-master's school counselor program demonstrate content knowledge by completing our approved content-based portfolio, and by maintaining a GPA of at least 3.0 across their subject area courses. To date, all candidates have successfully met these criteria.

MS School Counseling

Candidates in our MS School Counseling program demonstrate content knowledge by passing the state superintendent's selected standardized test for school counselors (Praxis II). Table 21 demonstrates our students' 100% pass rates over the past several years.

Table 21. Praxis II pass rates of MS School Counseling students.

Praxis Subject Assessment	Year	# Exams taken	Mean Score	% Passing
School Guidance and Counseling (5421)	2015-2016	5	176.60	100%
	2016-2017	8	177.50	100%
	2017-2018	6	171.83	100%
	2018-2019	17	176.65	100%

	2019-2020	7	179	100%
	2020-2021	8	179.88	100%
	2021-2022	7	176.29	100%
	2022-2023	11	173.8	100%
School Guidance and Counseling (5422)	2023-2024	9	170	100%

d. Collaboration with stakeholders PI 34.014 and PI 34.024

COEPS leans on our Board of Directors, OCE Advisory Group, program advisory groups, current students, recent completers, and regional administrators to obtain information and feedback that helps us direct our future course as a premiere EPP. We use feedback to improve current programs, and design new programs that fill gaps identified within the region and state, and by shifting demographics and career trends.

Although there are a wide variety of methods used to gain stakeholder feedback across our programs, four main sources are outlined in this report. First, the Deans Advisory Board and program-level advisory boards bring teachers, employers, experts and partners together for the specific purpose of assessing, developing, and improving our college and programs. Second, the Office of Clinical Experiences Advisory survey and meeting allow us to collect feedback and industry trends from a wide swath of administrators and to follow-up with specific discussions in order to gain better context and build stronger relationships with a smaller group of K-12 administrators. Third, our recent completers survey allows us to gain feedback from recent completers (two years-out) about how we might improve our current programs and offerings. Finally, our regional, state, and national networking and professional development initiatives allow us to learn about trends affecting education and to identify opportunities for development and improvement. All four of these methods of collecting feedback pertain to all of the educator preparation programs we offer, including teacher, pupil services, and administrator programs.

Deans Advisory Board, Program Advisory Boards

At the entity level, the Deans Advisory Board (DAB) serves to inform the college regarding development, evaluation, and revision of our programs. The Deans Advisory Board meets annually to discuss strategic priorities of COEPS and opportunities for collaborations to develop the teacher

workforce. For example, the DAB met during October, 2023 to discuss ways the COEPS can help districts meet teacher shortages, and to involve the DAB in the development process of the COEPS new strategic plan. As part of the discussion, the DAB members brainstormed a vision for what the college could look like in the year 2034. The following word cloud informally represents their vision for the college (Figure 15). This vision is integrated into the finalized COEPS Strategic Plan 2024-29.

Figure 15. Informal representation of the Deans Advisory Board's vision for COEPS in 2034.

In fall 2024, after discussing updates made to, and new preparation programs and recruitment efforts, the DAB's meeting focused on the major upcoming renovations planned for our main College of Education building (Winther Hall). Members of the architectural and design teams shared details about the building plans with our DAB, and the UW-W Foundation liaison shared opportunities for the DAB to become engaged in, and support fundraising initiatives.

Our DAB membership, meeting agendas, and other meeting materials are included in the PI 34.024 EPP Evaluation folder within our Shared Appendix A Drive.

At the program level, many programs meet regularly (annually or bi-annually) with advisory boards to seek feedback to grow and improve their programs. Some examples are the Early Childhood Education, Communication Sciences and Disorders, Counselor Education, and Physical Education, Health Education, and Adapted PE programs, who hold advisory board meetings annually. UW-Whitewater's internal program review process (Audit & Review) encourages programs to use advisory boards as part of

their assessment plans, and many programs who haven't yet initiated this process are planning to in the near future.

PK-12 Principals/Administrators and OCE Advisory

Educator Preparation - areas of strength and opportunities for more experience/instruction

UW-Whitewater has close working relationships with partner district principals and administrators. We seek input from these leaders on a regular basis in regard to our teacher candidates and their performance in the classroom during their clinical experiences. Districts have shared the importance of candidates exiting their EPP with more than one license, and of prioritizing classroom management and conflict resolution skills within our programs. With this feedback, we are working to redefine how we recruit students with a new focus on our dual licensure programs, and we are working internally to identify more opportunities to offer dual license programs, post baccalaureate, and masters programs. Our faculty also continue to work to integrate school-based and real world experiences and contexts into coursework even beyond the clinical experience courses.

We have collected more formal feedback from principals and administrators the past three years through our Office of Clinical Experiences Advisory survey and meeting. In 2023, 108 principals/ administrators completed our survey, and 12 joined us for our half-day meeting. In 2024, 137 administrators completed the survey and 11 attended our half-day meeting. This year (2025), 128 completed the survey and 24 attended the afternoon meeting. Our survey results, meeting roster, agenda, slides, and notes are included in Appendix A. This year's meeting focused on collaborating to meet the placement needs of districts, and to work together in such a way that will support teacher retention within the first few years of employment.

Each year, we asked administrators to list (open-ended) the strengths and areas for growth they notice within the UWW-trained teachers and school staff hired within their districts. Table 22 outlines their open-ended responses (categorized into themes post-survey). For each year, the areas of strength are listed in order of prevalence, with the most common strengths listed 20-30 times. Being collaborative and relationship building with pupils, colleagues, and the school community was the most consistently prevalent strength, being within the top three listed strengths all years. Pedagogical skills, content knowledge, and being well prepared overall were within the top 5 strengths in 2024 and 2025. Dedication to teaching, focused on learner development, supporting inclusivity, and a commitment to lifelong learning / continuous improvement were also within the top 5 most commonly listed strengths in at least one year.

Table 22 Areas of strength of UWW-prepared teachers, listed in order of prevalence/year.

Areas of Strength		
2023	**2024**	**2025**
Dedication to teaching	Pedagogical skills	Collaborative, building relationships
Learner development focus	Collaborative, building relationships	Well prepared overall
Collaborative, building relationships	Well prepared overall	Pedagogical skills
Supporting inclusivity	Content knowledge	Content knowledge
Classroom skills/management	Commitment to learn/continuous improvement	Classroom skills/management
Commitment to learn/continuous improvement	Classroom skills/management	Dedication to teaching
Well prepared overall	Dedication to teaching	Learner development focus
Communication skills	Supporting inclusivity	Commitment to learn/continuous improvement
Content knowledge	Communication skills	Supporting inclusivity
Pedagogical skills	Well-rounded/adaptable	Communication skills
Assessment	Confident problem solver	Well-rounded/adaptable
Working with students from different backgrounds	Working with students from different backgrounds	Assessment
	Assessment	Confident problem solver
	Ed technology skills	Ed technology skills
	Learner development focus	Working with students from different backgrounds

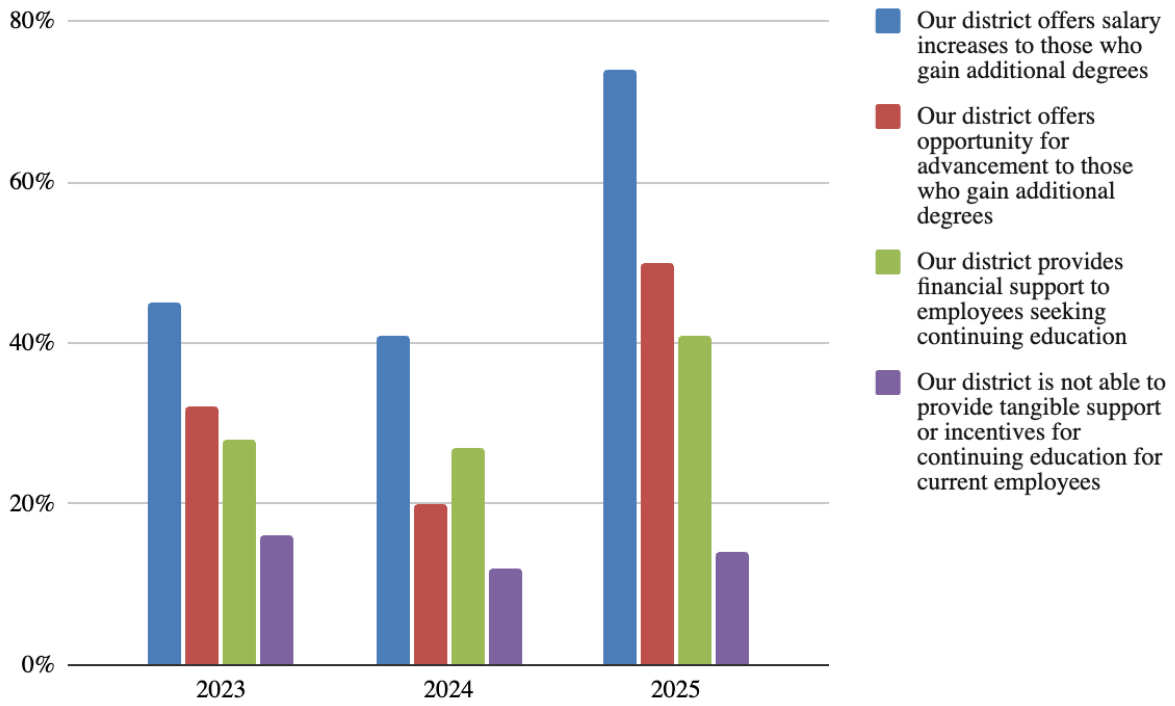
The areas for growth noted where UW-W completers could have had greater experience or instruction in their teacher education program were remarkably similar to the areas of strength listed within the above table for all three years. Classroom management skills, working with IEPs, communication skills, continuous learning through feedback, collaboration/building relationships, pedagogy/lesson planning, and supporting diverse learners were prevalent in the lists of strengths as

well as areas for better preparation. This feedback suggests we should continue to focus on these abilities/skills within our EPPs. The list of areas needing more preparation included items related to the strengths list but a little more specific such as reading/literacy instruction (which was included as part of content knowledge in the strengths table but emerged as a common area for improvement on its own), and communication with parents (communication skills in general were listed as strengths, but being able to communicate effectively specifically with parents emerged as an area for more preparation). Additional areas in which administrators suggest we could better prepare teachers include behavior management, supporting students with mental health issues, practice with administering testing (forward, MAP, IReady, etc.), and life balance/perspective. This useful feedback from administrators has been shared with our faculty via the TELCE committee.

Benefits to already licensed educators in pursuing additional certifications or degrees in education

In the three surveys (2023, 2024, and 2025) the principals/administrators also provided valuable context regarding their district policies for advanced degrees and continuing education. Only 12-16% of the administrators indicated their schools are not able to provide support or incentives for continuing education. More than 40% (and up to 74% in 2025) of the respondents indicated their schools provide salary increases for additional degrees (Figure 16). In addition, 20-50% responding districts offer opportunities for advancement to employees who complete additional degrees, and 25-40% districts provide financial support for employees to further their education/training. Please note that the survey is widely distributed to districts across our region and the higher numbers appearing in 2025 may be a result of differences in voluntary respondents (it may be unlikely that the same administrator would complete the survey year after year).

Figure 16. Support for continuing education within school districts.



Survey of Recent Completers (two-years out)

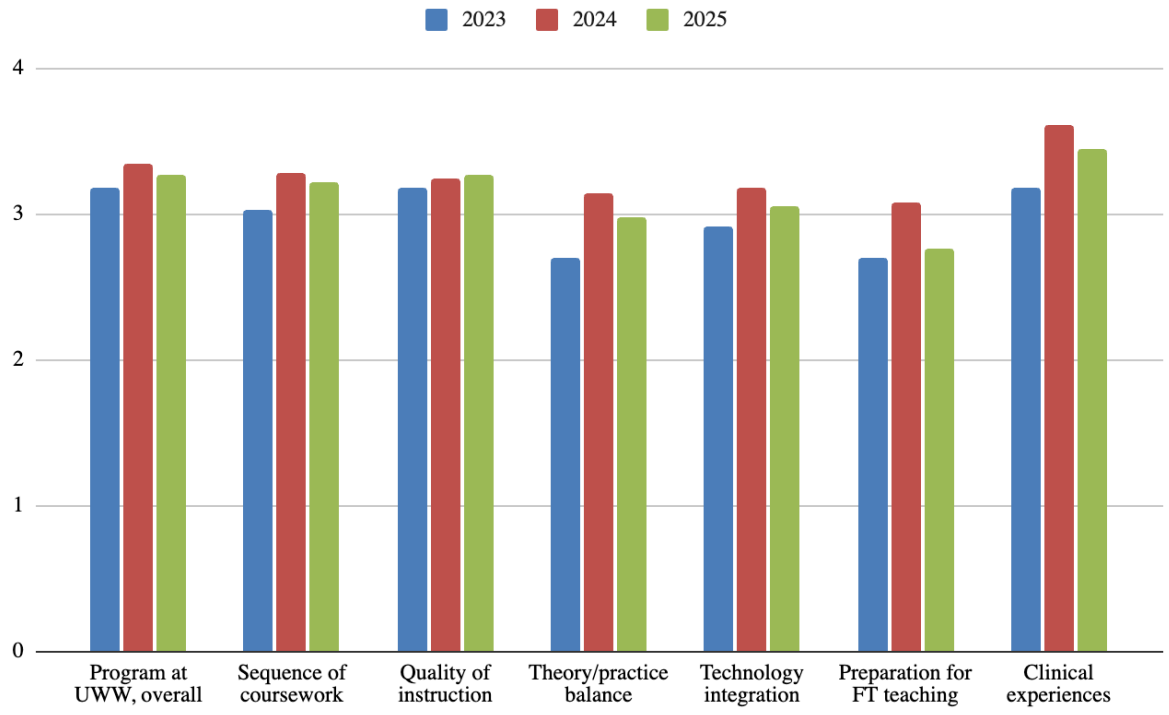
Since 2023, we have used the two-year-out completers' data provided by DPI to collect feedback on our educator preparation programs. Specifically, we use a Qualtrics survey to ask completers of our programs who are working in Wisconsin K-12 schools about their satisfaction with various elements of their experiences as a student, and about how well they feel their educator preparation programs prepared them for positions in schools.

In 2023, we received 39 responses to the survey, in 2024 we did not yet have access to the DPI data when our annual report was due, so we used our own contact list for recent completers to solicit feedback about our programs. We received 33 survey responses. In 2025, we received 31 responses from people who completed our programs in AY 2022-23.

In all three years of the survey, we asked how satisfied completers were with various aspects of their program at UW-Whitewater (Figure 17). In all three years, completers were satisfied or better with their program as a whole, coursework, quality of instruction, and clinical experiences. Mean ratings of the balance between theory and practice in our EPPs dipped below satisfied in 2023 and 2025, as did participant ratings of how well their academic programs prepared them for full-time teaching. We are

hopeful that the upward trend in theory/practice balance ratings will continue due to the curriculum changes we have made across many of our programs, and growing efforts among our faculty and instructors to build real-world experiences into classes. Unfortunately, mean ratings of how well completers feel their coursework prepared them for full-time teaching were below satisfied in 2023 and 2025. We plan to add probing questions to the 2026 completers survey to learn more about why those ratings are low and how aspects of their preparation programs balance with their school setting experiences within their first couple years as teachers/practitioners. The survey results do suggest improvement over time in completers' perception of the integration of technology throughout their preparation programs. We are hopeful to see continued improvement in perceptions of technology integration as we continue to integrate the ISTE standards across our programs. In all three years, completers provided notably higher satisfaction scores for their clinical experiences as compared with other items.

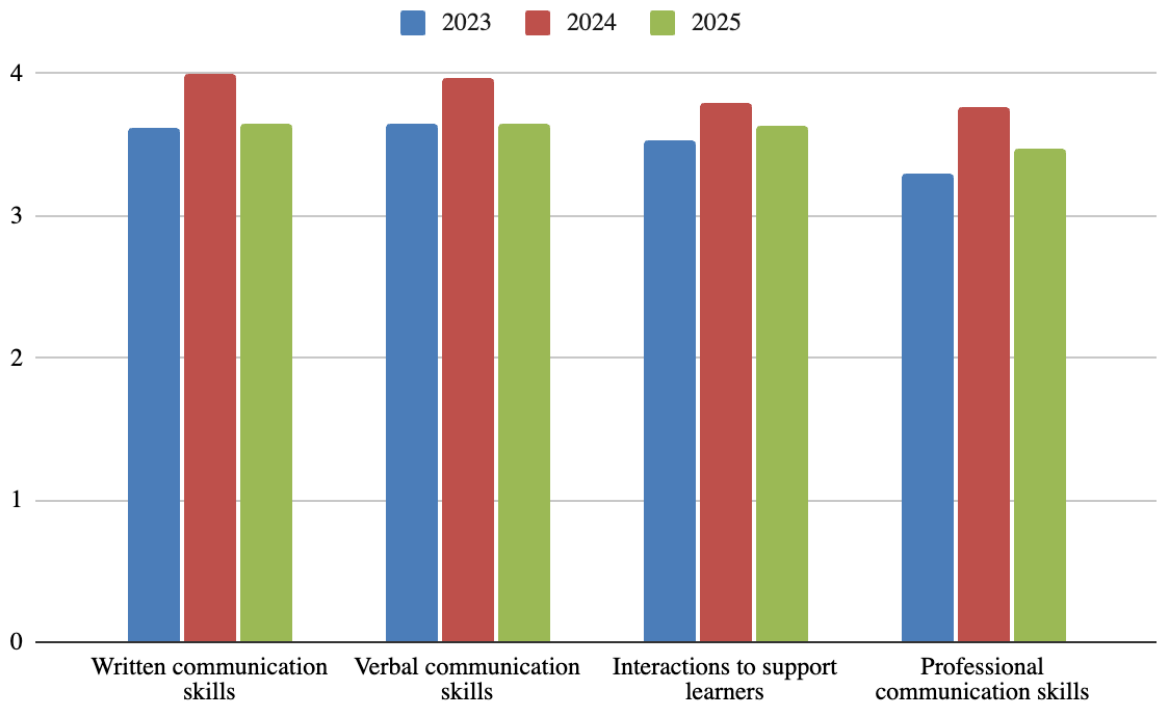
Figure 17. Two-years out completers' satisfaction ratings of various program aspects (scale: 1, very dissatisfied; 2, dissatisfied; 3, satisfied; 4, very satisfied).



Our completers rated how well their preparation program at UW-Whitewater prepared them for their positions in schools in terms of communications skills as outlined within Section C, above

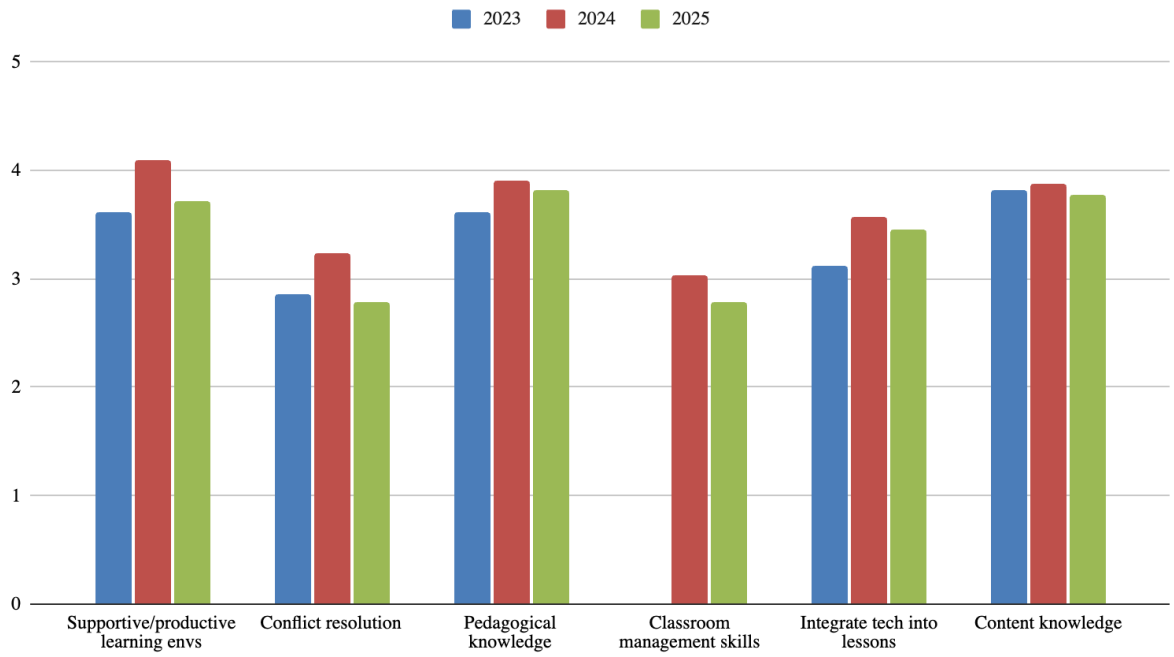
(Assessment System - Communication Skills). The completers consistently indicated that their coursework prepared them moderately to very well in terms of all communication skills components, with written, verbal, and interactions to support learners skills higher than professional skills across all three years of the survey (Figure 18).

Figure 18. Two-years out completers' ratings of how well their coursework prepared them in terms of communication skills (scale: 1, not well at all; 2, slightly well; 3, moderately well; 4, very well; 5, extremely well).



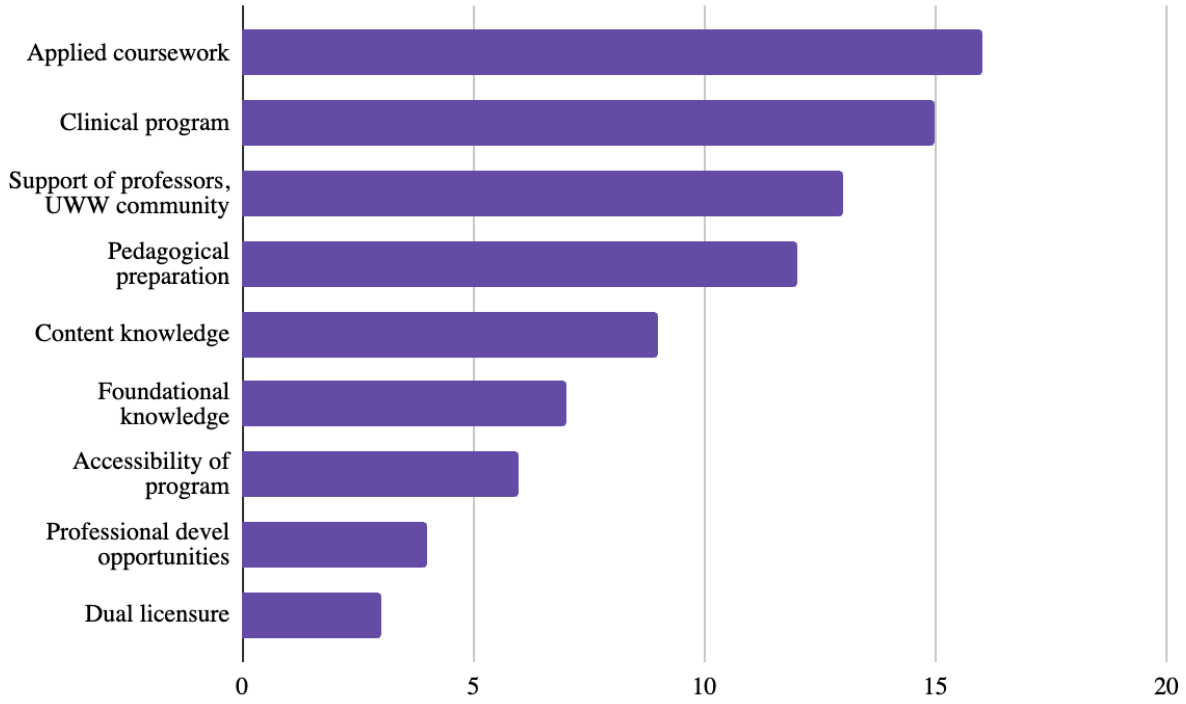
Respondents across the three years felt they were prepared with strong pedagogical knowledge, content knowledge, and the ability to create supportive and productive learning environments, in particular (Figure 19). They rated their coursework preparation a little lower in comparison for preparing them with conflict resolution and classroom management skills across the years of the survey. We plan to monitor these ratings over time. They are consistent with some of the feedback received from administrators, but during clinical experiences, cooperating teachers tend to rate our students quite high in these areas.

Figure 19. Two-years out completers' ratings of how well their coursework prepared them in terms of teaching skills and content knowledge (scale: 1, not well at all; 2, slightly well; 3, moderately well; 4, very well; 5, extremely well).



The two-years-out completers were also asked to qualitatively describe the strengths of their preparation programs. The most prominently listed strengths of the program were the applied coursework which allowed students to practice the skills they were being taught in classroom/real world settings, their clinical placements, and the supportive professors/community at UW-Whitewater (Figure 20). Pedagogical preparation, content knowledge, and foundational knowledge were also recurring items within the listed strengths of EPPs. Respondents also listed the accessibility of our programs (online, ability to complete programs while working full time), professional networking and development opportunities, and the benefits of dual-licensure programs in terms of employment marketability as strengths.

Figure 20. Strengths of UW-Whitewater EPPs as outlined qualitatively within the 2025 completers survey.



Networking and professional development initiatives

Additional avenues for seeking collaborative input from various stakeholders include:

- Wisconsin Association for Colleges of Teacher Education (WACTE). Our Dean is currently serving as the State Affiliate Past-President. The executive committee of this group meets monthly as well as with DPI leadership monthly.
- CESA 2. This group meets monthly to share programs offerings, and to support each other in licensure efforts. Members of the college administration team regularly attend and participate in this meeting.
- UW-System Deans and Directors. This is a monthly meeting of members of colleges of Education in the UW-System to share information, problem solve, and brainstorm.
- Local Schools. We collaborate with, and learn from, our local schools in a variety of ways. A few examples include:

- Our Assistant Dean has been coordinating school visits to UW-W campus, which allows us to learn about what aspects of our college programs interest them the most. We are prioritizing 8th grade visits.
- We hope to work with our local school district and re-start our "Practice What We Teach" program, where administrators, faculty, and students from UW-Whitewater work for ½ day at the local elementary school. This project allows us to support our local teachers a little, while importantly providing our academic staff with the opportunity to stay current and interact with the local school staff and students.
- Recently, we have been working very closely with a couple specific districts to develop residency programs. In this work, we meet with a variety of teachers and administrators across the schools and districts to plan new programs that we believe could improve teacher retention in the long-term. Faculty in the residency program content areas are engaging with teachers to develop communities of practice and to build relationships that will benefit our current candidates and new teachers.

Program-level community collaborations

Our program coordinators and instructors hold a number of community collaborations and continually build opportunities to connect these partners with our students and institution in order to stay current and identify opportunities for improvement. Some of those collaborations are described in our Appendix A Narrative document, and others are listed within the PI 34.240 Program Evaluation Google Drive folder. Programs commonly use relationships with community partners to gain regular feedback regarding their courses and programs, and to recruit practitioners for engagement in advisory boards and other more formal program evaluation roles.

e. Candidate proficiency in the standards in Subchapter II.

The assessments and data that are described and presented above, in combination with the linked evidence kept within our App A Shared Drive (especially the Common Records and PI 34.021 Assessment System) demonstrate that we measure candidate proficiency in the Subchapter II standards. We verify that all candidates are evaluated using the subch. II standards-based evaluation tools during their capstone clinical experiences. In the case that we are unable to obtain a completed evaluation from

the candidate's cooperating teacher/practitioner, we require the university supervisor to complete the evaluation.

Overview of UW-Whitewater's EPP Assessment Model

In closing, our assessments show that UW-Whitewater completers are well prepared to transition to regular school-based teacher/professional positions, overall. They are particularly strong in terms of content knowledge, the ability to collaborate and build community relationships, and their pedagogical skills. Current students, alumni, and district administrators share that the main areas for development are conflict resolution and classroom management skills. Across UW-Whitewater as an EPP entity, we are building new programs that offer apprenticeship and residency models of preparation to increase the classroom/school-based experience our candidates gain within their preparatory programs. We are also working to review and increase focus on these skills within our traditional programs.

In addition, in response to current student and alumni feedback, we continue to work on technology integration throughout the curriculum. The faculty-led COEPS technology committee is supporting all COEPS departments in work to align educator preparation programs (teacher, pupil services, administrator) with ISTE standards and to purposively map out how technology skills and values are integrated across the full duration of a program rather than housed only within a specific technology course.

Finally, we continue to pay close attention to FORT pass rates and the curriculum in our reading courses. Our reading instructional team are collaborating and working at the state and local levels to develop preparatory materials and opportunities for students to engage in reading instruction. We are also increasing our focus on reading instruction within clinical placements in applicable programs and implementing evaluations that are specific to reading (which we will report on in coming years). We have recently proposed and received approval to offer an Alternative FORT program for early childhood special education students and believe that this will provide a meaningful structure for learning while supporting our early childhood teacher students toward Tier II licensure.

2. **Please identify and describe changes you have made regarding requirements in Wisconsin Administrative Code PI34 subchapters III and IV since your initial approval and any impact on teacher preparation. Subchapters III and IV address program approval and standards and program support, respectively.**

UW-Whitewater has not made any changes in PI34 Subchapter III. Changes and updates to items within Subchapter IV are outlined within this section.

- PI 34.013 Organization and administration of educator preparation programs
    - (1) SCD Authority: We have updated the MOUs between COEPS and partnering colleges that support our Educator Preparation Programs as new programs have been developed. We have also updated the COEPS organizational chart as needed.
    - Updated MOUs with other colleges (new MOU with COIS)
- PI 34.014 Faculty
    - (1) Recruitment of faculty: The new COEPS diversity statement and strategic plan have been added to our evidence for this requirement and are included in the App A Narrative and Shared Drive folder.
    - (2) Faculty qualifications: we have updated our process for tracking the qualifications of faculty and instructors who teach our EPPs. We now track faculty qualifications within the Current EPP Instructional Staff 2025 sheet which contains linked CVs of all faculty/instructors, areas of teaching, and equivalency forms if applicable. At DPI's request, we have also drafted updates to our equivalency form for clinical supervisor qualifications demonstrating that all supervisors are required to have some K-12 experience. This form is currently under review with DPI and is saved within the PI 34.014 Shared Drive folder.
- PI 34.015 Facilities, technology, instruction resources, and support
    - (3) Technology: Continuous expansion and upgrades to our technology resources for licensure programs. Updates have been made to the App A Narrative each year.
- PI 34.016 Student services
    - (3)(c) Documentation that the student met the standards under subch. II: Over the years since initial approval, we have switched from InTASC standards to subch II standards in our clinical experiences evaluation forms and now have a system to make sure those evaluations are completed and monitored for every student in licensure programs.
- PI 34.018 Student recruitment, admission, and retention
    - (1) Diversity: The COEPS IE&D committee have worked with the whole college to develop a diversity statement, and the Strategic Planning and Budget committee have led the process of developing and finalizing our new COEPS strategic plan. Both documents clearly communicate out commitment to recruit, admit, and retain a diverse student body.
    - (2) Admissions: As a result of the 2024 rule change regarding background checks, we have expanded our Viewpoint background checks to include a search for federal crimes and we have developed a process regarding BGC criteria, review, and admission decisions that meets the requirements of the updates to PI 34.
    - (2) Admissions: We have established admissions standards for post-bac programs that are different from undergraduate admissions requirements.
    - (4)(a) and (b) Completion standards: We now have approved alternative measures of performance for 9 programs and will likely continue to expand that list.

    - (4)(c) Completion standards: We have documented our process for using subch. II standards-based evals for all programs plus assessment of subch II standards embedded in coursework/modules for all approved programs.
- PI 34.019 Conceptual framework: Updated the conceptual framework description and added summaries of how the EPP meets the requirements under PI 34.202-34.024.
- PI 34.020 Performance based program
    - (a) Adopted the subchapter II standards (switched from InTASC in 2024).
- PI 34.021 Assessment system
    - Updated the Assessment System model and adapted into separate charts for different program types (initial teacher, add-on/supplemental teacher, reading teacher, initial teacher with reading requirement, pupil services, administrator, reading specialist).
    - (1)(a) Communication skills: Developed a model of communication skills that is reflective of our vision for COEPS programs.
    - (1)(c) Content knowledge: Removed Praxis II as a definite requirement from several programs, obtained approval for 8 programs to use content based portfolios:
        - Alternative education (supplemental)
        - Business education residency (graduate)
        - Career and technical education coordinator (administrative)
        - English and language arts
        - Math education residency (graduate)
        - Science education residency (graduate)
        - School social worker
        - School counselor post-master's certificate
    - (1)(f) Reading: We now have approved Alternative FORT programs for Cross Categorical Special Education and Early Childhood Special Education.
- PI 34.022 Statutory requirements
    - Continue to update our statutory requirements evidence as LPs go through approval.
    - We have updated the Office of Clinical Experiences Handbook to better reflect practicum experiences for pupil services and administrator programs, and to include new details regarding the background check requirements and process based on the 2024 rule change.
    - (6) Reading and Language Arts: Our Act 20 evidence has been approved for all programs except for one (which does not launch until Fall 2025 as a new program and evidence is in review):
        - Undergraduate Elementary Middle Education (K-9) program - approved 3/19/2024
        - Graduate Elementary Middle Education (K-9) program - approved 10/2/2024
        - Reading Teacher program - approved 10/2/2024
        - Reading Specialist program - approved 10/2/2024
        - Early Childhood Education - new program starting Fall 2025 - approved 5/7/2024

        - Early Childhood Special Education program - new program starting Fall 2025 - approved 5/7/2024
        - All Cross-Categorical Special Education programs - undergraduate, post-bac, graduate - approved 5/7/2024
        - Early Childhood Education prior to Fall 2025 - approved 3/21/2025
        - Early Childhood Special Education prior to Fall 2025 - approved 3/21/2025
        - Foundations of Teacher Education to K-9 (anticipate start date FA 2025) - in review submitted 1/27/2025
- PI 34.023 Clinical program
    - (2)(f)(b) duration: We are adopting the option that allows student teachers to substitute teach for up to 10 days in the classroom of their cooperating teacher. We are preparing an outline document of our request/approval process which we will submit to DPI and add to our App A evidence and OCE Handbook shortly.

3. Based on responses to questions one and two, what goals do you have for your educator preparation program(s) as you move into the Continuous Review Process? How can your liaison support you to reach those goals?

In response to the teacher shortage, what we learn from our counterparts regionally and nationally, and in response to requests from program seekers and partner school districts, we continue to encourage our faculty to develop programs for career changers and other non-traditional students. Our primary goals related to educator preparation center on graduate residency programs and undergraduate apprenticeship models. Our progress to date includes:

- We have approved (or final stage in review) LPs for business, math, and science.
- Faculty in art and social studies have indicated an interest in creating similar pathways.
- Explore opportunities related to an undergraduate apprenticeship model
- In partnership with the College of Integrated Studies at UWW Rock County, we plan to pilot an apprenticeship program in our proposed undergraduate degree completion program (FOTE to K-9) that utilizes the Wisconsin Technical College System's Foundations of Teacher Education applied associates degree.
- Faculty in special education have expressed interest in developing an undergraduate apprenticeship model that would utilize courses from the online major SPECED4U with additional features (e.g., coaching, mentoring) to support on-the-job training.

We plan to continue to develop the listed priorities and to support COEPS faculty to develop additional proposals that will strengthen the ability of our departments to support the needs of prospective students, and help to strengthen teacher retention within the first few years of employment.

In terms of program approvals and updates, we have developed a timeline plan for obtaining approval for our remaining affirmed programs without recent approval, and for resubmitting LPs with App B Part I

tables using standards that are not current with those listed within the DPI standards list (Table 23). Our plan is to have approved LPs for all affirmed programs, and current standards in App B Part I tables for all programs by the end of Summer 2026.

Table 23. Timeline plan for LP approvals and updates.

Name of EPP	Date of Approval (or most recent LP submission)	Timeline for LP submission (new or affirmed programs)	Timeline for LP resubmission with current program standards
Music	9/18/2020		Spring/summer 2026
School Social Worker	9/18/2020		
Adapted Physical Education (supplemental) - Undergraduate & Post Bacc	4/23/2021		Spring/summer 2026
Special Education - UG CC	11/1/2021		Spring/summer 2026
Special Education - Grad CC	2/9/2022		Spring/summer 2026
Adaptive Education (supplemental)	2/24/2022		
Elementary Middle Education UGRD - K-9	10/1/2022		
School Counselor Post-Masters	1/13/2023		Spring/summer 2026
Science Education Undergraduate	6/12/2023		
Mathematics Undergraduate	6/28/2023		Spring/summer 2026
Social Studies	7/5/2023		
Special Education - Post Bacc	7/5/2023		Spring/summer 2026
English and Language Arts	10/1/2023		
Reading Specialist	12/20/2023		
Reading Teacher (supplemental)	12/20/2023		
English as Second Language	2/14/2024		
Physical Education	2/14/2024		
Bilingual-Bicultural (supplemental)	3/15/2024		
Alternative Education (supplemental)	4/15/2024		
Assistive Technology Educator	8/8/2024		

K-12			
Math Education Residency Program	9/25/24		
Health Education	9/26/2024		
Early Childhood Special Education	10/4/2024		
Career and Technical Education Coordinator	3/20/2025		
Art Education	Affirmed	High priority: Fall 2025	
Coaching Athletics (supplemental)	Affirmed	Low priority: Summer 2026	
Computer Science	Affirmed	High priority: Fall 2025	
French	Affirmed	High priority: Fall 2025	
German	Affirmed	High priority: Fall 2025	
Gifted and Talented (supplemental)	Affirmed	Low priority: Summer 2026	
Gifted and Talented Coordinator	Affirmed	Low priority: Summer 2026	
School Business Administration	Affirmed	Medium priority: Spring 2026	
School Counselor Masters	Affirmed	High priority: Fall 2025	
School Psychologist	Affirmed	High priority: Fall 2025	
Spanish	Affirmed	High priority: Fall 2025	
Speech Language Pathologist	Affirmed	Highest priority: Spring 2025	
Theater BSE	Affirmed	Medium priority: Spring 2026	
Music Education Post Bac	In preparation	High priority: Summer 2025	
Non-credit Hmong, ESL, BBE	In preparation	High priority: Summer 2025	
FOTE to K-9	In review 1/9/2025		
Elementary Middle Education Grad K-9	In review 12/20/24		
Science Education Residency Program	In review 3/16/2025		
Director of Curriculum and Instruction	In review 3/16/25		
Director of Special Education	In review 3/16/25		

and Pupil Services			
Principal	In review 3/16/25		
Early Chidhood Regular Education	In review: 12/17/2024		
Instructional Library Media Specialist	In review: 2/10/2025		
Business Education Grad	In review: 3/16/25		
Business Education Residency	In review: 3/16/25		
Business Education UG	In review: 3/18/25		
Marketing Education	In review: 3/18/25		

4. Optional: Are there any highlights or successes you would like to note?

- Lana's State-wide leadership roles with WACTE and deans - Lana is at the end of her first year of two as past-president; in that role she is chair of government relations and has led legislative visits to promote paid student teaching. She co-chairs UWS Deans and Directors with Renáe Swanson from UW-Oshkosh.
- We are excited about our collaborative work so far with AASs and Universities of Wisconsin to develop the FOTE to K-9 program. We plan to develop more collaborative programs with AASs and articulations, apprenticeships; Recently, DWD has contacted UW-Whitewater about taking over the pilot with them since Lakeland has paused theirs and we hope to move forward with this opportunity expediently.
- We are very excited about the upcoming renovations to Winther Hall. Our new space will be modern, bright, designed for interactivity and to model effective teaching. We have carefully developed plans for continuing our programs during the renovations and are confident in our plans for the transition to the new building. COEPS staff/faculty offices have been located for the period of construction as have alternate COEPS classrooms. Each department has assigned classrooms that will meet their needs. The COEPS admin team, along with the COEPS Equity, Diversity and Inclusion committee are planning sessions and activities to facilitate community and interaction during the period of construction when we are not all able to be in the same building.
- Since signing the ISTE pledge, several COEPS programs have made progress in integrating the ISTE standards throughout the curriculum across programs, and the COEPS Technology Committee has become a dedicated group to support this work. The COEPS Fall Forum 2024 was a day-long professional development event dedicated to technology integration, AI, and innovations.

- The COEPS Special Education Department has been acknowledged for their positive impact as a department and group of professionals. The SPECED Department was awarded the Regent's Award last year and received a 2.2 million sub award from DPI's Educators Forward grant. Dr. Amy Stevens (dept. chair) received the CEC-TED Award, Dr. Lauren Zepp is a state-leader with CEEDAR, and Kelly Pankratz's and Lauren Zepp are members of the DPI literacy group.
- COEPS' non-licensure Early Childhood programs (such as our MSE Early Childhood Education Policy (ECEP), and our BSE Early Child Care and Education (ECCE) programs) are making positive impacts on improving early childhood access and education in the state. COEPS may pursue incorporating an add-on EC license option into the MSE-ECEP program in the near future.
- UW-Whitewater continues to be the largest educator prep program in the state!