



**State of Wisconsin
Department of Public Instruction**

Elizabeth Burmaster, State Superintendent

January 27, 2004

Sandy Price, Interim Dean, HPERTE
Richard Swantz, Interim Director, School of Education
University of Wisconsin-La Crosse
124 Mitchell Hall
La Crosse, WI 54601

Dear Sandy and Dick:

Enclosed is the official DPI Professional Education Program Approval Report of the UW-La Crosse professional education review conducted by the department on November 3-4, 2003. The report was finalized after review of the materials submitted in response to the draft report and a careful review of your remedial plan.

The Department of Public Instruction is pleased to grant conditional approval for your program. The only condition is that the timelines specified in the remedial plan be met. The plan has addressed the items in the draft report that were determined by the review team to not meet PI 34 requirements at the time of the visit. Your DPI campus liaison, Laurie Derse, will monitor completion of the plan during campus visits, and the program will be approved when the plan is accomplished. Questions about this letter or the report may be addressed to Laurie Derse (608-266-2386 or laurie.derse@dpi.state.wi.us) or Kathryn Lind, Director of Teacher Education, Professional Development and Licensing (608-266-1788 or kathryn.lind@dpi.state.wi.us.)

Thank you for your continuing support of the Wisconsin Quality Educator Initiative, PI 34. We look forward to working with you as you move towards full approval status.

Sincerely,

Elizabeth Burmaster
State Superintendent

EB:kkn

Enclosure

cc: Doug Hastad, Chancellor, UW-LaCrosse
Liz Hitch, Provost, UW-La Crosse
Beth Hartung, Review Coordinator, UW-La Crosse



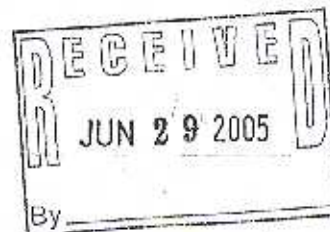
State of Wisconsin
Department of Public Instruction

Elizabeth Burmaster, State Superintendent

June 7, 2005

6/27/5 cc: Liz Hitch
John Mason
Dick Swantz

Doug Hastad, Chancellor
University of Wisconsin-La Crosse
1725 State Street
135 Graff Main Hall
La Crosse, WI 54601



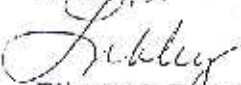
Dear Dr. Hastad:

Thank you for the work that you and your staff have done to provide us with the information we needed for the revision of your remedial plan for program approval. The revised remedial plan and the documentation submitted to the department on June 1, 2005 reflects our discussion on May 13, 2005 and has been approved. The department is pleased to grant approval for your teacher education programs.

Any questions you have regarding PI 34 or future program revisions may be addressed to your campus liaison, Laurie Derse (608-266-2386 or laurie.derse@dpi.state.wi.us), or to Kathryn Lind, Director of Teacher Education, Professional Development and Licensing (608-266-1788 or kathryn.lind@dpi.state.wi.us).

Your continued support of the DPI initiatives in PI 34 and response to the preparation of highly qualified educators as required in the federal No Child Left Behind legislation is appreciated. I hope you will provide the Teacher Education, Professional Development and Licensing Team with feedback on the new PI 34 program approval process. We look forward to working with you as part of the Wisconsin Quality Educator Initiative.

Sincerely,


Elizabeth Burmaster
State Superintendent

EB:imd

RECEIVED
UW-LaCrosse

cc: Richard Mikat, Interim Dean, College of EESHR
Beth Hartung, Program Review Coordinator

JUN 27 2005

Chancellor's Office



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster
State Superintendent

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DPI PROFESSIONAL EDUCATION PROGRAM REVIEW REPORT

Name of IHE: University of Wisconsin-La Crosse		
Dates of Team Onsite: 11/3-4 2003		
Date of Draft Report sent to IHE (20 days after onsite)	11/24/03	
Date by which IHE may return draft with correction of omissions and factual errors, if any (20 days after receipt of Draft Report)	12/15/03	
Date final Program Approval Report is sent to IHE from the State Superintendent (within 60 days of the onsite review)	01/05/04	
DPI TEPDL campus liaison: Laurie Derse		
E-mail address: laurie.derse@dpi.state.wi.us		
DPI TEPDL Review Team Members: Laurie Derse La Verne Jackson-Harvey Ken Wagner Kathryn Lind, NCATE Team Member for Wisconsin		
License Programs Reviewed (PILOT) (Individual Program Reports follow)	DPI Consultant	Content Approved OR Not Yet Approved With Comments Provided
See attached chart listing license program documents submitted to DPI and approved based on identified content standards and how the content knowledge to document proficiency in those standards are assessed.	Staff in teacher Education, Professional Development and Licensing	Content Approved

PI 34 Components Reviewed (Individual summaries follow)	Consensus Rating: Approved OR Not Yet Approved With Comments Provided
Institutional Policies and Practices Self Assessment available on-site	Yes
1. Policies and Practices of Systematic, Ongoing Collaboration with Schools and Districts	Approved
2. The Conceptual Framework	Not Yet Approved
3. Institution's Performance-Based Standards	Approved
4. The Institutional Assessment System	Not yet Approved
5. The Clinical Program	Approved
6. The Institutional Evaluation of Program Performance and Outcomes including Graduate Follow-up Studies	Not Yet Approved

Overall Program Approval Status	Not Yet Approved With Comments Provided
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1. Policies and Practices of Systematic, Ongoing Collaboration with Schools and Districts.

Names of Faculty/Staff Interviewed	Title
Ed Dept Chairs, Koppelman(Ed Studies), DiRocco(ESS) Duquette(HE)	
Clinical II students(names listed under component 5)	
Local administrators:	
Glen Jenkins	Principal -Longfellow
Jane Morkin	Principal La Crosse
Roger Fruit	Principal Onalaska Middle School
Mark White	Principal La Crosse
Chuck Forster	Principal GET High School
Kathy Tussoni	Principal Viroqua Elem School
Dennis Richards	Superintendent Black River Falls
Harvey ?	Principal ?
Teacher Education Council	

Documents reviewed:

Institutional Report plus supporting documents on site, student portfolios.
 2002 Report by Dr. Greg Wegner "Collaboration and Partnerships Between UWL and area Public and Private Schools"

PI 34 Component Decision:	X - Approved;	Not Yet Approved
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Comments:

2. The Conceptual Framework

Names of Faculty/Staff Interviewed	Title
Ed Dept Chairs:	
Kent Koppelman	Chair, Educational Studies
Pat DiRocco	Chair, ESS
Dan Duquette	Chair, Health
Joyce Shanks and her 210 class	
Area administrators (names listed under component 1)	
Teacher Education Council	
Initial and Advanced Program Directors	
Clinical II students	

Documents reviewed:

Institutional Report, supporting documents on-site, student portfolio, Clinical Program Handbook

PI 34 Component Decision:

Approved;

X - Not Yet Approved

Comments:

Although there is a well defined and articulated conceptual framework it is unclear whether it represents a shared vision. Some documentation indicated that some individual license programs have their own 'conceptual framework'. This would suggest that the 'shared vision' of the conceptual framework is not consistently or systematically directing the development and implementation of all your programs

Many education faculty and students appeared well versed in the mission, vision and pillars of the conceptual framework. However, it was not found that those tenets were shared across campus and into the PK-12 community

Evidence was not found as to how the conceptual framework will be used to evaluate program performance and outcomes. It was unclear how 4 pillars are aligned to the standards and to evaluation instruments (i.e., clinical evaluations, faculty course evaluations)

3. Institution's Performance-Based Standards

Names of Faculty/Staff Interviewed	Title
Education Studies faculty	
Clinical II and III students	
Faculty outside HPERTE	
Initial and Advanced Program directors	
Initial and Advanced Academic Advisors in TE	

Documents reviewed:

Institutional Report, Student Portfolios, syllabi, 2003-5 university catalogue, student handbook, individual content program documents (standards and assessments), and additional supporting documents on-site

PI 34 Component Decision: **X- Approved;** **Not Yet Approved**

Comments:

4. The Institutional Assessment System

Names of Faculty/Staff Interviewed	Title
Dean Price	
Advanced and Initial Program Directors	
Advanced and Initial Program Advisors	
Clinical II and III students	
Teacher Education Council	
Joint PK/Elem and Mid/Sec Faculty	
Professional Education Faculty	

Documents reviewed:

Institutional Report, Student portfolios, course syllabi, License program reports to SPAs, 2003-2005 Catalogue, on-line student handbook, field experience eval forms, Professional portfolio guidelines

PI 34 Component Decision **Approved;** **X- Not Yet Approved**

Comments:

Documents confirmed that UW-LaCrosse has an Assessment Plan based on standards which includes assessments at 6 points within a students program. Concern exists however, as to whether this plan adopted pertains to all licensing programs offered by UW-La Crosse. Approval of IHEs under PI 34 requires an Assessment System for all programs that assures program completers after 8-31-2004 can demonstrate proficiency in the standards. Some documents indicate that the plan for the Assessment System is for the Teacher Education unit. Faculty interviews confirmed that the plan is not perceived as applicable to all licensure programs. This concern was also corroborated in interviews with clinical students.

Key to an Assessment System is the portfolio of evidence developed by students which includes assessments of the knowledge, skills and dispositions required to demonstrate proficiency in the standards. Although UW-La Crosse provided evidence of adoption of institutional standards, it is problematic that all programs have not adopted the same standards or at least adopted the same core of standards through a systematic process. Documents and interviews showed Inconsistencies existed between programs relating to the 10 INTASC and 10 Wisconsin standards. Students were cognizant that they were not building portfolios that would demonstrate proficiency in the same standards.

Confusion and some concern was expressed during interviews with Clinical II and III students as to directions and advice given for documentation to be included and then the evaluation of their portfolios. Are all student portfolios going to be reviewed using the same rubrics? It is understood that the first review of those students graduating in December 2004 will occur Spring 2004 based on a single faculty reviewer model. Will that model lead to a greater need for the appeal process (CPR) due to perceptions of bias?

Although much praise was given by students as to the quality of their faculty, advisors, and overall training, frustration existed in relation to the portfolio, especially for those students who are building a portfolio 'after the fact'. It is understood that students in ESS (and Health?) are participating in a pilot and will be developing electronic portfolios. The question exists as to whether this pilot will inform HEPERTE of the efficacy of this particular electronic portfolio design for use across all programs. The assessment plan indicated portfolios would be reviewed 4 times; the portfolio information and assessment chart indicates 3 times.

In addition to the overall assessment system concerns listed above, the following questions still exist based on the rubrics developed for program approval. (Please note that it was difficult to review with some of the rubrics created by the Title II workteam that was charged with developing the program approval process due to the concerns expressed above.)

How are the communication skills in listening, speaking and technology consistently assessed?

Were any or all assessments developed with the involvement of the PK-12 community?

Is there a plan for how assessments will be used to improve programs on a continual basis?

How are dispositions assessed using multiple measures that are developmental in scope and sequence?

Has a decision been made as to when in the program students will take the content test?

Is the statutory requirement of knowledge and understanding in conflict resolution offered in a systematic way to all education students?

5. Clinical Program

Names of Faculty/Staff Interviewed	Title
Joyce Shanks and students in her class	
Advanced and Initial Program Directors	
Teacher Education Department Chairs	
Advanced and Initial academic Advisors	
Area Principals and Superintendent	
Professional Education Faculty	
Clinical II students:	
Petersohn, Wehr, Szmanda, Zarecki, Jicinsky, Brezonick, Krick, Yoss, Droessler	
Clinical III students:	
Block, Aponte Comeau, Wedan, Foth, Sommerfeldt, Zaieski, Schmidt, Thilgen, Kirner, Klevene, Rynes, Nellessen	
Clinical and Student Teaching Coordinators:	
Nesbitt and Wellman	

Documents reviewed:

Institutional Report, Assessment plan, Student portfolios, portfolio evaluation checklist, clinical evaluation forms, additional documents on-line and in document room
Handbook (on-line) 2003-5 catalogue

PI 34 Component Decision:

- Approved;

- Not Yet Approved

Comments:

6. Institutional Evaluation of Program Performance and Outcomes including Graduate Follow-up Studies

Names of Faculty/Staff Interviewed	Title
Area principals and superintendent	
Clinical and student teaching coordinators	
Dean Price	
Director Swantz	
Clinical II and III students	
Education Department Chairs	
Teacher Education Council	
Program Directors	

Documents reviewed:

Institutional report. Follow-up plan (on-line) , some previous data collections

PI 34 Component Decision: - Approved; X - Not Yet Approved

Comments:

There was no documentation found as to how data collected in future follow-up studies will be used to inform and strengthen to program Interviews did not reveal any systematic plan for program improvement. Follow-up Plan did not indicate how assistance would be provided initial educators.

**Revision of Remedial Plan Submitted to the Department of Public Instruction
University of Wisconsin-La Crosse
May 27, 2005**

Overview:

This document provides an update and revision to the remedial plan that was submitted by the University of Wisconsin-La Crosse to the Department of Public Instruction during the period of 12/30/03 to 01/27/05. It updates and revises three documents that were submitted to DPI during that period:

Remedial Plan submitted 12/30/03
Report and Evidence submitted for the 11/17/04 on-campus visit
Supplement to the Report and Evidence submitted 01/27/05

An additional document is needed at this time to demonstrate that the University's ability to provide high quality teacher education has not been diminished. Specifically, this document addresses DPI's recent concern about the role of the Director of the School of Education in the administration of the program.

The University's remedial plan (2003) sought to address three concerns expressed by DPI: 1) the need for an institutional assessment system, 2) the need for institutional evaluation of program performance and outcomes including graduate follow-up studies, and 3) the need for a conceptual framework for the teacher education program. Our documents sought to demonstrate the steps that the University has taken to perform remediation in those areas. We believe that the steps we have taken in the areas of assessment and evaluation of program performance have not been affected by the recent administrative changes necessitated by state budget reductions. Specifically, we continue with the following steps to improve assessment and program evaluation:

- Development of a unit-wide assessment system
- Addition of assessment collection link in candidates' e-portfolios
- Utilization of data in consideration of program changes
- Reflection of PI34 standards and language in our documents
- Adoption of the PDK/Ball State Evaluation System for student teachers

Our conceptual framework has been strengthened by the addition of:

- A finalized conceptual framework for the School of Education
- Evidence of where all candidates are assessed on statutory requirements for skills in conflict resolution

None of these actions is reliant upon the University's continuation of the organizational structure in place at the time we submitted the remedial report. None of the programs offered in education at the undergraduate or graduate levels has been eliminated or

reduced. All of our programs are intact. The only change has been in administrative oversight. However, we agree with DPI in believing that the accomplishment of the actions we have identified in our remedial plan will require the presence of a full-time Director of the School.

Description of the Role of the Director

UW-L will continue the position of Director of the School of Education (Appendix A). The individual holding this full-time, permanent position will have the dual title of Associate Dean of the College of Liberal Studies and Director of the School Education, paralleling the position of Associate Dean of the College of Liberal Studies and Director of the School of Arts and Communication. The search for the permanent director of the SOE will begin no later than the start of the 2005-06 academic year.

The Director of the School of Education will report to the Dean of the College of Liberal Studies but will have responsibility for coordinating all programs and assessments in the School of Education. This individual will oversee the School of Education Leadership Team (SOEL) and will convene the all-university Teacher Education Governance Council (TEGC). SOEL is comprised of all area leaders in teacher preparation in both colleges where teacher preparation programs are housed. TEGC, a standing committee of the Faculty Senate, is comprised of School of Education area leaders, faculty from throughout the University, and three partners from PK-12 schools. This council reviews all proposals related to teacher preparation curricula, program standards, and assessment. The Director of the School of Education will also have responsibility for PK-12 relations and for overseeing activities and staff in assessment, clinical placement, and student teaching. The Director will serve on the leadership team of the College of Liberal Studies, but will have responsibilities directly related to teacher preparation and professional development. (See Appendix B for descriptions of SOE governance bodies.)

The Interim Director of the School of Education, Richard Swantz, former Superintendent of Schools for the School District of La Crosse, has agreed to serve full time in the position of Interim Director of the SOE until a permanent director is in place.