

UNIVERSITY OF WISCONSIN-WHITEWATER
AUDIT AND REVIEW SELFSTUDY

Program Title: Elementary Education (1-9 & PreK-6) Review Date: 2002-2003

I. Academic Assessment

A. Highlights/Initiatives

1. Students enrolled in elementary education may choose from two programs in the Department of Curriculum and Instruction, one that certifies graduates to teach in grades 1 through 9 and one that certifies graduates to teach in pre-school through grade 6. The third program, co-taught through Curriculum and Instruction and Special Education, certifies graduates to teach both regular and special education in early childhood programs through grade 3. That program will have a separate Audit and Review. The elementary/middle (1-9) education major requires students to have a minor and qualifies graduates to teach any content area in grades 1 through 8 and in the minor area through grade 9. (A list of approved minors are found in Appendix A). The early childhood (PreK-6) option is a comprehensive major, which includes the equivalent of a minor in early childhood classes. A complete listing of courses required in the two programs can be found in Appendix A with the differences between the programs highlighted in bold print.

General Education

Currently the course of study for elementary education majors is defined by university general requirements and Wisconsin Department of Public Instruction requirements as well as program requirements. University Core classes meet some of the DPI requirements. Specifically World of the Arts, Global Perspectives or US in a World Context, and World of Ideas meet the fine arts, non-western culture, and western culture state requirements, while university proficiency requirements meet the English, math and speech requirements. Also, all teacher candidates must take a class on local, state and federal government (until 2004); a biology class, and a physical science class, which also meet general university graduation requirements.

Supporting Course Work

Course work required by the programs in elementary education include licensure, major, and unique requirements. Because graduates must be ready to teach all content areas through grade 8, students must have a mix of content, methods, and educational foundations classes along with clinical experiences. Checklists have been developed (see Appendix A) to help students keep track of requirements and prerequisites, and all students must turn in a semester-by-semester program to graduation after admission to the College of Education. This helps students, advisors, and the Elementary Education Coordinator make sure students are scheduled correctly and to predict numbers for clinical experiences. Content courses are required in math (Math 148 and 149), art (ARTSTUDIO 121), music (MUSIC 111), environmental conservation (BIOL 214 or GEOG 252), and reading (READING 360). Until 2004, students are also required to have total of 12 credits of content and methods courses in math, social studies, and science.

Program Course Work

The program in elementary education is comprised of major and licensure classes and, in the PreK-6 program, early childhood courses. Major classes are outlined in the chart found in Appendix A. In addition, students take classes in three phases, each with a clinical component. First students who have achieved a GPA of 2.75 and have passed at least two of the three parts of the PPST are eligible to take the Pre-professional block. This consists of the classes Child Development, Education in a Pluralistic Society, and Observation and Participation usually taken second semester of the sophomore or first semester of their junior year. During this block students spend full days, once a week for eight weeks, in a classroom in Milwaukee Public Schools. This block is housed the Department of Educational Foundations.

Students successfully passing the preprofessional block are eligible to apply for Professional Education. Admission to the College of Education requires completing 40 credits with a GPA of at least 2.75, passing all of the PPST, earning a C or better in Speech 110, attendance at a College of Education orientation meeting, and evidence of 350 hours experience with learners. After being admitted to the College of Education, students complete the course work in their major and minor/early childhood classes. Just before student teaching, students take their Professional block, which consists of reading, language arts, and mathematics methods along with a field component. Elementary/Middle (1-9) majors do a field study and alternate student teaching in either the middle or elementary school, while PreK-6 majors only do field study in an elementary schools.

Following the professional block, PreK-6 majors do their pre-school student teaching while finishing up course work. Students are placed in licensed early childhood centers for the semester for two half-days each week. Finally, students complete their full time, full semester student teaching. Elementary/middle majors will be placed for the full semester in either a middle or elementary school, which ever they did not complete in the Professional block. PreK-6 majors will split their semester into 9 weeks each in a kindergarten class and 9 in an elementary class. In addition, to the course work and clinical experiences listed above, students must take a the class Psychology of the Exceptional Child

2. In December of 2001, the Wisconsin Department of Public Instruction (DPI) and the National Council for the Accreditation of Teacher Education (NCATE) made an on-site visit to assess the licensure programs in the College of Education. Both agencies were doing an initial review under a new outcomes-based model of student programs and program evaluation. A complete, and follow-up, review will be done in March 2004. As the College prepared for the review in 2001, the faculty, staff, and administration committed to using the Interstate New Teacher Assessment and Support Consortium (INTASC) principles as the targeted outcomes for teacher education students. Since the principles were consistent with the 16 objectives the department had been using, programs could easily identify the INTASC principles in the objectives and activities in coursework. The DPI then developed the ten Wisconsin Teacher Standards (WTS), for which the INTASC principles were used almost word for word (see Appendix A for alignment).

Since the decision was made to focus on the INTASC principles, all licensure programs in the College of Education had been using a 55-item student teaching evaluation form that reflected all the knowledge, skills, and dispositions identified in the INTASC principles. While the form worked fairly well to identify student strengths and weakness for students in the elementary education program, the cooperating teachers survey repeatedly found the form too long and the language too difficult to understand. The College then decided that each program needed to develop their own instruments. When DPI indicated that the WTS should be the basis of evaluation, the form was adapted to use the language of DPI. Graduate students in the Supervision of Student Teachers course, developed the new form using information from INTASC, DPI, the original 16 department objectives, and the comments on the previous form from past cooperating teachers. That form was then sent to another section of the Supervision course and several department reviews to get the instrument we are presently using. For consistency, and to measure growth over time, the same instrument is being used for both field study/alternate student teaching during the methods semester and for the full semester student teaching. For a period of three semesters, we solicited cooperating teacher comments on the form, made minor adjustments, and then adopted it use. A separate instrument, also reflecting the WTS, was developed for the preschool student teaching experience that better matched the situation in those setting (see Appendix A for copies of the evaluation forms).

DPI has dictated that there will be two new methods of collecting outcome-measures data on students that should be used for program review in addition to existing assessment measures. The first is a professional portfolio students will be required to compile that will contain artifacts and reflective narratives demonstrating their knowledge of their content areas and the WTS. The portfolios will be evaluated at three points in their program. New entries will be made at each evaluation point so that the portfolio can demonstrate professional growth. The process, while still being refined, is beginning at the Pre-professional Block level starting in fall 2002. The second evaluation point will be during the Professional (or methods) Block starting in fall 2003, and the third point being during student teaching beginning in spring 2004. The data from portfolio scoring will be accumulated with other data and other College licensure programs and reported to DPI.

The second new assessment initiative required by the state is the content test. The state of Wisconsin has passed a law stating that all teacher education program completers after August 2004 must take a content test in their primary content areas, and the results must be reported to the state DPI. For elementary majors, this is a test that will cover language arts, science, math and social studies. For students with licensable minors outside of those four areas (ex. Health), they must take an additional test in that area. Although the DPI is unclear as to whether it (the state) is requiring students to pass the test in order to be licensed, all students must take the test for reporting reasons. Institutions may choose to require passing the tests for graduation or certification. The College is currently leaning toward requiring passing the test, but final details are still being discussed.

B.Educational Objectives and Assessment Techniques

1. As noted above, the DPI has indicated we must use the WTS for accreditation purposes. Therefore, we are using those as our program objectives. They are:

- ✓The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- ✓The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- ✓The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- ✓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.
- ✓The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- ✓The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- ✓The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and the curriculum goals.
- ✓The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- ✓The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.
- ✓The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

The key discriminating factor in the successful completion of the program for students is the student teaching experience, which must be at least one full time school semester. Therefore, one of the most valuable measurement tools, along with the student portfolio, is the student teaching evaluation instrument. As explained in the "new assessment initiatives" above, the student teaching evaluation uses the WTS as the core

items. Additional items under each standard describe specific skills and behaviors that illustrate competency in meeting those standards at various levels. They are also coded as to their relation to the Conceptual Framework for the Unit Assessment Plan.

2. Data is currently collected by the department in several ways to determine if the program has been successful in providing students with the knowledge, skills and dispositions identified in the objectives. First, classes in the programs have been aligned with specific objectives, indicating that activities and assignments in those classes enable students to demonstrate their abilities and skills, and, by examining the grade trends in those classes, we can determine if the program has been successful in helping students achieve the objectives (see Appendix B for this alignment).

Second, at specific decision points in the programs, data is collected regarding how students have met the criteria to move to the next phase. For example, to begin the first set of classes in the education sequence (the Pre-professional Block), students must pass, at a level designated by the state DPI, a test of basic skills in mathematics, reading, and writing (PPST). They must also have a cumulative GPA of 2.75 on at least 12 credits. This demonstrates content knowledge in an array of general education classes (general education has a defined breadth of content areas both at the university and the state level). Students must maintain an overall GPA of at least 2.75 to be admitted to the College of Education, to student teach, and for certification for a teaching license, again illustrating both content and pedagogical knowledge achievement in their class work. Finally, the required tests starting in 2004 will be another data source for determining the programs' success in the area of content knowledge (standard 1).

An important decision point is the application for admission to the College of Education. In addition to the demonstration of content knowledge through grade point and passing the PPST, students are required to have a minimum of 350 hours spent with learners. (This is a change in the admission policy from when admission was dependent on a ranking by the number of hours students documented.) Students having this background demonstrate at least a minimum knowledge of how people learn, how they learn differently, and how their backgrounds influence their learning (standards 2 & 3). The College collects information regarding the number of students applying for admission in each program, the number accepted, the number denied (and on what basis), and the number accepted under the exceptions policy.

Assignments, tests, and projects in methods classes cover virtually all of the standards. Students must pass every methods class (see Appendix B for list) with a C or better in order to student teach. Therefore, grades from those classes or specific assignments, are good indicators of how successful the program has been in meeting the objectives. Although information on grades for specific assignments in classes is not routinely collected for program review, that data is collected and retained by individual faculty members to examine if the course grades suggest problem spots. Each activity or requirement of the classes in the programs should be identified by the standard it supports in the class syllabus, giving the students and the faculty a means of examining the successful demonstration of each standard.

Finally, as mentioned previously, clinical experiences are evaluated by cooperating teachers in the field with respect to the standards. Although not every clinical experience will give students the opportunity to demonstrate competence with respect to every standard, each standard will be addressed by the end of the program. Students will be evaluated once in Observation and Participation, once in field study/alternate student teaching, and twice in student teaching. All of these forms are sent to the Office of Field Experiences, to be put in student folders. Periodically, the Director of Field Experiences will collect the data from the evaluations to be used for program evaluation (see Appendix B for the 99-2000 review). Starting in the 2003-2004 school year, all data will from the evaluations will be collected from each clinical experience. In addition, the Director of Field Experiences routinely sends out surveys to cooperating teachers and administrators for general comments regard student preparedness and program effectiveness. This information is shared with faculty and staff through the department chair.

In addition to the department, the university also collects data in several ways. First, UW-Whitewater participates in the National Survey of Student Engagement that surveys sample populations from the freshman and senior class. Though this information is not currently broken down by college, there may be efforts to do so in the future. We are particularly interested in the responses to the items under "Active and Collaborative

Learning” and “Enriching Educational Experiences” as many of those items relate directly to program objectives and experiences. However, even in the aggregate, the results indicate that UW-Whitewater student responses are fairly consistent with other institutions across the state and the nation. The university also surveys graduating seniors and this information, broken down by program of study, is sent directly to the departments for program review and improvement. One last method of data collection from the university comes from the office of Institutional Research, which sends out a set of surveys for graduates and employers of graduates. Although the department has provided questions specific to the objectives of the program to be included on the surveys on two different occasions, we have never received and results

3. See *Objectives and Class Alignment* in Appendix B

4. Only the following courses in the Early Childhood area are cross listed undergraduate/graduate: CIGERL 435/635, EARLYCHD340/540, EARLYCHD462/662, EARLYCHD475/675, EARLYCHD424/624. Since almost all students, regardless of status, are taking these classes for initial or add-on licensure for early childhood rather than as part of a master's degree program, there is not usually a difference in the course content or pedagogical process. However, graduate students are required to do differentiated course work which usually involves reading, interpreting, analyzing, and writing about research in the field. Increased expectations in the form of writing and reflection are also evident in assessing graduate student work.

C. Assessment Data

1. In the last Audit and Review for the Elementary Education Program, data scores were reported on seven key objectives from the department's original 16. Attached are the results of about two years of data collection on a sample of elementary and secondary education majors across three clinical experiences. Students were scored on a 1(low) to 5 (high) scale [note that this scale can be easily compared to the 0 to 4 scale which will be used in future data collections as they are based on consistent levels of performance on equivalent objectives] on both their ability to demonstrate and explain their performance with respect to each of the objects. Each rating level for the given objectives can be found in Appendix C under *Curriculum and Instruction Goals and Assessment*. Although the department was told that the university sent out alumni and employee surveys, and the department provided questions to be included on that survey, no results have ever been provided to the department regarding these specific questions.

However, there are two other sources of data that provide information on the successful employment of UW-Whitewater education students. The first is conducted annually by the Wisconsin Department of Public Instruction (DPI), which identifies the number of graduates from Wisconsin teacher educational institutes and is used to predict supply and demand for Wisconsin schools. (Information from the latest report can be found in Appendix D) Some limitations of this report is that, in the past, surveys are sent in the first six months after graduation, only counts graduates with full time employment in public schools in Wisconsin, and the report is based on only a small percentage of surveys that are returned. A much more helpful survey of graduates is conducted each semester by UW-Whitewater's Career Services, the *Employment & Continuing Education Report*. The most recent report (May 2002) based on the 2000-2001 and indicates that: (1) for 38 of the 64 graduates in the 1-9 program that returned surveys, 36 were employed in their field and one was in graduate school, and (2) for 29 of the 40 graduates in the PreK-6 program that returned surveys, 28 were employed in their field.

Another source of data is available from Dr. Ganser, the Director of Field Experiences, who analyzed cooperating teachers' ratings of student teachers during the 1999 spring semester. The student teacher evaluation instrument reflected the 10 INTASC standards that are now the Wisconsin Teacher Standards (see Appendix B for a copy of this report and the corresponding student evaluation instrument). Subcategories are noted, but not described on the report. The scale goes from 1 (unacceptable performance=minimal) to 7 (performs at a level associated with competent, experienced teachers=advanced). Since every item is rated well above 5 (performs at a level associated with successful beginning teachers=proficient), teachers in the field appear to believe that education students are accomplished in the objectives set by the program.

Additionally, the university collects opinion information from graduating students each semester that will be

helpful in identifying areas of strength and weaknesses in the program. Key elements that have been identified by students in the past several semesters are:

D. Program Improvement Resulting from Assessment Efforts

1. Changes that have been made and will be made to the objectives in response to DPI mandates and guidelines have been outlined in sections A and B above. Although the changes were made to be consistent with both DPI and NCATE expectations, they were also the result of analysis of gathered data. Differences in programs, not just across the university and the college, but even within the department have made designing and implementing data collection difficult. Our inability to obtain, until just recently, institutional data has been frustrating and inhibiting for program improvement.

That being said, there are several areas of program improvement that can be directly connected to data collected. For example, from the data collected using the department's original 16 objectives a trend could be detected. It appeared that the Pre-professional Block was successful in raising student awareness of cultural and individual diversity. As students moved into the rest of their program, however, students appeared to have trouble maintaining that awareness as they dealt with the pressures of preparing and implementing lessons. (See Appendix C for data charts) In particular, C & I Objectives 1 (understanding of individual differences in development, abilities, and special needs) and 7 (making appropriate curricular decisions) showed lower scores in the field placement than in the observation and participation placement. Although it should be recognized that as students are, for the first time, putting all the elements of teaching together they will have difficulty addressing all the objectives, it was still troubling to see this trend.

To address this particular issue several things were done. First, instructors teaching in the pre-professional block met on a regular basis to discuss issues, coordinate curriculum, identify the purpose and placements for clinical experiences, and design a cohort structure for students. It then made more sense for Observation and Participation to also be taught and coordinated by the Educational Foundations department with the other two classes, and that curricular change was made. Now block instructors can use departmental meetings to address issues and make curricular decisions more easily.

Second, this information also established that classes and instruction after the pre-professional block needed to continue to address the issue of diversity and individual student needs. Instructors looked at the content and assignments in courses offered by the C & I department. Almost every class required students to develop lessons and/or units in preparation for teaching. Faculty became more overt and systematic in requiring students to identify how the content and pedagogy were developmentally appropriate, what adaptations might be needed for special or exceptional needs, and how instruction would attend to various learning needs as they prepared those lessons and units.

Finally, it was also noted that students received lower scores on their reflection regarding their teaching or growth in field student versus O & P. Although this is largely a difference between the "observer" role in O & P rather than the "acting" role in field study, when students appear to be too overwhelmed with the responsibilities of teaching to do adequate reflection, reflection is a key objective for the program. Similarly, on Dr. Tom Ganser's Special Report No. 1999-10.rpt (see Appendix) regarding cooperating teacher's evaluations of student teachers, the second mean for each item was slightly lower than the first. This number was related to items that would be considered "dispositions" or reflections of those objectives. Some ways in which this problem has been addressed: critiqued mock lessons done in methods classes, analysis of case studies, assigned topics for weekly reflections during field study, and instituting a student teaching seminar. The institution of the students' professional portfolio is intended to improve students' ability to reflect on what they are learning, what they are doing, and what needs to be done. Dr. Ganser also collected feedback on use of the student teacher evaluation form for about four semesters. This informational was critical in establishing the need for the adaptation of the form to its present format. Continued surveying of cooperating teachers on the newest form, based on the ten WTS, aided in minor changes in format and directions that have taken place.(see Appendix B for both student teacher evaluation instruments)

From institutional surveys of students college wide, problems with advising were indicated. The many requirements of the program from the university, DPI, majors and minors, make advising a very complex

process. In response, the College of Education created an advising center with a full time director working with the Assistant Dean and the Licensing Officer to support faculty and students. In conjunction with university efforts such as the Advising and Career Exploration Center and the hiring of Master Advisor, Preview, transfer, and large group advising has provided more consistent and accurate information to students, including the realistic time line for completion of the program. Both the university and college advising centers will be helpful in providing students with key information on general education, ensuring students are aware of requirements and deadlines, and as a liaison to individual faculty and staff advisors.

Another problem with advising has been the very heavy advising load for faculty and staff in the department. Since several departmental positions have been filled with ad hoc academic staff who do not do advising, there are fewer people to share the advising load. Checks of individual loads indicate faculty and staff are assigned in the range of 70 to 100 advisees each. The heavy demand for the elementary education programs and the limited number of faculty to meet this demand exacerbates the problem with complexity of the process. With the help of the university and college advisors, part of this load will be reduced as they do the majority of the advising for students early in the program. In addition, faculty and staff in the department of Educational Foundations will be advising students in this program. This will necessitate constant communication and information sharing between the departments.

2. In response to the program weaknesses and recommendations identified in the previous Audit and Review (see Appendix C for the Evaluation Report):

- ☐ In spite of efforts to include specific items on the employer and alumni surveys in 1997 and 2000, no results were supplied to us. The College of Education Dean and Associate Dean contacted the Office of Institutional Research in 2002 again asking for results of the surveys with no results (weakness 1, recommendation 2).
- ☐ As assessment scoring of the student portfolios on all objectives and the content test results are compiled, the department will be able to provide written results to be posted on the department's web page as well as in written literature. Also, student teaching evaluations completed by cooperating teachers will be routinely These will be able to be broken down by level and majors when the data gathering structure is complete. In addition, information continues to be gathered from and shared with students during On Campus Days, Preview, large group advising as well as in the Dean's Advisory Council, Student Wisconsin Education Association, and the Association for the Education of Young Children. In most cases this sharing is really a description of the program and what changes are or may be occurring and why, which may not include direct reference to data but rather explain the reasoning for program changes (weakness 2 & 3, recommendation 3, 5 & 6).
- ☐ Credits to degree are still relatively high, at minimum about 150 credits for elementary/middle majors and a bit about 143 for early childhood/elementary majors. However, the reduction of university requirements in core classes and the approval of U.S. In a World Context meeting the non-western culture requirement for DPI and World of Ideas meeting the western culture, students need fewer general education. DPI requirements as of 2004 no longer include American Government, which will further reduce the required credits to degree. The department continues to look at ways it might combine content of some courses or eliminate prerequisites that may lead to reduction of credits to degree. The department has put together several possibilities and will discuss these and make curricular decisions in the future. However, it should be noted that careful advising during the early years of a student's program is critical in keeping the credits taken to a minimum since often students come into the College of Education with many unnecessary and redundant credits. It is hoped that having consistent advising from the University Advising and Career Exploration Center will help with this problem. Essentially, it is difficult to make a general prediction as to the length of the program for students, and therefore a bit risky to put in writing in the catalog, since so much depends on when students make the decision to pursue education as a major and what classes they have taken to that point. Most students have stated being aware that education is more than a four year program when they enter the college (weaknesses 4 & 5, recommendation 7 & 9).
- ☐ The department has an assigned library representative, currently Dr. Andrea Maxworthy-O'Brien, who sends out periodic reminders to the faculty, submits requests to the library, and keeps a record of expenditures within the budget. Dr. Maxworthy-O'Brien has made contact with the new library resource person in charge of curriculum holdings and both have found that we have made progress in building our resources for both students and faculty. However, it is increasingly difficult to get

current editions of textbook series from publishers and this seems to be a serious problem for our students. We have made some suggestions to the library for securing those resources (weakness 6, recommendation 1).

- ▣ Placement statistics from the Career Services Office show that employment of Whitewater graduates is good (better than other institutions in the state) in spite of the fact that in general south eastern Wisconsin is still not showing a big shortage of elementary teachers. However, urban areas are showing a shortage of all teachers, including elementary, and other districts are also see large numbers of teacher retirements, so the outlook for employment appears better than in the past report. Additionally, our students are being advised to add on certifications and minors that are especially marketable such as math, science, bilingual, ESL (SWEETT grant money secured funds are instrumental in this area), urban education, special education, and foreign language, which has resulted in an increase in enrollment in almost all these areas. The current shortage of teachers in some areas of the country and the state, will soon be evident in all areas of the state and graduates can look forward to a better hiring climate (weakness , recommendation 8).
- ▣ Along with the Dean's Advisory Committee, made up of students, the Dean is creating both insititutional and community wide advisory committees. These committees will meet to look at trends, make recommendations, and advise on policies. In addition, the Early Childhood program (licensing preK-6 grades) has an advisory board established. Rather than establishing an advisory board for each program in the department, since there are so many, the department, instead, had worked with teachers registered in the Supervision of Student Teacher courses each semester. These practicing teachers were instrumental in evaluating, then redesigning the student teacher evaluation forms as well as providing advice on program changes, portfolio development, standards, and curriculum. However, the department is in the process of officially forming an advisory committee. The structure and role of the committee has been discussed in departmental meetings on two occasions to date and we hope to have final approval within the next month for instituting in the fall of next year (weakness 8, recommendation 4).

E. Information Shared with Constituencies

1. Information is shared with students in these ways:

- ▣ A representative of the College of Education, usually the Assistant Dean, meets with students who have identified education as their likely major and their parents during On Campus and Preview days. At that time written and oral information is given regarding requirements and expectations of the program, important classes to take, and key resource people.
- ▣ The department usually has a table at the university Majors' Fair that provides information on the programs offered in the department and key requirements.
- ▣ Prior to being admitted to the College of Education, students must attend an orientation meeting. At that meeting more specifics regarding courses in the major, clinical experiences, state and licensing requirements, and program options are discussed.
- ▣ After being admitted to the College of Education, all students are required to meet with their advisors to design a program plan outlining the sequence of remaining classes to be taken and identifying the semester for field experience and student teaching.
- ▣ Though not finalized yet, planned meetings with student teachers to present and discuss student portfolios will provide feedback on individual and program progress to date and information to build a professional development portfolio once they begin teaching.

Information is shared with faculty and staff in these ways:

- ▣ Reports from NCATE and/or DPI are passed on to department chairs in weekly meetings. Department chairs then relay this information to department faculty and staff in weekly or semi-weekly department meetings. Minutes are recorded and maintained for each of these meetings.
- ▣ While there has been some inconsistency with this in the past, currently Audit and Review evaluations are shared with department chairs, who also participate in the face-to-face reviews with designated faculty and staff. These reports and evaluations are kept on file in the Associate Dean of the college's office and in the departmental office. These results are shared with the department members in goals for program improvement that are reported in the annual department report.

- ☐ Other reports and information received from faculty and staff sitting on university and college committees (eg. Graduate Council, University or College Curriculum Committee, University Advising Committee, etc.) are reported during regular departmental meetings.
- ☐ Minutes of department meetings and other informational postings are shared through mail to all members of the department, both full and part time, as well as sent to college and university administration.
- ☐ Every fall, and frequently at the beginning of the spring semester, the College of Education conducts a retreat. At this day-long session, a variety of activities take place. Information may be disseminated to the entire group, small working groups are used to attend to specific concerns or issues, demonstrations of techniques or materials are provided, discussion groups on key topics are held, and formalized processes of decision-making are conducted.

Information is shared with school constituencies in these ways:

- ☐ Cooperating teachers who have O & P, field and student teachers in their classroom are given copies of the *Pre-Clinical Handbook* or *Student Teaching Handbook* along with approval and informational mailings from the Office of Field Experiences. These publications and letters provide teachers with the expectations, goals, and structure of Whitewater's education program. They also alert teachers to recent and/or upcoming changes and provide information on how and who to contact at the university for specific concerns.
- ☐ University supervisors at all levels meet with cooperating teachers to review the expectations of the experience for both the students and the cooperating teachers. At least one three-way meeting should take place to assure everyone is aware of the requirements and goals for the program.
- ☐ Cooperating teachers for the student teaching experience are required to have training in being a cooperating teacher. The department offers at least one section of the Supervision of Student Teachers class every semester and summer. Faculty and staff have offered sections of the class off-campus and through workshop formats to meet the needs of teachers and administrators in the schools. During these classes or workshops, teachers are informed about the department's programs and often are asked to offer advice or feedback on proposed changes.

Information is shared with the general public in these ways:

- ☐ The department periodically updates the university catalog and information sheets to reflect the expectations, requirements, and goals of the programs. These are provided to the public at the Majors' Fair, sent to prospective students, and shared by faculty and staff with community groups in different contexts.
- ☐ The College of Education and the Department of Curriculum and Instruction maintains a web site that can be accessed by the public. It contains general information about programs, requirements and upcoming changes in programs, a listing of faculty and staff and courses taught, and names of resource people within the department.
- ☐ The College of Education, under the direction of Mr. Tom Kolda, publishes a newsletter titled, *The Catalyst*, that provides news and information on programs and people in the college. This is sent out to alumni and other educational institutions around the state and is often one of the first places where program innovations are made disseminated.

II. Strategic Purposes and Performance

A. Centrality

1. The original history of UW-Whitewater is as a teacher education institution. As such it has been an integral mission of Whitewater to prepare and in-service teachers for over 100 years. Currently, UW-Whitewater is the largest producer of elementary education majors in the state of Wisconsin. Not only is Whitewater recognized as an exceptional preparer of new teachers, most active teachers in the area look to Whitewater for continued professional development through graduate classes, in-service training, program consultation, and the Early Childhood Conference offered on campus each spring.

Recently the university developed five core values derived from various strategic plans and goals. They are:

- ☐ Pursuit of knowledge and understanding

- ☐ Commitment to the development of the individual
- ☐ Commitment to personal and professional integrity
- ☐ Commitment to service
- ☐ Commitment to develop a sense of community, a respect for diversity, and global perspective

The education program is especially integral in the last two. Service to area teachers and schools is a regular part of the program with student volunteer hours and service learning components in many classes in addition to faculty provided in-services and consulting partnerships with area schools. The College of Education has been exceptionally committed to diversity as is evident by a required field experience in an urban, minority setting along with corresponding course work. In addition, programs are available that provide student teaching experience in Jamaica, Sweden, and Australia are currently in place, with efforts to add sites in Mexico and eastern Europe are being pursued. The College also hosts student teachers from Jamaica who do teaching in area schools and are supervised by faculty and staff in the C & I department.

Specifically looking at the UW-Whitewater Goals published in April, 2000, the following are goals that education programs seem to address most directly:

Under Teaching and Learning—Goal 2 states, "Define measureable student learning outcomes for majors, general education, and student life in order to evaluate program effectiveness based on those outcomes." The C & I department did this prior to the 1997 audit with the 16 objectives described in that audit. Data was collected, analyzed, and reviewed for the purpose of program improvement. As the decision was made to switch to the Wisconsin Teacher Standards and the college unit assessment plan for collecting data, the department's efforts have gone into the planning for implementation in 2003-2004 academic year. Goal 6 states, "Develop an undergraduate degree completion program which can be delivered at two, or more, off-campus sites and which will enroll 40 FTE per year." Although not exactly consistent with the intent of this goal, the college has signed an articulation agreement with the Wisconsin Technical College System to allow students with associate degrees in early childhood education to complete their bachelor's degree at Whitewater using courses already taken to meet the preK requirements. The department continues to examine possibilities for program completion on remote sites.

Under Students—Goal 19 states, "Increase experiential learning experience for students by 15%. Students in education programs participate in at least three clinical experiences (Observation and Participation, Field Study, Student Teaching at two levels). This includes a culminating experience in which students are in schools full time, for the entire school (not university) semester. In addition, all students need to demonstrate at least 350 hours of experience with learners in order to be admitted to the College of Education.

2. As with all programs in the university, students in the elementary education programs must fulfill specific general education requirements that are taught in other colleges. English, math, speech, and core classes are common for all students. However, the state requires certain general classes for elementary education majors, all of which are taught in the College of Letters and Sciences or the College of Art and Communication. They are: a biology and a physical science course, math beyond 141 focused on elementary level mathematics, a fine arts course covered by the World of the Arts, foundational art and music classes, a western culture course covered by the World of Ideas, a non-western culture course covered by either the US a World Context or Global Perspectives, a government course, and an ecology course covered by either BIOL 214 or GEOG 252. Also, all elementary/middle school majors are required to have a minor, most of which are programs outside the College of Education. Having a broad academic background is essential for elementary teachers who must be generalists. The connection with other departments and colleges is integral to providing the strongest program possible for prospective teachers.

B. Goals and Objectives

1. The following are departmental goals from the 2001-2002 annual report.

- ☐ Review the committee structure at the college and department level to plan and meet DPI and NCATE standards, including providing professional development activities to incorporate students developmental portfolios into the culture of the department.
- ☐ Investigate ways to be innovative in the structure and programming of the MSC&I.
- ☐ Continue to prepare for the implementation of Wisconsin's teacher license change that will affect all students seeking initial licensure after July 2004.
- ☐ Successfully organize and pursue search and screen efforts for open positions in the department.
- ☐ Increase funding resources for the department.

Of these five the two most directly tied to the elementary/middle education major are the first and the third. With respect to meeting DPI standards, the efforts to implement a portfolio assessment plan is key. The department has currently agreed on a sequence for portfolio reviews, the basic structure of the portfolio, and the structure for evaluation. Objectives the department has set out with respect to this goal are: (1) develop a timeline for submission, evaluation and feedback on student portfolios, (2) develop a means of reporting data, (3) identify a group, person or committee to be responsible for analyzing data and reporting to the department for the purpose of program improvement, and (4) explore ways to involve school personnel in the review of portfolios and providing feedback to students in efforts to tie the student portfolio to the professional teacher portfolio.

With respect to preparing for the licensure changes in 2004 (other than implementing the required portfolio), the main focus of the department has been in the area of planning for the required content test. Elementary/middle education majors will be required to take a test that covers mathematics, language arts, science, and social studies. The College of Education is working on defining the timeline for taking the test and reporting scores to DPI. A Data Manager has been named to collect, organize, and analyze evaluation information on student performance. In addition, the department has the following objectives with respect to this goal: (1) examine the courses required of elementary/middle education majors in both the content and education areas for consistency with the Wisconsin Content Guidelines, the Wisconsin Model Academic Standards, the Wisconsin Teacher Standards, and the state content exam, (2) provide information to students regarding the program and test expectations for program planning, (3) examine the program and credits to degree for areas that need to be increased, reduced or consolidated, and (4) provide a support system for continued professional development for new and practicing teachers.

2. Although referred to above, the department has made considerable progress on these goals at this time. For example, students have had experience putting together many different types of portfolios in various education classes, demonstrating the styles, formats, and uses for portfolios. Two years ago, the department agreed to introduce the professional development portfolio in the required reading classes, and other classes would support that effort by working with students to develop artifacts and narratives that would be a part of the portfolio and how they connected to the Wisconsin Teacher Standards, the Wisconsin Model Academic Standards, and to national professional organization standards. In the mean time, the College of Education, through the council of department chairs and administrators, has been developing a standardized means of structuring, implementing, and evaluating programs through the Unit Assessment Plan. This is discussed at department meetings for feedback, suggestions, and approval. The entire plan and structure will be voted on by the Teacher Education Committee in the near future, and the department of Educational Foundations has begun the implementation of the portfolio process during the 2002-2003 school year. The C&I department will implement the portfolio assessment starting in fall 2003 as part of the methods block, and will continue with student teaching portfolios in spring of 2004.

3. In sharp contrast to the climate that existed in 1997, when the last audit and review was done, there does not appear to be an oversupply of teachers, even in the elementary education field. The documented teacher shortage across the country, especially in urban areas, appears to be moving into Wisconsin as well. The retirement of about 1/3 of the teaching workforce of the next few years predicts the need for 2.5 million teachers. Also, the increasing need for early childhood teachers as more public schools add preschool classrooms contributes to the overall demand for teachers. Similarly, the demand for high quality nursery and childcare providers, increases the demand for licensed educators who can meet the academic as well as socialization needs of young children. As Whitewater has made diversity and technology priorities of the program, we anticipate our graduates will be in high demand both in and out of state.

4. The 1997 Audit and Review Self-Study listed the following goals and objectives:
- ☐ Continue the ongoing efforts to restructure the undergraduate teacher education program
 - ☐ Implement the new admissions procedures
 - ☐ Implement the department's technology improvement plan
 - ☐ Develop policies and procedures related to field experiences

The efforts with respect to the first goal are ongoing and now relate primarily to DPI and system requirements. However, we continue to look at making the program the best for prospective teachers in terms of preparation and experiences. The new admissions procedures had been implemented, were changed a bit in 2000 in response to student concerns, and presently appear to be working smoothly. The college's technology plan has worked to provide technology stations in almost every classroom in Winther as well as updating hardware and software in the computer labs and faculty/staff offices. The college is currently reviewing policies and procedures to update the technology plan. Changes in the field experiences, particularly the student teacher evaluation instruments is documented earlier in this report. Efforts have been made through CEAAS, department, and the Director of Field Experiences Advisory Committee to keep all policies and publications current, address issues as they arise, and maintain consistency among programs in the college.

Changes in the department's goals and objectives seems to revolve around the issue of program assessment and its use for program improvement that was dictated not only by the last audit and review, but also by DPI and NCATE. These efforts have resulted in formalized procedures and college-wide efforts to gather data that can be used to demonstrate student competencies and program strengths and weaknesses. For the department, this focuses our energies on portfolio and content evaluations required to provide that data. So the goals and objectives have not so much changed as much as they have become more targeted.

C. Trend Data

1.a. Program Enrollment

| <i>Program</i> | <i>1997-1998</i> | <i>1998-1999</i> | <i>1999-2000</i> | <i>2000-2001</i> | <i>2001-2002</i> |
|----------------|------------------|------------------|------------------|------------------|------------------|
| | 981 | 915 | 871 | 854 | 854 |

1. b. Number of Degrees Granted

| <i>Program</i> | <i>1998</i> | <i>1999</i> | <i>2000</i> | <i>2001</i> | <i>2002</i> |
|----------------|-------------|-------------|-------------|----------------------------------|------------------|
| Elem/Middle. | 45 | 64 | 74 | 94 (not broken down by major) | 57 (spring only) |
| Elem/Early Ch. | 65 | 50 | 54 | | |

1. c. Credits to Degree

| <i>Program</i> | <i>1998</i> | <i>1999</i> | <i>2000</i> | <i>2001</i> | <i>2002</i> |
|----------------|-------------|-------------|-------------|-------------|-------------|
| Elementary Ed. | 151 | 149 | 151 | 162 | 159 |

1. d. Student Placement

The Enrollment & continuing Education Report for 2000-2001 showed the following placement results: For 64 Elementary/Middle majors graduates, 38 were included for the report. Of those, 36 were employed in their field and 1 was attending graduate school for a 97.37% placement rate. For 40 Elementary/Early Childhood majors, 29 were included in the report with 28 employed and none in graduate school for a placement rate of 96.55% (see Appendix D for report).

D. Demand for Graduates

1. Graduates from the elementary education programs at Whitewater are hired by schools and institutions around the country, though most remain in Wisconsin. They are also hired at childcare centers, preschools, hospitals, correctional institutions, and businesses. Many graduates return to Whitewater for continued professional development by taking classes and workshops, frequently choosing to complete their master's degree here as well. It is unusual for new graduates to move directly into full time graduate programs since the increased costs of hiring a beginning teacher with a master's degree may be problematic in these difficult financial times. However, some students find an elementary education degree to provide a strong foundation for advanced programs such as speech pathology or counseling, so there are usually some students who move directly to a graduate program. Employment and graduate school enrollment for recent graduates of the program can be found in Appendix D. Also in Appendix D is the latest report from the Department of Public Instruction on hiring trends for graduates with elementary education degrees.

E. Accreditation

1. Accreditation from the Wisconsin Department of Public Instruction for the program is essential as the DPI will only award state teaching licenses to approved programs. The College of Education and the Department of Curriculum and Instruction has worked closely with DPI to develop strong and innovative programs that prepare strong teachers. NCATE accreditation, while not necessary for licensure from the state, indicates that Whitewater has taken the initiative to be audited by the premier national body in teacher education and ensures that the institution's programs are up to date and consistent with national trends, requirements, expectations, and standards. NCATE works closely with other professional organizations to ensure all specialties within education maintain the same high standards.
2. As mentioned above, DPI accreditation is required for program continuation but NCATE is not. In addition, each professional or learned body organization, through NCATE, can provide accreditation for programs (eg. NCTE, NCTM, NCSSE,). As stated above, these guidelines and checks assure the program's quality, which may be an asset during the hiring process for teachers and certainly for teachers moving to other states.

F. Location Advantage

1. The location of the University of Wisconsin-Whitewater is a great asset to the goals and expectations of the program. First, its central location among many different school districts provides sites for a variety of clinical experiences. It is close enough to Milwaukee for the program to provide an urban and diverse clinical experience for every student, but set in a rural area for students to get experiences with small districts and schools. Student placements are made to give a range of experiences to help prepare students who generally come from smaller communities to compete in all educational realms. The nearness of those districts to the university also means that most of the practicing teachers in the area have access to continued education through the university, and the majority of the area teachers hold a master's degree in education. This means stronger mentoring possibilities for prospective teachers in those classrooms.

A second advantage to the location is the central location between Milwaukee and Madison, two doctoral granting institutions. The shared library and research facilities among the campuses is an advantage for Whitewater as a comprehensive university. In addition, there are numerous opportunities for professional educators from southeastern Wisconsin to meet as professional organizations, work groups, study groups, research teams, etc. All of which make the program stronger for students.

A third advantage for the university is the nearness to Illinois. Whitewater attracts a large number of students from northern Illinois. These students, paying out of state tuition, contribute quite a bit financially to the university. Since Illinois, especially the suburban Chicago area, has an extreme shortage of teachers, being able to attend a teacher education institution of high quality such as Whitewater, and return to teach in Illinois remains lucrative in spite of the tuition differential.

G. Comparative Advantage

1. There are several elements of the elementary education program at Whitewater that appears to be unique or especially strong among the many institutions that also prepare teachers in the state of Wisconsin, both public and private. As mentioned previously, efforts are made to provide students clinical experiences in both urban and rural schools, along with suburban or small to medium sized town schools. Other teacher education institutions in the state tend to focus their efforts on only one area (eg. UWM and Alverno in urban settings, UWEC & UWSP in rural areas, UWO & UWGB in medium sized towns). Whitewater has even added a module of classes on urban education to support teachers choosing to teach in large cities where the greatest need for teachers is.

However, perhaps the greatest difference is that Whitewater has an express mission to meet the needs of special needs and minority students. As one of the schools in the state with the highest minority student population, Whitewater is the only one to be found in a rural setting. An active office for Minority Business and Teacher Preparation assists in this mission, helping students with advising, program planning, tutoring, and career planning. Most of the minority students in education are pursuing an elementary major. In addition, Project Assist provides support for university students with learning disabilities and Disabled Student Services provides support and resources for students with physical disabilities. Few campuses across the state offer the programs and facilities for students with disabilities that can be found here at Whitewater.

Finally, an area specifically noted by the NCATE team during their visit, was the College of Education's commitment to technology. The availability of technology and technology training for the faculty and staff is exemplary and provides a model of how it can be used appropriately to support teaching. Students are involved in technology early in their program through the ILSEM requirement that helps students learn how to apply it. Students are also often required to use technology such as PowerPoint and Blackboard as part of their classes. Many program classes (especially those required in the preK-6 program) are done partially on line, students are expected to communicate with faculty and schools on line, and almost all class projects require using resources from both the internet and the library.

H. Community Impact

1. As mentioned earlier in this report, the education program at Whitewater provides a vital resource to the area in terms of advanced programs for practicing teachers as well as prepatory programs for new teachers. However, there are many other ways in which the university and especially the faculty and staff of the Department of Curriculum and Instruction contribute to the community. This will be evident in the sections following that list the activities of the faculty and staff teaching in the elementary education programs (see Appendix F). Members of the department engage in the following activities: elected to school boards, participate in parent-teacher organizations, hired as consultants, sit on advisory boards, volunteer to teach for public and private organizations, volunteer or are hired as speakers for community groups, and tutor.

I. Strategic Planning

1. The factor that will probably have the biggest influence on the curriculum will be the budget. Efforts to meet SCH/FTE goals combined with demands for the program have already increased enrollment in classes that often exceed the classroom space available. This forces changes in both the curriculum and the instructional aspects of the class that are not often positive. However, with the possibility of reduced staffing, other changes such as reduced admission to the elementary education program, reduced sections of some classes, or spreading out the rotation of courses may have to be considered. On the positive side, the change in language in the DPI policies of PI-34 shifts from talking about credits and classes to required content, which allows some flexibility in offering and organizing classes. After the finalization and implementation of the unit assessment plan has been made, the department plans to examine all programs leading to licensure to look for ways to possibly: (1) reduce credits to degree, (2) integrate classes with compatible content, (3) develop new classes that better meet the conceptual framework of the unit assessment plan, (4) create seminars that will facilitate student reflection, or (5) find alternative delivery systems for programs.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

1. All tenured and tenure track faculty in the Department of Curriculum and Instruction hold doctorate degrees in their field. Full and part time academic staff must hold a master's degree and several also have earned doctorates. A listing of all faculty and staff teaching in courses in the elementary education programs are found in Appendix F. Search and screens are done carefully by the department from creating the position description from identified departmental needs, to screening applicants, to interviewing potential candidates, to hiring and supporting new faculty and staff. Since the programs in the department cover a wide range of content and fields, faculty and staff must be specialized to a large extent. That means they must stay current in their field, participate in professional development, and share their expertise with others through a variety of formats. The faculty and staff in the elementary education programs are in a ratio of about 2:1 female to male, with one ethnic minority. The small pools of applicants in past searches has resulted in few minority candidates for positions. However, efforts to reach minority populations for searches continues to be a priority for the department.

In addition to the hiring and evaluation of faculty and staff in the department. Members of the department work as a team to develop curriculum, design resources and materials, and conduct assessment. The department discusses curricular issues for all programs, offers feedback and advice on those issues, and supports faculty and staff in their individual efforts for program improvement. Considerable discussion on crucial elements of the programs, has led to stronger commitment on the part of department members as well as a clearer understanding of goals and expected outcomes of the programs.

2. *See Appendix F for this listing.*

3. Currently the department has open positions for three reading and/or language arts specialists, an early childhood specialist, a secondary social studies coordinator, a secondary science coordinator, and a bilingual/ESL specialist. Permission to search for one reading/language arts, the secondary social studies, and the early childhood positions has been approved. Open positions are currently being filled by full or part time academic staff instructors, which leaves remaining faculty and academic staff carrying the brunt of the advising and committee responsibilities. Filling the secondary positions are critical for the elementary programs for two reasons. First, advisors primarily intended to work with elementary majors are now adding secondary advisees to their load and, second, secondary specialists often help by teaching a section of elementary methods during spring semester or summer sessions. The bilingual/ESL specialist is essential since one of the courses in the elementary/early childhood program is in this field. Also, quite a few of the students recruited through the SWEETT grants are elementary education majors, whose program requires a field experience in a bilingual or ESL classroom. This is an area that requires supervision by a specialist in that field. Finally, the reading/language arts instructors teach a variety of classes supporting the elementary education programs, the secondary programs, and the graduate reading licensure program. The department also offers classes that support programs, majors, and licenses in other programs such as special education, communicative disorders, and library/media. These positions have been identified as key to the support and functioning of the elementary education programs, as well as others, and their loss would have marked impact on them.

B. Teaching and Learning Environment

1. *See Appendix F for this listing.*

C. Research and Other Scholarly/Creative Activities

1. *See Appendix F for this listing.*

D. External Funding

1. *See Appendix F for this listing.*

E. Professional and Public Service

1. *See Appendix F for this listing.*

F. Resources for Students in the Program

- 1.

G. Facilities, Equipment, and Library Holdings

1. As mentioned previously the strengths of our program with respect to facilities and resources are: attention to library holdings through department representative, technology enhanced classrooms and labs, student access to up to date technology and classroom materials, faculty/staff and student access to professional organization and journals through reduced memberships and library holdings, and newly renovated lecture halls and some classrooms.

Problems with facilities include: classrooms generally too small to hold classes of 35 (current cap for most elementary education classes) especially when tables or lab desks are necessary, lack of current school textbooks in library holdings, lack of easily accessible storage and display space, reductions in budget that may affect supplies and services to students, and lack of a student lounge with study area.

While budget problems may not be relieved in the near future, the faculty and staff are discussing ideas for different scheduling of classes to make the best use of classrooms, especially since methods block classes do not meet during field study. Plans are beginning for private funding for a student lounge area to be developed in Winther Hall. Finally, as discussions proceed with respect to credits to degree and number of faculty/staff involved in the program, the use of facilities will be an integral part of that discussion.