DPI ANNUAL REPORT
University of Wisconsin-Madison
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> **Prompt:** What is your program* learning from your existing assessment system and what are you doing in response to this information/data?

What are we learning from assessment data?

Annually, we collect data from several sources to inform our programs. These sources include follow up surveys of graduates of our program who have been out for three years, as well as summaries of our students' performance on assessments required for licensure (e.g., the Wisconsin Foundations of Reading Test [WFoRT] and the edTPA).

The three sections below (i.e., Follow up data, WFoRT, and edTPA) include a brief summary of what was learned from these sources for data collected during AY 2016-17. Because of the timing of when these data are collected (i.e., in the spring of each academic year), data from these sources for AY 2017-18 will be shared in our 2019 Annual Report.

Follow-up Data
The data from our 2017 survey results reflects responses from individuals who completed one of our programs during the 2013-14 academic year. As noted in our most recent past report, we have struggled to get our recent graduates to respond to our follow-up survey. The data summarized below represent approximately 18% of our total graduates. We include a sampling of the aggregate responses that we found to be most useful. However, because of the low response rate, we are cautious in our interpretation of the survey results and their comparison to previous year's.

The majority of respondents (76%) reported that they were still teaching when surveyed, with most teaching in Wisconsin public schools (64%). Of the respondents to the survey, 82% had obtained Bachelor's degrees at UW-Madison and 18% had obtained Master's degrees at UW-Madison. All of the Master's degree graduates who responded were graduates of either the Special Education or Communicative Disorders Master's programs.

Answering the question, "Are our graduates prepared for their jobs?"

Overall, 85% of graduate respondents reported they were "Very well" to "fairly well" prepared to teach essential content and concepts. A majority of the respondents also reported that they were "very well" to "fairly well" prepared in the following areas:
- Teach knowledge and skills in content areas in ways that help students learn (83%)
- Understand and support students' intellectual development (82%)
- Understand and support students' social and personal development (93%)
- Teach students with disabilities (74%)

- Teach students from diverse cultural/ethnic communities (93%)
- Teach using a variety of instructional strategies (91%)
- Promote critical thinking, problem solving, and performance skills (89%)
- Promote engagement in learning (85%)
- Promote positive social development (91%)
- Promote group and individual motivation (85%)
- Promote positive behaviors (78%)
- Communicate with students (93%)
- Use different forms of media for communication (80%)
- Plan instruction using knowledge of subject matter (87%)
- Plan instruction using knowledge of their students (96%)
- Plan instruction using knowledge of the community (83%)
- Plan instruction using knowledge of national, state, or district curriculum goals or standards (85%)
- Assess student learning, strengths and needs (87%)
- Continually evaluate the effects of your choices and actions on others (98%)
- Evaluate and modify your teaching (93%)
- Take advantage of professional development opportunities (80%)
- Connect with school colleagues and community agencies to support students (78%)
- To live out ethical beliefs and values of the teaching profession (85%)

Although the majority of our graduates reported feeling well prepared in most areas, 50% felt "poorly" to "not prepared" to teach English Language Learners. In the last three years, since these graduates completed their programs, we have taken great strides toward better preparing our students to teach English learners. Currently, two of the four named options within Elementary Education include a dual certification in ESL. Additionally, all of the students in our master's level secondary programs are prepared to be dually certified in ESL along with their content area specialization.

The vast majority of graduates believe they can get through to almost all students and are confident in their ability to teach all students to high levels. Furthermore, 89% of our survey respondents reported that they are confident that they are making a difference in the lives of their students.

One area for continued attention is graduates' confidence in managing classroom behavior. While 72% of respondents noted that they were confident that they could handle most discipline problems that might arise in their classrooms, 28% were unsure or not confident. For many years, a notable percentage of our graduates have pointed to classroom management as an area where they lack confidence. In response to this longstanding challenge, the new secondary program developed a 2-credit classroom management course designed specifically

to strengthen the skills of secondary teachers in this area. The dual elementary / special education cohort also requires a 3-credit classroom management course. We are systematically addressing this area and hope that future graduates will feel more confident of their classroom management abilities.

WFoRT Data

AY 2016-17 represented the second year that faculty in our reading methods courses began including explicit overview of the state mandated WFoRT. In AY 2016-17, 121 UW-Madison students took the WFoRT. Of these, 104 were from our on-campus, degree-seeking programs. An additional 17 were special (non-degree seeking) students participating in a local district's "grow your own" initiative, which leads to licensure and is referred to throughout as our "professional accelerated licensure" program. (See section on "Major Changes" for more details on this program.)

The first-time pass rate for our degree-seeking students was 85%. Their cumulative pass rate was 96%. The first-time pass rate for our professional accelerated licensure students was 35%. Their cumulative pass rate for 2016-17 was also 35%. It is important to note, however, that the majority of students who took the WFoRT from the professional accelerated licensure program will not complete the program until June 2019. Therefore, even though their cumulative pass rate is low – they are still a year away from being program completers.

On-campus, degree seeking students	# of Test Takers	% Pass – 1st Attempt	% Pass - Cumulative
Female	95	84%	96%
Male	8	80%	100%
Gender not provided	1	Low N	Low N
All	104	85%	96%

Professional Accelerated Licensure group	# of Test Takers	% Pass – 1st Attempt	% Pass - Cumulative
Female	9	44%	44%
Male	8	25%	25%
All	17	35%	35%

As was true in the previous year, our male students and the students in our professional accelerated licensure program are not passing the WFoRT at the same rate as our traditional, female and White students. To proactively address these disparities, we once again hired tutors with expertise in reading instruction to work with students who did not pass the WFoRT on the first attempt as well as students who wanted extra attention before taking the test. Our goal is, of course, for all our students to pass the WFoRT on their first attempt. During 2017-18 we embedded more explicit WFoRT preparation activities into our reading methods courses in

special education and elementary education as well as in the sections of those courses offered to the students in our professional accelerated licensure program.

Our Elementary and Special Education Areas will be looking at the WFoRT data in detail this fall to adjust strategies in our reading methods classes and plan for supports (e.g., tutoring) to be offered proactively going forward. Additionally, during 2017-18, one of our faculty associates joined a UW system-wide work group focused on designing, sharing, and recommending WFORT supports for broader adoption.

Because the pass rate for students in our professional accelerated licensure program has been low, we have provided additional targeted WFoRT support for the participants of that program. The strategies we have used to help these program participants prepare for the WFoRT have included offering evening small group study sessions, WFoRT tutor feedback to practice open response items, Saturday workshops for students who had not yet passed the WFoRT to review test content, the use of a published study guide for independent review, one-on-one Saturday tutoring, and evening sessions held on campus that were also open to all UW-Madison teacher education students.

edTPA Data

AY 2016-17 was the first year that the edTPA scores were consequential for licensure for all program completers. Overall, 175 students submitted edTPA portfolios to Pearson during AY 2016-17. Using the cut scores set by DPI, 100% of those students' scores were high enough to be recommended for licensure. Below is a table summarizing edTPA scores by handbook.

Handbook	# of Takers	% Pass	Average score
All	175	100%	46.8
Early Childhood	23	100%	45.6
Elementary Literacy	61	100%	48.5
Elementary Math	3	100%	45.0
K-12 Performing Arts	5	100%	49.0
K-12 Physical Education	4	100%	43.5
Secondary English	13	100%	48.6
Secondary Social Studies	15	100%	50.67
Secondary Math	5	100%	46.8
Secondary Science	14	100%	48.5
Special Education	20	100%	44.6
Visual Arts	6	100%	51.8
World Languages	6	100%	46.8

Examination of the data from AY 2016-17 was instructive for our programs. Specifically, it is clear that many of our students' performance was strong. In addition to looking at our overall

scores, program faculty were provided with data by edTPA task. This allowed faculty to adjust instruction in methods courses and in seminars to address those areas that our students did uniformly less well in during AY 2016-17. For example, many of our students did less well on assessment tasks. As a result of this finding, we have adjusted our special education Diagnosis and Assessment course to address differences in understandings of assessment concepts so that our students are not compromised in their ability to pass the edTPA. Also as a result of analysis of our 2015-16 edTPA data, a faculty member in the department of Curriculum and Instruction developed a lesson planning template that foregrounds use of academic language.

Aggregate edTPA data were shared with faculty and instructional staff during 2017-18. We looked specifically to see if adjustments to our Diagnosis and Assessment course resulted in improved scores on the Assessment task. As all our students passed, we believe these adjustments were successful.

Actions in Response to Data/Information Derived from Assessments

Each year, consideration of our follow up survey data leads to adjustments to individual programs. Specifically, during 2017-18, in response to our graduates' reporting that classroom management is an area where they are relatively less confident in their abilities, we added a classroom management course into our secondary education programs.

Having examined pass rates for the WFoRT led faculty in special education and elementary education to consider placing more explicit links to the WFoRT in their courses. As we strive toward ensuring that all of our students successfully pass the WFoRT on their first attempt, we have instituted tutoring options and are still considering requiring that students register for and take the WFoRT exam immediately following the completion of reading methods courses. We have also taken steps to make funds available to cover WFoRT fees for students who are experiencing financial hardship, which will hopefully remove barriers that cause some students to delay taking the test.

Examination of the 2016-17 edTPA data led to adjustments in our secondary, physical education and art education methods courses. Faculty in the department of Curriculum and Instruction developed a lesson planning template which is introduced prior to student teaching, so that teacher candidates are better prepared when planning edTPA lessons during their final student teaching semester.

Prompt: Have you made any major/meaningful changes to your *program? What changes have you made? Why? Why not?

Major Changes to Our Programs

Over the past five years, many of our teacher education programs have made major changes in response to annual data that we collect, enrollment trends, and school district staffing needs. During 2017-18 we intentionally refrained from making major changes while we finished plans for creation of a Teacher Education Center which will support all our programs and manage our program improvement processes.

During 2017-18 we did, however, continue collaborating with Madison Metropolitan School District (MMSD) by offering a professional accelerated licensure (also referred to as a "grow your own") program. The program is "accelerated" in that we offer coursework on Saturdays so that program participants can continue in their full-time employment with the district. All participants were non-instructional staff who were nominated for participation by the district and the individual principals of the schools in which the participants work. After being nominated and screened by MMSD, the participants – all of whom have Bachelor's degrees - applied to UW-Madison and were accepted as special students. Starting in August 2017, the participants began taking courses and completing fieldwork that will lead to dual licensure in elementary and special education at the MC-EA level. The coursework and field experiences align with those in our regular on-campus, approved elementary and special education program. However, as noted above, the courses are scheduled to allow the participants to maintain their full-time employment status and are held at the South Madison Park Street UW-Madison extension space to allow for ease of access. This program is an example of an approach to educator preparation aimed at diversifying the teacher workforce.

We have also begun to explore new programs to encourage more people to pursue special education licensure specifically. Because we know special education is a high need area – we are actively reaching out to local district partners to come up with additional innovative programs.

Prompt: What technical assistance could the DPI provide your campus?

Technical Assistance Needed from DPI

We appreciate the assistance that DPI provides as needed throughout the year. No specific additional assistance is requested at this time.