

Curriculum and Instruction Master of Science in Secondary Education (Named Options)

5-Year Initial Program Review Self-Study

University of Wisconsin – Madison Graduate School

This self-study report follows the guidelines and template provided by the Graduate School for a five-year program review. Below we also outline the four specific questions we were charged by the School of Education Dean's office to focus on as part of our review. These questions are addressed throughout the self-study as well as in specific sections where the below questions are included as sub-headings.

Date submitted: January 9, 2020

Date Approved by Department: February 17, 2020

Primary Contact: Jeremy Stoddard

Department(s)/Academic Unit(s): Curriculum and Instruction / M.S. MS 242EDU Curriculum and Instruction in Secondary Education, which includes the following subplans:

Secondary English Education (SEE)

Secondary Mathematics Education (SME)

Secondary Science Education (SSE)

Secondary Social Studies Education (SSSE)

School(s)/College(s): School of Education

Specific questions for program review self-study:

- How well does the dual certification and accelerated design of the master's program enable students to master learning outcomes? How does it prepare them to teach in their content areas and/or English as a Second Language (ESL)?
- How do students experience the program? Are changes needed in the program design or structure to enhance student experience and toward the goals of subject area and ESL dual licensure?
- The program has recently hired faculty associates to increase program coherence and capacity and to support faculty and students. Based on your early experience, how is that model working?
- How well are the programs serving high demand areas of teacher certification and the communities who have the highest levels of need for qualified teachers?

A. Response to previous program review recommendations

This is the first institutional review for this program. The Secondary Education (SED) named options for the Curriculum and Instruction (C&I) M.S. program is currently in its fifth year. Prior to the launch of the M.S. with certification, the teacher preparation and initial certification programs for secondary education were part of an undergraduate major (Bachelor of Science – Education) within the Department of Curriculum and Instruction. After years of development and the program approval process, the M.S. in Curriculum and Instruction with named options in the secondary education areas of Math, English, Science, and Social Studies with dual certification in English as a Second Language was launched with an inaugural cohort in the 2015-2016 academic year. The development of this program was in part a response to program reviews of the previous iteration of undergraduate teacher preparation programs, changes in the field of education, a desire to increase the number and diversity of program applicants, and to draw pre-service teacher candidates from a broader array of backgrounds and experiences.

Since this is a new program, there has not been a formal review of the named options in secondary education. This review is timely as it has led us to reflect on the evolution of the program over the past five years as well as to help inform key decisions moving forward. In particular, there are licensure changes at the state level in the Wisconsin Department of Public Instruction that need to be considered as we plan the future of the program. In addition, the state of Wisconsin, similar to many other states in the US, is facing a teacher shortage in hard to staff rural and urban schools and in subject areas such as math and ESL in particular. Given our goals of developing teachers focused on equity and social justice, and unique aspects of our program such as dual certification in their subject area and ESL, we aspire to develop educators who can best meet the complicated needs of these Wisconsin schools.

B. Overview of the Program

Describe the mission and goals of the program and how its structure (both of the program and of its governance) support them. Consider the following questions:

This program includes the M.S. in Curriculum & Instruction – Named Options (Teacher Certification) in Secondary English Education, Secondary Mathematics Education, Secondary Science Education, and Secondary Social Studies Education. The program is an accelerated, graduate-level program which prepares students for a teaching license both in a specific content area at the secondary level (English, math, science, or social studies) and to work with English Language Learners (ESL certification). A new cohort begins each June. The program covers two summers and an academic year for a total of 14 months per cohort. Throughout this time span, students take graduate-level courses and engage in fieldwork associated with those courses. In addition, students must complete a master's project. Additional information may be found at <https://uwteach.education.wisc.edu/>.

The degree curricular requirements include a minimum of 30 credits of academic coursework, and a minimum of 30 credits in residence. 80% of the credits taken at UW need to be graduate credits. Students must earn an overall graduate GPA of 3.00, with a B average or above in all coursework to earn the MS degree. For teaching certification, a candidate must earn a B or better in each course. If a candidate does not earn a B or better additional coursework may be required. Additional assessment and examinations may be required for the different named options. See below for more details. The degree’s only language requirement is a required demonstration of advanced proficiency in English to acquire the English as a Second Language certification. See <https://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/#requirementstext> for more details on degree requirements.

Since its inception in 2015, the specific courses in the program needed to meet the above degree requirements have evolved. Courses have been changed or eliminated in order to respond to ongoing assessment of the program, continuous improvement efforts, and changes to university policy. In particular, as a revenue generating program, university policies have shifted to allow the program to reduce the number of credits required in the Summer II term from 12 credits to 7 credits (we were previously required to have a “full” schedule for all terms so students could not register for other courses outside the program). Overall the program requirements have been reduced from 53 credits to 49 credits. Please note that university policy requires a minimum of 30 credits of coursework that does not include field work credits for practicum and student teaching experiences.

Table 1. 2019-20 M.S. in Secondary Education Program Summary (see for more detail <https://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/#requirementstext> – select named options at bottom)

| M.S. in Curriculum Instruction Named Option Curriculum - 2019-2020 | |
|--|--|
| <u>Summer Semester 1 (12 credits)</u> | |
| The focus of the summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. Courses will engage program students in considering how academic subject knowledge currently is and should be translated into the secondary school curriculum. Students also take foundational coursework in education policy and ESL. | |
| <u>Fall Semester (14 credits)</u> | |
| The fall semester covers 2 thematic areas and includes two different field experiences. The central topics addressed during the first half of the semester include inclusive education, universal curriculum design, and understanding contemporary adolescent psychology. The second half of the semester builds on this foundational content and focuses on English Language Learners. In both halves of this semester, program students are located in local secondary schools. | |
| <u>Spring Semester (15 credits)</u> | |

Program students are in a full semester of student teaching while taking an advanced methods course, ESL Methods, and a course in technology integration. University coursework is closely integrated and provides assignments for students to carry out in their student teaching.

Summer Semester II (7 credits)

In the final summer, students will complete their master’s projects under the direction of their major professors. As part of the Master’s program, all students are required to complete an in-depth writing project. To be awarded a Master's degree from the Department of Curriculum and Instruction, a student needs to identify, analyze, appraise, synthesize, and report a problem of scholarly significance. The Master's Project is usually accomplished through preparation of a Master's paper, thesis, or substantial study project and usually completed under the supervision of the student's advisor.

In addition to course and fieldwork requirements, each program has specific competencies identified that need to be met to qualify for a teaching license within the subject. These domain competencies are approved by the Wisconsin Department of Public Instruction. These competencies are included for each subject area in Appendix A. Competency requirements for each applicant are reviewed by content area faculty at the time of admission.

Over the five years of the program, changes have been made in the timing and nature of coursework. More major changes include the replacement of a diversity course in the first summer that was viewed as redundant with the Issues in ESL course, and a reduction of course credits in the second summer. See Table 2 below for specific course credit breakdowns.

Table 2. Comparison of credit requirements Cohort 1 to Cohort 5

| Cohort 5 - 2019-2020 | | Cohort 1 – 2015-2016 | |
|-----------------------------|----|-----------------------------|----|
| Total Coursework Credits | 34 | Total Coursework Credits | 38 |
| Total Fieldwork Credits | 14 | Total Fieldwork Credits | 15 |
| Total Credits | 48 | Total Credits | 53 |

- How does the mission of the program fit with the home department/unit, the school/college, and the mission of the university?

This program is one of multiple teacher preparation and certification degree programs in the School of Education. Preparing highly qualified teachers is a core mission of both the program and of the Department of Curriculum and Instruction historically. The programmatic focus on preparing teachers to address issues of equity and social justice align with the overall focus of the department and other C&I and School of Education (SOE) programs. The Secondary Education program is the only program currently offering initial teacher certification at the M.S.

level in the Department of Curriculum and Instruction. The remaining programs are at the undergraduate level.

The mission statement for the department highlights the importance of teaching and learning to the faculty and programs of the department.

“The general mission of the Department of Curriculum and Instruction is to advance knowledge of, and professional practice in, teaching and learning. The mission is discharged through faculty activities in teaching, public service, and scholarship. These functions should not be seen as separate, but interdependent in the sense that excellence in any one area depends upon excellence in the other two.”

The Secondary Education program is one of the programs that helps the department meet its core mission of engaging in the development of educational professionals and through contributing to the service and research mission of the department through the work of its faculty and staff.

Our focus on initial teacher preparation for middle and high schools also works toward the overall mission of the university and the Wisconsin Idea by providing highly effective teachers to schools across the state. This mission is furthered by the research and technical expertise of the faculty and staff in the program. Within the School of Education’s current strategic plan, our program works toward the belief stated within the opening paragraph of the Strategic Framework (2015-2019), “As part of a public land-grant university, we are steadfast in the belief that a high-quality public education for all is vital to our contemporary democratic society.”

The SED program is also explicitly identified within the academic and outreach goals, which states a key goal as the “continued expansion of the secondary teacher education program.” We have been successful in this goal, with a strong upward trend of applications during the first five years of the program. Overall, the SED program works directly to fulfill the very public mission of the SOE through the development of highly qualified secondary teachers prepared to work in Wisconsin schools and in schools around the US and world.

- What are the approved learning outcomes for each of the programs being reviewed?

The learning outcomes for an M.S. in Curriculum and Instruction are defined as having a breadth and depth of knowledge in the field. Illustrating a breadth of knowledge may include “demonstrating awareness of historical and intellectual context, educational practices, critical research paradigms within the broader field of Curriculum and Instruction, and theories and approaches from other fields as appropriate for their research.” Depth of knowledge in the field may include demonstrating “mastery of concepts, theories, and research, and understanding of relevant educational practices and contexts, sufficient to pose questions that extend the current boundaries of knowledge within their chosen subfield of Curriculum and Instruction.”

(See <https://guide.wisc.edu/graduate/curriculum-instruction/curriculum-instruction-ms/#learningoutcomestext> for more details).

Learning outcomes within the Named Options in Secondary Education are demonstrated through required elements in coursework, field experiences and in their capstone project completed in Summer II. The program takes a research to practice approach that asks teacher candidates to develop an understanding of theory and research within their field and how this theory and research translates to high quality practice within complex learning environments and social and political contexts. As an initial teacher certification program, our program is also required to align with the UW Teacher Education Standards, which are approved by the Wisconsin Department of Public Instruction as sufficient to provide Wisconsin Professional Education Licenses in their secondary subject area as well as ESL.

The UW School of Education's Teacher Education standards framework includes five standards: 1) Learner and Learning Environment, 2) Plan, 3) Engage and Instruct, 4) Assess, and 5) Professionalism and Ethics. Each of these standards has sub-standard indicators in the areas of Knowledge and Performance that are integrated across multiple courses in the program for each substandard. See Appendix B for the complete list of standards and sub-standards for both the Knowledge and Performance Standards. See Appendix C for a table showing how these standards are integrated across the coursework and field experiences of the program. Section C outlines how these outcomes are assessed within the program.

In addition to these approved UW standards, our programs also work to prepare our teacher candidates to be proficient in subject specific national standards, state standards and specific state legislated curriculum, and in relevant Common Core standards. For example, in the area of social studies, teacher candidates are prepared to be familiar with and address the Wisconsin Standards for Social Studies, the National Council for the Social Studies National Curriculum Standards and College, Career, and Civic Readiness (C3) Inquiry Framework, and legislated state curriculum requirements such as Act 31, which requires the teaching of the history, culture, and sovereignty of Wisconsin's American Indian nations. Similar standards are included as learning goals and outcomes for all four of the named options in the Secondary Education program. Given the dual-certification nature of our program, coursework and field experiences also work toward the TESOL (Teaching English as a Second or Foreign Language) standards for teacher education.

- What is the program's structure? For example, is it a single program or does it have informal tracks/concentrations, formal named options or certificates?

The secondary education program has four named options, identified above. Each of the named options includes certification within a secondary subject area (e.g., mathematics) as well as certification in teaching English as a Second Language. The program is an accelerated master's program that is designed for full time students and takes place in a cohort model over the course of 14 months in four terms, Summer I, Fall, Spring, and Summer II (see Table 1, above). Coursework and field experiences are sequenced across the program, so all students begin the program with their cohort in June (Summer I term) and complete the program at the end of July the following summer (Summer II term).

Throughout the program, teacher candidates from across the program take courses in common across all four named options in the program. These include foundations courses in areas such as inclusive education and classroom management and coursework in ESL. Subject specific coursework, such as their methods and capstone courses, include students admitted to the individual named options. In each of the four terms of the program, teacher candidates have at least one course with their subject specific cohort and at least one course with students from other subject areas.

- Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements?

There are no substantial collaborations or joint degrees with other programs. Partnerships are in place to provide specific required courses for the program. These includes partnerships with the departments of Educational Policy Studies (e.g., EPS 600) and Educational Psychology (Ed Psych 621). Within Curriculum and Instruction, the program does represent a collaboration between faculty, academic staff, and graduate students (e.g. supervisors) within the Disciplinary Studies area (e.g., Math Education, Science Education), Languages and Literacies area, and the English as a Second Language / Bilingual Education area. The program does have strong collaborations with area school districts and community organizations where we place our teacher candidates for field experiences, including Madison Metropolitan School District and the Goodman Center.

- If the program is not the only program within the home unit, what are the other programs? If there are several programs in the same academic home, how are they related to one another and what impacts do they have on student learning?

Other programs within C&I include Doctoral level programs (e.g., PhD, Doctoral Minors in C&I, Science Education, International Education, and Qualitative Research Methodology in Education), the Masters level (M.S. in Curriculum and Instruction), and BSE degrees in Elementary Education, World Languages (e.g., Spanish), and a certificate program in Game Design (equivalent to a minor).

Because of its 14-month structure, links to teacher certification, and accelerated model, the Secondary Education Program has an additional governance and administration structure within the department's graduate program (described below). It shares many of the goals and outcomes of the other programs in C&I, but its structure as an M.S. program with teacher certification and the accelerated timeline make the SED program unique within the department. Given its design, it also utilizes services from the Division of Continuing Studies for some portion of the programs marketing, admissions, and data support. This is different from both the M.S. in Curriculum and Instruction (non-named option) and the other undergraduate teacher preparation programs.

- How do the program's governance model, program committees, and membership criteria lead to active faculty engagement? How does succession planning work for leadership?

The program director is Joey Lubasi. The program director's role is to manage day-to-day operations, oversee admission and graduation, keep program in compliance with regulations and campus requirements, build/maintain cross campus connections, manage the budget, answers questions, advises students, organizes cohort events, build/maintain the strategic vision of the program. She works directly with program faculty associates (their role is explained below) and is a point of contact for program students, staff, field supervisors, and cooperating teachers.

The current faculty program chair is Jeremy Stoddard. This is a 3-year appointment made by the department chair of C&I in consultation with the Secondary program faculty. The faculty chair's role is to connect with faculty within the program, across C&I and School of Education regarding SED issues, oversee the budget, set priorities of program initiatives, support hiring process and selections, and to work with program director to manage cohort and program issues. The faculty chair works closely with the program director and the C&I Department Chair on strategic planning, budget and general administration of the program. The program director and faculty chair also work with the Teacher Education Center on issues related to teacher education across the School of Education.

Other program faculty are engaged in multiple ways through their teaching, service, and research. For each subject area in the secondary program (including ESL), there is a Faculty Lead who is a tenure line faculty member within the particular discipline area (e.g., math education). Their role is to work closely with their area's faculty associate, lead the direction of their content area, advise students, make admissions decisions, and generally teach at least one course in the program or serve in some equivalent role.

These faculty from each subject area (including ESL) also serve on the SED Faculty Council. This council is chaired by the program Faculty Chair and works to provide a clear direction for the program from a research-based, theoretical perspective. They function as the governance, oversight, and advisory board for the program. During these meetings, they review cohort progress, explore instructional and field plans, set policy and share relevant research on current trends in the field. In addition to each program area's Faculty Lead, additional faculty within the department's Disciplinary and ESL/Bilingual Education Areas also generally teach at least one course per year in the program.

- The program has recently hired faculty associates to increase program coherence and capacity and to support faculty and students. Based on your early experience, how is that model working?

The secondary program's organizational structure was changed two years ago when the department approved the hiring of faculty associate positions for each of the subject area programs and ESL (5 total). These faculty associates (hired for all areas other than science

education) work closely with subject area faculty and the program director and faculty chair to handle day to day administration of the program, student support, and a portion of the teaching for the secondary program.

As with any new structure and positions, it has taken two years to identify the particular mix of expertise and experiences useful for the secondary group of faculty associates. Originally, the position was envisioned as a clinical faculty member with a PhD (preferred) who could bring a research base as well as teacher education experience to the position. However, as the position was only approved as term-limited for up to two years, it was difficult to recruit applicants with PhDs and the requisite interests and experiences for these 12-month positions. In our second year, however, we found that having a mix of faculty associates with a range of experiences and expertise was valuable. This includes both Faculty Associates who have attained PhDs or have deep experience in teacher education with others who come in as master teachers directly from the classroom.

The primary goals of hiring faculty associates was to 1) provide a greater coherence for students across the 14-month program, as instructional faculty generally are hired on 9 month appointments, and to 2) take some of the day to day administrative burden of running a teacher preparation program off of tenure line faculty. This includes recruitment, student support, more field supervision and developing partnerships (e.g., cooperating teacher recruitment), and working to develop teaching assistants who are in field supervision roles. Toward these goals, the role of the faculty associates has been quite successful, to the point that the department decided in December 2019 to make the faculty associate appointments ongoing positions within the secondary program. This will allow us to better recruit and mold these roles going forward and to best utilize the expertise and experiences of faculty associates.

C. Program Assessment and Evaluation

Summarize the assessment plan used to evaluate the extent to which students are meeting program learning outcomes and how the program is engaged in a coherent process of continuous curricular and program improvement.

Measures of knowledge and performance are utilized throughout the program to assess the extent to which SED program students are meeting the defined learning outcomes as identified in [Guide](#). Evaluation data are also utilized for continuous improvement of the program and to address individual or group needs to support student learning. These evaluation data have to date been generated by the program through student mid-point and exit surveys and a recent alumni survey conducted in the spring of 2019 with the first three cohort graduates. We generated these data as our program is not well represented in Masters exit surveys conducted by the graduate school nor the yearly assessment reports submitted by Curriculum and Instruction (these generally only involve participation with the non-named option M.S. students). The current cohort did participate in a pre-survey conducted by the Division of Continuing studies, but this is the first year these surveys have been utilized with our students. We are working with DCS to attempt to hone these surveys to be more relevant to our program and useful for program improvement. We are also working with our department's Graduate

Programs Committee to explore a change in how we do yearly assessment reports for the M.S. degree. Assessments and evaluations utilized for this self-study are summarized below.

Direct Assessments of Knowledge and Performance

Coursework: All courses are aligned with the University of Wisconsin-Madison School of Education Teacher Education Standards and specific coursework, field work, and the capstone project are used to demonstrate competency for the learning outcomes identified in UW [Guide](#) (described above in Part B). To meet these standards and demonstrate competency on learning outcomes, students have to complete coursework that is designed to align with these outcomes. Courses have been designed to represent best-practices in secondary and ESL education. Coursework is monitored throughout each semester in order to ensure that students are performing competently. This is done through the collection and review of syllabi, discussions at the regular meetings of the SED and program committees, and through the review of grades and instructor feedback from the courses. Additionally, at the end of each semester, when final grades are entered and instructors must indicate whether or not the student has demonstrated proficiency in the standard. It is expected that students earn a grade of B or higher in all course work to demonstrate their proficiency in the performance standards. If this grade is not earned, candidates may work with the instructor to address individual standards. Assessment of students in teacher education program courses includes quizzes, exams, and application-based projects aligned with sub-standards. Consequently, students are closely monitored throughout each semester to assure competency.

Fieldwork Performance Assessments: Assessment for performance in the clinical experiences includes examination of projects, methods assignments, clinical observations (by the University Supervisors and Cooperating Teachers), and portfolio submissions. For clinical work in practicum and student teaching settings, supervisors assess students on their performance continually throughout the semester. Supervisors complete an observation evaluation sheet for each visit (3-4 over the semester). The observation forms are aligned to the University of Wisconsin-Madison Teacher Education Standards, which are, in turn, aligned with DPI's Teacher Education Standards. Students must pass their observations during the clinical field experiences and student teaching semesters.

Portfolio Assessments and Capstone

edTPA and Portfolio Assessments: As a summative assessment of teacher-candidates ability to attain the competencies identified in the UW Teacher Education Standards, all students complete the edTPA standardized performance assessment as well as additional elements for a teaching portfolio. As required by the Wisconsin Department of Public Instruction and the School of Education, all teacher candidates in the secondary program need to successfully complete the edTPA performance-based portfolio assessment (administered by Pearson) in order to qualify for a teaching license. This performance assessment closely aligns to many of the UW Teacher Education Standards. In any area where the edTPA does not assess the standards, we require additional elements of a portfolio assessment.

Capstone: The M.S. capstone project demonstrates the teacher candidate's ability to understand and utilize research into their own professional practice. This project generally utilizes data generated during the student teaching semester and is completed in Summer II.

Evaluations and Surveys

Field Placement Evaluations: In addition to the performance assessments identified above, the program collects a number of indirect assessment and evaluation data. These include evaluations of teacher candidates completed by cooperating teachers and field placement supervisors. These evaluations are aligned with the Teacher Education standards related to performance in field experiences.

Student Surveys and Exit/Post-Graduate Surveys: Since the beginning of the program, the program director has conducted program mid-year and end of program formative surveys to understand how the teacher candidates experience the program. In addition, we surveyed all alumni from the first three cohorts in the Spring of 2019 to collect data on alumni job placements and their perceptions of preparedness. This data was used as part of this self-study and will be used to inform potential program improvements. Data from the teacher-candidate surveys in particular are also used to assess program climate and to better understand how students experience the program. Responses from this survey (99 of 150 alums from the first 3 cohorts responded) are presented below as part of our self-study.

- What has the program learned through assessment of learning outcomes? Provide key evidence. What changes have been made as a result of assessment?

Over the course of the first five years of the secondary program, numerous changes have been made as a result of reflecting on assessment and evaluation data.

Course and field-based performance assessments are utilized throughout the program to assess teacher candidates' abilities to meet the program Learning Outcomes and UW Teacher education standards. These assessments have been utilized to identify students who have not successfully shown progress toward meeting standards and allow for program remediation, extra support, and in rare cases the use of improvement contracts for teacher-candidates to set terms for continuation in the program. These improvement contracts may, for example, require a teacher candidate to go beyond the 14-month time period of the program in order to re-do or extend field experiences. This is done in order to provide more opportunities to develop skills and to illustrate that they can successfully meet the teacher education standards and breadth and depth learning outcomes.

In addition to using assessments for measuring student progress toward meeting required outcomes, these assessments are also used to reflect on course and program structures and how well they are designed to help teacher candidates meet the standards with which they are aligned with. Assessments in these areas have led to changes within the program and within courses. For example, the course C&I 537 Teaching Diverse Youth in Secondary Schools was

replaced with C&I 670 Understanding Language as C&I 537 was seen to be repetitive with topics and content in both EPS 600 and the Issues in ESL Education courses, both also taught in the Summer I term. It was also observed that the program was not doing enough to help students develop a deep enough understanding of language and how it functions and so C&I 537 was replaced with C&I 670 to attempt to address this issue.

edTPA/Portfolio Assessment: edTPA Portfolio Performance assessments are a required by the state for initial teacher certification. It requires video of our teacher candidates teaching in the classroom, reflective essays, and examples of materials such as curriculum documents. Overall, our students have been quite successful on these assessments, with a 99% pass rate over the first four cohorts of the program among teacher candidates who complete the program (2 students completed their degree but did not successfully complete licensure requirements such as the edTPA). Using informal data gathered from students, exit surveys, and program staff and faculty reflections and observations, we have made several key changes to support student performance on the edTPA. For example, we have shifted our spring term coursework to be front loaded in the semester – starting prior to the university academic calendar start date. We made this change to ensure that the content, topics, and course assignments designed to help students successfully complete their student teaching experience and to master skills assessed in the edTPA were engaged with by students prior to the heaviest portion of the student teaching experience. It is during this period that many students also work to complete their edTPA assignments that require the design and teaching of lessons and particular types of activities needed for the assessment. It also means that we do not hold course sessions as frequently during this period of time, allowing for extra time for students to focus on student teaching, on tasks required for edTPA, and to allow for extra edTPA support and help sessions provided by the program and the Teacher Education Center.

Evaluation and Student/Exit Surveys

Indirect evaluations completed by our external partners (e.g., cooperating teachers) and surveys conducted by the program director also have been valuable for both supporting student success and in overall program improvement. Evaluations completed by partners in our community-based field experiences and by our cooperating teachers are utilized in conjunction with our performance assessments conducted by program field supervisors. These evaluations provide evidence for how to best support student development in their field-based work and in how those field experiences are structured.

Surveys conducted by the program have been used to better understand how students experience the program. These surveys have informed changes made to the program with the goal of making it more coherent and to attempt to address issues causing unnecessary stress on students. The example above of frontloading coursework in the Spring term earlier into the semester is one example of a change informed by student surveys. Another was the way the program utilized faculty associates – these are clinical faculty who work with students in the programs throughout their time in the program and are a primary contact person for students. These faculty associate positions are currently in their second year and have allowed for a

higher level of student support over the entire course of the 14-month program. They also work to provide more coherence through helping students meet standards, supporting their successful completion of the edTPA, and their ability to identify and address program student issues in a more timely fashion.

Finally, as we describe more below, a survey conducted in the Spring of 2019 of alumni from the first three graduating cohorts from the program provided evidence that informed our decisions about the program moving forward. In particular, evidence provided by graduates related to the value of the dual-certification is being used to inform our strategic planning and decisions related to recent Wisconsin teacher certification changes. As we describe in greater detail below, our alumni reported high levels of teaching in classrooms that include English Language Learners. They also reported the dual-certification nature of the program as a highly valued and attractive component of the program and a key reason for many to select the program.

- What are the emerging changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities?
- If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and the curriculum?

The core goals of our program include addressing educational inequities, preparing highly qualified professional educators, and working to prepare teachers for high needs and challenging school environments. Given the accelerated nature of our program and the 14-month duration, working with our teacher candidates toward these goals is always a challenge.

Recently, licensing changes announced by the Wisconsin Department of Public Instruction (DPI) may make the preparation of teachers for their subject area and to teach English Language Learners more complex. First, the secondary content area licenses are shifting from a grade range of grades 6-12 to grades 4-12. Second, the areas of science education and social studies education are moving from a set of single and multiple subject area licenses (e.g., history, government) to science all and social studies all (i.e., comprehensive) licenses. Finally, the add-on ESL license in the dual certification program is shifting from aligning with the grade level of the primary license (e.g., grades 6-12) to be a k-12 ESL certification. We have been working closely with representatives from DPI on strategies for how to adapt our program to meet these new license grade and subject area changes.

In order to maintain our dual certification program, which is viewed as highly important and sought after among our students, any new licenses will include a 4-12 subject area license with a k-12 ESL license. We therefore wanted to better understand how having dual certification in a subject area and ESL was viewed and valued by our alumni. Based on our survey of program alumni and an assessment of the needs of the field, the dual subject area / ESL license was viewed by the majority of the alumni (67%) as an important factor in selecting the program. Of the 99 alumni respondents, 22 identified job marketability as a reason why ESL certification was

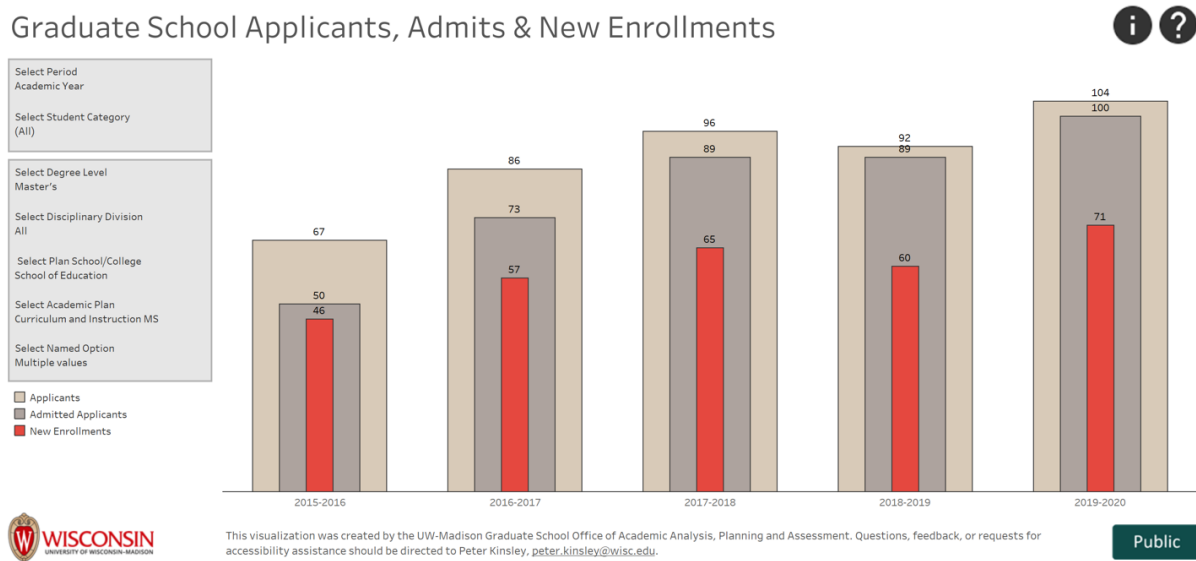
a factor in selecting the program. 15 respondents viewed the ESL aspect of the program as containing important skills for teaching and an additional 14 reported that working with English learners (ELs) was personally important to them. Other respondents saw the ESL certification as an added bonus (n=8), as an added burden on their time (n=5), or were unaware of the dual certification as they wanted to be in the program regardless at UW (n=4). The data from alumni as well as the drastic need for teachers to be equipped to work with ELs in their classes makes a compelling case for us to keep some form of the dual certification program despite the license changes and concerns about the k-12 span of the ESL license in particular.

D. Recruiting, Admissions, and Enrollment

Analyze current practices and trends to determine if enrollment levels are consistent with plans and program resources. Discuss relevant program data in the context of the following:

The secondary education program has a strong overall upward trend in both applications and enrollments over five years (see Figure 1, below).

Figure 1. M.S. Curriculum and Instruction Named Options Admissions



Courtesy of

https://dataviz.wisc.edu/views/GraduateSchoolExplorer/AdmissionsNewEnrollments?%3Aemb ed=y&%3Adisplay_count=no&%3AshowAppBanner=false&%3AshowShareOptions=true&%3As howVizHome=no

Despite this overall positive trend, we have several goals for recruitment, admission, and yield as the program moves beyond the first five years. Given the vast need for well qualified and trained teachers within the state and nationally, we seek to continue to grow in areas with great need and where resources are available. Given the lack of racial diversity within the current teaching profession, we also seek to recruit and admit higher numbers of teacher-

candidates from under-represented groups. Finally, we would like to continue to develop our admissions and candidate yield process to more easily project needed resources – to assure that we have the level of resources that corresponds to the size of the program on a year to year basis.

- Are admissions practices and enrollment levels consistent with plans, program resources, and career outcomes?

The program has successfully grown as intended during the first five years, making it both financially sustainable and successful toward reaching intended outcomes of preparing secondary teachers. Our admissions practices and criteria focus on identifying strong candidates for both the academic rigor of the program as well as the characteristics identified for a highly qualified teacher. These practices include: the use of application essays that provide applicants an opportunity to share their perspectives and experiences that help us to evaluate their fit for our program; the use of markers of potential academic success such as GPA and undergraduate degree completion over standardized tests such as the GRE; and the evaluation of university transcripts and other experiences to assess whether applicants have the requisite content expertise needed for their identified subject area.

This latter shift from an explicit degree specific (e.g., math major required for math teachers) requirement to content area competency requirement allows us to admit students with the content expertise needed to be a teacher in a specific subject area but who may not have completed a major in that specific content area. For example, applicants from backgrounds such as engineering and statistics often have the core background of coursework and expertise in mathematics to qualify for certification as a math teacher. This is one example of how we are attempting to make our program as open as possible to a diverse and broad array of potential candidates. This accessibility will also allow us to attempt to recruit a diverse body of students for our program as well.

- What effort has the department/academic unit or program made to enhance student diversity (traditionally underrepresented groups in field)? Have those diversity efforts been successful?

Recruitment efforts for a diverse cohort of students include reaching out to on-campus student groups such as SOAR and various student organizations with high numbers of students from underrepresented groups. We also utilize available scholarships where possible to recruit and admit applicants from underrepresented groups. We are currently working with the Teacher Education Center, the SOE Associate Dean for Diversity and Inclusion, and other groups to increase efforts for recruiting and admitting students from traditionally underrepresented groups. To this point our efforts have had marginal success in recruiting students from underrepresented groups into the program.

For the first four cohorts, there were roughly 10% of students in the cohort who identified as students of color (see Table 3 below). In the current cohort, we have 15% of students who

identify as students of color. The majority of the students of color identify as either LatinX or Asian, with fewer numbers who identify as Black or Hmong, which are both groups we seek to increase in the future. To this end we are particularly targeting recruitment efforts to increase the number of applicants and yield from these particular groups of students, as well as to continue to work to increase our overall enrollment of a broadly diverse cohort.

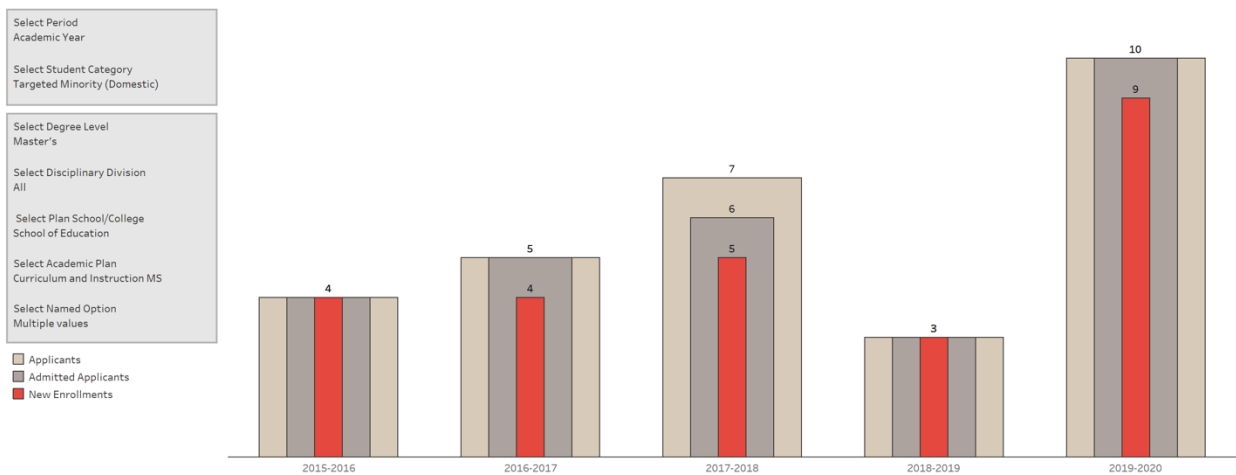
Table 3: Racial / Ethnic Diversity Enrolled

| Cohort | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|---------|---------|
| Total Enrollment | 45 | 58 | 63 | 59 | 69 |
| Students of Color (self-identified on graduate applications) | 4 | 5 | 7 | 5 | 10 |
| % Students of Color | 9% | 10% | 12% | 9% | 15% |
| UW Targeted Minority * | 4 | 4 | 5 | 3 | 9 |

*Defined as being a US Citizen or Permanent Resident who identify as African-American, LatinX, American Indian / Alaskan Native, or Southeast Asian (e.g., Hmong-American). Data drawn from [Graduate Explorer and application data](#).

Figure 2. SED Program Targeted Minority Demographics

Graduate School Applicants, Admits & New Enrollments



This visualization was created by the UW-Madison Graduate School Office of Academic Analysis, Planning and Assessment. Questions, feedback, or requests for accessibility assistance should be directed to Peter Kinsley, peter.kinsley@wisc.edu.



Public

- If applicable, what do trends in application volume, admits, and enrolled students signal about program strength? For graduate programs, does the program directly admit students? If so, how does the program ensure student integration and success beyond the admitting advisor?

The steady trend of increased student application and enrollment illustrates the strength of the program (see Figure 1 above). This is particularly true given the national trend of reduced numbers of students enrolling in teacher preparation programs. Additional strengths of the

program include dual-certification model offered through our program, the reputation of the program within the school districts we work with, and the ability of the program to prepare and place students in positions across the state.

Our admissions process focuses in particular on identifying key characteristics of applicants known to project their ability to be a successful educator and to become licensed. Our program reviews applications for the SED program and recommends admission through the graduate school. Reviews are conducted by multiple subject area faculty and faculty associates using application materials and using criteria developed by the program. This review process assures as much as possible that we are admitting students with a high level of both qualification and potential for completion of the program.

Our applications in the English and Social Studies named options in particular have grown over the course of the five cohorts (e.g., Social Studies has 24 students in the current cohort). For these programs, we hope to reach and maintain a cohort between 25-30 students and focus on recruiting a higher percentage of students from under-represented groups in particular. For Math and Science, our recruitment efforts will continue to focus on growing the number of quality applicants.

One challenge we face within our admissions to enrollment trajectory is the growing number of candidates that are admitted and commit to attending and then decide not to join the program late into May or through June (please remember that the program starts in early June). By deciding not to come at this late time point, it provides a number of challenges. The two main administrative concerns include the ability to project the number of sections of courses and field supervisors that we need. For example, we sign contracts with supervisors based on the candidate numbers in May and are then committed to fund them for the following year. These late withdrawals also impact our placements for summer community field experiences, which we have confirmed with local summer site coordinators the number joining their site. Moving forward as the program grows and begins to cap enrollments (we are nearing this point for Social Studies and English), we are particularly concerned that we may have waitlisted qualified students who will then commit to go elsewhere by the time these late withdrawals occur.

We are currently considering strategies for both improving yield and gaining stronger commitments from those who are accepted and commit to coming. These strategies include ongoing communication during the spring after admission, using small gifts or other forms of communications to make them feel positive about their decision to attend, and the possibility of asking for some kind of small deposit that will then be used to pay for their edTPA fees once in the program (we would also waive this deposit for students with documented financial need).

E. Advising and Student Support

Discuss the process by which students get regular advising and accurate program information. Reflect upon the following:

Post-Baccalaureate:

- How are advisors assigned and matched to students? How many advisees does each faculty member have?
- How often are program contacts and student handbooks updated and made available online? Is the handbook inclusive of program learning goals, program requirements as well as a program-level grievance procedure?
- How are students transitioned between advisors when personnel changes?
- How often and in what manner is satisfactory progress monitored? Do students receive written annual feedback on their academic progress?
- How is the impact of advising assessed?

Advising is done at multiple levels in the program. Teacher candidates are assigned a primary advisor who is the content faculty lead of the subject area to which they are admitted. Numbers of students per advisor are in part determined by the size of the program. Students are also supported and advised by the subject area faculty associates, and especially in programs with higher numbers of advisees. In the field settings across the program, each teacher candidate has a subject area field supervisor, an ESL field supervisor and at least two cooperating teachers to assist with their development.

Spanning the field setting and course work, academic advising and student support for their development as teachers is done through both the content area faculty and faculty associate. Faculty and Faculty Associates monitor the growth of the student overall and across instructional areas. This team of faculty, faculty associates, and field supervisors determine the student's satisfactory progress of summative benchmarks in the program and work together to support teacher candidate development. In cases where a change of faculty advisor occurs because of faculty research leave or leaves the university, the program faculty associates assist students with advising during the transition between faculty.

At the administrative level, students have access to an administrative assistant, the program director and program faculty chair. This group works to make sure the student has access to the resources within the program and across campus. They are available to meet with students or staff to assist with support or connections as needed. Finally, group orientations for program students are done at specific points during the 14th month program, including an initial orientation at the beginning of the program and transition meetings between terms that are used to answer questions, highlight the upcoming term's course and field experiences, and to assure the students' experiences are as coherent, positive and as successful as possible.

Official program academic policies are available on the guide.wisc.edu site and, for field experiences, through the Teacher Education Center (<https://tec.education.wisc.edu/field-experience-handbook/>). These handbooks and policies are continuously updated to be as accurate as possible and are used to inform information available on our program website. In addition to policies, we also work to provide information about other supports on campus, such as campus health services, to our program students. As described above, assessment of student learning outcomes is done during each term of the program to assure progress toward program

completion. Aspects of both academic advising and student support are evaluated in student surveys completed at the mid-point of the program and as part of an exit survey.

F. Program Community and Climate

Where applicable, evaluate exit survey and climate survey data. Describe the efforts taken to foster overall program diversity, a climate of respect and inclusion, and a sense of community by considering the following:

Our program is designed for full time students who are members of a cohort throughout their time – both as members of a subject area cohort and as part of the secondary cohort. A cohort model promotes student community through shared experiences, coursework, and professional development as educators. We host an initial orientation for students to help them transition into the program, and host intermittent all-program meetings and cohort seminars as a way to provide continuous communication with program students and to provide for an ongoing feedback loop for students to communicate with program staff. Students are also offered resources to connect to larger campus community.

Overall, the cohort model works to support students and promote the development of community. However, it also means that students are together as a group for substantial amounts of time during the fourteen months, which can lead to personal conflicts within the cohort. We address these issues, which are rare, by making sure any students who may have a conflict are in different seminars or course sections where possible and through working with them individually or as a group on the development of professional skills and values as outlined in our standards (which includes being able to work professionally with all colleagues).

In addition, the intensity of the 14-month accelerated program can also cause teacher candidates high levels of stress at particular points in the program. This is an issue that consistently is raised in our student surveys and to some degree in the alumni survey. As needed, we have addressed these issues individually or for groups where warranted by adjusting schedules, due dates, or by providing additional support. Where necessary, as described above, we have reduced the field experience or course load for a small number of teacher candidates to allow them to be successful – which also extends the amount of time they will be in the program in order to meet requirements.

- How well does the dual certification and accelerated design of the master's program enable students to master learning outcomes? How does it prepare them to teach in their content areas and/or ESL?
- How do students experience the program? Are changes needed in the program design or structure to enhance student experience and toward the goals of subject area and ESL dual licensure?

Overall, the alumni from our first three cohorts who responded to our survey reported that they felt well prepared (44%) or very well (23%) prepared to enter the profession, with less

than five percent responding that they felt not well prepared. Strengths of the program reported in our survey included: the faculty/advisors (n=38), the curricular / pedagogical focus of the program (e.g., number of subject specific courses) (36), field experiences (e.g., student teaching) (n=32), their learning community / cohort (n=27), and the timeframe of the program (n=26). Smaller groups of respondents also identified the ESL certification (n=20) and focus on social justice (n=18) as strengths of the program.

Program weaknesses reported included: a need for greater coursework or focused experiences related to classroom management (n=32), additional focus on practical skills and experiences (n = 19) and ESL (field experiences in particular) (n=16). Other identified areas for improvement include preparation to manage stakeholders and the profession (e.g., working within unions, working with parents) (n=13), and additional focus on aspects of mental health and human development and a greater focus on social justice (each n=8).

While small in numbers, there were also responses within various categories that identified the lack of diversity as an issue and a lack of curricular focus (e.g., no specific course) related to race in education or multicultural education (more on recruitment efforts on this topic below). The feedback from this survey, along with feedback from cohorts 4 and 5 who were not part of this survey, have been useful as we identify potential changes in the program. Instructors and supervisors have similarly noticed this area as one of concern. We are exploring spaces in the program for addressing these issues and for making issues of social justice and engagement on critical reflection for how teacher candidate's own identities and experiences shape their actions as teachers. Specifically, we are exploring ways to better help students to reflect on and see how issues raised in their education policy course and other courses are present in their placement classrooms and what they as teachers can do to address inequities

- Diversity and Recruitment

In the area of supporting students from underrepresented groups and in the recruitment and retention of students, faculty, and staff from underrepresented groups, we focus in particular on Goal 4 of the UW Madison Diversity Framework. This goal includes the following: "Improve institutional access through effective recruitment of diverse students, faculty, staff and through effective relationship building with the wider community."

In the area of student support, in recent years we are making greater efforts to connect students of color to existing resources and groups on campus as well as out in our partner schools. We also are exploring additional ways with the School of Education's Associate Dean for Diversity and Inclusion to better support all students in our program given the unique structure and accelerated timeline of our program. This structure means that groups designed for or originating within the undergraduate or graduate student bodies, intended to provide spaces and support communities of students of color, do not match up well for an intensive professional master's program that lasts 14 months.

Currently, a number of faculty teaching in the secondary program identify as members of traditionally underrepresented groups. However, we have been less successful in recruiting faculty associates from underrepresented groups in the program. This may be in part due to the fact that these positions are new, hard for candidates not familiar with the UW titles of faculty associates to understand, and were limited to a two-year limited term contract for the initial term of operation (as we note above). This has recently changed as the Department of Curriculum & Instruction has now voted to extend the role of the faculty associates permanently within the department. The School of Education, as part of a university-wide initiative, is currently working on implementing new titles that will replace the faculty associate position titles (e.g., professor of practice, teaching professor). We believe the shift to making the roles of faculty associates within the program permanent and ongoing and a future shift in titling that aligns more consistently with similar roles at peer institutions, we may have more success recruiting a diverse and deeper pool of candidates for these important roles as positions become available for hire.

In addition to faculty and academic staff within the program, there are also current efforts to recruit new cooperating teachers from underrepresented groups. This has been an identified goal for the Forward Madison coalition between the School of Education and the Madison Metropolitan School District. Currently efforts are being made to recruit and provide professional learning for a cohort of cooperating teachers who identify as Teachers of Color and for additional cooperating teachers with a proven record of teaching for equity and diversity in their classrooms and successful support of preservice teacher candidates of color in particular.

G. Degree Completion and Time to Degree

Referencing relevant data and campus goals, describe efforts to help students make timely progress to degree. Include the following in your discussion:

- Use institutional data sources to examine and evaluate progress to degree metrics and comparison to peers.
- What efforts have been made to improve progress to degree performance and completion rates?
- Do students from educationally underrepresented groups (racial/ethnic minority, low-income, first generation in college) succeed in the program at rates comparable to other students? How are equity gaps addressed?

Since the inception of the named options, the number of degree completers for the M.S. in Curriculum and Instruction has more than doubled to an average of 66 degrees conferred in 2017, 2018, 2019 as compared to an average of 28 degrees conferred for the seven years prior ([UW-Madison Trends in Degree Completion 2010-2019](#)). The average of degree conferral since the program started in Curriculum and Instruction now places the M.S. in Curriculum and Instruction in the top ten largest master's programs at the university. The M.S. program is also growing as compared to similar teacher education programs across the US – which have largely seen a decline over the past decade.

Overall, our degree completion rate is high – and especially high for those students who continue in the program past the Summer I term. Given the unique nature of the Secondary Education program, we have built in multiple layers of support to assist teacher candidates in completing their degree and certification requirements within 14 months. The vast majority of those who enroll complete the program successfully during that time. Over the first five years, the secondary education program has enrolled 294 candidates, of which 200 have earned certification and their M.S. degree (based on our internal data tracking of candidate progress) and an additional 67 are on track to complete (Cohort 19-20). For the first four cohorts, this equates to 88% of all candidates successfully completing both elements of the program. An additional 8 candidates have chosen to complete only the degree or the certification. The four that choose certification only, had teaching jobs and decided the final work of the summer did not fit into their plans. Of the four that choose a degree without certification, they found through their field work that teaching was not a fit for them. Through the fourth cohort, therefore, 92% of those who enroll have completed either the M.S., certification, or both.

Of the 19 students that enrolled in the program but not finish, the vast majority leave within the first two terms (90% of non-finishers). Those that leave after the first summer, primarily leave due to lack of interest or pursuit of other opportunities. Those that leave after the fall semester are often struggling with issues of stress. In particular, they reported stress induced from financial constraints, time management issues or as a result of struggling to meet expectations in their field experiences or finding that teaching was not a good fit. This latter example includes two candidates have completed the program, but did not earn certification nor a degree. Both of these candidates struggled with the expectation of the work load in the field. We have also had 9 candidates that took time beyond the four semesters to complete the program. This generally is a result of the need for additional time in their field experiences to meet standards, such as needing to extend or redo student teaching.

Based on comparisons between our enrollment and degree conferral demographics, there are not any noticeable trends about the characteristics of who these teacher candidates are who do not complete. There is no indication that students from underrepresented groups fail to complete the program at any level than the group as a whole. Among the four programs, the Science cohorts have experienced the highest attrition rate at 13%. We do not have any particular evidence that suggests why this group in particular has had members of the cohort not finish but it is something that we will try to track in more detail going forward to identify potential structural or programmatic issues.

H. Career Services and Post-Graduation Outcomes

Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.

- What do students do after graduation? How does the program prepare them for careers or further academic training?
- What career resources are available to students?

- What is the range of student career outcomes, and are these outcomes consistent with program goals? Does the program track the career progression of its graduates?

Our graduates overwhelmingly enter the field of teaching within a secondary school. We do have some students who teach abroad as an English as a Foreign Language teacher or in some other education related field. There has not been a systematic tracking of graduates post-graduation until our alumni survey conducted in the spring of 2019. That data is included below.

Of the 99 alumni who responded to our alumni survey of the first three cohorts (N=150 from 2015-16, 2016-17, and 2017-18), 91 reported teaching at the time of the survey and 8 reported to be no longer teaching. Of the eight, two reported substitute teaching regularly, two reported teaching at a community college or university, and one reported being in graduate school. Of these 99, 64 reported teaching somewhere in Wisconsin, with the Madison and Milwaukee areas having the highest numbers of teachers. Outside of Wisconsin, seven reported teaching in a neighboring state – with four teaching in Minnesota and three in Illinois. 14 reported teaching somewhere else in the US, with Colorado and New York being mentioned most frequently. Finally, five respondents reported teaching somewhere outside of the US.

Of alumni who responded to our survey, 84% reported that they would “definitely” or “probably” stay in the teaching profession. In addition, 10% reported they “might or might not” and 6% reported they would “probably” or “definitely” not stay in the teaching profession. This appears to be a much higher level of continuation in teaching than nationally reported – which is often reported to be a rate of 50% of teachers leaving the profession within the first five years.

In terms of career resources, formal and informal workshops and support are provided both by the program as well as the Career Center within the School of Education. These resources include help with developing resumes and job cover letters to practice interviewing. Within the program, similar feedback and support is provided informally, and program staff and faculty work to help teacher candidates connect with alumni or partners where available in schools or districts where they are interested in applying.

We are currently developing plans to formalize our network of alumni as an additional resource for our current students, and as a way to provide additional professional development opportunities for both current students and alumni.

- How well are the programs serving high demand areas of teacher certification and the communities who have the highest levels of need for qualified teachers?

In addition to the data above about where our alumni are teaching, we do have evidence that the vast majority are working in schools servicing ELs. 80% of alumni reported in the same 2019 survey teaching EL students. Of these, 76% report teaching subject area courses that include EL students, 9% each report teaching either a newcomer class or stand-alone ESL course, and 6.5% report teaching in a one on one model. As noted above, 67% of alumni surveyed reported that

getting certification in both ESL and in a subject area was an “important factor” for selecting the UW program and may also serve as an indicator that our alumni are selecting to teach in schools with high needs for ESL trained teachers upon completing our program.

- I. Overall Analysis of the Self-Study and the State of the Program: outline key findings from the self-study, including primary program strengths and challenges, and priorities the program has identified for improvement.

As a result of this self-study, we are confident that the program as it has evolved is successful in its goal of producing highly qualified professional educators. By all metrics, our teacher candidates are well prepared to enter the profession and report feeling confident and prepared to do so. The dual certification aspect of the program is also viewed as valuable by students both in selecting the program and for how well they feel prepared to work in classrooms with English Language. Below we outline several key strengths of the program as well as some ongoing challenges and new challenges on the horizon.

Strengths:

- **Dual Certification:** Dual-certification is viewed as a strength by majority of teacher candidates in program.
- **Social Justice:** Our program integrates and emphasizes social justice and culturally relevant pedagogy across the curriculum.
- **Cohort Model:** The cohort model develops a strong community among teacher candidates and a robust professional network of alumni.
- **Field Experiences:** Teacher candidates engage in field experiences in a range of sites throughout the program. These include student teaching experiences in multiple secondary schools and practicum in community organizations, ESL specific sites, and elementary schools (optional).
- **Post-Graduation:** Graduates are working across Wisconsin and beyond, in schools with EL students, and in a mix of urban, rural and suburban schools.
- **Program Growth:** Applications from prospective students who are predominantly highly qualified increase every year and include a mix of students from varied backgrounds.
- **Program Structure:** The program has multiple layers of student support, strong faculty and academic staff, and faculty engaged in teaching, advising, and governance.

Challenges:

- **Recruitment:**
 - Our numbers of Math and Science candidates are not growing as fast as the English and Social Studies cohorts.
 - We struggle to recruit substantial numbers of students from underrepresented groups (e.g., racial/ethnic, sociolinguistic).
 - We lose a number of students every year during the Summer I term in particular. Reasons include financial resources or recognition that teaching is not a good fit.

- **Licensure Changes:**
 - New policy increases the grade bands of our licenses, both for the subject area (4-12) and ESL (k-12).
 - Upcoming licensure changes also shift Social Studies and Science to “All” licenses instead of single subject and broadfield licenses. This is a potential recruitment challenge as students will need to show broader expertise through additional coursework or the Praxis II.
- **14 month Accelerated Model:**
 - The 14-month dual certification model is often appealing to students, but it is also intensive for students in the level of stress experienced and workload it demands.
 - The role of the faculty associates is helping make this program model more coherent, and we have been able to reduce some credits, but there is work still to be done.
- **Growing Pains:**
 - As we continue to grow, the challenges of finding highly qualified cooperating teachers, field supervisors, and community sites may be a challenge.
 - With the elimination of the Partner School Network and changes to school based site coordinators, the identification, onboarding, and professional development of cooperating teachers is becoming more difficult at the same time that we need to sustain and grow our network of partner teachers and schools.
 - We need to continue to work on assuring that applicants who we admit and who commit to the program enroll and stay in the program. This particularly will be important if the program grows to the point of having a waitlist of qualified candidates waiting to get into the program.

Priorities:

- Increase and manage **resources** as needed while program grows to maintain quality.
- Address **licensure changes** without compromising preparedness of candidates.
- **Increase diversity** among our teacher candidates.
- **Increase diversity** as appropriate among program staff, faculty, and field experience partners.
- Continue to **develop coherence** across the program among all SED faculty, academic staff, and field partners in order to make the program as accessible, sustainable and successful as possible for students.
- Develop a Mission and Vision Statement to help drive our program and program development activities.
- Develop and sustain a **network** of cooperating teachers, partner schools, and collaborating community organizations.
- Continue to enhance and integrate the role of **culturally and linguistically relevant pedagogy**, social justice, and anti-racist pedagogies throughout our program.

Additional Considerations for Graduate Students

J. Funding

Discuss the program's student funding data and mechanisms, along with any goals for providing funding guarantees. Include a discussion of funding issues, such as:

- How is the program ensuring PhD students have adequate funding and taking steps to provide a multi-year funding guarantee upon admission? Are there opportunities for graduate students to secure individual extramural support? What efforts are made to ensure PhD students have funding?
- To what extent is the program making use of funding for diversity efforts?

This program is an M.S. accelerated format 14-month program. As such our funding sources to offer students is limited to scholarship funds from endowments in the School of Education. We do not have PhD students in the program. We do utilize the scholarship funds that we have to attempt to yield and enrollment of targeted minority applicants (see page 14 for more details). We have found, however, that our limited amounts of funding (which do not include awards such as tuition remission) are often not substantial enough to yield applicants who may be offered more substantial funding from competitor programs. This is particularly true for out of state students.

K. Professional Development and Breadth

Discuss the professional development opportunities of graduates and consider the following:

- How does the program encourage students to participate in professional development opportunities that will enhance their skills and support their career goals?
- What resources and guidance are available for exploring academic and/or non-academic careers?
- How is the program using Individual Development Plans, which are recommended for all graduate students and required for those with NIH funding?
- What opportunities and funding are available to attend and present at professional meetings?
- To what degree does the program offer teaching experience and teaching-related professional development to graduate students?
- How does the typical graduate's program ensure exposure to breadth training? Does the program require a doctoral minor for doctoral students or evaluate other breadth requirements?

Given that our program is a masters professional program, most of these sub points are not relevant to our program. We do provide opportunities and encouragement however, to begin to develop habits in professional development within education and/or the teacher candidates' content areas (e.g., math). These include opportunities to attend professional workshops focused on teaching or their content areas

on campus or in the Madison area as well as state level conferences hosted by state teacher associations (e.g., Wisconsin Council for the Social Studies). In some years we have also had limited funding from the department available to help support teacher candidates' attendance at these conferences through subsidizing their registration fee.

Appendix A

Content Domain Competencies for Teacher Certification

A review of the candidate’s transcript and life experiences by a team of content experts determines breadth and depth of knowledge demonstrated within the licensable content field. Undergraduate degrees are the most used path towards this determination. Other degrees, clusters of coursework or life experience may also be applied. PRAXIS 2 exams may be used to augment course or life experience in the breadth and depth of an area. The table below outlines the key indicators of how teacher candidates have met the depth/breadth requirements for their subject area.

| SED Certification area | <u>ENGLISH</u> | <u>MATHEMATICS</u> | <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> |
|---|--|--|---|---|
| Degree | Applicants need to have a Bachelor’s of Science or a Bachelor’s of Art with a major or a minor in one or more of the following areas: | | | |
| | <ul style="list-style-type: none"> English Comparative Literature Linguistics Theater & Drama Other areas will be considered, ie: Journalism, Social Sciences, Media | <ul style="list-style-type: none"> Mathematics or some other mathematics-related degree | <ul style="list-style-type: none"> Biology or other Life Science-related major Environmental Science Geology or other Geoscience Chemistry Physics Engineering or some other Natural Science or Science-related degree | <ul style="list-style-type: none"> History Political Science Geography Sociology Psychology Philosophy Economics or some other Social Science-related degree |
| Breadth and Depth: Applicants must demonstrate competency in the following domains through coursework or other experiences. | <p>Language</p> <ul style="list-style-type: none"> Applying language to fit a variety of audiences and purposes Study of the structure or history of language, typically found in linguistics Exploring the interrelatedness of language arts, including: <ul style="list-style-type: none"> reading, writing, speaking, listening, creating and responding to media <p>Writing/Composition</p> | <ul style="list-style-type: none"> Calculus Linear Algebra Modern Algebra Geometry Combinatorics/Probability History/Philosophy of Mathematics Statistics | <p>BIOLOGY/LIFE SCIENCE</p> <ul style="list-style-type: none"> Evolution and Genetics Cell and Molecular Biology Microbiology Organismal Biology Ecology Physiology <p>CHEMISTRY</p> <ul style="list-style-type: none"> Introductory Chemistry Sequence Inorganic Chemistry | <p>ECONOMICS</p> <ul style="list-style-type: none"> Major ideas, schools of thought, and concepts of economics as a discipline Microeconomics Macroeconomics American economic systems International economics Money and banking Research methodologies of economics <p>GEOGRAPHY</p> <ul style="list-style-type: none"> Physical geography |

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| | <ul style="list-style-type: none"> • Writing as a recursive thinking process (e.g., pre-writing, drafting, revising, editing, publishing, and presenting) • Writing, speaking and creating media for a variety of audiences and purposes <p>Literature</p> <ul style="list-style-type: none"> • Literature is broken into genres and connects to the world around • The breadth of literary exposure includes culturally-rich and diverse (broadly-speaking) representative works of major writers that span Classic, Contemporary, and Futuristic genres from the United States to around the world | | <ul style="list-style-type: none"> • Organic Chemistry • Analytical Chemistry • Biochemistry <p>EARTH AND SPACE SCIENCE</p> <ul style="list-style-type: none"> • Geology and Geophysics • Astronomy • Weather/Meteorology and Climate <p>ENVIRONMENTAL SCIENCE</p> <ul style="list-style-type: none"> • Interaction between living and nonliving elements of the natural environment • Energy and its transformations in physical and biological systems • Interactions between people and the environment in historical and philosophical perspective • Principles of resource management including renewable and non-renewable resources • Impact of technology on the environment • Ecological, social, economic, and political implications of environmental issues <p>PHYSICS</p> | <ul style="list-style-type: none"> • Social geography • Natural environment / ecology • Historical geography • Map skills • Research methods of geography <p>HISTORY</p> <ul style="list-style-type: none"> • Major historical ideas and concepts, such as economic determinism, nationalism, and imperialism • US history; Non-Western, Western and world history; Ancient History • Historical research methods <p>POLITICAL SCIENCE</p> <ul style="list-style-type: none"> • Major principles and concepts of the discipline such as political systems and their legitimacy, the nature of law, and the roles of citizens • Forms and structures of political systems • International politics • American politics • Political ideologies <p>PSYCHOLOGY*</p> <ul style="list-style-type: none"> • Social psychology • Personal psychology • Human behavior and development • Research methods of psychology <p><i>*Must be paired with another certification area</i></p> <p>SOCIOLOGY</p> |
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| | | | <ul style="list-style-type: none"> • Introductory Physics Sequence • Mechanics • Electricity and Magnetism • Nuclear Physics • Modern Physics <p>BROAD FIELD SCIENCE The required content background includes general knowledge of physics, chemistry, biology, and earth/space science. We typically look for a year-long course sequence (2 semesters) or relevant experience in each of these areas.</p> <p>Benchmarks are based on the recommendations from the Next Generation Science Standards</p> | <ul style="list-style-type: none"> • Major ideas, schools of thought, and concepts of sociology such as intergroup relations and functions of social class • Applications of sociology to understanding contemporary societies including how race, gender, age, and other human factors influence social interactions and social conditions • Applications of sociology to understanding contemporary societies including how institutions such as religion, education, and entertainment influence social conditions • Research methods of sociology <p>BROAD FIELD SOCIAL STUDIES A degree in at least one certification area and fulfill the breadth requirements for three or more additional certification areas, would qualify for a Broad Field Social Studies certification.</p> <p>Benchmarks are based on the National Council for the Social Studies Standards.</p> |
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| PRAXIS 2 Exam | English: General English Exam #5038, passing score 167 | Mathematics: General Mathematics Exam #5161, passing score 160 | Science: General Science Exam #5435, passing score 154 | Social Studies: Social studies Content Knowledge Exam #5081, passing score 153 |
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| UW School of Education Teacher Education Knowledge Standards | |
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| Standard 1- Learner & Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development | |
| 1.1 | Learners differ in cognitive, linguistic, social, emotional, and physical development and ways of knowing at different life stages and have varying patterns of development and learning |
| 1.2 | To thrive, learners need supportive, inclusive, and safe learning environments and activities that support development and learning by being responsive to each learners' cognitive, linguistic, social, emotional, and physical needs |
| 1.3 | Teachers' assumptions about learners should be identified and challenged, acknowledging how the interactions among learners' and teachers' culture, language, backgrounds, and ability levels affect the learning environment and each learner's learning success |
| 1.4 | Learning environments change as technologies and information resources change |
| Standard 2 - Plan: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments. | |
| 2.11 | How to combine knowledge of learners and their families and communities; learning environments; content areas and pedagogy; and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long-range goals and standards. |
| 2.12 | Knowledge of learners includes learners' prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs |
| 2.13 | Knowledge of content areas and pedagogy includes central concepts, tools of inquiry, and structures of the disciplines they teach; curriculum; cross-disciplinary skills; instructional strategies; technologies and other informational |
| 2.14 | Assessment data include information obtained from multiple types of formative and summative assessment |
| Standard 3- Engage and Instruct: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments. | |
| 3.11 | How to combine knowledge of learners their families, and communities; learning environments; how learning in organized and pursued; effective instructional strategies; evidence-based resources; and assessment data to create and implement responsive, appropriate, and challenging learning activities |
| 3.12 | · Knowledge of learner includes learner development Standards 2 UW-Madison FOUNDATIONAL KNOWLEDGE (Content) Standards · Organization and pursuit of learning includes central content, tools of inquiry, and structures of the discipline(s) |
| 3.13 | · Effective instructional strategies include search-based and other recommended instructional strategies relevant to the discipline |
| 3.14 | · Creating and implementing learning activities includes selecting learning tasks, contemporary tools and resources, and strategies |
| 3.2 | How to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues |
| Standard 4 – Assess: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning. | |
| 4.1 | How to design and implement accessible, unbiased assessments that reveal learners' strengths and needs |
| 4.12 | · Includes multiple forms of formative and summative assessment for different purposes |
| 4.13 | · Accessible and unbiased assessment includes accommodating for various learners, including learners with disabilities or learners with differing linguistic strengths and needs, and responding to linguistic and cultural biases associated with tests and their administration |
| 4.2 | When appropriate, how to collaborate with others to design and implement assessments, and analyze data |

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| 4.3 | How to use assessment results to adjust instruction and intervention, and describe learners' progress toward goals and standards |
| Standard 5 - Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families. | |
| 5.1 | Cultural and linguistic considerations related to communication and family engagement 5 |
| 5.2 | How teachers' reflection on their practices and assumptions informs instruction, helping teachers create and modify future learning activities that enhance learners' learning |
| 5.21 | · Reflection on assumptions includes knowing there are multiple ways of knowing that may be differ among students and their teachers |
| 5.3 | That learning is a reciprocal activity that connects and affects both learner and teacher |
| 5.4 | How to identify and ethically use available resources to maximize planning, assessing, instructing/engaging, and communicating with students, their families, and other educators |
| 5.5 | Professional ethics; and state and federal law requirements, state and district policies and regulations that guide their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers |
| 5.6 | How institutional contexts, policies and practices influence inclusion and exclusion of some learners |

SCHOOL of Education Teacher Education Performance Standards

Standard 1- Learner & Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development

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| 1.1 | Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways. |
| 1.2 | Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials. |
| 1.3 | Reflect on and meaningfully justify decisions relating to the learner and the learning environment. |

Standard 2 - Plan: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

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| 2.1 | Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources. · Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners. · Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards. |
| 2.2 | Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals. |
| 2.3 | Use assessment data to systematically adjust plans to respond to each learner's learning strengths and needs in relation to short- and long-range goals. |
| 2.4 | Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources. |

Standard 3- Engage and Instruct: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

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| 3.1 | Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. · Learning activities address learning objectives and content standards. |
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| 3.2 | Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs. |
| 3.3 | 3.3. Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance. |
| 3.4 | Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives. * Efficient learning environment includes promoting learning and minimizing loss of instructional time. |
| 3.5 | Support learners' to develop and apply different perspectives of authentic (real-world) issues. |
| 3.6 | Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate. |
| 3.7 | Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources. |
| Standard 4 – Assess: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning. | |
| 4.1 | Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learners' learning. · Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences. |
| 4.2 | When appropriate, work with others to create and implement comprehensive and appropriate assessment. |
| 4.3 | Use assessment to provide meaningful feedback to learners to guide future learning and/or performance. |
| 4.4 | Clearly and accurately communicate assessment results to parents/guardians and other professionals. |
| 4.5 | Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources. |
| Standard 5 - Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families. | |
| 5.1 | Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning. · Includes making informed decisions about current technologies and their applications as they relate to improving learning. |
| 5.2 | Model safe, legal, and ethical use of technologies and information resources. |
| 5.3 | Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates. |
| 5.4 | Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds. |
| 5.5 | Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |
| 5.6 | Engage in ongoing professional learning. |
| 5.7 | Demonstrate leadership. |
| 5.8 | Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications. |

Appendix C

Course Alignment to UW Teacher Education Standards

| Standard | KNOWLEDGE UW Standards (2014) | | | | | PERFORMANCE UW Standards (2014) | | | | |
|---|----------------------------------|------|------|------|-----|------------------------------------|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| <u>EPS 600</u> | | | 3.11 | | 5.5 | | | | | 5.4 |
| Social & Cult Approaches | | 2.11 | 3.2 | | 5.6 | | | 3.2 | | |
| <u>C&I 672</u> | 1.1 | 1.3 | 3.11 | | 5.4 | 1.2 | | 3.2 | | |
| Issues in ESL Ed | 1.2 | 2.12 | 3.2 | | 5.6 | | | | | |
| <u>C&I 510</u> | 1.3 | 2.12 | 3.11 | | 5.1 | | | 3.5 | | 5.4 |
| Community Practice | | | 3.2 | 5.3 | 5.6 | | | | | 5.5 |
| <u>C&I 792 (ci 675)</u> | 1.1 | 2.11 | | | 5.1 | 1.1 | | 3.1 | | |
| Understanding Language | 1.3 | | 3.2 | 4.1 | 5.3 | | | | | |
| <u>C&I 635-735- 675</u> | | 2.12 | | | 5.4 | 1.3 | 2.1 | | | 5.5 |
| Epistemology (Math/Sci) Foundations in Teaching & Learning (Eng/SSt) | | 2.13 | 3.12 | | | | | | | 5.6 |
| | | | | | | | | | | |
| | | | | | | UW Standards (2014) | | | | |
| <u>Standard</u> | | | | | | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | | |
| <u>C&I 507</u> | 1.1 | | 3.13 | 4.1 | 5.4 | 1.1 | 2.1 | | | 5.2 |
| Inclusive Schooling | 1.2 | | 3.2 | 4.3 | 5.6 | 1.2 | | | 4.5 | 5.3 |
| <u>EDPsy 621</u> | 1.1 | 2.12 | 3.11 | 4.1 | 5.4 | 1.1 | 2.1 | | 4.5 | |
| Adolescent Development | 1.2 | | 3.2 | 4.3 | 5.6 | | 2.4 | | | |
| <u>C&I 511</u> | 1.1 | 2.11 | | | 5.3 | 1.3 | | 3.3 | | 5.3 |
| Field work- Practicum | 1.3 | | 3.11 | | 5.4 | | | 3.7 | | 5.4 |
| | | | 3.2 | | 5.6 | | | | | 5.5 |
| <u>C&I XXX</u> | 1.1 | 2.13 | 3.13 | 4.2 | | 1.1 | 2.4 | 3.1 | 4.1 | |
| Subject Area Methods | 1.2 | 2.14 | 3.14 | 3.12 | 5.6 | | | 3.7 | | |
| <u>C&I 673</u> | | 2.11 | 2.14 | | 5.1 | | 2.4 | 3.7 | 4.2 | 5.2 |

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|---------------------------------|---------------------|----------|----------|----------|----------|---------------------|----------|----------|----------|----------|
| Learn 2nd Lang Lit | | 2.12 | | 5.2 | | | | | | |
| <u>C&I 729</u> | 1.1 | 2.11 | | 5.5 | 1.3 | | 3.4 | | 5.1 | |
| Classroom Management | | | 3.14 | 5.6 | | | | | 5.7 | |
| <u>C&I xxx</u> | 1.3 | 2.11 | | 4.1 5.3 | 1.3 | 2.2 | 3.3 | 4.3 | 5.3 | |
| Part-time student teaching | | 2.12 | 3.11 | 4.2 5.5 | | 2.3 | 3.5 | 3.6 | 5.5 | |
| | | 2.13 | | 5.1 5.6 | | 2.4 | 3.7 | 4.4 | 5.8 | |
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| | | | | | | | | | | |
| | UW Standards (2014) | | | | | UW Standards (2014) | | | | |
| <u>Standard</u> | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| <u>C&I 674</u> | 1.1 | 2.12 | | 5.4 | | 1.1 | 2.2 | 3.2 | 4.1 | 5.1 |
| ESL Methods | | | 3.12 | 4.1 5.5 | | 1.2 | 2.3 | 3.6 | | 5.3 |
| | | | 3.14 | 4.3 5.6 | | 1.3 | 2.4 | 3.7 | 4.5 | 5.4 |
| <u>C&I xxx</u> | 1.1 | 2.12 | 3.12 | 4.1 5.1 | | 2.1 | 3.6 | 4.4 | 5.4 | |
| <u>Advanced Content Methods</u> | 1.2 | 2.13 | 3.13 | 4.2 5.2 | | 2.2 | 2.3 | | 5.6 | |
| | | 2.14 | 3.14 | 4.3 5.3 | 1.3 | 2.4 | | 4.5 | 5.8 | |
| <u>C&I xxx</u> | | 2.11 | | 5.1 | 1.1 | 2.3 | 3.4 | 4.2 | 5.2 | |
| Full time Student Teaching | 1.3 | | 3.11 | 5.2 | 1.2 | 2.4 | 3.5 | 4.3 | 5.3 | |
| | 1.4 | 2.13 | | 4.1 5.3 | 1.3 | 3.1 | 3.6 | 4.4 | 5.5 | |
| | | 2.14 | | 4.2 5.5 | 2.1 | 3.2 | 3.7 | 4.5 | 5.7 | |
| | | | | 4.3 5.6 | 2.2 | 3.3 | 4.1 | 5.1 | 5.8 | |
| <u>C&I 713</u> | 1.4 | | | 5.4 | | | 3.1 | | 5.1 | |
| Digital Media for Teachers | | | | 5.6 | | | | | | |
| | | | | | | | | | | |
| | UW Standards (2014) | | | | | UW Standards (2014) | | | | |
| <u>Standard</u> | | | | | | 1 | 2 | 3 | 4 | 5 |
| <u>ELPA 640</u> | | | | 5.5 | | | | | | 5.2 |
| School Law | | | 3.2 | | | | | | 5.4 | 5.8 |
| <u>C&I 747</u> | | 2.14 | | | 1.2 | 2.3 | | | | 5.6 |
| Capstone in the content area | | | 3.12 | | 1.3 | 2.4 | | | | |
| <u>C&I 675</u> | | | 3.2 | | | | | | 5.1 | 5.6 |
| Professional Launch | | | | | | | | | | 5.7 |