November 6, 2014

To: Graduate Faculty Executive Committee

From: Cheryl Hanley-Maxwell, Associate Dean, Teacher Education

RE: Master of Science in Curriculum and Instruction with named options

Attached are two documents from the Master of Science in Curriculum and Instruction with named options program.


2. The full plan for the Master of Science with Named Options in Curriculum and Instruction:
   • Secondary English Education
   • Secondary Mathematics Education
   • Secondary Science Education
   • Secondary Social Studies Education

Please note that this program has been reviewed and approved by all approval bodies. However, because of the long lead time, the curricular details and the implementation plan weren’t fully articulated. As a result, we are submitting the updated and detailed program proposal, including the missing details.

CC: Julie Underwood, Dean, School of Education
    David Rosenthal, Associate Dean, Academic and International Initiatives, School of Education
    Jeff Hamm, Associate Dean, Student Services, School of Education
    Cheryl Hanley-Maxwell, Associate Dean, Teacher Education, School of Education
    Jocelyn Milner, Associate Provost, Director of Academic Planning and Institutional Research
    Kelly Haslam, Assistant Dean, Graduate School
TO: Jocelyn Milner, Director of Academic Planning and Institutional Research

FROM: Alan Lockwood, Professor and Coordinator, Graduate Teacher Education Program


DATE: December 4, 2014

This progress report contains the following:

1) A summary of the new graduate teacher education program as approved by all relevant departmental, school of education, university, and state departments and agencies.

2) A description of how the new graduate program differs from the undergraduate program it is replacing.

3) Status of new courses created for the graduate program.

4) An updated budget indicating anticipated expenses and revenue.

Also, please see the attached full proposal for the MS in C&I with named options.

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1) **Summary of the Program:**

The new graduate certification program for secondary mathematics, English, science, and social studies replaces the current undergraduate teacher-education certification program in those areas. In addition to providing certification in these subject areas, graduates of the new program will also receive a certification in teaching English as a Second Language. The program derives from general faculty concern with the promotion of social justice and the need to address social inequities that are manifested in schooling. This program is the result of years of planning by the secondary program heads, other teacher education faculty and students, and local school personnel. *(See Addendum #1 for curriculum, overview of previous program and program.)*

**Need for the Program:**

In part, the new program is a response to significant competition from other education programs in the state that provide teacher certification in a faster time than our current program. The new program is also a response to significant success of Teach for America in attracting top students from the University. Finally, the new program reflects
the growing number of graduate teacher education programs at other research one universities that draw top quality students that we seek to attract.

The program also will better serve our students, and respond to growing needs experienced by secondary schools in our state and nationwide. Our current program requires four consecutive semesters. Typically, this means that undergraduate students are taking at least five years to complete a bachelor’s degree. The new program’s duration is two summers and an academic year and results in students receiving a master’s degree as well as dual certification.

The program also responds to growing needs experienced by secondary schools in our state and nationwide. Addressing these needs requires teachers who are skilled in dealing with mounting diversity in student bodies and teachers educated to address the needs of students for whom English is their second language. The program features in-depth work with a wide range of diverse students and, in addition, provides graduates who will meet the rising demand for teachers with certification in English as a Second Language.

As a graduate program, it is expected that the program will attract students with an abiding commitment to becoming excellent teachers for contemporary students and schools. Graduates will have a greater likelihood than many of our current graduates of remaining in teaching for substantial years of service. In addition, by drawing from a larger body of applicants we can attract students with greater diversity and broader experiences that will serve them well as teachers.

2) Masters of Science in Curriculum and Instruction comparison:

Masters of Science in Curriculum and Instruction (MS)
Masters of Science in Curriculum and Instruction with named options (MS+ SEE, SME, SSE, SSSE)

The MS in C&I (with no named options) prepares students for Ph.D. programs and begins training for educational research. This program is also for current teachers who wish to further their professional development and learn state-of-art instructional skills and curriculum development. Students’ coursework is determined in consultation with their advisors.

The MS in C&I with Named Options (Secondary Teacher Certification) prepares students for an initial educator licensing, both in a specific content area at the secondary level (English, Math, Science, or Social Studies certifications) and in English as a Second Language (ESL certification). Students’ coursework in this program is a set curriculum.

3) New course Status:

The new Secondary Education program includes 39 courses within the curriculum requirements, 17 of which were new courses. At this time, all new courses are approved or are in the approval pipeline. Fourteen of the new courses are approved or awaiting approval by the University Curriculum Committee. The remaining three courses in the
approval process have been approved by the School of Education programs committee. These courses still moving through the approval process include

- CURRIC 709 Digital Media & Technology in Schools- (1 credit)
- CURRIC 739 Assessment and Data Use for Instructional Improvement- (1 credit)
- ED PSYCH 622 Structuring Secondary Schools for Adolescent Development- (1 credit)

Each of these 1 credit courses will be taught for the first time during spring or summer 2016.

In addition to the above courses, one course was cycled back through this the School of Education’s Program committee due to clerical error. C&I 725 should have been listed as C&I 735. The proposal reflects the correct number.

All course numbers and credits listed in the proposal have been confirmed in ISIS.

4) Budget

Our anticipated budget expenses total $930,000 per cohort group. This includes faculty, lecturer, teaching assistants, cooperating teachers, and staff salaries. It also includes a 5-year payback plan to the School of Education for incurred start-up costs, as well as additional supplies and expenses including marketing.

Our projected revenue flow is dependent on the tuition we generate. Assuming that each area accepts 15 students, each paying in-state tuition, our income would equal $1,225,000 (using 2014 tuition rates). These projections estimate our unobligated revenue to equal $295,000 per cohort. 33% of this will be returned to the School of Education, and 66% will be retained by the Department of Curriculum and Instruction. The appropriate 131 accounts have been created on the accounting software, and are ready to be used by the C&I staff.
**ADDENDUM 1:**

### Current Undergraduate Program

The current bachelor’s program prepares students for certification in English, mathematics, science, and social studies for teaching at the secondary level. Only undergraduate students who are completing majors in these identified areas can seek this certification.

The current program encompasses four semesters and is organized as follows:

- **Semester One – 12 credits**
  - EPS 300, School and Society (3 cr)
  - Ed Psy 521, Adolescent Development (3 cr)
  - C&I 506, Inclusive Schooling (3 cr)
- **Semester Two – 12 credits**
  - C&I 313, Literacy Across the Curriculum (3 cr)
  - C&I 596, 393, 390, 359, Subject Methods (3 cr)
  - C&I 396, 393, 390, 359, Subject Methods (3 cr)
- **Semester Three – 12 credits**
  - Ed Psych 301, Learning (3 cr)
  - C&I 596, 394, 590, 559, Advanced Subject Area Methods (3 cr)
  - C&I 472,497 49,458, Half-day Student Teaching (6 cr)
- **Semester Four – 13 credits**
  - C&I 496, 494, 490, 459, Full-day Student Teaching (12 cr)
  - C&I 690, Independent Field Work (1 cr)

### MS in C&I with Named Options Program

The new Master’s of Science in Curriculum and Instruction with named options program covers two summers and an intervening academic year. Students take university courses and engage in fieldwork associated with those courses. In addition to course and fieldwork, students must complete a master’s project in order to receive their degree. The course and fieldwork are distributed as follows:

- **Summer Semester 1 (11-12 credits)**
  - The focus of this summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. The adolescents come from diverse backgrounds, including racial, ethnic and language diversity. The university courses will present assignments for students to carry out in the practicum sites.

The Epistemology and Learning Theory courses will be taught grouped by content area of expertise. These courses will engage program students in considerations of how academic subject knowledge is and should be translated into the secondary school curriculum.

- C&I 690, Independent Field Work (2 cr)
- C&I 672, Issues in ESL Education (3 cr)
- EPS 600, Social And Cultural Approaches to Ed Policy (3 cr)
- C&I 537, Teaching, Diverse Youth in Secondary Schools (2 cr)
- C&I 635 Epistemology in Math OR C&I 735 Epistemic Science Teaching (2 cr)
- OR Ed Psy 510 Learning Theory & Applications (for English and Social Studies) (1 cr)
Fall Semester (14 credits)
This semester’s themes are conceptualized as covering two broad topical areas. Additionally, the semester includes two different field experiences. As a result, the semester is broken into two thematic halves. The central topics addressed during the first half of the semester include working with all students, universal curriculum design, and understanding contemporary adolescent psychology. The second half of the semester builds on this foundational content and focuses on English Language Learners. In both halves of this semester, program students will be in local secondary schools. University courses will provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students.

- C&I 507, Inclusive Education in Secondary Schools (2 cr)
- Ed Psych 621 Adolescent Development in Educational Contexts (2 cr)
- C&I 396, 393, 390, 359 Subject Area Methods (3 cr)
- C&I 673, Learning Second Language and Literacies (2 cr)
- C&I 690, Independent Field Work (1 cr)
- C&I 472, 497, 495, 458, Middle School Student Teaching (4 cr)

Spring Semester (14 credits)
Program students are in a full semester of student teaching. University course-work is closely integrated and provides assignments for students to carry out in their student teaching. During this semester, students will learn new concepts and practices) classroom management and digital media and technology in the classroom).and refine their knowledge and use of previously covered concepts and practices (advanced methods courses) that will enhance their instructional effectiveness. Each student will also prepare and teach an instructional unit incorporating key teachings of the university courses from both semesters. This unit will also serve as the foundation for the student’s master’s project.

- C&I 674, Advanced Methods in Teaching English as a Second Language (3 cr)
- C&I 596, 394, 590, 559 (Subject Area Methods) (3 cr)
- C&I 729 Classroom Management (1 cr)
- C&I 709 Digital Media and Technology in the Classroom (1 cr)
- C&I 496, 494, 490, 459, High School Student Teaching (6 cr)

Summer Semester 2 (12 credits)
In the final summer, students will complete their master’s projects under the direction of their major professors. They will also reflect and further investigate concepts from previous semester courses (universal design, schools and adolescent development, languages and literacies), and learn central concepts in school law and using assessment and data in instructional improvement.

- C&I 675, General Seminar in the subject area (3 cr)
- ELPA 640 Legal Rights & Responsibilities for Teachers (1cr)
- C&I 739 Assessment and Data Usage for Instructional Improvement (1 cr)
- C&I 508, Implementation of Universal Design (1 cr)
- C&I 622, Structuring Secondary Schools for Adolescent Development (1 cr)
- C&I 673, Learning Second Language and Literacies (1 cr)
- C&I 496,494, 490, 459, Student Teaching at a High School (4 cr)

The Masters Project:
As part of the Master’s program, all students will have to complete an in-depth writing project. To be awarded a Master's degree from the Department of Curriculum and Instruction, a student needs to identify, analyze, appraise, synthesize, and report a problem of scholarly significance. The Master's Project is usually accomplished through preparation of a Master's paper, thesis, or substantial study project and usually completed under the supervision of the student's advisor.
For this program, in addition to the scholarly significance of the topic, the project must also have application to the classroom. In general, the project in this program requires students to create, implement, and assess students learning in an instruction unit. The project requires students to incorporate major concepts taught in courses addressing (1) instructional design issues in their specific licensing area, (2) the needs and strengths of English Language Learners, (3) inclusive learning environments, (4) pedagogy, and (5) assessment. Students also are required to incorporate learning theory and educational issues (as appropriate) into their descriptions and justifications. After approval by the student’s major professor, relevant unit components will be incorporated into the student’s electronic portfolio (in which students address the UW-Madison teacher education performance standards). Other aspects of the project will be negotiated between advisors and students.

The electronic portfolio is, in effect, each student’s individualized website. The portfolio presents a variety of information about each student’s knowledge and skills as represented in artifacts. These artifacts are focused on providing evidence that the student has demonstrated proficiency on each of the standards in the School of Education’s 5 standard areas. Proficiency on each standard is required for completion.
### ADDENDUM #2

**GRADUATE SECONDARY TEACHER EDUCATION PROGRAM**

**Budget: General Operating Budget**

<table>
<thead>
<tr>
<th>General Expenses:</th>
<th>Faculty coordinator summer (1 mo.)</th>
<th>$12,000 + fringe</th>
<th>In 2016 moves to 2 months</th>
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<tr>
<td></td>
<td>Full-time academic staff</td>
<td>$65,500 + fringe</td>
<td>12mo appointment</td>
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<tr>
<td></td>
<td>S&amp;E</td>
<td>$60,000</td>
<td>Includes $40,000 annually to pay back start up loan</td>
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<td></td>
<td>Promotion, recruitment</td>
<td>$15,000</td>
<td>Reduces by 10% annually until $10,000</td>
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<td></td>
<td>Application and Admissions</td>
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<td><strong>Summer One:</strong></td>
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<tr>
<td><strong>$82,500</strong></td>
<td>Course 672- Lit in Community and Workplaces- 2 sections, 3 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td></td>
<td>Course EPS 600-2 sections, 3 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td></td>
<td>Course C&amp;I 537 -2 sections, 2 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
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<tr>
<td></td>
<td>Course 63 or 735 -Epistemology – 2 sections, 2 crs</td>
<td>$21,000 + fringe</td>
<td>Ave cost of 2 faculty instructors</td>
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<tr>
<td></td>
<td>Course 510 – Learning Theory – 1 sec, 1 cr</td>
<td>$ 4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
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<td></td>
<td>Course 690, Ind. field work Supervisors, 2 cr</td>
<td>$8000 + fringe</td>
<td>1 mo. salary for 4 sr supervisors</td>
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<td></td>
<td>Coop. Teachers Honoraria</td>
<td>$1500</td>
<td>$100 per site coordinator</td>
</tr>
<tr>
<td><strong>Semester One:</strong></td>
<td>Course C&amp;I 507 - Inclusive Schooling--2 sections, 2 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
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<td><strong>$194,000</strong></td>
<td>Course C&amp;I 673 – Lang and literacies – 2 sections, 2 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp;1 senior lecturer</td>
</tr>
<tr>
<td></td>
<td>Course Ed Psy 621 Ed Psychology--2 sections, 2 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
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<td></td>
<td>Course C&amp;I- 396, 393, 390, 359- Methods, 3 credits</td>
<td>$48,000 + fringe</td>
<td>Ave cost of 4 faculty instructors</td>
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<td></td>
<td>Ind. Field work (690, 1 cr) &amp; St Teaching -Supervisors (C&amp;I 472, 497, 495, 458; 4 cr)</td>
<td>$70,000 + fringe</td>
<td>1 semester salary for 4 supervisor lines at 40hrs/week</td>
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<td>Coop. Teachers Honoraria, practicum</td>
<td>$13,000</td>
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<td>Coop. Teachers Honoraria, 1/2 Day StT</td>
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<td>$250 per ½ Day student teacher</td>
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<tr>
<td>Semester Two:</td>
<td>Course C&amp;I 674, Adv ESL Methods- 2 sec, 3 cr</td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp;</td>
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<tr>
<td>$218,000</td>
<td>Course C&amp;I 709 Technology-2 sec, 1 cr</td>
<td>$7,000 + fringe</td>
<td>Ave cost for 1 faculty instructor &amp; one senior lecturer + lab hours</td>
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<tr>
<td></td>
<td>Course C&amp;I 729 Class Management-2 sec, 1 cr</td>
<td>$6,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td></td>
<td>Course C&amp;I- 596, 394, 590, 559- Adv. Methods, 4 sec by subject area, 3 cr</td>
<td>$48,000 + fringe</td>
<td>Ave cost of 4 faculty instructors</td>
</tr>
<tr>
<td></td>
<td>St Teaching - Supervisors</td>
<td>$70,000 + fringe</td>
<td>1 semester salary for 4 supervisor lines at 40hrs/week</td>
</tr>
<tr>
<td></td>
<td>St Teaching – Supervisors- ESL</td>
<td>$35,000 + fringe</td>
<td>1 semester salary for 2 supervisor lines at 40hrs/week</td>
</tr>
<tr>
<td></td>
<td>Coop. Teachers Honoraria, student teacher</td>
<td>$36,000</td>
<td>$600 per student teacher</td>
</tr>
<tr>
<td>Summer Two:</td>
<td>Course C&amp;I 675, Capstone- 4 sections, 3 cr</td>
<td>$48,000 + fringe</td>
<td>Ave cost of 4 faculty instructors</td>
</tr>
<tr>
<td>$90,000</td>
<td>Course C&amp;I 739 Assessment/Data- 2 sec, 1 cr</td>
<td>$5,500 + fringe</td>
<td>Ave cost or 1 faculty instructor &amp; one senior lecturer</td>
</tr>
<tr>
<td></td>
<td>Course ELPA 640, School Law-2 sections, 1 cr</td>
<td>$3,500 + fringe</td>
<td>Ave cost for two senior lecturers</td>
</tr>
<tr>
<td></td>
<td>*Course Ed Psy 622 Adols Dev- 1 sec, 1 cr</td>
<td>$4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
<tr>
<td></td>
<td>*Course C&amp;I 508, Implementation of Universal Design Round Table- 1 sec, 1 cr</td>
<td>$4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
<tr>
<td></td>
<td>*Course 673 Lang Lit, -1 sec, 1 cr</td>
<td>$4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
<tr>
<td></td>
<td>C&amp;I 496,494, 490, 459, St Teaching (4 cr) &amp; TA’s for each subject area</td>
<td>$21,000 + fringe</td>
<td>Assist in running the review sections &amp; work with Grad project</td>
</tr>
</tbody>
</table>

| TOTAL w/o fringe: | $740,500 |
| TOTAL w/ fringe: | $930,000 |
| TOTAL Expected Revenue: | $1,225,000 |
| **Projected Net Gain** | **$295,000** |

*Assumptions:
1. Figures based on initial admission of 60 total students.
2. Faculty salaries based on $98,000/annual, 9 mo. Fringe will be added at 37% for faculty and Academic Staff; 25.4% for Lecturers, TA’s and supervisors.
3. 2014 Tuition rates have been used, assuming all in- state tuition.
4. 67% of net income will be retained by the Department, 33% will be retained by the School of Education
5. Program will need 45 students to cover all anticipated costs
Proposal Updates: Approved

Master of Science in Curriculum & Instruction with Named Options

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- Secondary Mathematics Education
- Secondary Science Education
- Secondary Social Studies Education
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Proposal Updates: Approved

Master of Science in Curriculum and Instruction with Named Options

I. Summary

The new graduate certification program for secondary mathematics, English, science, and social studies replaces the current undergraduate teacher-education certification program in those areas. In addition to providing certification in these subject areas, graduates of the new program will also receive a certification in teaching English as a Second Language. The program derives from general faculty concern with the promotion of social justice and the need to address social inequities that are manifested in schooling. This program is the result of years of planning by the secondary program heads, other teacher education faculty and students, and local school personnel.

II. Background/Rationale

The faculty of the Department of Curriculum and Instruction will begin offering named options within the Master of Science-Curriculum and Instruction degree program in the Summer of 2015. These options include "Secondary English Education," "Secondary Mathematics Education," "Secondary Science Education," and "Secondary Social Studies Education." Completion of these options will lead to teacher certification in the respective secondary education areas, as well as an additional certification in Teaching English Language Learners. These graduate-level options replace the current School of Education undergraduate teacher education program in these subjects.

In part, the program and its named options are a response to significant competition from other education programs in the state that provide teacher preparation in a faster time than our current Bachelor’s level program. The new Master’s level program is also a response to significant success of Teach for America in attracting top students, who have Bachelor’s degrees but no preparation to be educators. Finally, the program with its named options also reflects the growing number of Master’s level teacher preparation programs at other major research universities that draw the top quality students that we seek to attract.

The current Bachelor’s program in Secondary Education (admissions suspended) required four consecutive semesters. Typically, this meant that undergraduate students were taking at least five years to complete a Bachelor’s degree since many entered the teacher preparation program after three years of undergraduate study. The Master’s program with the named options covers two summers and an academic year. The new format means that a student can complete a Bachelor’s degree, this Master’s degree, and preparation for dual teacher certification (described below) in the time it took to complete a Bachelor’s degree and preparation for a single certification.
The program also responds to growing needs experienced by secondary schools in our state and nation. Addressing these needs requires teachers who are skilled in dealing with increasing numbers of students from diverse backgrounds, especially English Language Learners (ELLs). This increase results in school districts needing teachers who are prepared to address a greater diversity of needs, including accommodating for language differences and assisting students in English language development. The program features in-depth work with a wide range of diverse students and specifically includes training and experience in working with ELLs, as reflected in graduates being eligible for certification in English as a Second Language.

We hope that moving the program to the graduate level will result in the program attracting mature students who are committed to teaching as a profession, becoming excellent career- teachers for contemporary students. Because of the maturity associated with Graduate students, we believe that a graduate-level program will have a greater likelihood in producing graduates who remain in teaching for a substantial number of years. Moving the program to the graduate level provides us with opportunities to recruit from a larger body of potential applicants, opening new possibilities in attracting students from backgrounds that are more diverse and a greater variety of life experiences that will serve them well as teachers.

Finally, it is necessary to offer options different from the current Master of Science degree in C&I. The named options reflect the specific foci of the program, distinguishing it from the more general Master’s degree study options. Additionally, the named options will be more readily recognizable to teacher licensing bodies in various states.

III. Redesign of Program and Implementation

A. Name of Program and Degree

The University of Wisconsin-Madison’s Graduate Faculty Executive Committee (GFEC) approved the request for the following Named Options within the Master’s of Science in the Department of Curriculum and Instruction.

- Secondary Mathematics Education (SME)
- Secondary English Education (SEE)
- Secondary Science Education (SSE)
- Secondary Social Studies Education (SSSE)

The intent of the MS (only) program in C&I is to provide students with opportunities to pursue advanced studies in specific areas of interest. This program is also for current teachers who wish to further their professional development and learn state-of-art instructional skills and curriculum development. The MS program also prepares students for Ph.D. programs and begins training in educational research. Because of the varying interests and goals, much of the MS (only) students’ coursework is individualized through consultation with their advisors.

The C&I MS with named options, the Secondary Teacher Certification program, prepares students for initial educator teaching licenses, both in a specific content area at
the secondary level (English, Math, Science, or Social Studies) and to work with English
language learners (ESL certification). Students’ coursework in the program is a set
curriculum. Like the MS (only) coursework, the coursework associated with this
program is taught at a more advanced level than that previously included in the
undergraduate program. The streamlined program allows us to create courses that reflect
instructional threads that weave throughout the program, building on one another. For
further comparison, please see Appendix A.

B. Curriculum overview of previous program and proposed program

Current Undergraduate Program

The current bachelor’s program (admissions suspended) prepares students for certification
in English, mathematics, science, and social studies for teaching at the secondary level.
Undergraduate students who complete majors in these identified areas can seek initial
educator certification. The current undergraduate program encompasses four semesters,
across two academic years. It is organized as follows:

Semester One – 12 credits
- EPS 300, School and Society (3 cr)
- C&I 506, Inclusive Schooling (3 cr)
- Ed Psy 521, Adolescent Development (3 cr)
- C&I 296, 361, 290, 358, Practicum I (3 cr)

Semester Two – 12 credits
- C&I 313, Literacy Across the Curriculum (3 cr)
- C&I 537, Teaching Diverse Learners (3 cr)
- C&I 396, 393, 390, 359, Subject Methods (3 cr)
- C&I 296, 361, 290, 358, Practicum II (3 cr)

Semester Three – 12 credits
- Ed Psych 301, Learning (3 cr)
- C&I 596, 394, 590, 559, Advanced Subject Area Methods (3 cr)
- C&I 472, 497, 49, 458, Middle School St Teac (6 cr)

Semester Four – 13 credits
- C&I 496, 494, 490, 459, High School St Teach (12 cr)
- C&I 690, Independent Field Work (1 cr)

Master of Science with Named-Options Program

Like the currently suspended undergraduate program, the new MS with named options
program prepares students for certification in English, mathematics, science, and social
studies for teaching at the secondary level. Unlike the undergraduate program, the new
program also prepares students for certification in English as a Second Language. Program
graduates will be eligible for initial educator licensing in Wisconsin. They will also be
eligible for licensing with qualifications or deficiencies in most, if not all other states. (See
Appendix B for further explanation of teacher licensing.

The new, Master’s of Science with named options, program covers two summers and an intervening academic year. Students take university courses and engage in fieldwork associated with those courses. In addition to course and fieldwork, students must complete a master’s project in order to receive their degree. The course and fieldwork are distributed as follows:

**Summer Semester 1 (11-12 credits)**

The focus of this summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. The adolescents come from diverse backgrounds, including racial, ethnic and language diversity. The university courses will present assignments for students to carry out in the practicum sites.

The Epistemology and Learning Theory courses will be taught grouped by content area of expertise. These courses will engage program students in considering how academic subject knowledge currently is and should be translated into the secondary school curriculum.

- C&I 690, Independent Field Work (2 cr)
- C&I 672, Issues in ESL Education (3 cr)
- EPS 600, Social and Cultural Approaches to Ed Policy (3 cr)
- C&I 537, Teaching, Diverse Youth in Secondary Schools (2 cr)
- C&I 635 Epistemology in Mathematics OR C&I 735 Epistemic Practices in Science Teaching (2cr) OR Ed Psy 510 Learning Theory & Applications (for English and Social Studies) (1cr)

**Fall Semester (14 credits)**

The fall semester covers two thematic areas, and as a result includes two different field experiences. The central topics addressed during the first half of the semester include working with all students, universal curriculum design, and understanding contemporary adolescent psychology. The second half of the semester builds on this foundational content and focuses on English Language Learners. In both halves of this semester, program students will be in local secondary schools. University courses will provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students.

- C&I 507, Inclusive Education in Secondary Schools (2 cr)
- Ed Psych 621 Adolescent Development in Educational Contexts (2 cr) C&I 396, 393, 390, 359 (Subject Area Methods) (3 cr)
- C&I 673, Learning Second Language and Literacies (2 cr)
- C&I 690, Independent Field Work (1 cr)
- C&I 472, 497, 495, 458, Middle School Student Teaching (4 cr)
Spring Semester (14 credits)
Program students are in a full semester of student teaching. University course-work is closely integrated and provides assignments for students to carry out in their student teaching. During this semester, students will learn new concepts and practices (classroom managements and digital media and technology in the classroom) and refine their knowledge and use of previously covered concepts and practices (advanced methods courses) that will enhance their instructional effectiveness. Each student will also prepare and teach an instructional unit incorporating key teachings of the university courses from both semesters. This unit will also serve as the foundation for the student’s Master’s project.

C&I 674, Advanced Methods in Teaching English as a Second Language (3 cr)
C&I 596, 394, 590, 559 (Advanced Subject Area Methods) (3 cr)
C&I 729 Classroom Management (1 cr)
C&I 709 Digital Media and Technology in the Classroom (1 cr)
C&I 496, 494, 490, 459, High School Student Teaching (6 cr)

Summer Semester 2 (12 credits)
In the final summer, students will complete their master’s projects under the direction of their major professors. They will also reflect and further investigate concepts from previous semester courses (universal design, schools and adolescent development, languages and literacies), and learn central concepts in school law and using assessment and data in instructional improvement.

C&I 675, General Seminar in the subject area (3 cr)
ELPA 640 Legal Rights & Responsibilities for Teachers (1 cr)
C&I 739 Assessment and Data Usage for Instructional Improvement, (1 cr)
C&I 508, Implementation of Universal Design (1 cr)
C&I 622, Structuring Secondary Schools for Adolescent Development (1 cr)
C&I 673, Learning Second Language and Literacies (1 cr)
C&I 496,494, 490, 459, Student Teaching at a High School (4 cr)

The Masters Project:

As part of the Master’s program, all students will have to complete an in-depth writing project. To be awarded a Master's degree from the Department of Curriculum and Instruction, a student needs to identify, analyze, appraise, synthesize, and report a problem of scholarly significance. The Master's Project is usually accomplished through preparation of a Master's paper, thesis, or substantial study project and usually completed under the supervision of the student's advisor.

For this program, in addition to the scholarly significance of the topic, the project must also have application to the classroom. In general, the project in this program requires students to create, implement, and assess students learning in an instruction unit. The project requires students to incorporate major concepts taught in courses addressing (1)
instructional design issues in their specific licensing area, (2) the needs and strengths of English Language Learners, (3) inclusive learning environments, (4) pedagogy, and (5) assessment. Students also are required to incorporate learning theory and educational issues (as appropriate) into their descriptions and justifications. After approval by the student’s major professor, relevant unit components will be incorporated into the student’s electronic portfolio (in which students address the UW-Madison teacher education performance standards). Other aspects of the project will be negotiated between advisors and students.

The electronic portfolio is, in effect, each student’s individualized website. The portfolio presents a variety of information about each student’s knowledge and skills as represented in artifacts. These artifacts are focused on providing evidence that the student has demonstrated proficiency on each of the standards in the School of Education’s 5 standard areas. Proficiency on each standard is required for completion

C. Timeline for implementation:

Initial steps towards creating the new program began five years ago as part of a proposal for the Madison Initiative for Undergraduates. Although this proposal was not funded, the in-depth reflection and discussions about the current program, collection of research and progressing nature of classrooms and skill sets for teachers prompted us to continue the pursuit to re-examine and improve our program.

This program has been approved by the necessary governing bodies within the campus community and state. We are ready to start working with students this summer, June 2015.

- 11/18/2009 – submission of MIU proposal (not funded)
- 5/24/2012 – submission of 131 proposal and initial proposal for named options (approved) (see Appendix C for Approved proposal and approval letters)
- 1/30/2013 – Program Approval Department of Public Instruction
- Spring, Summer, Fall 2014 – recruitment (note, date of implementation is one year earlier than approved proposal)
- Fall 2014 - update report for named options
- Fall 2014 – final course approvals
- Fall 2014 - begin admissions
- Fall 2014 – Spring 2015 – Admissions decisions
- Summer 2015 – First cohort starts
- Fall 2015 – new admissions cycle begins
- Summer 2016 – Second cohort begins, first cohort graduates
- cycle repeats
D. Admissions and Degree Requirements

The target audience for this program is recent and former graduates from L&S programs, math and science related programs, and other liberal studies degree programs seeking teacher certification. We plan to enroll 60 students in each cohort, with at least 50% of the enrollments reserved for University of Wisconsin-Madison graduates.

Eligibility Criteria

To be eligible for admission to the program, applicants must meet the following requirements:

- Completed program application form and all related application materials:
  - Graduate School application
  - Three subject area focused essay questions
  - Content survey verifying relevant domain breadth and depth
  - Resume

- Bachelor’s degree from regionally accredited U.S. institution, or a comparable degree from an international institution

- Graduate Record Examination and obtain minimally acceptable scores.

- If relevant, a minimum TOEFL score of 92 will be required.

- Achieve a minimum 3.0 grade point average (GPA) on a 4.0 scale based on the last 60 credits. NOTE: Up to 10% of applicants may be considered if lower GPA with special circumstances reviewed by the faculty

Program Admission Selection Criteria

Admissions committee will judge each applicant on the following criteria:

- Is the applicant well qualified academically? Does the academic background reflect the needs of the profession?

- Is the applicant thoughtful and reflective about the meaning of teaching? Are his or her motivations for entering the profession worthwhile and do they reflect a commitment to professional improvement?

- Has the applicant shown the ability to work effectively with young people, especially those different in important ways from the applicant?

- Does the applicant show a genuine commitment to working with all children, not just the privileged or highly motivated? Does the applicant provide evidence of working with adolescents?

- Is the applicant capable to working effectively with other professionals in the school, parents, caregivers, and members of the community outside of school?

- Does the applicant have work experience that may add to their ability to assist students in building their own knowledge of the subject?
• Criminal Background Investigation and Disclosure

*Degree Requirements*
• Satisfactory completion of program
• Successful completion of Master Project
• Mastery of UW-Madison Teacher Education Performance Standards as evaluated in e-portfolio artifacts
• Satisfactory student teaching evaluation

IV. Collaborations, Faculty, and Governance

The program reflects collaboration between the School of Education’s Departments of Curriculum and Instruction, Educational Leadership and Policy Analysis, Educational Policy Studies, and Educational Psychology. In addition, personnel in local school districts collaborate in providing instructional settings in their middle and high schools. The administrative responsibilities for the program rest in the department of Curriculum and Instruction.

Governance of the program will remain as is currently in place for all teacher education programs. The Master’s in Curriculum Instruction with named options will continue to have an advisory committee that sets policies for the program and, if necessary, makes recommendations for actions by departments and other appropriate bodies. The committee has representatives from all relevant departments, instructors, and local school representatives.

We have commenced recruitment and advising partnerships through meetings and outreach with the advising staff at Education Academic Services in the School of Education, Advising Services at the College of Letters and Sciences, Academic Advising and Career Services in the Department of Continuing Studies, and Cross College Advising Services. These meetings have resulted in the formation of an advising toolkit; this toolkit is currently being prepared by an outside professional marketing group, GROW Industries.

The program also has extensive partnerships inside and outside the University.

• Coordinating Council for Professionals (CCPE). The CCPE promotes innovation and excellence in the preparation of education professionals by providing leadership, targeted advice, and information for the units and programs of UW-Madison and its collaborating institutions. Some members include employees of UW-Madison, Madison Metropolitan School District (MMSD), Madison College, and relevant community agencies i.e. The United Way, The Urban League. To meet its mission, CCPE works to identify relevant and appropriate topics and issues related to personnel preparation, collect associated information, and connect information to campus and UW Madison School of Education policies and practices. CCPE also disseminates information to associated programs and units, campus groups/committees, and policy
Because CCPE is a forum for information exchange and deliberation, CCPE recommends policies (up the system and down to programs and units); advises the Dean, the teacher education programs, and other committees regarding professional preparation programs and issues; and assists in determining school-wide responses to system, state and federal mandates.

- **Educational Academic Resources (EAS).** EAS is the undergraduate student affairs office for the School of Education at the University of Wisconsin-Madison. EAS works with current and prospective School of Education students in all programs. EAS’ will work with the current program around admissions, supporting the practicum and student teaching placement processes, and certification.

- **Education Outreach and Partnership (EOP).** EOP seeks bold, innovative sustainable partnerships that result in improvements in teaching and learning. They envision partnerships as a two-way interaction with communities and other external constituencies utilizing the development, exchange, and application of knowledge, information, and expertise for mutual benefit. EOP’s vision is to be a "bridge" for education outreach on a campus and beyond (i.e., local, statewide, national, international). EOP’s current work includes Forward Madison, Transformative Education, Responsive Outreach and Sustainable Partnerships initiatives. Through the work in Forward Madison, EOP is strengthening the connections among pre-service teacher education and on-going professional development. EOP actively works with community leaders, business representatives, state policy makers, K-12 educators; and campus partners, students, faculty and staff. Recently, EOP began providing support to student throughout the UW-System as they prepare for their national performance assessment, edTPA. EOP’s work reinforces and extends the preparation provided by the individual campuses’ teacher education programs.

- **Partner Schools Network (PSN).** PSN is made up of twenty two schools across four local districts and various programs in the School of Education. School- and University-based partners are committed to the high achievement of all students, focusing on high need schools and the promotion of inclusive, equitable education. While a key function of this network is to prepare pre-service educators and to secure consistent, high-quality sites for clinical experiences, partnerships are established so that the UW plays a greater role in strengthening school communities and improving student outcomes. Educational research and professional development activities in the partner schools are more directly connected with the needs of the school. This reciprocal flow of expertise within and between institutions results in more collaborative and effective teacher preparation.

**Faculty**

Members of the planning committee include Professors Brown (Educational Psychology), Professor Mead (Educational Leadership and Policy Studies), Professor Lee (Educational Policy Studies), Professors Braaten, Ellis, Gomez, Halverson, Hawkins, Hess, Knuth, Lockwood, Rudolph, and Udvari-Solner, and Deans Hanley-
Maxwell and Hamm were on planning committee. In addition, staff members Anderson-Lubasi, Garner, Gerloff, and Warren.

Program faculty for implementation of Program include Melissa Braaten, Assistant Professor; Amy Ellis, Associate Professor; Mary Louise Gomez, Professor; Erica Halverson, Associate Professor; Margaret Hawkins, Professor; Diana Hess, Professor; Li-ching Ho, Assistant Professor; Eric Knuth, Professor; Alan Lockwood, Professor; John Rudolph, Professor; and Maisha Winn, Professor.

Overlap with Other Programs

This program does not overlap with any other program. Students in the program will take courses in Educational Psychology, Educational Policy, and Educational Leadership and Policy Analysis. Faculty members from these departments were part of the planning process. As a result, these departments are fully aware of their contributions to the program.

V. Financial Support and Budget Implications (Cost-recovery if applicable)

The program is a 131, cost-recovery program. Funds have been advanced to assist the program in its beginning stages; however, the program will reimburse the School of Education for the funds advanced. All implementation costs will be covered through tuition.

Our anticipated budget expenses total $930,000 per cohort group. This includes faculty, lecturer, teaching assistants, cooperating teachers, and staff salaries, a 5-year payback plan for incurred start-up costs, as well as additional supplies and expenses including marketing.

Our projected revenue flow is dependent on the tuition we generate. Assuming that each area accepts 15 students, each paying in-state tuition, our income would equal $1,225,000 (using 2014 tuition rates). These projections estimate our unobligated revenue to equal $295,000 per cohort. 33% of this will be returned to the School of Education, and 66% will be retained by the Department of Curriculum and Instruction. The appropriate 131 accounts have been created on the accounting software, and are ready to be used by the C&I staff.
### General Operating Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty coordinator</strong></td>
<td>summer (1 mo)</td>
<td>$12,000 + fringe</td>
<td>In 2016 moves to 2 months</td>
</tr>
<tr>
<td><strong>Full-time academic staff</strong></td>
<td></td>
<td>$65,500 + fringe</td>
<td>12mo appointment</td>
</tr>
<tr>
<td><strong>S&amp;E</strong></td>
<td></td>
<td>$60,000</td>
<td>Includes $40,000 annually to pay back start up loan</td>
</tr>
<tr>
<td><strong>Promotion, recruitment</strong></td>
<td></td>
<td>$15,000</td>
<td>Reduces by 10% annually until $10,000</td>
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<tr>
<td><strong>Application and Admissions</strong></td>
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<td>$4,000</td>
<td></td>
</tr>
<tr>
<td><strong>Summer One</strong></td>
<td></td>
<td>$82,500</td>
<td></td>
</tr>
<tr>
<td><strong>Course 672- Lit in Community and Workplaces-3 credits</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course EPS 600-, 3 cr</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course C&amp;I 536 2 cr</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course 510-Learning Theory –1 cr</strong></td>
<td></td>
<td>$4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
<tr>
<td><strong>Course 635 &amp; 735 -Epistemology –2 credits</strong></td>
<td></td>
<td>$21,000 + fringe</td>
<td>Ave cost of 2 faculty instructors</td>
</tr>
<tr>
<td><strong>Course 690, Practicum Supervisors, 2 cr</strong></td>
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<td>$8000 + fringe</td>
<td>1 mo salary for 4 supervisors</td>
</tr>
<tr>
<td><strong>Coop. Teachers Honoraria</strong></td>
<td></td>
<td>$1500</td>
<td>$100 per site coordinator</td>
</tr>
<tr>
<td><strong>Course C&amp;I 506 -Inclusive Schooling-2 cr</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course C&amp;I 673 – Lang and literacies 2 cr</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course Ed Psy 621 Ed Psychology, 2 cr</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course C&amp;I- 396, 393, 390, 359- Methods, 3 credits</strong></td>
<td></td>
<td>$48,000 + fringe</td>
<td>Ave cost of 4 faculty instructors</td>
</tr>
<tr>
<td><strong>Practicum &amp; ½ Day St Teaching - Supervisors</strong></td>
<td></td>
<td>$70,000 + fringe</td>
<td>1 semester salary for 4 supervisors or lines at 40hrs/week</td>
</tr>
<tr>
<td><strong>Coop. Teachers Honoraria, practicum</strong></td>
<td></td>
<td>$13,000</td>
<td>$75 per practicum</td>
</tr>
<tr>
<td><strong>Coop. Teachers Honoraria, 1/2 Day StT</strong></td>
<td></td>
<td>$15,000</td>
<td>$250 per ½ Day student teacher</td>
</tr>
<tr>
<td><strong>Semester One</strong></td>
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<td>$194,000</td>
<td></td>
</tr>
<tr>
<td><strong>Course C&amp;I 674, ESL Methods-3 cr</strong></td>
<td></td>
<td>$16,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course C&amp;I 702 Technology-, 1 cr</strong></td>
<td></td>
<td>$7,000 + fringe</td>
<td>Ave cost for 1 faculty instructor &amp; one senior lecturer + lab hours</td>
</tr>
<tr>
<td><strong>Course C&amp;I 729 Class Management-1 cr</strong></td>
<td></td>
<td>$6,000 + fringe</td>
<td>Ave cost of 1 faculty instructor &amp; 1 senior lecturer</td>
</tr>
<tr>
<td><strong>Course C&amp;I- 396, 393, 390, 359- Methods, 4 sec by subject area, 3 cr</strong></td>
<td></td>
<td>$48,000 + fringe</td>
<td>Ave cost of 4 faculty instructors</td>
</tr>
<tr>
<td><strong>St Teaching - Supervisors</strong></td>
<td></td>
<td>$70,000 + fringe</td>
<td>1 semester salary for 4 supervisors or lines at 40hrs/week</td>
</tr>
<tr>
<td><strong>St Teaching – Supervisors- ESL</strong></td>
<td></td>
<td>$35,000 + fringe</td>
<td>1 semester salary for 2 supervisors or lines at 40hrs/week</td>
</tr>
<tr>
<td><strong>Coop. Teachers Honoraria, student teacher</strong></td>
<td></td>
<td>$36,000</td>
<td>$600 per student teacher</td>
</tr>
<tr>
<td><strong>Summer Two</strong></td>
<td></td>
<td>$218,000</td>
<td></td>
</tr>
<tr>
<td><strong>Course C&amp;I 675, Capstone-3 cr</strong></td>
<td></td>
<td>$48,000 + fringe</td>
<td>Ave cost of 4 faculty instructors</td>
</tr>
<tr>
<td><strong>Course C&amp;I 739 Assessment/Data- 1 cr</strong></td>
<td></td>
<td>$5,500 + fringe</td>
<td>Ave cost or 1 faculty instructor &amp; one senior lecturer</td>
</tr>
<tr>
<td><strong>Course ELPA 640, School Law-, 1 cr</strong></td>
<td></td>
<td>$3,500 + fringe</td>
<td>Ave cost for two senior lecturers</td>
</tr>
<tr>
<td><strong>Course Ed Psy 622 Adols Dev-, 1 cr</strong></td>
<td></td>
<td>$4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
<tr>
<td><strong>Course C&amp;I 508, Implementation of Universal Design Round Table-, 1 cr</strong></td>
<td></td>
<td>$4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
</tr>
<tr>
<td><strong>Summer Two</strong></td>
<td></td>
<td>$90,000</td>
<td></td>
</tr>
<tr>
<td>Course 673 Lang Lit, 1 cr</td>
<td>$ 4000 + fringe</td>
<td>Ave cost of faculty instructor for 1 credit course</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>TA’s for each subject area</td>
<td>$21,000 + fringe</td>
<td>Assist in running the review sections &amp; work with Grad project</td>
<td></td>
</tr>
<tr>
<td>TOTAL w/o fringe:</td>
<td>$740,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total w/ fringe:</td>
<td>$930,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expected Income:</td>
<td>$1,225,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Projected Net gain:</strong></td>
<td><strong>=$295,000</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Assumptions:
1. Figures based on initial admission of 60 total students.
2. Faculty salaries based on $98,000/annual, 9 mo. Fringe will be added at 37% for faculty and Academic Staff, 25.4% for Lecturers, TAs, and supervisors.
3. 2014 Tuition rates have been used, assuming all in-state tuition.
4. 67% of net income will be retained by the Department, 33% will be retained by the School of Education.
5. Program will need 45 students to cover all anticipated costs.

**VI. Assessment and Program Review Plan**

Teacher Education, broadly speaking, and individual teacher education programs and students are evaluated extensively at the University of Wisconsin – Madison. Programs are evaluated using internal tools as well as external measures. Internally, this program will be reviewed in 3 years by the Graduate School to ensure the start-up plans are coming to fruition. There will also be an initial institutional review by the Dean's office of the School of Education in five years; after which time the program will continue using the UW's 10-year program review cycle, and every five years by the Dean’s office in the School of Education. Externally, the program has been approved by the state’s Department of Public Instruction (DPI), is reviewed annually and every five years.

In addition to the formal measures, program evaluation also includes monitoring program alignment with content expectations of professional disciplinary standards for beginning teachers, UW-Madison Teacher Education Content/Knowledge Standards, and the INTASC standards for teachers (National). Programs also evaluate themselves using patterns of student performance from their fieldwork on content tests (Praxis II), in relation to UW-Madison Teacher Education Performance Standards, and the edTPA (national performance evaluation). Please see Appendix D for the UW-Madison Teacher Education Standards. Finally, as part of program review and improvement, programs analyze exit survey data and 3-year follow-up data collected from all graduates of the program.
VII. Support Letters

- **Letters of Support from Executive Committee** (not applicable; already approved program)
- **Letters of Support from Dean of School** (not applicable; already approved program)
Appendix A

Comparison of Current MS with MS with Named Options
<table>
<thead>
<tr>
<th><strong>C&amp;I MS</strong></th>
<th><strong>C&amp;I MS with Named Options</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions:</strong></td>
<td><strong>Admissions:</strong></td>
</tr>
<tr>
<td>• Transcripts</td>
<td>• Auto Biographical Data</td>
</tr>
<tr>
<td>• A Bachelor’s degree from an approved institution.</td>
<td>• Transcripts</td>
</tr>
<tr>
<td>• An undergraduate major or equivalent evidence of suitable background for entering the proposed field of graduate study.</td>
<td>• Bachelor’s degree from regionally accredited U.S. institution, or a comparable degree from an international institution.</td>
</tr>
<tr>
<td></td>
<td>• Undergraduate major or a minors in English; Comparative Literature, Linguistics, or Theater &amp; Drama; a set of courses or experiences that address each of the elements in the Next Generation Science Standards in at least one of the science certification areas (Biology, Chemistry, Physics, Earth and Space Science, Environmental Science, Broad field Science); a set of courses or experiences that address each of the elements in the Mathematics foundational domains (UW-Madison students and graduates may use the L&amp;S Mathematics Major, Option 2); Undergraduate major or a minor(s) in one of the social studies certification areas (History, Economics, Political Science, Geography, Psychology, Sociology, Broad field Social Studies).</td>
</tr>
<tr>
<td></td>
<td>• GPA: 3.0 GPA on last 60 credits</td>
</tr>
<tr>
<td></td>
<td>• 2 letters of recommendation</td>
</tr>
<tr>
<td>• Résumé or curriculum vitae</td>
<td>• Résumé</td>
</tr>
<tr>
<td>• As appropriate: TOEFL</td>
<td>• As appropriate: TOEFL</td>
</tr>
<tr>
<td>o No older than two years</td>
<td>o No older than two years</td>
</tr>
<tr>
<td>o Score minima = 92</td>
<td>o Score minima = 92</td>
</tr>
<tr>
<td></td>
<td>• GRE scores</td>
</tr>
<tr>
<td></td>
<td>• Statement of Purpose</td>
</tr>
<tr>
<td></td>
<td>• A range of university courses, life experiences, or previous employment that fulfills the content domain requirements within the teaching certification area of application (Named Option).</td>
</tr>
<tr>
<td></td>
<td>• Experience with education, adolescents, and/or English Language Learners.</td>
</tr>
<tr>
<td></td>
<td>• 3 Essay questions: addressing general issues about student learning, handling professional challenges within the content area and working with students that are English Language Learners.</td>
</tr>
<tr>
<td></td>
<td>• Possibly, interview</td>
</tr>
<tr>
<td><strong>Areas of study:</strong></td>
<td>**Areas of study: ** <strong>Named Options</strong></td>
</tr>
<tr>
<td>• Curriculum Studies &amp; Global Studies</td>
<td>• Secondary English Education</td>
</tr>
<tr>
<td>• Digital Media</td>
<td>• Secondary Math Education</td>
</tr>
<tr>
<td>• Disciplinary Studies</td>
<td>• Secondary Science Education</td>
</tr>
<tr>
<td>o Art</td>
<td>• Secondary Social Studies Education</td>
</tr>
<tr>
<td>o Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
### C&I MS

- Music
- Science
- Social Studies
- **Language & Literacies**
  - English as a Second Language
  - Bilingual Education
  - World Language Education
- Multicultural Education
- Teacher Education

### Coursework:

- 8 year time limit
- Minimum of 30 credits of graduate work, not including credits earned through research/thesis credits (272-990); at least 15 credits in graduate-level courses other than Independent Reading (272-699/999) in the UW-Madison Department of Curriculum and Instruction.
- Coursework specific by area of study. Students schedule as appropriate for course availability, interest, and advisor approval (no set sequence)
- Students are encouraged, but not required, to enroll in a 3 credit introductory course during their first or second semesters.

### C&I MS with Named Options

#### Coursework:

- 2 summers and one academic year (four consecutive semesters)
- 46-47 credits sequence of specified courses
- Coursework specified by semester and Named Option
- All coursework required
  - **Summer 1:**
    - C&I 690, Independent Field Work (2 cr)
    - C&I 672, Issues in ESL Education (3 cr)
    - EPSE 600, Social And Cultural Approaches to Ed Policy (3 cr)
    - C&I 537, Teaching, Diverse Learners in Secondary Schools (2 cr)
    - C&I 635 Epistemology in Math OR C&I 735 Epistemic Science Teaching (2cr) OR Ed Psy 510 OR Learning Theory & Application (for English and Social Studies) (1cr)
  - **Fall:**
    - C&I 506, Inclusive Education in Secondary Schools (2 cr)
    - Ed Psych 621 Adolescent Development in Educational Contexts (2 cr)
    - C&I 396, 393, 390, 359 (Subject Area Methods) (3 cr)
    - C&I 673, Learning Second Language and Literacies (2 cr)
    - C&I 296, 361, 290, 358, Practicum field work in the subject area (1 cr)
    - C&I 472, 497, 495, 458, Half-Day Student Teaching (4 cr)
  - **Spring:**
    - C&I 674, Advanced Methods in Teaching English as a Second Language (3 cr)
    - C&I 596, 394, 590, 559 (Subject Area Methods) (3 cr)
    - C&I 729 Classroom Management (1 cr)
### C&I MS

- Master’s paper, thesis, or substantial study project.
- Master’s examination
  1. a four-hour written examination.
  2. a one-week take-home examination.
  3. a 1½ - 2 hour oral exam.

### C&I MS with Named Options

<table>
<thead>
<tr>
<th>C&amp;I MS with Named Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>- C&amp;I 709 Digital Media and Technology in the Classroom (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 496, 494, 490, 459, Full-day Student Teaching (6 cr)</td>
</tr>
<tr>
<td>o Summer 2</td>
</tr>
<tr>
<td>- C&amp;I 675, General Seminar in the subject area (3 cr)</td>
</tr>
<tr>
<td>- ELPA 640 Legal Rights &amp; Responsibilities for Teachers (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 739 Assessment and Data Usage for Instructional Improvement, (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 508, Implementation of Universal Design (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 622. Structuring Secondary Schools for Adolescent Development (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 673, Learning Second Language and Literacies (1 cr)</td>
</tr>
<tr>
<td>- C&amp;I 496,494, 490, 459, Student Teaching at a High School (4 cr)</td>
</tr>
<tr>
<td>- The Masters Project: unit planned, taught, and assessed; incorporates major concepts taught in courses addressing instructional design, English Language Learners, inclusive schooling, learning, and assessment. Submitted as part of e-portfolio.</td>
</tr>
<tr>
<td>- Mastery of UW-Madison Teacher Education Performance Standards as evaluated in e-portfolio artifacts</td>
</tr>
<tr>
<td>- Positive student teaching evaluations</td>
</tr>
</tbody>
</table>
Appendix B

Additional Information on Teacher Licensing
Because education is a state not federal responsibility, teacher licensing is not national licensing. It is state-level licensing. Teacher certification programs, which prepare individuals for licenses, are approved by individual states. Individuals who complete a state accredited program are eligible for licensing in the state in which the program is located. Some states have licensure reciprocity. In these cases, if an applicant is eligible for a license in the “home” state the applicant is eligible for licensing in the state in which the application is being made. More often, states do not have reciprocity. Instead, they use a process in which they compare the licensing requirements of the “home” state with their state’s licensing requirements. In all of these cases, the states have specific requirements that are not included in teacher preparation programs in other states. For example, Wisconsin requires that applicants for initial educator licenses have training in the history, culture, and tribal sovereignty of the eleven federally recognized tribes and bands in the state. This content would not be included in teacher education programs outside of the state. Out-of-state applicants will be issued a license with deficiencies. Other states use the same process, adding deficiencies or qualifications to the licenses issued to out-of-state applicants. Applicants who receive a license with qualifications or deficiencies are required to address the deficiencies in a specified period or lose the license. This is a process and its outcomes apply regardless of the level of the degree (BS or MS). It is impossible to include all states’ requirements in any licensing program because of the multiplicity of unique requirements. As a result, all teacher education programs across the country focus on meeting the requirements of the state in which the program is located.
Appendix C

Approved 131 Proposal Submitted to Provost and Approval Letters
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<td>III. Implementation</td>
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<td>- Criteria for Admissions</td>
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<tr>
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<td>- Exhibit B: Teacher Education Standards</td>
<td></td>
</tr>
<tr>
<td>VIII. Funding</td>
<td>12</td>
</tr>
</tbody>
</table>

Appendix

Letter of Support from the Dean of the School of Education  
- Dean Julie Underwood

Letter of Support from the Dean of the College of Letters and Science  
- Dean Gary Sandefur
PROPOSAL FOR A MASTERS DEGREE OPTION FOR SECONDARY TEACHER CERTIFICATION IN CURRICULUM AND INSTRUCTION

I. Overview

The faculty of the Department of Curriculum and Instruction are proposing a series of new named options within the Master of Science-Curriculum and Instruction degree program. These options would be "Secondary English Education," "Secondary Mathematics Education," "Secondary Science Education," and "Secondary Social Studies Education." Completion of these options will lead to teacher certification in the respective secondary education areas. These graduate-level options will replace the current School of Education undergraduate teacher education program in these subjects.

The proposed options in the MS-C&I will provide students who hold a bachelor’s degree in the specialty area with a post-baccalaureate route to teacher certification in these subject areas. The master’s level teacher-preparation program will replace teacher education preparation at the bachelor’s level.

II. Background and Rationale

In part, the proposed options are a response to significant competition from other education programs in the state that provide teacher preparation in a faster time than our current bachelor’s level program. The new master’s level program is also a response to significant success of Teach For America in attracting top students, who have bachelor’s degrees but no preparation to be educators. Finally, the proposed master’s level program reflects the growing number of master’s level teacher preparation programs at other major research universities that draw top quality students that we seek to attract.

Our current bachelor’s program requires four consecutive semesters. Typically, this means that undergraduate students are taking at least five years to complete a bachelor’s degree because they enter the teacher preparation program after three years of undergraduate study. The proposed duration of the master’s program is two summers and an academic year. This means that a student can complete a bachelor’s degree, this master’s degree, and preparation for dual teacher certification (described below) in the time it currently takes to complete a bachelor’s degree and preparation for a single certification.

The proposed program also responds to growing needs experienced by secondary schools in our state and nationwide. Addressing these needs requires teachers who are skilled in teaching strategies to educate a more diverse student body and students for whom
English is their second language. The program features in-depth work with a wide range of diverse students. Additionally, it provides graduates who will meet the rising demand for teachers with certification in English as a Second Language.

As a graduate program, it is expected that the program will attract students with an abiding commitment to becoming excellent teachers for contemporary students and schools. Graduates will have a greater likelihood than many of our current bachelor’s level graduates of remaining in teaching for substantial years of service. In addition, by drawing from a larger body of applicants we can attract students with greater diversity and broader experiences that will serve them well as teachers.

### III. Implementation

The program duration is two summers and an intervening academic year. The first group would begin the Summer of 2015.

Applications and admissions will proceed with the following criteria and time line beginning Fall of 2014:

**Criteria for program admission**

In order to be considered for admission, candidates must have:

- A bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution with a 3.0 GPA\(^1\) in the last 60 credits
- An overall GPA of 3.0 in the applicant’s area of certification
- If relevant, a minimum TOEFL Score of 92
- Candidates must have a valid GRE score\(^2\)
- A statement of purpose
- 3 letters of recommendation
- 50% of the Cohort positions are reserved for UW-Madison graduates

Candidates may also be asked to submit:

- A resume
- Answers to program area-specific essay questions
- Candidates may also be asked to participate in an interview

---

\(^1\) Based on a 4.0 grading scale

\(^2\) Once the new GRE is normed, a minimum score may be required
Admissions committees will judge each applicant on the following criteria:

- Is the applicant well qualified academically? Does the academic background reflect the needs of the profession?
- Is the applicant thoughtful and reflective about the meaning of teaching? Are his or her motivations for entering the profession worthwhile and do they reflect a commitment to professional improvement?
- Has the applicant shown the ability to work effectively with young people, especially those different in important ways from the applicant?
- Does the applicant show a genuine commitment to working with all children, not just the privileged or highly motivated? Does the applicant provide evidence of working with adolescents?
- Is the applicant capable to work effectively with other professionals in the school, parents, caregivers, and members of the community outside of school?
- Does the applicant have work experience that may add to their ability to assist students in building their own knowledge of the subject?

Admissions timeline and process

10/15: Candidates complete the online application through the UW Graduate Admissions website. C&I program administrators will complete initial screening of candidates. Any candidate who does not meet minimum requirements will be passed along to program area faculty if their application is rejected for potential consideration as an acceptation.

11/15: Candidates notified if they have moved on to the second round of the application process.

12/15: Candidates submit a resume and provide answers to subject area-specific questions through the EPCS website.

2/1: Candidates notified if they have moved on to the third round of the application process. Interviews conducted with all candidates still in the applicant pool.

3/1: Candidates notified of admissions

3/15: Candidates deadline to accept admission into the program. Alternates notified of admission status

3/30: Final notification of admissions status for alternates
IV. Current Undergraduate Program

The current bachelor’s program prepares students for certification in English, mathematics, science, and social studies for teaching at the secondary level. Only undergraduate students who are completing majors in these identified areas can seek this certification.

The current program encompasses four semesters, and is organized as follows:

<table>
<thead>
<tr>
<th>Semester One – twelve credits</th>
<th>Semester Three – twelve credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 300, School and Society (3 crs)</td>
<td>Ed Psych 301, Learning (3 crs)</td>
</tr>
<tr>
<td>C&amp;I 506, Inclusive Schooling (3 crs)</td>
<td>C&amp;I XXX, Advanced Subject Area Methods (3 crs)</td>
</tr>
<tr>
<td>Ed Psy 521, Adolescent Development (3 crs)</td>
<td>C&amp;I XXX, Half-day Student Teaching (6 crs)</td>
</tr>
<tr>
<td>C&amp;I XXX, Practicum I (3 crs)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two – twelve credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I 313, Literacy Across the Curriculum (3 crs)</td>
<td>C&amp;I XXX, Full-day Student Teaching (12 crs)</td>
</tr>
<tr>
<td>C&amp;I 537, Teaching Diverse Learners (3 crs)</td>
<td>C&amp;I 690, Independent Field Work (1 cr)</td>
</tr>
<tr>
<td>C&amp;I XXX, Subject Area Methods (3 crs)</td>
<td></td>
</tr>
<tr>
<td>C&amp;I XXX, Practicum II (3 crs)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four – thirteen credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I 690, Independent Field Work (2 crs)</td>
</tr>
<tr>
<td>C&amp;I 672, Issues in ESL Education (3 crs)</td>
</tr>
<tr>
<td>EPS 670, Social Issues and Education (2 crs)</td>
</tr>
<tr>
<td>C&amp;I 537, Teaching, Diverse Learners (1 cr)</td>
</tr>
<tr>
<td>C&amp;I 699, Epistemology or C&amp;I TBD Instructional Theory (1cr)</td>
</tr>
</tbody>
</table>

V. Proposed Graduate Program

The program covers two summers and an intervening academic year. Students take university courses and engage in fieldwork associated with those courses. In addition to course and fieldwork, students must complete a master’s project in order to receive their degree.

The course and field work are distributed as follows: Summer 1

The focus of this summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. The adolescents will represent language and other forms of diversity. The university courses will present assignments for students to carry out in the practicum sites.

The 699 module will engage program students in considerations of how academic subject knowledge is and should be translated into the secondary school curriculum.
Semester 1

In both halves of this semester, program students will be in local secondary schools. University courses will provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students. Among central topics addressed will be working with all students, universal curriculum design, and understanding contemporary adolescence.

C&I 506, Inclusive Schooling (2 crs)
Ed Psych 521, Adolescent Development (2 crs)
C&I 396, 393, 390, 359 (Subject Area Methods) (3 crs)
C&I 673, Learning Second Language and Literacies (2 crs)
C&I 690, Independent Field Work (1 cr)
C&I 472, 497, 495, 458, Student Teaching at a Middle School (2 crs)

Semester 2

Program students will be immersed in a semester of student teaching. University coursework is closely integrated. The courses will provide assignments that students will carry out in their student teaching. The coursework will also provide concepts and practices that will enhance their instructional effectiveness. Course titles summarize the topics addressed in these courses.

Each student will also prepare and teach an instructional unit incorporating key teachings of the university courses from both semesters. This unit will also serve as the student’s Master’s project.

C&I 674, Advanced Methods in Teaching English as a Second Language (3 crs)
C&I 596, 394, 590, 559 (Subject Area Methods) (3 crs)
C&I TBD Classroom Management (1 cr)
C&I 709 Digital Media and Technology in the Classroom (1 cr)
C&I 496, 494, 490, 459, Student Teaching at a High School (4 crs)
[Additional student teaching credit to accrue in Summer 2]

Summer 2

In the final summer, students will complete their Master’s projects under the direction of their major professors. They will also reflect and further investigate concepts from previous semester courses, and learn central concepts in school law and data assessment.

C&I 675, General Seminar (3 crs)
ELPA XXX, School Law (1 cr)
C&I TBD Assessment/Data Usage, (1 cr)
C&I 506, 521, & 673; (1 cr. modules to reflect and further explore Sem. 1 topics) (3 crs)
C&I TBD; (1 cr. module to reflect and further explore Sum1 topics) (1 cr)
C&I 496,494, 490, 459, Student Teaching at a High School (3 crs)
[Student teaching from the final portion of the K-12 school year]
The Masters Project:

Each student will prepare a unit plan to have been taught and assessed in the second semester practicum. The plan will incorporate major concepts taught in courses addressing instructional design, English Language Learners, inclusive schooling, learning, and assessment. After approval by the student’s major professor, relevant unit components will be detailed in the student’s electronic portfolio.

The electronic portfolio is, in effect, each student’s individualized website. The portfolio presents a variety of information about each student including artifacts describing how the student has demonstrated proficiency on each of the School of Education’s 15 standards. Proficiency on each standard is required for completion of the program.

Details of key components of the student’s unit project will be included under standards 1, 3, 5, 8, 10, and 11.

VI. Collaboration, Faculty, and Governance

The program reflects collaboration between the School of Education’s Departments of Curriculum and Instruction, Educational Leadership and Policy Analysis, Educational Policy Studies, and Educational Psychology. In addition, personnel in local school districts collaborate in providing instructional settings in their middle and high schools.

Governance of the program will remain as is currently for all teacher education programs. The proposed master’s program will continue to have an advisory committee that sets policies for the program and, if necessary, makes recommendations for actions by departments and other appropriate bodies. The committee has representatives from all relevant departments, instructors, and local school representatives.

Professors Brown and Kalish (Educational Psychology), Professor Lee (Educational Policy Studies), Professor Mead (Educational Leadership and Policy Studies), Professors Knuth, Ellis, Rudolph, Braaten, Gomez, Halverson, Lockwood, Levy, Hawkins, Udvari-Solner, and Deans Hanley-Maxwell and Hamm are on the committee. In addition, staff members Garner, Lubasi-Anderson, Gerloff, and Warren are on the committee. Local school representative’s names are not available at this time.
VII. Evaluation

Teacher education students will be assessed at multiple times, using multiple measures. These assessments inform faculty about student progress toward meeting program requirements and readiness for certification. Assessments also provide information for program evaluation.

All students must show competence in the School of Education’s 15 teacher education standards. (Exhibit on Page 10) In addition, the most recent evaluation tool is the TPA (Teacher Performance Assessment) system. All students must demonstrate their knowledge and skills throughout the program and summatively during the final semester. An overview of the TPA system follows:

Overview of the TPAC Assessment

Conceptual Overview

In this assessment, students will describe, analyze, and evaluate the teaching of a 3-5 lesson unit of _____ instruction that will be referred to as a “learning segment”. The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one’s students, reflecting and acting on evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The TPAC assessment is clearly focused on student learning. To complete the assessment, students will describe their plans and actions to achieve student learning (the “what”), provide a rationale for plans and an analysis of the effects of teaching on students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in teaching practice (the “now what”).

Submit teaching artifacts and commentaries

Students will submit artifacts and commentaries. Artifacts are evidence of teaching practice. They include lesson plans, copies of instructional and assessment materials, one or two video clips of teaching, and student work samples. Students will also write commentaries describing their plans and practice, explaining the rationale behind them, and analyzing and reflecting on what was learned about their teaching practice and students’ learning.
In a commentary, students respond to questions that prompt them to provide evidence of what they know and understand about their teaching practice. The commentaries will guide the assessors in interpreting the artifacts the students submit. They also are evidence of your ability to communicate about and reflect on teaching practice. Note that the students writing ability will not be scored directly, but it is important that the writing is clear and focused on key elements of descriptions explanations, or reflections.

**Evaluation Criteria and Scoring**

The students’ assessment evidence will be judged on five dimensions of teaching: planning, instruction, assessment, reflection, and academic language. The evidence for the planning, instruction, and assessment dimensions will come from the corresponding tasks. Evidence for the reflection dimension comes primarily from the daily reflections but may come from the Instruction and Assessment tasks. Evidence for the academic language dimension will come from across the tasks. To identify the teaching competencies that will be assessed, read the rubrics that appear at the end of each task.
### Overview of TPAC Assessment

<table>
<thead>
<tr>
<th>TPAC Task</th>
<th>What to Do</th>
<th>What to submit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Planning</strong></td>
<td>Provide relevant information about your instructional context by completing the Context for Learning form.</td>
<td>□ Context for Learning Information</td>
</tr>
<tr>
<td>Provide relevant information about your instructional context by completing the Context for Learning form.</td>
<td>□ Lesson Plans for Learning Segment</td>
<td></td>
</tr>
<tr>
<td>Select a learning segment of 3-5 lessons (or, if teaching ____ within a large time block, about 3-5 hours of connected instruction) that develops students’ abilities to ____.</td>
<td>□ Instructional Materials</td>
<td></td>
</tr>
<tr>
<td>Determine what content and related academic language you will emphasize.</td>
<td>□ Assessment tools and criteria</td>
<td></td>
</tr>
<tr>
<td>Consider your students’ strengths and needs, create an instruction and assessment plan for the learning segment, and write lesson plans.</td>
<td>□ Planning Commentary</td>
<td></td>
</tr>
<tr>
<td>Respond to commentary prompts to describe your students and teaching context, and explain your thinking in developing the plans and how they reflect what you know about your students as well as research/theory.</td>
<td>□ Daily reflections</td>
<td></td>
</tr>
<tr>
<td>As you are teaching, complete daily reflections by answering the prompts.</td>
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<td></td>
</tr>
<tr>
<td><strong>2. Instructing &amp; Engaging Students in Learning</strong></td>
<td>Identify lessons where you are engaging your students in _____. Select at least one lesson for filming.</td>
<td>□ Video Clip(s)</td>
</tr>
<tr>
<td>Collect permission forms from parents and prepare for filming.</td>
<td>□ Video Label Form</td>
<td></td>
</tr>
<tr>
<td>Video the lesson.</td>
<td>□ Instruction Commentary</td>
<td></td>
</tr>
<tr>
<td>Review the video to identify one or two video clips that meet requirements. [Secondary students must select two video clips.] The total running time should not exceed 15 minutes.</td>
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<tr>
<td>Respond to commentary prompts to analyze your teaching and your students’ learning in the video clip(s).</td>
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<td></td>
</tr>
<tr>
<td><strong>3. Assessing Student Learning</strong></td>
<td>Analyze student performance across the class from one assessment completed during the learning segment.</td>
<td>□ Evaluation Criteria</td>
</tr>
<tr>
<td>Identify three student work samples that illustrate class trends in student understanding.</td>
<td>□ Student Work Samples</td>
<td></td>
</tr>
<tr>
<td>Select two focus students from the class whose learning you will analyze in more depth, and for whom you will document feedback on their work.</td>
<td>□ Evidence of Feedback</td>
<td></td>
</tr>
<tr>
<td>Respond to commentary prompts to analyze the extent to which the whole class met the standards/objectives, analyze the individual learning of two focus students, and describe your feedback to them, and identify next steps in instruction based on your analysis.</td>
<td>□ Assessment Commentary</td>
<td></td>
</tr>
<tr>
<td>Reflect back on your teaching throughout the learning segment and consider what you have learned about your teaching and students’ learning.</td>
<td>□ Retrospective Reflection Commentary</td>
<td></td>
</tr>
<tr>
<td>Respond to the commentary prompt about what you would do differently if you could teach this learning segment again.</td>
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</tbody>
</table>
Standard #1: Incorporates Understanding of Human Learning and Development
Teachers design learning environments and pedagogical practices for students that are grounded in concepts and interpretative frameworks provided by disciplines that study human development and learning.

Standard #2: Understands the Social Context of Schooling
Teachers understand how local, state, national, and global social and political contexts differentially affect schooling and its outcomes for students.

Standard #3: Demonstrates Sophisticated Curricular Knowledge
Teachers understand the central concepts, assumptions, tools of inquiry, ways of reasoning, uncertainties, and controversies of the disciplines that they teach to students.

Standard #4: Understands and Practices Learning in Particular Domains
Teachers are knowledgeable about the challenges and opportunities that commonly arise as students develop understanding or competence in particular domains.

Standard #5: Explains and Justifies Educational Choices
Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.

Standard #6: Connects School and Community
Teachers use the knowledge and abilities necessary for collaboration with individuals, groups, and agencies within the school and local community. They base instruction of students on an understanding of curricular goals, subject matter, and the local community, and help students make connections between community-based knowledge and school knowledge.

Standard #7: Understands and Adapts to Multiple Forms of Communication
Teachers understand and adapt to students' multiple forms of expressing and receiving experiences, ideas, and feelings.

Standard #8: Employs Varied Assessment Processes
Teachers understand and thoughtfully use formal and informal evaluation strategies to assess students' achievements, strengths, challenges, and learning styles for continuous development.

Standard #9: Manages Learning Environment
Teachers establish and maintain an environment that engages students in learning while providing for their physical and socio-emotional well-being.

Standard #10: Employs Varied Instructional Strategies
Teachers understand and use a variety of instructional strategies to enhance students' learning.

Standard #11: Uses Technologies
Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic ideas surrounding their implementation.

Standard #12: Accommodates for All Students
Teachers design educational environments and use instructional practices that accommodate students' achievements, strengths, challenges, interests, and ways of learning.

Standard #13: Is a Reflective Practitioner
Teachers are reflective practitioners who evaluate the effects of their assumptions, choices, and actions on others (students, parents/guardians, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They examine assumptions embedded in ways of thinking and in familial, institutional, and cultural lore and practices.

Standard #14: Relates Well with Families and Communities
Teachers relate to students, families, and community members in a fair and sensitive manner that shows respect for cultural diversity.

Standard #15: Understands Legal Rights and Responsibilities
Teachers understand the legal rights and responsibilities of professional educators.

*The term "domain" was chosen because teachers are called upon to teach "school subjects," not necessarily academic disciplines.

**"Culture" is broadly meant here to include the social patterns, arts, beliefs, institutions and all other products of human work and thought characteristic of a community or population. Cultural patterns are related to language, sex/gender, race, national origin/ethnicity, social class, creed/religion, disability, and sexual orientation.
VIII. Funding – Cost Recovery

Note: Fringe benefits are not to be taken from this operating budget.

GRADUATE SECONDARY TEACHER EDUCATION PROGRAM

Budget: General Operating Budget

<table>
<thead>
<tr>
<th>General Expenses:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty coordinator summer (1 mo)</td>
<td>$10,500</td>
</tr>
<tr>
<td>Full-time academic staff</td>
<td>$65,000</td>
</tr>
<tr>
<td>Promotion, recruitment</td>
<td>$11,000</td>
</tr>
<tr>
<td>Admissions</td>
<td>$4,000</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Pro Dev, Consultants, etc)</td>
<td>$20,000</td>
</tr>
<tr>
<td>Honoraria for Cooperting Teachers are included with the semester breakouts.</td>
<td></td>
</tr>
<tr>
<td>Fellowships</td>
<td>??</td>
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Summer One:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
<th>Faculty</th>
<th>Cost</th>
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<tbody>
<tr>
<td>C&amp;I 672</td>
<td>1 faculty (1 mo)</td>
<td>1</td>
<td>10,500</td>
</tr>
<tr>
<td></td>
<td>1 lec. (1 mo)</td>
<td>1</td>
<td>4,500</td>
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<tr>
<td></td>
<td>[Literacy in Communities and Workplaces course associated with field placements. Two sections taught by faculty and lec.]</td>
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<tr>
<td>C&amp;I 690</td>
<td>Practicum, 2 lecturers (1 mo)</td>
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<td>9,000</td>
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<tr>
<td></td>
<td>[Course for field placement and TA supervision]</td>
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<tr>
<td>C&amp;I 675 or TBD</td>
<td>4 faculty (1 wk)</td>
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<td>14,100</td>
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<td></td>
<td>[Course addressing epistemological issues (Math/Sci) and instructional theory (Eng/SSt)</td>
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<tr>
<td>EPS 672</td>
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<td>1 lec. (1 mo)</td>
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<td>3,000</td>
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<tr>
<td>C&amp;I 537</td>
<td>1 faculty (1 mo)</td>
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<td></td>
<td>1 lec. (1 mo)</td>
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Semester One:

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<td>C&amp;I 506</td>
<td>2 TAs</td>
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<tr>
<td></td>
<td>1 faculty (2 crs.)</td>
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<td>16,000</td>
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<tr>
<td></td>
<td>[Inclusive Schooling course. Two sections and field work supervision.]</td>
<td></td>
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<tr>
<td>EdPsy 521</td>
<td>1 TA</td>
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<tr>
<td></td>
<td>1 faculty (2 crs.)</td>
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<td>16,000</td>
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<tr>
<td></td>
<td>[Adolescent Development course- Two sections]</td>
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<tr>
<td>C&amp;I 673</td>
<td>2 TAs</td>
<td>2</td>
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<tr>
<td></td>
<td>1 faculty (2 crs.)</td>
<td>1</td>
<td>16,000</td>
</tr>
<tr>
<td></td>
<td>[Learning Second Language and Literacies. Two sections and field work supervision]</td>
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<tr>
<td>C&amp;I 396, 393, 390, 359</td>
<td>4 faculty (3 crs.)</td>
<td>4</td>
<td>95,000</td>
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<td></td>
<td>[Subject Area Methods]</td>
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<tr>
<td>C&amp;I 690 &amp; StT Middle school: Coop. Teachers Honoraria</td>
<td></td>
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<tr>
<td></td>
<td>(2 subject area CTs: 1 Spec Ed, 1 ESL)</td>
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</tr>
<tr>
<td></td>
<td>Subject area supervisors (8 TAs)</td>
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Semester Two:

C&I 674. 1 fac (3 cr.) ........................................... 24,000
1 TA ............................................................. 4,000
[ESL methods. Two sections]
ESL supervisors (4 TAs) for practicum ........................................ 32,500

C&I 596, 394, 590, 559 4 faculty (3 crs.) ...................................... 95,000
[Subject Area Methods]

C&I 496, 494, 490, 459- St Teach at High School
Coop. Teachers Honoraria 60 @ $300 ............................................ 18,000
Subject area supervisors (8 TAs) ................................................. 65,000

C&I TBD 1 TA .......................................................... 1,500
1 fac (1 cr.) .......................................................... 8,000
[Classroom Management course taught by faculty and TA. Two sections]

C&I 709 1 TA .......................................................... 1,500
1 fac (1 cr.) .......................................................... 8,000

Summer Two:

C&I 506. 521, 673, 573
2 lecturers .......................................................... 6,000
4 fac ................................................................. 32,000
[Reflect and revisit topics from 506, 521, 673 and 537; 1 cr]

C&I 675. 4 faculty (1 mo) .................................................. 42,000
[Subject area seminar related to masters research and portfolio development.]

C&I TBD 1 TA .......................................................... 1,500
1 fac (1 cr.) .......................................................... 8,000
[Assessment and Data Use course taught by faculty and TA. Two sections]

ELPA XXX 1 faculty ....................................................... 10,500
[School law course]

Total Cost $779,100 Estimated Revenue: $1,060,000 all in-state tuition
($135,000,000 w/ 20% out of state tuition)

*Assumptions:
1. Figures based on initial admission of 60 total students.
2. Faculty salaries based on $95,000. Salaries do not include fringes
3. Fellowships would be based on 2 summers and one academic year.
GRADUATE SECONDARY TEACHER EDUCATION PROGRAM

Budget: Start-up Cost Estimates

YEAR 2012-2013

Administrative Staff needs
1 month- Alan Lockwood ..................................$10,000
½ Time- Joey Lubasi ...........................................$30,000

Supplies and Expenses ...................................$5,000
Website Development
Consultants
Collaborative Cooperating Teacher meetings
Materials/Handbook Development

YEAR 2013-2014

Administrative Staff needs
1 month- Alan Lockwood ..................................$10,000
½ Time- Joey Lubasi ...........................................$30,000

Supplies and Expenses ...................................$20,000
Promotional Materials
Recruitment Initiatives
Professional Development for CT’s
Admissions Procedures

YEAR 2014-2015

Administrative Staff needs
1 month- Alan Lockwood ..................................$10,000
½ Time- Joey Lubasi ...........................................$30,000

Supplies and Expenses ...................................$20,000
Promotional Materials
Recruitment Initiatives
Instructional Training for CT’s and Supervisors

*Anticipated start date: Summer, 2015
Accepting applications: Fall, 2014
April 5, 2012

MEMORANDUM

TO: Graduate Faculty Executive Committee

FROM: Julie Underwood, Dean, School of Education

RB: Creation of new options in Curriculum and Instruction Master of Science Degree - Secondary Education

The School of Education is changing its secondary teacher education program from an undergraduate program to a master's degree program. The new program, pending required approvals from various committees and agencies, would begin in Summer of 2014. This program will result in an MS in Curriculum and Instruction, with four major options: Secondary English Education, Secondary Mathematics Education, Secondary Science Education, and Secondary Social Studies Education. The replacement of the current undergraduate program with a graduate-level teacher education program has been approved by the Department of Curriculum and Instruction and the School's curriculum committee. The new program has been reviewed and approved by the School of Education Academic Planning Council. New courses and course revisions are currently under development and/or in the process of receiving approval at the School level.

The proposed master's certification program in secondary mathematics, English, science, and social studies is critical for improving the quality of our programs, to be consistent with those of our competitors from other major research universities, to be attractive to high-quality teaching candidates, and to make our graduates especially attractive to potential employers. It retains many of the strong components of the current program, such as field experiences associated with university courses; the cohort structure; emphasis on interdisciplinary dialogue; and a focus on literacy, teaching English language learners, and teaching diverse populations of pupils.

In addition to retaining these aspects of the current program, the new program exhibits some significant strengths:

1. The duration of the new program is two summers and an intervening academic year (14 months). This reduces some of the time burden of our current program, which now covers two academic years.

2. The program graduates students with certification in both their undergraduate major subject area and in English as a Second Language. This latter certification gives our graduates a clear advantage over other new teaching candidates and makes them
especially attractive to potential employers and effective at working with contemporary student populations.

3. Students pursuing a master's program are more likely to remain in teaching longer than many of our current undergraduate students, for whom teaching is not always a major professional goal.

4. The program will utilize nationwide marketing and recruiting to attract a rich pool of applicants. This allows admissions to be highly selective, attractive to mature career changers, and facilitates admission of a more diverse student population than the program currently attracts.

As part of the program change process, we requested and received approval to suspend the following School of Education secondary education majors, effective the current academic year, 2011: Biology, Chemistry, Earth Science, Economics, English, Geography, History, Mathematics, Natural Science, Physics, Political Science, Social Studies, and Sociology. This suspension means that current high school students will not be admitted to campus as pre-Secondary Education students (program code "TRS"). All applicants indicating interest in the secondary education undergraduate teacher preparation program have been and will be contacted by School of Education staff and informed of the change. Changes to admissions requirements to the current undergraduate program have ensured that students currently on campus or potential transfer students are able to apply and have access to the undergraduate programs via a final round of admissions next academic year, with the last admitted class beginning their professional sequence in Fall 2013.

The proposed new Master's program has been shared with the L&S APC and relevant departments in an effort to ensure they are fully aware of the new program structure. A support memo from the L&S APC will be forthcoming.

We will be happy to provide further information at your request. Please contact Professor Alan Lockwood, Department of Curriculum and Instruction.
18 April 2012

TO: Julie Underwood, Dean, School of Education

FROM: Gruy Sond, L&S

CC: Cheryl Hanley-Maxwell, Associate Dean, School of Education
    Jeff Hamm, Associate Dean, School of Education
    Elaine M. Klein, Assistant Dean for Academic Planning, L&S

RE: Proposal for a Master's Degree Option for Secondary Teacher Certification in Curriculum and Instruction

On Tuesday, April 17, 2012, the L&S Academic Planning Council considered the School of Education proposal to create new options in the existing Curriculum and Instruction Master's Degree program. The proposed options will serve students by providing master's level teacher education and certification to teach at the secondary level. Consistent with our college's consultative governance process, we circulated the proposal throughout the college, with a note explaining that this is the second phase of the School's reformulation of its secondary education programs. We reminded our colleagues that the first phase, suspension of discussion to several undergraduate programs, was approved by the college last fall. We also observed that the proposed programs do not call on L&S resources, but that L&S might wish to consider whether the proposal could have other effects on L&S academic programs.

When we circulated the proposal, we acted on Professor Lockwood's offer to identify "point people" for each of the four proposed programs. This allowed us to invite our colleagues to contact directly School of Education faculty who might address questions or comments; we believe this may have fostered more discussion and (we hope) collaboration between L&S and Education. We are grateful for that opportunity, which we believe will serve all of our students well. We understand that L&S departments both reached out to Education colleagues to learn more about admission standards and how to adjust L&S programs to help our L&S majors meet those criteria. One substantive question, of which I'm sure you're aware, had to do with the suggestion that criteria for admission be clarified, to ensure that in cases where a student who has completed a relevant major is admitted, his/her transcript is carefully reviewed to verify that appropriate coursework has been completed. This suggestion, however, did not rise to the level of formal objection to the proposal, but was offered in the context of collegial consultation.

I'm pleased to report that the L&S Academic Planning Council, while not required to do so, warmly endorsed the proposed changes. We wish you all success in this new approach, and look forward to the ongoing discussion.
May 13, 2012

To: Professor Alan Lockwood
   Professor John Rudolph, Chair C&I

From: Jan Greenberg,
      Interim Associate Dean, Social Studies
      Graduate School

John, Alan:

I am writing to inform you that the Graduate Faculty Executive Committee (GFEC) approved your request for the following Named Options:

- Curriculum and Instruction M.S.: Secondary English Education
- Curriculum and Instruction M.S.: Secondary Mathematics Education
- Instruction M.S.: Secondary Science Education
- Curriculum and Instruction M.S.: Secondary Social Studies Education

Please note that during the discussion prior to approval, the Committee felt strongly that the department of Curriculum and Instruction should make more of a concerted effort to reach out to relevant departments on campus to collaborate on how best to advise UW undergraduate students interested in exploring one of the above named options. It was felt that certain courses in a given major may be more suitable than others for undergraduate students exploring a career in teaching. In addition, it also seems appropriate to share/coordinate this information with other advising units and staff on campus -- such as with the new Director of Undergraduate Advising and the Cross College Advising Service.
June 1, 2012

To:    Alan Lockwood, Professor of Curriculum and Instruction  
John Rudolph, Chair and Professor of Curriculum and Instruction

From: Jocelyn Milner, Director of Academic Planning and Analysis

Re: Implementation Report on the MS-Curriculum and Instruction Secondary Education Named Options  

Response Requested by October 1, 2014

As you know from the attached memo, the University Academic Planning Council (UAPC) approved the proposal for four new named options in the MS-Curriculum and Instruction for secondary education at the master’s level. The program will enroll the first students in Summer 2015, and to support that, applications will open on the on-line Graduate School application system in September 2014.

I am writing to draw your attention to Provost DeLuca’s request that you provide a progress report to him on the implementation plan for the new programs by October 1, 2014.

The progress report should take the form of a revised and updated proposal for the named options. The proposal submitted to the UAPC was complete in some places. However, the details of the curriculum were incomplete. The October 2014 report should include accurate and complete information about the undergraduate curriculum (section IV) and graduate curriculum (section V). Information about how the named options differ from the current MS-C&I should also be provided. By fall 2014, the curriculum for the named options should be ready for implementation and all of the new and modified courses should be approved through divisional committees. The progress report should confirm the status of those approvals. Because this will be a program-revenue program, include an updated budget that describes both anticipated expenses and projected revenue flow. Please also include any additional information related to implementation that may be of interest to the UAPC.

Thanks for all of your efforts on this project. If I can be of any assistance, please let me know.

Attachment

Copies: Paul M. DeLuca Jr., Provost  
Eden Inoway-Ronnie, Special Assistant and Chief of Staff  
Julie Underwood, School of Education
Cheryl Hanley-Maxwell, School of Education
Jeff Hamm, School of Education
Melissa Amos-Landgraf, School of Education
Brad Zulick, School of Education
Joey Anderson Lubasi, Department of Curriculum and Instruction
Martin Cadwallader, Graduate School
Wendy Crone, Graduate School
Jan Greenberg, Graduate School
Kelly Haslam, Graduate School
Steve Hahn, Graduate School
Tim Norris, Madison Budget Office
Katherine (Katy) Duren, Assistant Dean, Continuing Studies
Via e-mail

May 22, 2012

To: Stephen Kolison, Associate Vice President for Academic Affairs
   University of Wisconsin System Administration (via afgp@uwsa.edu)

From: Paul M. DeLuca Jr., Provost

RE: May 2012 Academic Program Change at UW-Madison:
     New Options in MS-Curriculum and Instruction

I am writing to inform you of recently approved changes to our academic structures and programs. The proposals for these changes have been approved by the appropriate governance bodies, including the University Academic Planning Council, and I send this notice to you with my support.

We are establishing four named options within the MS-Curriculum and Instruction degree/major program (major code 242), Department of Curriculum and Instruction, School of Education. These options are being created to support the transition of secondary education teacher preparation to the master’s level.

- Secondary English Education
- Secondary Mathematics Education
- Secondary Science Education
- Secondary Social Studies Education.

These new options will become available for application activity starting in Fall 2014 (two years from this coming fall) and will first enroll students in Summer 2015.

The approval for these programs provides a long lead time for additional planning and for the broad communication plan associated with this change. Consequently, I am asking the program faculty to provide a progress report on their planning for implementation to me by October 1, 2014.

The UAPC endorsed this action and the supporting materials are posted here: http://www.apa.wisc.edu/UAPC/201112/May/index.html

Please contact Jocelyn Milner (jlmilner@wisc.edu, 263-5658) if you have any questions.

Copies:
UWSA Academic Affairs (afgp@uwsa.edu)
Lisa Beckstrand, UW System Administration
Julie Underwood, School of Education
Cheryl Hanley-Maxwell, School of Education
Jeff Hamm, School of Education
Alan Lockwood, Curriculum and Instruction
John Rudolph, Curriculum and Instruction
Jan Greenberg, Graduate School
Kelly Haslam, Graduate School
Katherine (Katy) Duren, Division of Continuing Studies
Joanne Berg, Vice Provost for Enrollment Management
Scott Owczarek, Registrar
Susan Fischer, Office of Student Financial Aid
Karen Hanson, Office of the Registrar
Philip Hull, Office of the Registrar
Teresa Adams, Facilities Planning and Management
Doug Rose, Space Management
Amy Toburen, University Communications
Toni Good, University Communications
David Musolf, Secretary of the Faculty
Andrea Poehling, Office of the Secretary of the Faculty
Tim Norris, Budget Office
Clare Huhn, Academic Planning and Analysis
Sara Lazenby, Academic Planning and Analysis
Jocelyn Milner, Academic Planning and Analysis
Subject: May 2012 Academic Program Change, UW-Madison: New Options in MS-Curriculum & Instruction
From: Office of the Provost <provost@provost.wisc.edu>
Date: 5/22/2012 12:43 PM
To: afgp@uwsa.edu
CC: LISA A BECKSTRAND <lbeckstrand@uwsa.edu>, JULIE K UNDERWOOD <junderwood@wisc.edu>, Cheryl Hanley-Maxwell <cheryl@education.wisc.edu>, JEFFREY L HAMM <hamm@education.wisc.edu>, ALAN L LOCKWOOD <lockwood@education.wisc.edu>, JOHN L RUDOLPH <jlrudolp@wisc.edu>, Jan Greenberg <greenber@ssc.wisc.edu>, KELLY L HASLAM <haslam@grad.wisc.edu>, KATHERINE M DUREN <kduren@dcs.wisc.edu>, JOANNE E BERG <jeberg@em.wisc.edu>, SCOTT T OW CZAREK <owczarek@em.wisc.edu>, "susan.fischer@finaid.wisc.edu" <susan.fischer@finaid.wisc.edu>, Karen Hanson <klhanso2@em.wisc.edu>, PHILIP W HULL <pwhull@em.wisc.edu>, TERESA E ADAMS <tadams@fpm.wisc.edu>, DOUGLAS N ROSE <drose@fpm.wisc.edu>, AMY E TOBUREN <atoburen@wisc.edu>, TONI L GOOD <tgood@wisc.edu>, "musolf@secfac.wisc.edu >> David Musolf" <musolf@secfac.wisc.edu>, ANDREA D POEHLING <apoehling@secfac.wisc.edu>, TIMOTHY D NORRIS <tdnorris@vc.wisc.edu>, Clare Huhn <clhuhn@wisc.edu>, SARA L LAZENBY <sslazenby@wisc.edu>, JOCELYN L MILNER <jlmilner@wisc.edu>

Stephen - Please see the attached memo regarding an academic program change at UW-Madison: New Options in MS-Curriculum and Instruction.

Thank you,
Paul M. DeLuca, Jr.
Provost
UW-Madison

— Attachments: —

Actions_2012_May_MSCIoptions.pdf 153 KB
Appendix D

University of Wisconsin Teacher Education Standards
Standard Area 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners’ cognitive, linguistic, social, emotional, and physical development. Teachers know:

1.1 learning is different at different stages in life
1.2 learning and developmental patterns vary among individuals.
1.3 learners bring cognitive, linguistic, social, emotional, cultural, and physical differences to the learning process.
1.4 ways of knowing vary among individuals
1.5 learners need supportive, inclusive, and safe learning environments to thrive.
1.6 learning environments and activities must attend to the whole child, including mental and physical health.
1.7 ways to recognize and challenge their own assumptions about learners from diverse cultures, language, and backgrounds, and of differing ability levels.
1.8 learning environments change as technologies and information resources change

Standard Area 2. Planning: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments. Teachers know:

2.1 how to bring together knowledge of content areas, tools of inquiry, curriculum, cross-disciplinary skills, instructional strategies, technologies and other informational resources, and knowledge of learners and the community contexts in order to define rigorous short- and long-range learning goals and standards.
2.2 how to use formative and summative assessment data, understanding of learners’ prior knowledge and experiences, learner interests, cultural and linguistic diversity, and strengths and needs to plan instruction that meets rigorous short- and long-range learning goals.

Standard Area 3. Engagement and Instruction: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments. Teachers know:

3.1 research-based and other recommended instructional strategies relevant to the discipline.
3.2 the disciplinary content, tools of inquiry and structures (how knowledge is organized and pursued).
3.3 how knowledge of the learner and knowledge of learner development inform selection of learning tasks, contemporary tools and resources, and strategies.
3.4 how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard Area 4. Assessment: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning. Teachers know:

4.1 how to design and use multiple forms of formative and summative assessments for different purposes.
4.2 how to design assessments to accommodate various learners, including learners with disabilities or learners with differing linguistic strengths and needs.
4.3 how to use assessment to inform instruction.
4.4 how to respond to the linguistic and cultural biases associated with tests and their administration.
4.5 how to work with families as valuable partners in assessment.

Standard Area 5. Professionalism and Ethics: Teachers exhibit professionalism, adhere to ethical practices as they continue their own development, and collaborate with others to improve their profession, school communities, and outcomes for students and families. Teachers know:

5.1 cultural and linguistic considerations related to communication and family engagement.
5.2 relationship between reflection and instructional changes.
5.3 learning is a reciprocal activity that connects and affects both learner and teacher.
5.4 there are multiple ways of knowing that may be differ among students and their teachers.
5.5 what resources are available in the school or the district and how to maximize the use of available resources in planning, assessing, instructing/engaging, and communicating.
5.6 professional ethics including their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.
5.7 state and federal law requirements, state and district policies, and regulations.
5.8 institutional contexts, policies, and practices influence inclusion of all learners and exclusion of some learners.

Standard Area 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners’ cognitive, linguistic, social, emotional, and physical development.

1.1 Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
1.2 Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.
1.3 Reflect on and meaningfully justify decisions relating to the learner and the learning environment.
**Standard Area 2. Planning:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

2.1 Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.

- Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
- Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.

2.2 Choose, modify, and/or create formative and summative assessments to measure each learner’s progress toward instructional goals.

2.3 Use assessment data to systematically adjust plans to respond to each learner’s learning strengths and needs in relation to short- and long-range goals.

2.4 Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

**Standard Area 3. Engagement and Instruction:** Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

3.1 Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.

- Learning activities address learning objectives and content standards.

3.2 Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner’s strengths and meet learners’ needs.

3.3 Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.

3.4 Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.

- Efficient learning environment includes promoting learning and minimizing loss of instructional time.

3.5 Support learners’ to develop and apply different perspectives of authentic (real world) issues.

3.6 Use formal and informal assessment to continuously monitor learners’ learning, and adjust instruction as appropriate.

3.7 Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.
Standard Area 4. Assessment: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner’s learning.
   • Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.

4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.

4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.

4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.

4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners’ characteristics and experiences, development, curriculum, pedagogies, and resources.

Standard Area 5. Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

5.1 Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner’s learning.
   • Includes making informed decisions about current technologies and their applications as they relate to improving learning.

5.2 Directly model safe, legal, and ethical use of technologies and information resources.

5.3 Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates.

5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.

5.5 Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

5.6 Engage in ongoing professional learning.

5.7 Demonstrate leadership.

5.8 Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.
TO: Sara Mangelsdorf, Provost and Vice Chancellor for Academic Affairs
FROM: Julie Underwood, Dean, School of Education
RE: Continuation of Suspension of Undergraduate degree in Curriculum and Instruction - Secondary Education

In 2012, the School of Education began the process of changing its secondary teacher education program from an undergraduate program to a master’s degree program. The new program has received the required approvals from various committees and agencies and will launch in the summer of 2015. This program results in an MS in Curriculum and Instruction, with four named options: Secondary English Education, Secondary Mathematics Education, Secondary Science Education, and Secondary Social Studies Education.

As part of the program change process, we requested and received approval to suspend the following School of Education secondary education majors, effective the current academic year, 2011: Biology, Chemistry, Earth Science, Economics, English, Geography, History, Mathematics, Natural Science, Physics, Political Science, Social Studies, and Sociology. The final round of applications resulted in the admission of the last class, who began their professional sequence in Fall 2013.

At this time, we would normally ask to discontinue the undergraduate program. However, because circumstances of teacher preparation and teaching have changed, we request that we be allowed to continue to suspend admissions to the majors listed above for the Bachelor of Secondary Education for another 3 years. When this proposal was submitted and approved, teaching was considered a desirable profession, and appropriately training teachers before they began their teaching was essential. In the past few years, the attack on public schools, and in particular teachers, has resulted in fewer people expressing interest in becoming a teacher. Furthermore, the state has created two pathways to teaching that do not require the completion of a teacher training program. One of these pathways does not require applicants to pass the expensive battery of assessments that are required for traditionally and alternatively trained license applicants. As a result, it is unclear what interest there will be in this new program. The revenue aspects of this program are an experimental arrangement that result in the program needing to garner sufficient enrollments to meet budgetary obligations. If the changes in the climate of the state have affected interest in teacher education and teaching, it is possible that it will be challenging to get those enrollments.
We will be happy to provide further information at your request. Please contact Professor Alan Lockwood, Department of Curriculum and Instruction.

xc: Alan Lockwood, Professor, Curriculum and Instruction
    Beth Graue, Chair, Curriculum and Instruction
    David Rosenthal, Associate Dean Academic and International Initiatives, School of Education
    Jeff Hamm, Associate Dean, Student Services, School of Education
    Cheryl Hanley-Maxwell, Associate Dean, Teacher Education, School of Education
    Jocelyn Milner, Associate Provost, Director of Academic Planning and Institutional Research