

III. Report on the Standards

Standard 1: Candidate Knowledge, Skills and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical content knowledge, pedagogical, and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates

[Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for candidates who already hold a teaching license.]

1a1. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the overall pass rate across all initial teacher preparation programs? What programs do not have an 80% or above pass rate? What do the data in Table 4 tell the unit about its candidates? (This information could be updated from Title II data submitted to the state or program reports prepared for national review. Complete Table 4.)

Wisconsin Administrative Code PI 34.14(1)(a) 1 requires that students applying for admission to their initial Wisconsin professional education (licensure) program pass competency tests in communication skills prior to admission. The tests approved by the state superintendent for this purpose are the Pre-Professional Skills Tests or PPST in Reading, Writing and Mathematics (PRAXIS I). All students must pass all three parts of this test prior to admission to professional education. The Wisconsin Qualifying Score for each of these tests is as follows:

Test Codes	Test Name	WI Qualifying Score
0710, 5710	PPST Reading (& computerized)	175
0720, 5720	PPST Writing (& computerized)	174
0730, 5730	PPST Mathematics (& computerized)	173

From 2002-2006, data show that mean scores of all three areas (reading, writing, mathematics) are above the minimum cut-off score set by DPI. For instance, our mean score for mathematics during this four year period was 181, eight points above the minimum required to pass (n=1621). The same was true for writing and reading. (Please see support materials for question 1a1).

1a2. Please complete the following (Table 4) to indicate pass rates on content licensure tests program by program and across all programs (i.e., overall pass rate). (This information could be compiled from Title II data submitted to the state or program reports prepared for national review.)

The Wisconsin Department of Public Instruction in accordance with PI 34, Wisconsin Administrative Code, also requires that all students completing a Wisconsin professional education (licensure) program and out-of state applicants who completed their programs after August 31, 2004 take the specific Praxis II: Subject Assessments listed below that correspond to the license(s) they will be issued:

Table 4
Pass Rates on Content Tests for Initial Teacher Preparation
For 2006-2007 Program Completers

Program Name & Emphasis	Test Code	Test Name	Qualifying Score	# of Test Takers	% Passing at State Cut Score
<i>EC Dual License Early Childhood & Special Education</i>	0014	Elementary Education: Content Knowledge	147	20	100
<i>EC/MC</i>	0014	Elementary Education: Content Knowledge	147	14	100
<i>MC/EA</i>	0146	Middle School: Content Knowledge	146	75	100
<i>MC/EA & EA/A Cross Categorical: Behavior Disorders, Learning Disabilities</i>	0146	Middle School: Content Knowledge	146	45	100
<i>EA/A English, Broadfield Language Arts, English Literature & Composition, Journalism, Speech Communication</i>	0041	English Language, Literature, Composition: Content Knowledge	160	37	100
<i>EA/A Mathematics</i>	0061	Mathematics: Content Knowledge	135	21	100
<i>EA/A Broadfield Social Studies, Geography, History, Political Science & Citizenship, Economics, Psychology, Sociology</i>	0081	Social Studies: Content Knowledge	153	44	100
<i>EA/A Broadfield Science, Physical Science, Chemistry, Physics, Earth & Space Science, Biology, Life & Environmental Science,</i>	0435	General Science: Content Knowledge	154	5	100
<i>EC/A Art Education</i>	0133	Art: Content Knowledge	155	9	100
<i>EC/A Business Education</i>	0100	Business Education	580	15	100
<i>EC/A Marketing Education</i>	0560	Marketing Education	600	8	100
<i>EC/A Theatre</i>	0640	Theatre	600	2	100
<i>EC/A Physical Education</i>	0091	Physical Education: Content Knowledge	150	17	100
<i>EC/A Music Education</i>	0113	Music: Content Knowledge	150	17	100
<i>(attached to major) English as a Second Language</i>	0360	English to Speakers of Other Languages	530	16	100

(attached to major) <i>French</i>	0173	French: Content Knowledge	156	0	100
(attached to major) <i>German</i>	0181	German: Content Knowledge	153	1	100
(attached to major) <i>Health</i>	0550	Health Education	610	16	100
(attached to major) <i>Spanish</i>	0191	Spanish	158	10	100

1a3. What do the data in the above table (Table 4) tell the unit about the content knowledge of initial teacher candidates?

It is important to note that the overall pass rate for program completers for each of these tests is 100% as all students must pass the test prior to starting student teaching.

1a4. What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed).

All licensure programs have been reviewed by the Wisconsin Department of Public Instruction for content knowledge. Some programs have also been reviewed by national specialty organizations as discussed in the Overview section of this report. Please refer to content accreditation reports for more information.

1a5. What data from key assessments indicate that advanced teaching candidates demonstrate an in-depth knowledge of content knowledge delineated in professional, state and institutional standards?

Content knowledge for *all* licensure candidates, initial and advanced, is assessed as part of Standard 1 of the Wisconsin Teaching Standards. This standard is assessed multiple times during the program and in the alumni and employer surveys. Mean scores on student portfolios show that all students progress between Phase 3 and Phase 4 in Standard 1 (demonstrating increasing content knowledge proficiency) over the past four years. Additionally, cooperating teacher final evaluations utilized in the Curriculum and Instruction Department's programs are designed to assess student teacher content knowledge competency. Data gathered from Spring 2007 semester (n=111) indicate a mean rating of 3.46 (on a 1 "minimal" to 4 "advanced" rating scale) for WTS1. Furthermore, mean ratings from all six questions linked to this standard were between a 3 and 4 on the same rating scale. This appears to indicate student teacher content knowledge proficiency (Please refer to support data for question 1a5). Further information about content assessment is found in our state DPI report. Student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well prepared in content knowledge. Average ratings on the question "I believe I have attained an

appropriate level of proficiency to be expected of a beginning teacher in terms of content knowledge” are 4.34 out of 5 possible points.

1a6. What do follow-up studies of graduates and employers indicate about graduate’s preparation in the content area? If survey data are being reported, what was the response rate? (A table summarizing results related to content knowledge could be attached here.)

Alumni and employer surveys also demonstrate that our candidates are well prepared in content. The 2006 alumni survey indicated that alumni rated their overall content preparation ability as nearly a 4.0 with 1 “being not at all prepared” and 5 being “very well prepared.” The 2006 employer survey supported this finding, rating UW-Whitewater teachers as nearly a 4.0 on the same scale (Please refer to support data for question 1a6). Please refer to content accreditation reports for more information.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

[Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state and teacher institutional standards?

Pedagogical content knowledge is specifically assessed as part of WTS 4, 7 and 8:

4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

These standards are specifically assessed in our program as part of our portfolio process in both the undergraduate and graduate initial licensure programs. An examination of these portfolios shows distinct growth in average scores as students move through the program, an average of .35 points growth per standard per phase. Students tend to do equally well in all three standards. In addition, cooperating teacher final evaluations utilized in the Curriculum and Instruction Department’s programs are designed to assess these standards. Sample data gathered from Spring 2007 semester (n=111) indicate a mean ratings of 3.40, 3.46 and 3.44 for WTS standards 4, 7 and 8 respectively. A 3.0 on this rating scale indicates “proficient.” (Please refer to support data for question 1b1).

Student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well prepared in pedagogical content knowledge. Average ratings on the question “I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of pedagogical knowledge ” are 4.31 out of 5 possible points.

1b2. What data from key assessment indicate that advanced teaching candidates know and apply theories related to pedagogy and learning, including the use of a range of instructional strategies and the ability to explain the choices they make in their practice? (Institutions that have submitted advanced teaching programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

Please refer to the SPA reports, state program reports, and audit and review reports for information on advanced teaching candidates’ abilities. Whole unit data, as stated in question 1 above, also provides information about advanced programs.

1b3. What data indicate that candidates can integrate technology into their teaching?

All elementary, special education and early childhood majors take a one-credit course that provides authentic practice of various technology and information literacy skills used in education. This course, *LIBMEDIA 201: Individualized Learning System in Educational Media*, is a modular individualized learning system designed to present students with exploratory and hands-on practical experiences at the introductory level with classroom technologies for print, graphics and visual communication, and related software and web-based resources. Students in other programs meet this requirement in a variety of ways. The dual licensure program utilizes electronic portfolios (through the company Chalk & Wire). Physical education students are assessed in their technology use through their field study instrument where they are given a basic score on the use of technology in physical education. Music education students take, *MUSIC 290: Technology for Music Educators*. This course includes aspects of music technology essential to music educators, such as the use of software in notation and composition, MIDI-based sequencing and sampling, digital recording and production, and basic live sound techniques. Our graduate programs have each passed technology competencies in their respective national accrediting bodies (CACREP, NASP, CEC, CAA).

The most comprehensive data on our students’ technology competence has come from four primary sources: the student assessment portfolio, the alumni and employer surveys, and the cooperating teacher evaluation instrument. WTS 4 (Teachers know how to teach) specifically includes the use of technology as a teaching tool. Portfolios collected between 2002 and 2006 indicate a mean score of 2.94 and 3.26 (0 to 4 scale) on Phase 3 and Phase 4 assessments of WTS 4. Question number seven in the 2006 Alumni Survey and the 2007 Employer Survey specifically asked how well prepared our graduates were to integrate technology into teaching. On a scale of 1 to 5 (not at all to very well/advanced), Alumni and Employers ranked their preparation at approximately 3.4 and 3.7 – above the middle scale score (Please also refer to the next section for more detailed analysis of this question). A sample (n=111) of Phase 4 Cooperating Teacher Evaluations

for the question “Uses technology to enhance learning” the average score on a scale ranging from 1 “minimal” to 4 “advanced” was 3.36. A 3.0 on this scale indicated “proficient.” (Please refer to support data for question 1b3.) In addition, student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well prepared to use technology. Average ratings on the question “I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of technology” are 4.03 out of 5 possible points.

Finally, the 2003-05 NSSE student survey data asked the following question: *To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology?* (Scale: 1=Very Little, 2= Some, 3=Quite A Bit, 4=Very Much).

Results for COE students were:

Year	Comm. Dis.	Early Child.	Education	Elem. Ed.	Phys. Ed	Special Ed.
2003	3.13	3.00	2.90	2.94	2.78	3.25
2004	2.67	2.79	2.84	2.90	3.04	2.68
2005	3.20	3.07	2.88	2.95	2.93	3.00

1b4. What do follow-up studies of employers and graduates indicate about graduates’ preparation in pedagogical content knowledge and skills? If survey data are being reported, what was the response rate? (A table summarizing the results related to student learning could be attached here).

There is no significant difference between Employer and Alumni overall mean rating for WTS 4 (Teachers know how to teach). For standards 7 (Teachers are able to plan different kinds of lessons) and 8 (Teachers know how to test for student progress), alumni rate themselves significantly higher (better prepared) than the employers rate our alumni. This could be due to the high demands employers face for continuous school assessment and has been discussed in our CoPRA meetings.

There are also significant differences between how the alumni and employers rate our graduates in the use of technology in their teaching (from survey question 7). Employers rate our graduates as being significantly better prepared to use technology than our alumni rate themselves (question 7). However, the alumni rate themselves significantly better prepared to provide varied instruction than the employers rate our alumni (question 6). Alumni and employers rated our program “*How well prepared are you/they to use various media forms?*” the same (question 14). This has also been discussed at our CoPRA meetings. One comment that CoPRA has observed is the fiscal constraint the College has been under to fund additional technology hardware in the university (see section Standard 6). Because the alumni surveyed were taught prior to the onset of PI34, it was decided to wait until the next alumni survey is undertaken before significant program revision is made based on this finding. This survey process is anticipated to begin in Spring, 2009 (Please refer to support data for question 1b4.)

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

[Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c1. What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the professional and pedagogical knowledge and skills related to foundations of education; the ways children and adolescents develop and the relationship to learning; professional ethics, laws, and policies; the use of research in teaching; the roles and responsibilities of the professional communities; diversity of student populations, families and communities (this one may be addressed in the first element of Standard 4); and the consideration of school, family, and community contexts and prior experiences of students? If a licensure test is required in this area, how are candidates performing on it?

Our Foundations Block provides the majority of assessments for this section. The Foundations Block includes:

- Introduction to Education and Teaching (*EDFNDRPC 210*)
- Foundations of Education in a Pluralistic Society (*EDFOUND 243*)
- Child Development (*EDFOUND 222*) or Educational Psychology (*EDFOUND 212*).

Students in this semester spend 50 hours in a diverse educational setting, typically the Milwaukee Public Schools. For examples of artifacts please see the Phase 2 portfolio completed by all students. Please refer to the chart that details each area, the WTS standards covered, assessments completed and courses linked to this program. (Please refer to support data for question 1c1). Currently licensed teachers in special education completing the MSE-PD prepare an action research portfolio. In addition, the Phase 4 portfolio for all programs provides evidence and evaluation of student proficiency in pedagogical knowledge as well.

1c2. What data from key assessments indicate that advanced teaching candidates demonstrate the professional and pedagogical knowledge and skills such as those delineated in the core propositions of the National Board for Professional Teaching Standards?

In general, our graduate programs do not lead to National Board Certification although all of our programs are grounded in the philosophy and standards that undergird the process of NB certification. The WTS were based on the INTASC standards and all of our programs must meet the WTS for professional licensure in the state. In addition, each of our graduate programs meet their own professional standards for accreditation. Many of our programs help students by showing how their standards align with the NBPTS. Our Library and Information Technology Program has created a website that assists students in this process:

<http://academics.uww.edu/libmedia/uww/advising/portfolio902p.html#competencies>

The Special Education master's program also provides students with a grid that explains the links between their program and the National Board standards. (Please refer to support data for question 1c2).

1c3. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data are being reported, what was the response rate? (A table summarizing the results related to professional and pedagogical knowledge and skills could be attached here).

Employer and Alumni survey data on professional and pedagogical knowledge and skills can be found in an evaluation of questions relating to WTS 9 (Teachers can evaluate themselves). Both employers and alumni rate our program as being strong in this category (between a 3 and a 4 on a 5 point scale). However, on average, alumni rate themselves significantly higher on being better able to evaluate themselves than their employers do (3.61 vs 3.89 on a 1 to 5 point scale). When WTS 9 questions are broken down the data indicate significant differences for questions 20 (evaluate choices and actions), 21 (evaluate/modify teaching) and 24 (use student/parent feedback). In each instance alumni rated themselves higher than employers on these questions. Question 22 (seek/assume leadership responsibilities) and 23 (take advantage of professional development opportunities) showed no significant difference. As with the earlier analysis, because those surveyed were taught prior to the onset of PI34, the unit decided to wait until another survey is undertaken before significant program revision is made based on this finding. In order to begin proactive work on this issue, CoPRA decided to further refine the next alumni and employer survey, slated to begin in spring, 2009 to address this discrepancy. (Please refer to support data for question 1c3).

1d. Student Learning for Teacher Candidates

[Note: In this section, institutions must address both (1) initial teacher preparation programs at the undergraduate and graduate levels and (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d1. What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed).

All programs have been reviewed and approved by the Wisconsin Department of Public Instruction and some have also received program accreditation by national specialty agencies. Please refer to content accreditation reports. In addition, the majority of assessments for this area take place in the Phase 3 and Phase 4 portfolio, specifically WTS 2, 3 and 8. All teacher candidates regularly choose artifacts that document student learning (such as lesson plans, tests, writing samples) and faculty, cooperating teachers and supervisors provide assessments of teacher candidate work in the portfolio. Data on WTS 2 (teachers know how children grow), WTS 3 (teachers understand that children learn differently) and WTS 8 (teachers know how to test for student progress) have been collected and analyzed for the portfolios. Teacher candidate mean score on each standard rises between Phases 3 and 4 (average of .34 per standard). The largest rise occurs in

WTS 8 (.36). All artifact scores for these standards average between a 2.84 and 2.92 (Phase 3) and 3.18 to 3.23 (Phase 4) on a zero to four scale. For specific examples of how preservice teachers assess student learning, see example portfolios. Student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well prepared to assess and analyze student learning and create positive learning environments. Average ratings on the question “I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of adapting instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities are 4.23 out of 5 possible points. Exit surveys also indicate an average score of 4.51 out of 5 possible points on the question “I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of creating a positive learning environment.” (Please refer to support data for question 1d1).

1d2. What data from key assessments indicate that advanced teaching candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply them to practice?

All advanced programs have been reviewed and approved by the Wisconsin Department of Public Instruction and some have also received program accreditation by national specialty agencies. Please refer to content accreditation reports for the advanced programs. Data on this area can be found under WTS 2 (teachers know how children grow), WTS 3 (teachers understand that children learn differently) and WTS 8 (teachers know how to test for student progress) and other standards as adopted by the specialty content area.

1d3. What do follow-up studies of employers and graduates indicate about graduates' ability to help all students learn? If survey data are being reported, what was the response rate? (A table summarizing the results related to student learning could be attached here.).

An alumni survey was administered in the spring of 2006 followed by an employer survey in the winter of 2007. The alumni survey had a 35% response rate and the employer survey had a 25% response rate. Questions in the alumni and employer survey linked to WTS 2, 3 & 8 were analyzed (standards most closely aligned with student learning success). There was no significant difference between alumni and employer overall ratings for WTS 2 and 3. It is important to note, however, that when a question-by-question analysis was done, there was a statistical difference on question 5 (teaching English-language learners). This is part of WTS 3. For this question, alumni rated themselves significantly lower than employers. There was also a statistical difference between the way employers and alumni responded to questions related to WTS 8. For this standard the alumni mean rating is significantly higher than the employer mean rating. (Please refer to support data for question 1d3). As with previous examinations, it was decided to wait until another alumni survey is undertaken before significant program revision is done. A new survey of employers and alumni will be undertaken in spring, 2009 to compare results. This has been discussed in CoPRA meetings, department meetings and with multiple advisory boards.

1e. Knowledge and Skills for Other School Professionals

1e1. What content knowledge tests are used for the purpose of state licensure and/or program completion? If the state has a licensure test for content, what is the unit's overall pass rate across all programs for other school professionals? What programs do not have an 80 percent or above pass rate?

Please refer to table 5. At present, only the MC/EA and EA/A initial licensure program at the master's level in special education is required to pass a PRAXIS exam. Communication Sciences & Disorders and School Psychology began taking PRAXIS II exams in December, 2007. We had not received state data on our pass rates for these areas at the time of writing this report. However, because all students must pass the exam prior to finishing their program, it is assumed that we will have 100% pass rate.

1e2. Please complete the following table to indicate pass rates on content licensure tests for other school professionals program by program and across all programs (i.e., overall pass rate).

Table 5
Pass Rates on Content Test for Other School Professionals
For Period 2006-07

Program Name & Emphasis	Test Code	Test Name	Qualifying Score	# of Test Takers	% Passing at State Cut Score
MC/EA & EA/A <i>Cross Categorical: Learning Disabilities Emphasis</i>	0146	Middle School: Content Knowledge	146	Included with Table 4	100
EC/A <i>Communication Sciences & Disorders</i>	0330	Speech & Language Pathology	600	Data not available*	n/a
EC/A <i>Counselor Education</i>	n/a	n/a	n/a	n/a	n/a
EC/A <i>Information, Technology & Libraries</i>	n/a	n/a	n/a	n/a	n/a
EC/A Reading	n/a	n/a	n/a	n/a	n/a
EC/A <i>School Business Management</i>	n/a	n/a	n/a	n/a	n/a
EC/A <i>School Psychology</i>	0400	School Psychologist	660	Data not available*	n/a

* These tests were first required in December, 2007. Data on number of test takers and pass rate were not available in time for this report.

1e3. What do the data in the above table (Table 5) tell the unit about the content knowledge of other school professionals?

Content knowledge exams are just beginning to be administered for other school professionals. Counselor education students must take the National Counselor Exam. In the spring of 2007, all 24 students passed the exam. They average a 92% pass rate. As more data for School Psychology and Communication Sciences become available, the college will continue to examine pass rates and provide support for students.

1e4. What data from other key assessments indicate that these candidates demonstrate the knowledge and skills delineated in professional, state, and institutional standards? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

All programs have been reviewed and approved by the Wisconsin Department of Public Instruction and some have also received program accreditation by national specialty agencies. Please refer to content accreditation reports.

1e5. What data from key assessments indicate that these candidates know their students, families and communities; use data and current research to inform practices; and use technology in their practices?

Data on how well advanced candidates know their students, families and communities can be found in portfolio evidence to support WTS 10. This data is summarized in whole unit data discussed above and elsewhere in this report as well as in individual content accreditation reports, audit and review reports, and SPA reports.

1e6. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional knowledge and skills? If survey data are being reported, what was the response rate? (A table summarizing the results related to student learning could be included here.)

The advanced programs were included in the 2007 employer and 2006 alumni surveys discussed above. In addition, in April of 2007 the unit surveyed alumni of all programs about their current and/or future choice of graduate programs in their field. The response rate of this survey is inconclusive because it was mailed to some alumni as a follow up study, given as an assignment in a two graduate classes, and was given to current cooperating teachers (see report for more information). (Please see support data for question 1e6). The survey gave descriptive reasons why students chose UWW for graduate school and advanced licensure preparation as well as suggestions for improvement. Information from this survey was used to design a new master's degree in the unit, combining the "old" MS C&I and MSE Reading into a "new" MSE-PD with multiple emphasis areas. This new program began in the fall of 2008. Graduate Outcomes Satisfaction Surveys for the Communication Sciences and Disorders program and the "old" MSE-Reading are included in the electronic documents room.

1f. Student Learning for Other School Professionals

If1. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? (Institutions that have submitted programs for national review or a similar state review are required to respond to this question only for programs not reviewed.)

Please refer to DPI program reports and SPA reports for each of the advanced programs.

If2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data are being reported, what was the response rate?

Please refer to DPI program reports and SPA reports for each of the advanced programs. Alumni data reported earlier in this section also includes information on advanced programs. Please see, for instance, answer to question 1.d.3.

1g. Professional Dispositions

[Note: Indicate where the responses refer to initial teacher preparation, advanced preparation of teachers, or other school professionals, noting differences when appropriate.]

1g1. What dispositions are candidates expected to demonstrate by completion of programs?

During the 2005-06 year a College Dispositions Committee was created to examine the nature of and expectations for dispositions in the College. On August 30, 2006 the unit voted to accept the 2000 NCATE definition of dispositions as being the “*values commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect students' learning, motivation, and development as well as the educator's own professional growth.*” In addition to the definition, the unit also approved the following seven dispositions:

1. Values evidence-based, student (client)- focused practice
2. Values professional collaboration and consultation
3. Practices effective self-management
4. Interacts at a professional level
5. Demonstrates commitment to learning as a lifelong pursuit
6. Respects the legal and ethical norms of the profession
7. Demonstrates equitable treatment and respect for all individuals.

For a summary report of the work of the Dispositions Committee (including indicators developed for each disposition) please refer to the report submitted to CoPRA on November 7, 2007 entitled “Introduction to Education & Teaching/O&P Dispositions Inventory and Initial Programs Dispositions Inventory.”

1g2. What data from key assessments indicate that candidates demonstrate appropriate professional dispositions?

During 2006-07 the Initial Programs Dispositions Inventory (IPDI) was created by Dean Barnett based on the accepted dispositions benchmarks. In spring, 2007 the IPDI survey was administered as a pilot survey during the final required clinical practice experience. The survey was completed by candidates as a self-assessment, their cooperating teacher, and their university supervisor.

Results of this pilot indicated that Disposition 3 (practices effective self-management) and Disposition 7 (demonstrates equitable treatment and respect for all individuals) were rated highest by all surveyed. Using the unit's four point rating scale (1=Minimal/Unacceptable to 4 = Advanced), candidates are expected to demonstrate each of the seven dispositions at a rating of at least 2.0. Disposition 1 (values evidence-based, student/client-focused practice) was rated lowest. The second lowest rating overall was Disposition 2 (values professional collaboration and consultation). In addition, a modified version of the IDPI, assessing only Dispositions 2, 3 and 7 was administered for pre-candidates in the Foundations Block. This instrument was completed only by cooperating teachers. This survey showed fairly consistent ratings among all three standards. CoPRA examined results of these surveys. It was decided that another survey should be undertaken during the fall, 2007 semester to increase sample size and look for consistency. Additional information and analysis on survey results are found in "Introduction to Education & Teaching/O&P Dispositions Inventory and Initial Programs Dispositions Inventory." Student teacher exit surveys from 2003 to 2007 (n=177) also provide information about professional dispositions. Average ratings on the question "I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of professional dispositions, including ethical practice" are 4.47 out of 5 possible points. In addition, the 2006 Alumni survey asked whether respondents felt they had been well prepared to promote social justice in the classroom. Of those who responded (n=430) the mean rating for this question was 3.69 out of 5. (Please see support data for question 1g2).

1g3. In what ways do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn?

Disposition 7 (demonstrates equitable treatment and respect for all individuals) specifically targets preservice teacher mastery of fairness and belief that all students can learn. The mean rating for this disposition on the spring 2007 regular and modified IPDI ranged from a 3.54 to a 3.66 for all surveyed. This indicates solid consensus that our students believe in fairness and that all students can learn. As stated in 1.d.1, student teacher exit surveys from 2003 to 2007 (n=177) also suggest that candidates are well prepared to assess and analyze student learning and create positive learning environments. Average ratings on the question "I believe I have attained an appropriate level of proficiency to be expected of a beginning teacher in terms of adapting instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities are 4.23 out of 5 possible points. Exit surveys also indicate an average score of 4.51 out of 5 possible points on the question "I believe I have attained an appropriate level of

proficiency to be expected of a beginning teacher in terms of creating a positive learning environment.” Please refer to previously mentioned support data regarding dispositions.

1g4. What do follow-up surveys of graduates and employers indicate about graduates’ demonstration of dispositions? (A table summarizing the results related to student learning could be attached here.).

Professional dispositions are included throughout the Wisconsin Teacher Standards. The 2006 alumni survey specifically asked 4 additional questions linked to dispositionality:

- Question 29 – How well prepared were you to promote social justice in your classroom?
- Question 30 – How well prepared were you to promote awareness of environmental choices and decisions?
- Question 31 – How well prepared were you to participate in interdisciplinary teaching and planning?
- Question 32 – How well prepared were you to resolve interpersonal conflicts?

The overall response for each of these questions is between a 3 and a 4 – somewhere above the middle between “not at all” and “very well.” None of the responses shows any significant high or low result.

Additionally, WTS 10 is considered to be specifically related to professional dispositions. Four questions were asked related to this standard.

- Q25: How well prepared were you to connect with school colleagues and community agencies to support your students?
- Q26: How well prepared were you to work with parents and families?
- Q27: How well prepared were you to understand the politics of education and work within its limits?
- Q28: How well prepared were you to live out ethical beliefs and values in the teaching profession?

When graphed, the greatest area of weakness in standard 10 is working with the politics of education. This has been discussed at the CoPRA and CEAAS meetings and throughout all departments in the unit. While no specific actions have been taken, it is assumed that it will be an integral part of the next program revision to begin during the summer of 2009. Please refer to the 2006 Alumni Survey Report for additional analysis.

Optional

1. What does your unit do particularly well related to Standard 1

The unit has clearly defined professional dispositions for all initial licensure programs. These are fully integrated into all areas of the assessment plan. Students have multiple methods courses specific to each discipline. At least nine credits of math are required for elementary education students. The passing of the PPST exam is required prior to admission to professional education and the PRAXIS II exam is required prior to enrollment in student teaching. These scores are analyzed and results linked to programmatic changes throughout the unit. To assist students who do not pass the PPST, we have developed (and continue to refine) extensive tutoring programs – particularly in

the Special Education department. Our University Assessment Center has acquired new technology to assist students in preparing for content examinations. All of our syllabi list standards (WMAS and/or WTS) link course projects directly to standards making it easier for students to see the linkages between what they do and the standards that undergird professional practice. For some programs, unit artifacts link student learning to preservice practice and are evaluated through the portfolio process. Students regularly participate in parent/teacher conferences. Advanced programs complete SPA accreditation and state licensure requirements (portfolio process being key). Many programs require content examination as part of the application and interview process (as in Counselor Education). Survey information is regularly compiled that examines student success related to field experience.

2. What research related to Standard 1 is being conducted by the unit?

Adelman & B. Smith (Eds) Encyclopedia of Neuroscience. (Revised) Elsevier Science [<http://www.elsevier.nl>] CDROM.

Ayers, S. F., Housner, L. D. & Liang, G. (2006). History review of research on teaching physical education in the United States. *Journal of Curriculum, Teaching Material and Method. (China)*.26(6),93-96.

Barak, K. (2000). So that's what it's all about! In *Impact: The Official Publication of the Wisconsin Park and Recreation Association*, 27(3). Greendale, WI: Wisconsin Park and Recreation Association.

Barak, K.L. (November 2003). Wisconsin Park and Recreation Association Conference. **Presentation:** Winning Resume Writing for Students. La Crosse, Wisconsin.

Barak, K.L. (November, 2000). Wisconsin Park and Recreation Association Annual Conference and Trade Show: Hit Your Goals. **Presentation:** Pounding the Pavement: From Resumes to Interviews. Green Bay, Wisconsin.

Beaver, B.R. (in press). A positive approach to children's internalizing problems. *Professional Psychology: Research and Practice*.

Beaver, B. R., & Busse, R. T. (2000). Informant reports: Conceptual and research bases of interviews with parents and teachers. In E.S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral assessment in schools* (2nd edition) pp. 257-287. NY: The Guilford Press.

Beaver, B.R., & Morgan, C. (2006, January). *Reactance: A dispositional and situational factor in self-regulation*. Poster session presented at the annual meeting of the Society for Personality and Social Psychology, Palm Springs, CA.

Beaver, B. R., & Crook, K.F. (2004, April). *Differentiating Anxiety and Depression in Children and Adolescents*. Mini-skills workshop presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Beaver, B. R., & Crook, K.F., (2002, August). *Measuring children's coping: Preliminary investigation of child versus maternal reports*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, IL.

Beaver, B.R., & Crook, K.F. (2002, August). *Children's use of coping: Situations, dispositions and emotions*. Poster session presented at the annual meeting of the American Psychological Association, Chicago, IL.

Berg, C.A. & Jefson, C.A. (1999). *Top 20 collaborative internet-based science projects of 1998: Characteristics & comparisons to exemplary science instruction*. Proceedings from the 10th International Conference: Society for Information Technology & Teacher Education (SITE). San Antonio, Texas. pp. 1496-1501.

Boey, J. W., & Neddenriep, C. E. (2007, March). *Evaluating the Effectiveness of Earobics in Improving Early Literacy Skills*. Poster session presented at the annual convention of the National Association of School Psychologists, New York, New York.

Bognar, J. and Clayton, L. B. (2003). A mentor relationship through a team-taught physical education methods course. *Preparación Profesionaly Necseidades Sociales*. Universidade Da Coruna, Spain: A publication of AIESEP.

Bognar, J. & Clayton, L.B. (2002). *A mentor relationship in team-taught physical education professional preparation courses*. Presented at the International Congress of AIESEP, LA Coruna, Spain, October 23, 2002.

Bottge, B. A., Rueda, E., LaRoque, P. T., Serlin, R. C., & Kwon, J. M. (2007). Integrating reform-oriented math instruction in special education settings. *Learning Disabilities Research & Practice*, 22, 96-109.

Bottge, B. A., Rueda, E., Grant, T. S., Kwon, J. M., & LaRoque, P. T. (in press). Assessing and tracking students' problem solving performances in anchored learning environments. *Educational Technology Research and Practice*.

Brimmer, K. M. (2005). *Using thinking aloud procedures to promote reading comprehension of expository texts with intermediate grade level students*. (UMI No. 3149100). Ann Arbor, MI: ProQuest Learning and Information Company.

Brimmer, K. M. (2003). Book ends: Professional books of interest, *Michigan Reading Journal*, 35(3), 58-59.

Brimmer, K.M. UW-Whitewater's 27th Annual Early Childhood Conference, April 16, 2005, Whitewater, Wisconsin, *Alphabet Books, Counting Books, and More!*

Brimmer, K.M. International Reading Association's 49th Annual Convention, May 3, 2004, Reno, Nevada, *Using Thinking Aloud Procedures to Promote Reading Comprehension of Expository Texts With Intermediate Grade Level Students*.

Brimmer, K.M. Michigan Reading Association's 47th Annual Conference, March 8, 2003, Grand Rapids, Michigan, *Using Thinking Aloud Procedures to Promote Reading Comprehension*.

Busse, R. T., & Beaver, B. R. (2000). Informant reports; Parent and teacher interviews. In E. S. Shapiro & T. R. Kratochwill (Eds.). *Conducting school-based assessments of child and adolescent behavior*. pp. 235-273. NY: The Guilford Press.

Chapman, J., Wertz Garvin, A., Ward, A., Cartee, G. D. (2002). Unaltered insulin sensitivity one day after a single resistance exercise session by older women. *Medicine and Science in Sport and Exercise*. 34, 936-941.

Clayton, L.B. & Hicks, V.L. (2003). *Learning to read and learning to move: A review of the literature*. Presented at the International Reading Conference, "Literacy Makes the Difference for Everyone", Mandeville, Jamaica, W.I., January 15, 2003.

Clayton, L.B.; Perelli, A.J.; Higgins, E.J.; Kuberski, J.M.; & Howe, B.A. (2003). *Caring pedagogy: Integrating content and community*. Presented at the National Convention of the American Alliance for Health, Physical Education, Recreation, and Dance, Philadelphia, PA (April 5, 2003).

Cook, J., & Cook, G. (2009). Child Development: Principles and Perspectives (2nd Edition). Boston: Allyn & Bacon.

Cook, J., & Cook, G. (2007). The World of Children. Boston: Allyn & Bacon.

Cook, J., & Cook, G. (2005). Child Development: Principles and Perspectives. Boston: Allyn & Bacon.

Cook, G. (March, 2007). The developing brain: Facts and myths for the classroom. Invited presentation for the Developmental Science Teaching Institute co-sponsored by the Society for Research in Child Development and the National Institute on the Teaching of Psychology, Boston (this was an updated version of the talk presented in 2004 for NITOP).

Cook, G. L. (2000). Test Bank for The Essential World of Psychology, first edition, by S. E. Wood and E. G. Wood, published by Allyn and Bacon. This is a test bank containing more than 2800 questions to be used with Wood & Wood's introductory psychology textbook.

Cook, J. L. (2006). College students and algebra story problems: Strategies for identifying relevant information. *Reading Psychology*, 27(2/3), 95-125.

Cook, J. L. & Rieser, J. J. (2005). Finding the critical facts: Children's visual scan patterns when solving story problems that contain irrelevant information. *Journal of Educational Psychology*, 97(2), 224-234.

Cook, J. L. (2006, February). *College students and algebra story problems: Strategies for identifying relevant information*. Paper presented as part of invited symposium at the annual Research Council on Mathematics Learning, Las Vegas, NV, February 23-25, 2006.

Cook, J. L. (2005, April). *Constructing knowledge: The value of teaching from multiple perspectives*. Invited presentation to be given at the 1st SRCD Biennial Developmental Science Teaching Institute Program, Atlanta, GA, April 6-7, 2005.

Curtis, G.C., Klose-Smith, C., & Cole, K.W., (2005). Peer Support of the Change Process in Graduate Programs: Creative Mentoring; a presentation at the 2005 Association for Counselor Education and Supervision Conference in Pittsburgh, PA, given Sunday, October 23, 2005.

Curtis, G. (2001). Assessing School Counselor's Awareness of Group Work, NCACES Annual Conference 2001, Oakbrook, Illinois, October 12, 2001.

Curtis, G. (2007). Invited Guest Lecturer, "The Effects of Alcoholism on the Family: My Story." The University of Wisconsin – Whitewater in Alcohol and Other Drugs, Instructor: Roger Young, April 1, 2008.

Curtis, G. (2007). Invited Guest Lecturer, "The Effects of Alcoholism on the Family: My Story." The University of Wisconsin – Whitewater in Alcohol and Other Drugs, Instructor: Roger Young, October 16, 2007.

Curtis, G. (2005). Invited Guest Lecturer, "Comprehensive School Counseling: An Overview." CESA2 Superintendents' Monthly Workshop, November 3, 2005.

Curtis, G. (2005). Invited Guest Lecturer, "The University of Iowa Career Center: Welcome, Services Overview, & Tour," in 7C:203 Career Guidance and Job Placement. Instructor: Kathleen Hartney-Kellum. February 9, 2005.

Curtis, G. (2004). Invited Guest Lecturer, "School Counselors: Roles and Functions," in 7C:199 Counseling for Related Professions. Instructor: Carol Klose-Smith. November 29, 2004.

Curtis, G. (2003). Invited Guest Lecturer, "Introduction to Assistive Technology: Schools and IEPs," in 7C:187 Introduction to Assistive Technology. Instructor: Dr. Noel Estrada-Hernandez. October 13, 2003.

DeBaryshe, B. D., Larson, J. D., Salzman, M., & Smith, D. C., (2001). A Meta-Analysis of Anger Management Programs for Children and Youth. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

DePaul, R. & Abbs, J. H. (2003). Speech Movement Disorders. G.

DeVore, S., Riall, A., & Fox, R. (in press). Teaching and learning in cohorts: Preparing candidates to teach in inclusive settings. *The Journal of Natural Inquiry and Reflective Practice*.

Ding, R. & Logemann, J.A. (2000). Pneumonia in stroke patients: a retrospective study. *Dysphagia*, 15, 51-57.

Ding, R. & Logemann, J.A. (in press) Evaluating normal swallowing physiology and swallowing disorders using videofluoroscopy. *Chinese Journal of Rehabilitation Theory and Practice*

Ding, R. (2004 April). The effect of taste and consistency on swallow physiology in young and elderly normal individuals-A surface electromyographic study” Technical presentation at Convention of Wisconsin Speech Language Hearing Association, Green Bay, WI.

Ding, R. (2004 June 2-4). Speech Therapy in the Management of Motor Speech Disorder and Dysphagia at a symposium held at China Rehabilitation Research Center, Beijing, P.R. China

Ding, R. (2005 April). Swallow Physiology Changes in Patients with Trach Cuff Inflated and Deflated Conditions: A Retrospective Study. Poster presentation at Convention of Wisconsin Speech Language Hearing Association, Madison, WI

Ding, R. (2005 July). Evaluation of Swallowing Disorders in Patients with Tracheostomy. Technical presentation at China Rehabilitation Research Center, Beijing, P.R.China.

Ding, R. (2006 April). The reliability of patient’s self-perception of swallowing difficulty: *Phase I*. Poster presentation at Wisconsin Speech Language Hearing Association convention, Green Bay, WI

Ding, R. (2006 November). The reliability of patient’s self-perception of swallowing difficulty: *Phase II*. Poster presented at the American Speech, Language and Hearing Association Convention, Miami, Fla.

Ding, R. (2007). Evaluating oropharyngeal swallowing disorders using videofluoroscopy. *Proceedings from First China International Conference on Speech Therapy*, Beijing, P.R.China.

Ding, R. (April 2007). Evaluating oropharyngeal swallowing disorders using videofluoroscopy. One hour technical presentation at First China International Conference on Speech Therapy, Beijing, P.R. China.

Ding, R. (in press) Diet preference and dysphagia management in the Chinese culture. In Logemann J.A. (Ed.) *Dysphagia: International Perspectives*. Austin, Texas: Pro-Ed.

Ding, R. (under review). The effects of surface electrical stimulation of masseter and submental muscles during swallowing. *Dysphagia*

Ding, R., & Logemann J.A. (in press). The reliability of patient self perceptions of swallowing difficulties compared to results of the videofluorographic studies. *Journal of Folia Phoniatica et Logopaedica*

Ding, R., & Logemann, J.A. (2005). Swallow Physiology Changes in Patients with Trach Cuff Inflated and Deflated Conditions: A Retrospective Study. *Head & Neck*, 27, 9, 809-813.

Ding, R., Larson, C.R., Logemann, J.A., & Rademaker, A.W. (1999 Nov.). Surface electromyographic and electroglottographic studies in normal subjects under two swallow conditions: normal and during the Mendelsohn maneuver. Convention of the American Speech Language Hearing Association, San Francisco, CA

Ding, R., Larson, C.R., Logemann, J.A., & Rademaker, A.W. (2002). Surface electromyographic and electroglottographic studies in normal subjects under two swallow conditions: normal and during the Mendelsohn maneuver. *Dysphagia*, 17, 1-12.

Ding, R., Logemann, J.A., Larson, C.R., & Rademaker, A.W. (2003). The Effects of taste and consistency on swallow physiology in younger and older healthy individuals: A surface electromyographic study. *Journal of Speech Language Hearing Research*, 46, 977-989.

Elliott, S. N., Kratochwill, T., Cook, J. L., & Travers, J. (2000). *Educational Psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill Publishers

Feay-Shaw, P. J. Wisconsin Council for Social Studies Convention, March 19-20, 2007. Madison, Wisconsin. Session: What Do I Know About the Lakota Sioux? Preparing Students for Cultural Performances.

Feay-Shaw, P. J. Wisconsin Music Educators Association, October 26-28, 2006. Madison, Wisconsin. Poster Session: The Musical Enculturation of Children Through the Celebration of Cultural Festivals.

Feay-Shaw, P. J. Wisconsin Arts Board National Endowment for the Arts "American Masterpieces." November 10-11, 2006. Pre-performance lecture. *University of*

Wisconsin-Whitewater, Young Auditorium performance Cokata Upo: Come to the Center presented by the Lakota Sioux Indian Dance Company Educational School Workshop Presentations Theodore Robinson Elementary School, Evansville, November 2, 2006 St. Joseph School, Fort Atkinson, November 7, 2006 Rockwell Elementary School, Fort Atkinson, November 16, 2006 Central Denison Elementary School, Lake Geneva, November 17, 2006

Feay-Shaw, P. J. Music Educators National Conference, April 19-22, 2006. Salt Lake City, Utah. Poster Session: The Musical Enculturation of Children Through the Celebration of Cultural Festivals.

Feay-Shaw, P. J. Society for Ethnomusicology International Conference, November 16-20, 2005. Atlanta, Georgia. Session: Master Musicians to Music Teachers: The Transmission of Ghanaian Music

Feay-Shaw, P. J. Wisconsin Music Educators Association State Conference. *Bringing the Pedagogy of World Musics Into Music Teaching Practice*. September 26-28, 2005. Madison, Wisconsin.

Feay-Shaw, P. J. The 5th Asia –Pacific Symposium on Music Education Research. *A Model of Teaching World Musics in the U.S.: Master Musicians to Music Teachers*, July 14-16, 2005. Seattle, Washington.

Feay-Shaw, P. J. 27th Annual UW-Whitewater Early Childhood Conference, April 15-16, 2005 Whitewater, Wisconsin Session: Songs and Stories for All Children

Feay-Shaw, P. J. Music Educators National Conference, April 14-18, 2004. Minneapolis, Minnesota. Session: Developing New Understandings in World Music Poster Session: Teaching the Music of Ghana in the U.S.: From Master Musician to Music Teacher

Feay-Shaw, P. J. Integrated Arts Course for Masters in Education Majors, November 2001-2003 City University, Seattle, Washington Presentation of the use of music in the general music classroom.

Feay-Shaw, P. J. Integrated Arts Course for Masters in Education Majors, July 2003 Pacific Lutheran University, Tacoma, Washington. Presentation of the use of music in the general music classroom.

Feay-Shaw, S. (2007 in press). “Webmanual for S. Marcus, *Music in Egypt: Experiencing music, expressing culture*”, NY: Oxford University Press.
<http://www.oup.com/us/globalmusicseries>

Feay-Shaw, S. (2007). Musical savants: Musically gifted students. *Wisconsin School Musician* 77(3), 54-55.

- Feay-Shaw, S. (2006). Is there room in your school for a new sound? *Wisconsin School Musician*, 77(1), 34-35.
- Feay-Shaw, S. (2006). The research puzzle of children's composition. *Wisconsin School Musician*, 77(2), 58, 60.
- Feay-Shaw, S. (2005). A model of teaching world musics in the U.S.: Master musicians to music teachers. In CD-ROM, *Asia Pacific Symposium on Music Education Research: 2005*. Seattle: University of Washington.
- Feay-Shaw, S. (2005). "Webmanual for A. Reyes, *Music in America: Experiencing music, expressing culture*". NY: Oxford University Press. January 19, 2005.
<http://www.oup.com/us/globalmusicseries>
- Feay-Shaw, S. (2002). The music of Mexican-Americans: A historical perspective of a forgotten culture in American music education. *Journal of Historical Research in Music Education*, 24, 83-102.
- Feay-Shaw, S. (2001). The View Through the Lunchroom Window: An Ethnography of a Fifth Grade Musical. *Bulletin of the Council for Research in Music Education*, 150, 1-14.
- Feay-Shaw, S. (2000). Multicultural perspectives on research in music education. *Bulletin of the Council for Research in Music Education*, 145, 15-26.
- Feay-Shaw, S. (2000). Authenticating world music curriculum choices by connecting to the internet and the local community. *General Music Today*, 14, 24-26.
- Feldhusen, J. F., Dai, D. Y., & Clinkenbeard, P. R. (2000). Dimensions of competitive and cooperative learning among gifted learners. *Journal for the Education of the Gifted*, 23, 328-342.
- Feutz, M., & Yang, O. E. M. (March 2008) Reaching All Students: An Investigation into the Use of the Science Writing Heuristic as an Inquiry Tool.
- Freiberg, M. (2005). Math—that four letter word, *Academic Exchange Quarterly* Fall 2005. pp 3088-3092.
- Garvin, A.W. (2002). Affective responses to cycling without resistance as a control in exercise psychology research. *Medicine and Science in Sports and Exercise*. Suppl. Vol. 34, 5.
- Garvin, A.W., Ritchie, D. (2003). Adherence rate associated with single-set versus multiple-set weight training in pre-menopausal women. *Medicine and Science in Sports and Exercise*. Suppl. Vol. 36, 5.

Garvin, A.W., (2004). The psychological effects of exercise with and without cognitive attention. *Medicine and Science in Sports and Exercise*. 36(5) Supplement:S286.

Garvin, A. W., & Arritola, D., (2005). The effects of media exposure on anxiety, depression, and global mood. *Medicine and Science in Sports and Exercise*. 37(5) Supplement:S408

Garvin, A.W., O'Neil, M., Damson, C.M. (2006). The effects of media exposure and exercise on anxiety, depression, and global mood. *Medicine and Science in Sports and Exercise*. Suppl:S205 Vol 38 5

Garvin, A.W., Damson, C.M., Jefson, C., and Sidman, C. (2007). The effects of fitness media exposure on post- exercise psychological affect in college age females. *Medicine and Science in Sports and Exercise*. 39(5) Supplement:S48

Garvin, A.W., Byington, J., Crowley, A., Damson, C.M., Dill, S., Seely, J. (Submitted). The effects of physical activity, media, Oprah, and Oxygen on anxiety, depression and mood. *Medicine and Science in Sports and Exercise*.

Gill, P.B. & Griffith, A.S. (2004, November/December). What to do when the system fails. *Our Children: The National PTA Magazine*, 30(3), 10-11.

Gill, P.B. & Griffith, A.S. (2004). What to do when the system fails. *Our Children: A Newsletter for Parents*, 4(3), 1-2.

Gill, P.B. & Griffith, A.S. (2004). Que hacer cuando el sistema falla. *Our Children: Un Boletín informativo para los padres*, 4(3), 1-2.

Griffin, M. L. (2003). Using critical incidents to promote and assess reflective thinking in preservice teachers. *Reflective Practice*, 4 (2), 207-220.

Griffin, M.L. (2002, June). *Using Critical Incidents to Facilitate and Assess Preservice Teachers' Growth in Reflective and Critical Thinking*. Presentation at the American Association for Higher Education, "Assessment: A Shared Commitment." Boston, MA. The conference hosted 1800 participants. CDs and cassette tapes available for this presentation.

Griffith, A.S. & Morrison, K. (2005). Identifying children with developmental delays. *Early Years*, 27(2), 22-4.

Griffith, A.S. (2005). Service learning: Packing parachutes for the jump into education. *Teacher Education and Practice*, 3.

Griffith, A.S. & Griffin, M.L. (2007, November). *Developing Reflective Practice: Applying Professional Standards and Identifying Current Issues in the Field within*

Authentic Voice Literature. Paper presented at the 30th Annual TED Conference, Milwaukee, WI.

Griffith, A.S. & Griffin, M.L. (2006, November). *Authentic voice and critical incident: Movement from personal meaning to understanding professional standards*. Paper presented at the TED/TAM Conference, San Diego, CA.

Griffith, A.S., & Griffin, M.L. (November, 2007). *Developing Reflective Practice: Applying Professional Standards and Identifying Current Issues in the Field with Authentic Voice Literature*. 30th TED/TAM National Conference. Milwaukee, WI.

Griffith, A.S., & Griffin, M.L. (November, 2006). *Authentic Voice and Critical Incident: Movement from Personal Meaning to Understanding Professional Standards*. 29th TED/TAM National Conference. San Diego, CA.

Hale, A. D., Skinner, C. H., Williams, J. L., Hawkins, R. O., Neddenriep, C. E., & Dizer, J. (2007). Comparing comprehension following silent and aloud reading across elementary and secondary students: Implications for curriculum-based measurement. *Behavior Analyst Today*, 8(1), 9-23.

Hand, B., Yang, O.E.M., Crystal, B., (2007). Using writing-to-learn science strategies to improve Year 11 students' understandings of stoichiometry, *International Journal of Science and Mathematics Education*.

Hand, B., Wallace, C. & Yang, E. (2004). Using the science writing heuristic to enhance learning outcomes from laboratory activities in seventh grade science: Quantitative and qualitative aspects. *International Journal of Science Education*, 26, 131-149.

Hartwick, J., Austin, L., Clark, C., Clowes, J., Gabmle, M., Harris, M., et al. (2007). Introduction to the inquiry method for the teaching and learning of social studies. *The Journal*, 7(1), 1.

Hartwick, J., Austin, L., Clark, C., Clowes, J., Gabmle, M., Harris, M., et al. (2007). Procedure for conducting inquiry in social studies. *The Journal*, 7(1), 2-3.

Hartwick, J., Austin, L., Clark, C., Clowes, J., Gabmle, M., Harris, M., et al. (2007). Why did the United States invade Iraq in 2003?: An exemplary inquiry lesson plan. *The Journal*, 7(1), 4-18.

Hawkins, J., Hale, A., Booher, J., Neddenriep, C. E., & Dickinson, D. (2001, May). *Making Reading Easier and Easier, with the Easy Readers*. Paper presented at the annual convention of the Tennessee Association of School Psychologists, Knoxville, Tennessee.

Heyning, K.E. (2005). Teacher constructs and dispositions: Self-governing and the proper teacher. *Zeitschrift für pädagogische Historiographie*, 11 (2), 36-8.

Heyning, K.E. (2004) *Risky Business: Portfolios, souls and the Standardization of Learning to Teach*. Paper presented at the American Educational Research Association, San Diego, California.

Heyning, K.E. (2003) *The magic eye: Standards and standardization in teacher education reform initiatives*. Paper presented at the American Educational Research Association, Chicago, Illinois.

Heyning, K. (2002) *Historical text and teacher education research: New knowledge or self reproduction?* Paper presented at the American Educational Research Association, New Orleans, Louisiana.

Heyning, K., Ruff, A.C., & Barnett, J. (2006) "Program evaluation through alumni follow-up surveys: Enhancing teacher education at a regional comprehensive university," Annual meeting of American Education Research Association (AERA), San Francisco, CA.

Horton, N.S. & Griffith, A.S. (2003). Balanced literacy for word identification through LINKS: Literature titles, instructional procedures, necessary accommodations, and knowledge and skills objectives. *Reading Improvement, 40*(2), 71-82.

Jefson, C.A. & Wertz Garvin, A. (Submitted). The effects of the Baby Think it Over program on infant-Care Self-Efficacy in Low-Income Urban Middle School Students. *American Journal of Sexuality Education*.

Jefson, C.A. (2007). Identity theft and consumer health education: A case study teaching the skill of decision making. *Journal of School Health, 77*(7), 373-378.

Jefson, C.A. (2006). Candy hearts: Messages about love, lust and infatuation. *Journal of School Health, 76*(3), 117-121.

Jefson, C.A. (December 2005). Snack attack. *Instructor*. pp. 17, 53.

Jefson, C.A. (2006). *Photo gallery and reference library: Innovative curricular applications in an elementary health education hybrid course*. Proceedings from the 17th International Conference: Society for Information Technology in Teacher Education (SITE). Orlando, Florida. pp. 2265-2269.

Jefson, C.A. & Liang, G. (2006). *Teacher preparation and health education: Assessment of technological self- confidence on educational technology*. Proceedings from the 17th International Conference: Society for Information Technology in Teacher Education (SITE). Orlando, Florida. pp. 2907-2909.

Jefson, C.A. (2005). *Achieving health literacy through the use of the Technology Foundation Standards for All Students*. Proceedings from the 16th International

Conference: Society for Information Technology in Teacher Education (SITE). Phoenix, Arizona. pp. 1965-1968.

Jefson, C.A. & Behrens, J. *Online gaming resources and comprehensive school health education*. AAHPERD National Conference. 2006. Baltimore, Maryland.

Jefson, C.A. (June 2006). *National initiatives for public health promotion and disease prevention targeting American youth*. Shaping the Future of Health Promotion within the Context of Population Health. Health Promotion Summer Conference. National University of Ireland, Galway.

Jefson, C.A. & Sidman, C. L. (2006). *Using learning objects in Desire2Learn*. Desire2Learn Users Conference. University of Guelph, Canada. pp. 19.

Jefson, C.A. (2005). *Student responses to simulation technology: NICoteen[®] smoking prevention education program*. Association for Educational Communication and Technology. (AECT) International Conference, Orlando, Florida.

Jefson, C.A. & Wertz Garvin, A. (2007). *Using games & interactive activities to keep kids healthy*. 29th Annual Early Childhood Conference. University of Wisconsin-Whitewater Whitewater, Wisconsin.

Jefson, C.A. (2006). *The new food guide pyramid and happy tooth puppets*. 28th Annual Early Childhood Conference. University of Wisconsin-Whitewater, Whitewater, Wisconsin. April 7-8, 2006

Jefson, C.A. (2006). *Using Power Point to teach goal-setting and decision-making skills to the secondary health education student*. Wisconsin Alliance for Health, Physical Education, Recreation, and Dance (WAHPERD). Green Bay, Wisconsin.

Jefson, C.A. (2005). *The "hidden curriculum": Sexuality education and gender role stereotyping*. Wisconsin Alliance for Health, Physical Education, Recreation, and Dance (WAHPERD). Janesville, Wisconsin.

Jefson, C.A. (2005). *Saying please and thank you*. 27th Annual Early Childhood Conference. University of Wisconsin-Whitewater Whitewater, Wisconsin.

Jefson, C.A. (2003). *Impact of Real Care Baby & the Baby Think It Over curriculum on urban middle school students' perceptions of parenting and self-efficacy*. 15th Annual University of Wisconsin-Milwaukee College of Education Conference. Milwaukee, Wisconsin.

Jefson, C.A. (2006). *Using 2-minute video clips to teach health concepts*. University of Wisconsin-Stevens Point. Wisconsin Department of Public Instruction Health & Physical Education Conference.

Jefson, C.A. (2006). *Teaching the skill of decision-making*. University of Wisconsin-Stevens Point. Wisconsin Department of Public Instruction Health & Physical Education Conference.

Jefson, C.A. (2007). *Using the multiple intelligences as a format to engage in self-reflective teaching practices that foster creativity in the health education classroom*. (WAHPERD). Green Bay, Wisconsin.

Jefson, C.A. (2007). *Comprehensive school health education on-line gaming resources for the K-12 Student*. (WAHPERD). Green Bay, Wisconsin.

Jefson, C.A. (2006). *Chatter box game*. NASCO Corporation. Fort Atkinson, Wisconsin.

Jefson, C.A. (2005) Wisconsin Department of Public Instruction Wisconsin Health Assessment. *Dating violence*. Wisconsin Department of Public Instruction. Madison, WI.

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