

Professional Education Program Report

University of Wisconsin-Madison

March, 2007

## I. Institutional Description

The University of Wisconsin-Madison currently offers the following professional education programs that lead to certification:

### Administrative Programs <sup>1</sup>

- Director of instruction (G)
- Director of special education and pupil services (G)
- Principal (G)
- Reading specialist (G)
- School business administrator (G)
- Superintendent (G)

### Pupil Services Programs

- School counselor (G)
- School nurse (G)
- School psychologist (G)
- School social worker (G)

### Teacher Education Programs

- EC/MC Regular education (U)
- MC/EA Regular education (U)
- MC/EA Special education (cross categorical) (U)
- EA/A English (U)
- EA/A Mathematics (U)
- EA/A Broad field science (U)
- EA/A Biology (U)
- EA/A Chemistry (U)
- EA/A Earth and space science (U)
- EA/A Physics (U)
- EA/A Broad field social studies (U)
- EA/A Economics (U)
- EA/A Geography (U)
- EA/A History (U)
- EA/A Political science (U)
- EA/A Psychology (U) minor only
- EA/A Sociology (U)
- EA/A Special education (cross categorical) (U)
- EC/A Agriculture (U)
- EC/A Art (U)
- EC/A ESL (G)
- EC/A Family and consumer education (U)
- EC/A Chinese (U)
- EC/A French (U)
- EC/A German (U)

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<sup>1</sup> We are not putting our technology coordinator program up for review at this time because a new program is currently being designed.

- EC/A Hebrew (U)
- EC/A Italian (U)
- EC/A Japanese (U)
- EC/A Portuguese (U)
- EC/A Spanish (U)
- EC/A Health (U) minor only
- EC/A Music choral (U)
- EC/A Music general (U)
- EC/A Music instrumental (U)
- EC/A Physical education
- EC/A Speech and language pathology (G)

#### Supplemental Programs

- Adaptive education (art) (U)
- Adaptive physical education (U)
- Bilingual education (G)
- Library media specialist (G)
- Reading teacher (G)

## **II. The Institution's Relevant Policies and Practices that Affect the Preparation of Professional School Personnel**

### **A. The Governance of Certification Programs**

The School of Education Academic Planning Council chaired by the Dean of the School of Education is the governing body of the School of Education and is responsible for administering most of our certification programs. All changes in programs and courses in the School of Education must also be approved by the School of Education Programs Committee prior to going to the APC for approval. A few of our programs (library media specialist, family and consumer science, social work, and nursing) are governed by the Academic Planning Councils in the College of Letters & Science, the College of Agriculture and Life Sciences, or the School of Human Ecology. One of the faculty Associate Deans (currently Ken Zeichner) serves as the campus certification officer and is responsible for overseeing the certification programs on campus.

During the last five years, we have made a concerted effort to more actively engage the College of Letters and Science in deliberations about our certification programs. These efforts are described and assessed in the UW System proposal for 2007-2008 that is on file in the document room. University wide responsibility for teacher education has a long history at UW-Madison (see paper by former Dean Stiles on file in the document room) and is a concept that is part of several leading national reform efforts in teacher education including Teachers for a New Era and the National Network for Education Renewal.

## **B. Infrastructure Supporting our Educator Certification Programs (student services, advising, resources, materials, student support services, student records)**

In addition to the faculty, staff, and cooperating school personnel who work with our professional education students, several units on campus provide support to the programs. The Center for Instructional Materials and Computing (CIMC) provides resources and services in curriculum and technology to all of our certification programs. Resources include professional development materials, K-12 information resources, electronic and print reserves, and technology spaces and equipment. Services include course integrated instructional sessions that integrate information and technology literacies into the content of specific courses. For details see <http://cimc.education.wisc.edu>

Students preparing to apply to our undergraduate teacher certification programs are advised by professional staff in the School of Education's Academic Services office (EAS). EAS provides various support services and advising materials to undergraduate certification students. See <http://www.education.wisc.edu/eas> (advising) for information about EAS advising services. Once admitted to a certification program, students are advised by program faculty. Finally, some of our certification programs-e.g., special education, kinesiology, educational leadership-provide academic advisors who work with students across their academic careers.

The Children's Cooperative Book Center is a resource center in children's literature that serves teachers throughout the state as well as providing support to the preparation of our pre-service teacher education students. See <http://www.education.wisc.edu/ccbc>.

Finally, the Educational Placement and Career Services office (EPCS) works with certification program coordinators, instructors, supervisors to integrate student portfolio development with course syllabi and students' professional development goals. EPCS provides portfolio resources including specialized portfolio labs, online portfolio assessment, assessment tracking, and course integration plus career and job support. For details see <http://portfolios.education.wisc.edu> and <http://careers.education.wisc.edu>.

## **C. Admission Policies and Procedures/Program Completion Policies**

The current admissions policies and procedures for many of our certification programs can be found at [http://www.education.wisc.edu/eas/share\\_dir/soe\\_programs/index.htm](http://www.education.wisc.edu/eas/share_dir/soe_programs/index.htm). The admission procedures and policies for the rest of our programs will be available for review in the document room.

In 2003, a taskforce chaired by our former Dean, Charles Read, made recommendations for the revision of the admission requirements for our teacher education programs. The taskforce report (a copy is on file in the document room)

was approved by the School of Education Academic Planning Council and all of our teacher education programs were directed to examine their admissions process in relation to these criteria and to submit a plan for admissions to the Dean and Associate Dean for Teacher Education. The proposed changes in admissions submitted by each program were reviewed by the School of Education Coordinating Council for Teacher Education, our Office of Education Academic Services and by the university legal department.

Our program completion policies can be found at [http://www.education.wisc.edu/eas/share\\_dir/soe\\_programs/index.htm](http://www.education.wisc.edu/eas/share_dir/soe_programs/index.htm) under the “graduation requirements” for each program.

#### **D. Diversity Initiatives**

We have been systematically working to increase the number of students of color in our certification programs for a number of years (data on student diversity in our teacher education programs is on file in the document room). Because of the lack of significant change in our student demographic profile, we recently revised all of the admissions policies in our teacher certification programs according to a set of principles developed by a task force chaired by our former Dean Chuck Read (see taskforce report in the document room). Our teacher education programs, beginning this year, have moved to a more holistic analysis of candidates’ credentials. The first of these new admissions requirements went into effect in the fall of 2006 and the rest will be phased in over the next year. We will be examining how these changes in admissions procedures will impact the diversity of our students in our programs.

In addition to these changes, we are involved in several programs that we expect to contribute to increasing student diversity in our certification programs. These include several pre college programs such as the PEOPLE ([www.peopleprogram.wisc.edu](http://www.peopleprogram.wisc.edu)), POSSE program ([www.diversity.wisc.edu/posse](http://www.diversity.wisc.edu/posse)), and a spoken word program Youth Speaks Wisconsin ([www.youthspeakswisconsin.edu](http://www.youthspeakswisconsin.edu)), which is part of a new office of Multicultural Arts housed within the School of Education.

Recruiting more diverse students into our certification programs is only one part of what needs to be done to increase the number of teachers of color and the preparation of all educators to work in culturally diverse schools. Supporting and retaining students is an extremely important part of our diversity initiatives. Our efforts here include Minority Student Services provided through our office of Educational Academic Services ([www.education.wisc.edu/eas](http://www.education.wisc.edu/eas), prospective students, minority student services), our participation in the Freshman Interest Group Program ([www.lssaa.wisc.edu/figs](http://www.lssaa.wisc.edu/figs)), our leadership in the campus Multicultural Learning Community ([www.housing.wisc.edu/mlc](http://www.housing.wisc.edu/mlc)) and the array of services offered by the TRIO program directed by School of Education Assistant Dean Walter Lane ([www.education.wisc.edu/trio/freshman.asp](http://www.education.wisc.edu/trio/freshman.asp)).

In the last two years, the School of Education has sponsored a FIG “Race and Ethnicity in Multicultural America.” The first year of this FIG there were 19 students, 16 of whom were students of color. The second year of this FIG there were 18 students enrolled, 11 of whom were students of color. We will be tracking how many of these students apply and are admitted to our teacher certification programs.

The University of Wisconsin-Madison is committed to increasing racial and ethnic diversity in its programs and to being in the forefront in preparing teachers of color in an increasingly diverse nation. Toward that end, Minority Student Program members (see above) recruit and support underrepresented students at all levels of their educational experience from high school until graduation from UW-Madison. Staff members help prospective students with the college admissions process, offer guidance about financial aid and scholarships, and inform students about campus wide academic support programming. Once on campus, students meet with the MSP coordinator to discuss program choices, course options, academic progress, and opportunities for honors work and independent study. The coordinator is also there to talk about family, roommates, and the occasional homesickness.

MSP staff is sensitive to each student’s individual needs and background, taking into account the unique challenges faced by those whose culture, race and ethnicity may differ from the mainstream student population. Staff members work to make the School of Education a safe and supportive place for all students.

Prospective and current students of color are strongly encouraged to contact the Minority Student Services Coordinator. The coordinator serves as an academic advisor and advocate for currently enrolled ethnic undergraduates, closely monitoring student progress, disseminating information specific to students of color, and serving as a general liaison to other campus support services. The coordinator also conducts outreach to high schools, community-based organizations, college fairs/career nights, and other venues to increase the school’s enrollment of ethnically diverse students.

#### **E. Faculty and Staff Qualifications/ Diversity, Promotion, Load, and Professional Development**

Information about the background and experience of our many of our certification faculty and staff including field supervisors can be found on the main UW-Madison PI34 website (<http://www.education.wisc.edu/pi34>) under each certification program. For the programs not included on this website (school psychology, social work, nursing, library media specialist), the information about the qualifications of personnel will be available in the document room. Summary information about the School of Education’s efforts to recruit and retain diverse faculty will be on file in the document room as will copies of policies pertaining to faculty promotion.

The determination of work loads and the assignment of instructors to specific courses and clinical experiences is handled by each department. You can ask the department chairs about the workload policies in their departments when you meet with them during the site visit. One interesting aspect of faculty workload policies that should be highlighted is the current policy in the Department of C&I that provides course credit for faculty who serve as liaisons to professional development schools. This work was formerly being handled as overload by faculty and in an effort to encourage faculty to work in K-12 schools, the department decided to create this incentive.

### **III. Conceptual Framework for the Preparation of Professional Educators**

The philosophy and mission of professional education programs at UW-Madison can be found at <http://education.wisc.edu/pi34> under “mission and vision. The professional education standards that are applied in our various certification programs can be found on the same website under “standards.” Additionally, the relationship between the UW-Madison teacher and counseling standards and the state teacher and pupil personnel standards discussed on the same website under “standards comparisons.” The presentation of how content standards are addressed by courses in the College of Letters & Science is still being finalized and will be ready for review by the time of the site visit.

An important part of the mission in educating K-12 educators at UW-Madison that needs to be highlighted is our role in preparing teacher educators, counselor educators etc. as part of our preparation of K-12 educators and in conducting research about the preparation of educators. In addition to needing to have high quality educator preparation programs, we prepare the faculty who leave here and educate K-12 educators in programs throughout Wisconsin and the world. Our faculty also conduct a great deal of internationally respected research on the processes of educator preparation that directly benefits our preparation programs (e.g., on multicultural teacher education).

One consequence of our responsibility for preparing the education of educators in our doctoral programs is that doctoral students assume a lot of the responsibility for teaching and supervising in our undergraduate certification programs. This experience is an important part of their preparation as future teacher educators etc. and is something that is deliberately planned. The key of course is that these doctoral students need to be carefully mentored by our faculty as they learn to educate K-12 educators.

### **IV. The Assessment System that is Used to Evaluate Candidate Performance in Relation to the Standards, Rules, and Statutes**

#### **Liberal Studies and General Education Requirements:**

The new liberal studies requirements for undergraduate certification students are listed below. These requirements will go into effect in the fall of 2007 and are a

result of a joint taskforce between the College of L&S and the School of Education that reviewed the general education and liberal studies preparation of School of Education undergraduates in light of PI34. Two notable changes in these requirements are that all teacher education students will need to fulfill the campus ethnic studies requirement in addition to the multicultural and human relations content that has been integrated into their required course work. All undergraduate certification students will also need to fulfill a new 3-credit global perspectives requirement that is part of an overall strategy to prepare educators as “global citizens.” As can be seen from an examination of these requirements and the general education requirements ([www.wisc.edu/pubs/ug/06education/cert.html#ger](http://www.wisc.edu/pubs/ug/06education/cert.html#ger)) which remain the same, the categories specified in PI34.15.7 are all included. The global perspectives requirement in the new liberal studies requirements is a reframing of the non-western history or contemporary culture category. The focus of the global perspectives requirement is on non-western history and contemporary culture. The liberal studies requirements that have been in effect prior to the change are listed at <http://www.wisc.edu/pubs/ug/06education/cert.html> under teacher education and liberal studies requirements.

### **Teacher Education Liberal Studies Requirements Effective Summer, 2007 for New Freshmen:**

The liberal studies requirements include course work in humanities, social studies, and science. Effective summer, 2007, three new liberal studies requirements, ethnic studies, global perspectives, and U.S. or European history will be required of all students in the School of Education. Elective course work will also be needed to reach the minimum of 40 credits. The liberal studies requirements combine academic strengths and interests with an opportunity to explore a wide selection of courses offered across campus. Similarly, liberal studies courses can also be used to define, confirm, and explore major options while counting towards graduation credit. Current or prospective students with a previous degree should consult EAS staff before enrolling in liberal studies course work. Completion of the liberal studies requirements is NOT a prerequisite to professional program application or admission.

A list of guidelines regarding liberal studies course selection is provided at the end of this section.

The breadth (B) column in the *Timetable* identifies most course work with the following codes:

**B**–Biological Science  
**H**–Humanities  
**L**–Literature  
**N**–Natural Science  
**P**–Physical Science  
**S**–Social Science

W–Social Science or Natural Science  
X–Humanities or Natural Science  
Y–Biological Science or Social Science  
Z–Humanities or Social Science

### **Liberal Studies Requirements (40 credits)**

**Humanities:** Complete a minimum of 9 credits to include 1, 2, and 3.

1. **Literature (minimum of 2 credits).** Courses designated with an “L” in the *Timetable*.
2. **Fine Arts (minimum of 2 credits).** Approved courses include:
  - Afro American Studies 156, 241, 242, 243, 308, 309, 310, 311, 315, 316, 320, 400, 403, 413, 540, 603, 643
  - Art–any course
  - Art Hist–any course
  - Com Arts 350
  - Dance–any course
  - English 203, 301, 302, 303, 304, 305, 306, 307, 506, 508
  - History 001, 315 (are no longer offered)
  - Music–any course
  - Music Perf–any course
  - Theatre–any course
  - Women St 410, 411, 412
3. **Other Humanities**  
Courses to reach the minimum of 9 credits. May include courses designated H, L, X, or Z, elementary and intermediate level foreign language courses, or approved Fine Arts courses. May also count Com Arts 105, 181, and any English department intermediate or advanced level creative writing or composition course toward this requirement (English 100-118 and other elementary level composition courses are excluded).

**Social Studies:** Complete a minimum of 9 credits to include 1 and 2.

1. **Local, State, and National Government.** Select one:
  - Poli Sci 104 Introduction to American Politics and Government, 4 (open to freshmen and sophomores only)
  - Poli Sci 205 Introduction to State Government, 4
  - Poli Sci 404 American Politics and Government, 4 (open to juniors and seniors)
2. **Additional Social Studies.** Select from courses designated S, W, Y, or Z.

**Science:** Minimum of 9 credits to include 1 and 2. **Must include one laboratory science course.**

**1. Biological Science.** Select from courses designated B or Y in the *Timetable*

**2. Physical Science.** Select from courses designated P in the *Timetable*

**Other biological, physical, or natural science** (designated B, P, N, W, X, or Y in the *Timetable*) to reach the 9-credit minimum. Most lab sciences are identified as such in the *Timetable*. In addition, the following courses include some lab experience and will meet the lab requirements for students in the School of Education: Astronomy 100, Atm Ocn 101, Botany 100, Botany/Plant Path 123, Geology 100, Physics 109. Suggested courses outside L&S which meet the lab science requirement include Agronomy 100, Food Science 235-236, Horticulture 120, Mechanical Engineering 160 and 210. An AP Biology score of 4 or 5 will also fulfill the lab science requirement.

### **Additional Requirements**

**1. Ethnic Studies (complete one 3 credit course).** Select from courses designated with an "e" in the *Timetable*.

**2. Global Perspectives (minimum of 3 credits).** Select from the list of approved courses, available in Education Academic Services and on the EAS website at <http://www.education.wisc.edu/eas> .

**3. United States or European History (minimum of 3 credits).** Select from the list of approved course, available in Education Academic Services and on the EAS website at <http://www.education.wisc.edu/eas> .

**Liberal Studies Electives:** As necessary to reach 40 total liberal studies credits.

### **Liberal Studies Guidelines**

#### **General Guidelines**

Courses taken to satisfy the “Additional Requirements” (ethnic studies, global perspectives, and U.S. or European history) can also be used to satisfy Humanities, Social Studies, or Science requirements. However, a single course cannot satisfy more than one “Additional Requirement.”

Completion of the liberal studies requirement is **not** a prerequisite to professional program application or admission. No liberal studies course work may be taken on a pass/fail basis. If college-level course work began prior to the summer of 2007, consult an advisor in Education Academic Services (EAS) or DARS report for modifications of the liberal studies requirement.

Courses that transfer to the Madison campus as departmental electives (e.g., Poli Sci X10) might meet specific liberal studies requirements. Consult an EAS advisor to discuss transfer electives that appear to meet specific course requirements at UW-Madison.

### **Course Selection Guidelines**

Courses taken from School of Education departments may not be used to satisfy the liberal studies requirements except Art and Dance courses on the fine arts list. For example, PE Activ 100 Exercise, Nutrition, and Health, cannot count toward the liberal studies requirement even though it is coded as a Biological Science. Ed Psych 320 and RP&SE 300 cannot count toward liberal studies even though they are coded as Social Studies courses. Some courses that are cross-listed in departments outside the School of Education may be used to meet the liberal studies requirements. For example, Ed Pol 412 History of American Education, is cross-listed with the History department and may be used to meet liberal studies requirements.

Most liberal studies courses are offered by the College of Letters and Science, but courses in other schools/colleges (excluding the School of Education) may meet the requirement if designated by a C in the last column of the *Timetable*, or assigned a level code such as Elementary (E), or Advanced (A) level.

While one course may cover two requirements, students must still complete both the 40 credit total and the 9 credit minimum requirement for each area. For example, Theatre 120, a literature course on the Fine Arts list, may be used to meet both the Fine Arts and Literature requirements in the Humanities area, but students must still complete a total of 9 credits of Humanities.

### **Guidelines for Specific Program Areas**

All Teacher Education Programs - Students may apply any appropriate course work from the major or minor toward the liberal studies requirements. Students in Music and Art Education are restricted in this overlap. For students in **Music Education**, no more than 6 credits of music history and no more than 4 Art and Dance credits may count towards the 40 total credits. Music History courses (e.g., Music 211, 212) may not be used to meet the U.S. or European History requirement. **Art Education** students may apply all of the aesthetics credits (usually 14) toward the liberal studies requirements.

**Communicative Disorders** students should consult both this handout and the Communicative Disorders program requirements, particularly the "related courses" section, when selecting liberal studies course work.

**Elementary Education, Secondary Social Studies, and Secondary Science** students can use a science course or Social Studies course from the environmental

education course list to meet both the liberal studies and environmental education requirements.

## **V. Assessing Candidate Performance on the Standards, Rules, and Statutory Requirements:**

The alignment of courses and field experiences with the professional education standards, rules and statutes can be found at [www.education.wisc.edu/pi34](http://www.education.wisc.edu/pi34) under each certification program. The assessment material for the following programs are not included on our website and will be available for examination in the document room during the site visit: school psychology, social work, nursing, library media specialist. For each program in our electronic data base, there is a narrative about the process of assessment (click on “assessment”), the alignment of courses and field experiences with the relevant professional education standards (click on “courses”), the alignment of courses and field experiences with the relevant rules and statutory requirements (click on “rules and statutes”), and the knowledge/performance tasks for the above assessments (click on “knowledge/performance tasks”). (Note: A password is needed to get into the knowledge and performance task sections.)

Some of the evidence that students have met the relevant standards, rules and statutes is contained in the students’ portfolios. We have deliberately decided to emphasize the educational value of the portfolios in addition to their value in documenting certification student performance and have therefore limited the number of artifacts that are contained in the portfolios. Focusing on a limited number of artifacts with rigorous reflection about these artifacts enables us to use the portfolio as a tool for teacher learning as well as an assessment tool.

Some of our programs address parts of the minority group relations requirements by having their students participate in the Multicultural and human relations program offered by EAS. ([www.education.wisc.edu/eas/multicultural](http://www.education.wisc.edu/eas/multicultural)). The programs that currently participate in the EAS program are physical education, music education, family and consumer education, agriculture education, special education, Chinese education and Japanese education.

The decisions about which artifacts are placed into candidate portfolios is made by the faculty and staff in each program. Some programs prescribe exactly which artifacts students are to put into their portfolios, other programs require students to select the artifacts and to justify their choices in relation to the teacher standards and other programs use a combination of these approaches. For example, elementary education requires students at the beginning of their program to place certain artifacts in their portfolios, and as students move through the program, they gradually assume more responsibility for selecting the artifacts and for presenting evidence that they represent the meeting of certain performance standards.

Instructors and supervisors who assess certification students on the standards, rules and statutes required in their programs, record whether or not students have met the ones required in a particular course or field experience in a record keeping system

that is only accessible to staff and not to students. This data base is used by staff to monitor students' progress in meeting the requirements of PI34. An example of this tracking system for the elementary education program will be available at the DPI system login to be provided.

## **VI. Clinical Programs**

Each of our certification programs includes a variety of clinical experiences. The details about each of the clinical experiences in most of our certification programs can be found on the UW-Madison PI34 site ([www.education.wisc.edu/pi34](http://www.education.wisc.edu/pi34)) under each certification program. For the programs not included on this website, this information will be available in the document room during the site visit.

The length of student teaching assignments and vacation schedules are governed by local school district calendars rather than by the university schedule. All student teachers complete at least one full semester of student teaching based on the local school district calendar.

Copies of the student teaching handbooks for elementary and secondary teacher education are located at <http://education.wisc.edu/eas> (for faculty and staff and then for supervisors). Information about placement processes for our teacher education programs can be found on this same page directly below the handbooks and travel information.

There are two options that we offer cooperating teachers for gaining the preparation that they need under PI34 to work with student teachers. A 3-credit graduate course "Supervision in Teacher Education" (Curric 860) is offered every summer and multiple session workshops on supervision are offered usually once each semester by EAS staff. EAS also offers a full day training session each fall for new university supervisors in our teacher education programs that includes a number of components related to good supervision practices and information about PI34. EAS monitors that the cooperating teachers who work with our certification students have met the requirements in PI34 for being a cooperating teacher and keeps a data base of qualified cooperating teachers.

A faculty or staff member is designated to be responsible for each of our clinical programs and is responsible for meeting with university field supervisors on a regular basis and making sure that the required number of supervisory visits is carried out and that the assessment process is conducted as specified in PI34. EAS monitors the qualifications of those who serve as university field supervisors to ensure that they meet the requirements in PI34.

The Madison Professional Development School Partnership is a partnership in teacher education and professional development involving eight MMSD schools. About 15 % of placements in elementary and secondary teacher education are in professional development schools. Specific information about the activities of this partnership can be found at <http://labweb.education.wisc.edu>

International Student Teaching Opportunities: One option that is potentially available to teacher education students with the permission of their program coordinator is an opportunity to complete a portion of their final student teaching experience in a state school in another country in sites that have been specifically developed for UW-Madison students. Currently we send about 10-15 students to student teach abroad each spring. Currently we operate sites in Australia, New Zealand, Namibia, the U.K. and France.

It should be noted that the cooperating teachers' evaluations of the work of certification students are on file in the offices for our various programs. We deliberately chose not to place these letters within the e-portfolio system because we have attempted to use the portfolios as tools to promote teacher learning as well as places to document the evidence of students meeting state standards, rules and statutes. We have deliberately chosen to avoid the idea of a portfolio as a container in which to deposit all artifacts of practice. We have encouraged our students to be selective in their use of artifacts in their portfolios. We can provide examples of cooperating teacher letters of evaluation for your examination if requested.

## **VII. Evaluation of Program Performance and Outcomes for the Purpose of Program Improvement**

There are several ways in which we gather data about our educator certification programs and use this data to improve our programs. First, each year we conduct a comprehensive survey of our teacher education graduates (5 years out). These data are distributed to all faculty program coordinators and to the Coordinating Council of Teacher Education and University Council on Teacher Education, the Student Teaching Advisory Council and the Clinical Associates Committee. All of the committees discuss the findings each year and think about ways in which they can inform program improvements. In addition the Praxis 2 results are shared each year with the chairs of the relevant L&S departments and are discussed by the School of Education Coordinating Council for Teacher Education. Finally, many doctoral students have completed dissertation research that has studied some aspect of the process of learning to teach in our certification programs. One example of these is a recent study by Hilary Conklin about the preparation of teachers to teach middle school social studies in both our MC/EA and secondary social studies programs. Another important aspect of data collection on our certification programs is the regular 10-year reviews of all academic programs at UW-Madison and the national accreditation reviews that some of our programs undergo. Each academic program is rigorously reviewed every 10 years using a process that involves bringing in an outside review team who interviews program faculty, staff, students and cooperating school personnel. The review team produces a report to which the program responds and both the report and the response are discussed by the School of Education Academic Planning Council. Several of our certification programs (e.g., currently elementary education) have been involved in substantial renewal efforts as a direct result of these program reviews. (The process for these reviews is described in a document that will be on file in the document room).

There are several recent examples of how we have used the findings of our surveys and research to improve our teacher education programs. The most dramatic example of this process is with regard to the preparation of teachers to teach English learners. This item has been one of the lowest ranked items on our graduate follow up survey for a number of years. Recently we were able to obtain a substantial amount of money to expand our efforts in this area. In addition to adding a faculty member, reopening our ESL and Bilingual certification programs and developing new professional development opportunities for existing staff, we are developing an infusion component where preparation to teach English learners will be a part of every one of our teacher certification programs.

Another problem area identified in our graduate follow up surveys was preparation of teachers to utilize technology. This finding surprised us because of all of the investments that we have made in recent years in technology in relation to our certification programs. Julie Underwood initiated a comprehensive review of the role of technology in the School of Education in the summer of 2006 and we are currently making plans to strengthen this aspect of our educator preparation programs.

Other examples of using evaluation data for program improvement comes from our counseling education program where based on the finding in an annual survey of program graduates faculty built additional opportunities for students into an early course in the program (Micro skills of Counseling) for students to get additional feedback on the development of their counseling skills and their professional demeanor. Faculty also created a post-master's supervision program to provide supervision for their graduates that was not being provided in their initial jobs.

A final example of using data to improve programs is with regard to the preparation of teachers to teach reading in elementary schools. In the new version of the elementary education program that is under development there will be more attention devoted to reading methods in the curriculum in direct response to a consistent criticism of graduates in the annual follow up survey.

In addition to all of the above, we meet on a regular basis with district superintendents in Dane County and beyond and ask them about the performance of our certification graduates and about their needs. We then make use of this information to plan our professional development programs and courses for local educators (e.g., Our partially online Masters in Professional Education Program MISPE program and our Mentor Certificate program are a direct result of input from superintendents).

## **VIII. Collaboration with Schools**

There are a number of different ways in which we collaborate with P-12 schools and school districts. First, there are several committees that include P-12 teachers which serve in an advisory capacity to the faculty with regard to our educator certification programs. The Student Teaching Advisory Council and the Clinical Associates

Committee are the two main teacher education school advisory committees. Each of these committees meets about four times per year. The minutes and current membership lists of both of these committees are on file in the document room.

One example of how these committees inform our educator preparation programs is that each year we discuss the results of the graduate follow up survey with these groups and how we can act on the findings to improve our programs. Our office of EAS also conducts an annual survey of cooperating teachers and student teachers with regard to student teaching and the findings from these surveys are also discussed in the advisory committees. In addition to the P-12 educators who serve on these two committees several other teacher education related committees (e.g., the University Teacher Education Council, the joint math and science committees) also have P-12 representatives.

A second aspect of our ongoing collaboration with schools is the Madison Professional Development School Partnership, a teacher education and professional development partnership involving UW-Madison, the Madison Metropolitan School District, and Madison Teachers Inc. The current version of the partnership has been in existence since 1997 and involves 8 schools. Specific information on the activities of the partnership can be found at <http://labweb.education.wisc.edu/pds>. These activities include such things as holding methods classes in the professional development schools and involving P-12 teachers as instructors in these courses, and university faculty involvement with pre-service teacher seminars and professional development activities for PDS staff. About 15% of the placements in our elementary and secondary teacher education programs are in our professional development schools. We are currently planning to transform the PDS partnership into a network of partner schools that would accommodate almost all of our clinical placements. In addition, numerous faculty across the UW-Madison campus are very actively involved in schools and school districts on an ongoing basis. More than 250 UW-Madison /PreK-12 programs are described at [www.education.wisc.edu/resources/pk12](http://www.education.wisc.edu/resources/pk12).

Another aspect of how we collaborate with schools is the numerous projects in which we jointly engage with K-12 educators to improve K-12 student learning to foster teacher learning, etc., the most notable of which is the \$30 million dollar SCALE program that is focusing on the improvement of mathematics and science teaching in several school districts across the nation including Madison, the WIDA project which provides support to districts in a number of states with regard to assessments for English learners. For information about these and other current projects see [www.wcer.wisc.edu](http://www.wcer.wisc.edu).