

## AAC Response to the Professional Program in Education Program Review self-study

### I. Introduction

The UWGB Professional Program in Education is approved by the Wisconsin Department of Public Instruction and is designed to prepare entry-level teachers with relevant content, professional knowledge and skills to effectively meet the future learning needs of a changing. The interdisciplinary, problem-focused program provides strong preparation for teaching. Students focus on excellence in the teaching/learning process through methods and field experience courses that provide the background, knowledge and instructional tools needed to become effective teachers. These studies complement strong academic coursework in communication, the arts, humanities, social studies, science and mathematics.

The Program housed in the college of Health, Education and Social Welfare. There are 12 faculty members (5 Associate, 3 Assistant, 3 lecturers, and one senior lecturer). The program has an enrollment 199 declared majors and 54 declared minors end of term 2015. The number of graduated majors (May, Aug. & Dec.) 2015 was 57, the number of graduated minors (May, Aug. & Dec.) 2015 was 39.

At UW-Green Bay, students seeking early childhood (Early Childhood — Ages 0-8) or elementary-level (Early Childhood through Middle Childhood – Ages 0-11 or Middle Childhood through Early Adolescence — Ages 6-12/13) licensure are required to complete a major in Education. Students completing the Ages 6-12/13 license are also required to complete an approved minor. Graduates seeking these licenses receive a bachelor's degree in Education.

Students who desire secondary-level teaching licensure (Early Adolescence through Adolescence — Ages 10-21 or Early Childhood through Adolescence — All Ages) are required to complete a minor in Education to support a disciplinary major as required and approved by the Department of Public Instruction. Graduates seeking these licenses receive a bachelor's degree in their disciplinary major(s).

### II Assessment of Student Learning

Dr. Steve Kimball was consulted regarding assessment and much of what is below is from him in response to a question I sent regarding assessment.

The Professional Program in Education utilizes three methods to assess student learning. **Portfolios.** When students are checking out for Student Teaching, they are required by the State to develop portfolios based on the standards for licensure. Students select artifacts that demonstrate competency in each of the 10 Standards. Their portfolio is reviewed by their advisor. Then they explain their rationale for the selection and its relation to the Standard. The adviser concurs or recommends changes. There is no "score". Alumni do not complete portfolios as they did so in order to complete the program. The program has no way of knowing if school districts ask to see student portfolios. Teachers are evaluated differently by different districts and there is a Portfolio required by the state, called a PDP (Professional Development Plan) that teachers must complete, but it is not correlated to their university work. With the advent of edTPA being a requirement for licensure effective this year, and since it addresses the Standards, many universities are using the edTPA document as the required Portfolio. We will probably be doing likewise. And since the edTPA is scored, that will be the data from which we will make curricular change.

1. **Graduating Senior Survey.** - Since Act 10, (February, 2011) enrollment in Education has decreased from 217 in Fall 2012 to 173.. Education Student Survey responses indicate that 86% of Education graduates are employed full time and 12% part-time compared to 79% and 11% for

UWGB overall. However, only 2% of Education graduates plan to seek a doctoral degree compared to 11% of UWGB overall. Education graduates are very satisfied or satisfied with their jobs (90%) compared to UWGB overall (74%). Education graduates felt that their job relates to their major (80%) as compared to UWGB overall (48%). Thirty-three percent (33%) of Education graduates have an income in the \$30,000-35,999 range compared to 18% of UWGB overall. Twenty-five percent (25%) of Education students' income fell in the \$36,000-\$39,999 range compared to 12% for UWGB overall. However, the \$40,000 income range for Education graduates is two percent lower than UWGB overall (15% vs 17%). And for salaries in the \$50,000 range or higher, UWGB's overall percentage is 22% compared to Education's 2%. Other survey data reveal no significant mean difference between the university and education data to raise concern.

2. ***Academic Program Assessment update.*** The program is in full implementation of the Teaching Performance Assessment (edTPA) tool. It will move the focus of the assessment from the foundation courses to methods courses. These courses occur later in the student's progression to program completion when they are better prepared for the three tasks of the assessment. Changes to the process and scoring at the state and national level will also be considered as data received from the edTPA. This three-part, scored evaluation will provide feedback of specific skills demonstrated by the student and closely mirrors the standards chosen. Last year the department offered a limited number of vouchers to students to complete the edTPA, which led to a relatively small data set. Still scores from the first five students were favorable. The passing score set by the State is 38. The scores for the 5 students ranged from 42-58. During the 2015-16 academic year, the number of students completing the process will increase while also expanding across a greater variety of licensure areas. Specific feedback on student performance will be provided by Pearson. Students completing their student teaching experience and enrolled in EDUC 405 will be used to access the outcomes.

### **III Program Accomplishments**

The self-study report noted many (22) accomplishments since the last review in 2009. Most noteworthy were the University of Wisconsin System's Board of Regents Teaching Excellence Award, consistently passing DPI yearly reviews, development and implementation of the 4K Nature-Based Program at Wildlife Sanctuary, the 2+2 Articulation Agreement with NWTC, and the First Nations Doctorate in Education which starts fall 2018

### **IV Program Strengths and Areas in need of attention**

#### Strengths

- Extensive field experiences
- Flexible scheduling
- Development of on-line courses
- Start of edTPA assessment process

#### Areas in need of attention

- With declining student enrollment, the AAC wonders if 7 areas of emphasis areas are necessary?

- Results of the UWGB alumni and graduating senior surveys were generally favorable in that Education alumni and students mean scores were higher than the overall UWGB scores. However, there were a few areas where they were lower. Perhaps the faculty should look at these areas to see if they could be strengthened.
- At present alumni are not assessed with portfolios..Perhaps the program should use the edTPA assessment with alumni testing them at 1 year and then again at 5 years.

## **V. Conclusions and recommendations**

Since the last review the Education Program has clearly strengthened its program by adding online options, and now the implementation of the edTPA assessment process which will yield scores that can be used by the program for curricular improvement. The start of the First Nations Doctorate in Education puts UWGB on the map with other UW campuses that offer doctorate degrees. It is too bad that the state is under such budget cuts that the Education Program recently lost 2.75 FTE. Along this line of thinking, there is significant advising that is done in this program by the faculty once the student is admitted. It would be desirable to be able to hire a full time advisor (aside from faculty) to advise students while they are in the program, perhaps the program could write grant to fund such a position? It is recommended that the Education Program fully develop the feedback portion of the edTPA assessment process and for the next review provided examples of circular improvement due to this process. Increase diversity of students and faculty. For next self-study identify faculty accomplishments in teaching, service and scholarship. With reduced numbers of majors and minors the program should assess why this is happening and think of ways to increase those numbers.