

# **School of Education Unit Assessment Report**

**UW-Stout**

**Second Annual Unit Report**

**July 2006**

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**Second Annual Unit Report June 2006**  
**Submitted by Karen Zimmerman, SOE Assessment Coordinator**

**PRAXIS I: Pre-Professional Skills Test**

**Educational Testing Service Institutional Report**

PRAXIS I: Pre-Professional Skills Test (PPST) is required for teacher certification by the Wisconsin Department of Public Instruction. To be accepted into the Teacher Education Program, passing the PPST is required as part of meeting the SOE Benchmark I: Acceptance into Teacher Education Program and Pre-student Teaching Experiences. The PPST is administered through the Educational Testing Service (ETS).

The PPST consists of three tests: reading, writing and mathematics. All three tests must be passed to meet Benchmark I requirements. These tests can be taken hand written in traditional testing settings at designated sites and times or by computer at designated sites.

ETS provides an annual institutional report on all students attempting the PPST and passing rates. It also compares scores of UW-Stout students to those at the state level and the national level on the students who take the hand written traditional test. No such comparisons are available for UW-Stout students who take the computer PPST. In past two years (2003-04 and 2004-05) 562 of 1858 UW-Stout students took the traditional hand written test and 1296 the computer version.

The PPST Reading test results based on the ETS instructional report indicates that UW-Stout scores in 2004/05 are slightly higher than those in 2003/04. Furthermore, the average percent correct on the two reading test categories of Literal Comprehension and Critical/Inferential Comprehension have increased so that UW-Stout scores are similar to the national scores but are still lower than the state average percent correct. See Table 1.

The PPST Writing test results based on ETS reports shows that a higher percentage of UW-Stout students had a WI passing score in 2004/05 (64.4%) than in 2003/04 (51.8%) on the traditional written test but slightly lower on the computer version in 2004/05 (54%) than 2003/04 (55%). In all four writing test categories, UW-Stout students continue to score below those at the state level. However, UW-Stout students have scored the same as or higher than the national level on average percent correct on the following three writing test categories: Grammatical Relationships, Structural Relationships and Idiom/Word Choice/Mechanics/No Error. This is an improvement over 2003/04 when UW-Stout scores were below the state and national in all four writing test categories on average percent correct. See Table 1.

The PPST Mathematics test results provided by ETS showed that UW-Stout students scored higher than the national on average percent correct in all three test math test categories in both 2003/04 and 2004/05: Conceptual and Procedural Knowledge, Representations of Quantitative Information and Measurement/Informal Geometry/Formal Mathematics. However, they scored lower than the state on average percent correct in both years on these three test categories. In addition, the percent of Stout students with passing scorings was lower in 2005(80.8%) than 2004 (84.8%) on the traditional written test but was higher in 2005 (89.4%) than in 2004 (83%).

**Table 1: Pre-Professional Skills Test (PPST) Results from ETS**

<b>PPST Reading</b>	<b>03/04</b>	<b>04/05</b>
Number of Stout Examinees:	105	<b>87</b>
Highest Observed Score:	185	<b>185</b>
Lowest Observed Score:	156	<b>161</b>
Median:	176	<b>177</b>
Average Performance Range:	171-180	<b>173-178</b>
WI Passing Score:	175	<b>175</b>
Number with WI Passing Score:	58/105	<b>56/87</b>
Percent with WI Passing Score:	55%	<b>64%</b>

<b>Reading Test Category</b>	<b>Points Available</b>	<b>Average Percent Correct</b>					
		<b>Stout</b>		<b>State</b>		<b>National</b>	
		<b>03/04</b>	<b>04/05</b>	<b>03/04</b>	<b>04/05</b>	<b>03/04</b>	<b>04/05</b>
Literal Comprehension Critical & Inferential Comprehension	22-26	73%	<b>76%</b>	79%	<b>82%</b>	76%	<b>76%</b>
	13-18	67%	<b>73%</b>	77%	<b>80%</b>	73%	<b>74%</b>

*Number (percent) of Stout Examinees Scoring in Each Quartile in Each Category\*  
(Quartiles are calculated using all examinees taking this test during this period.)*

<b>Reading Test Category</b>	<b>1<sup>st</sup> Q</b>		<b>2<sup>nd</sup> Q</b>		<b>3<sup>rd</sup> Q</b>		<b>4<sup>th</sup> Q</b>	
	<i>lowest</i>						<i>highest</i>	
Literal Comprehension	27	<b>20</b>	43	<b>27</b>	20	<b>29</b>	15	<b>11</b>
	26%	<b>23%</b>	41%	<b>31%</b>	19%	<b>33%</b>	14%	<b>13%</b>
Critical & Inferential Comp.	28	<b>11</b>	29	<b>35</b>	43	<b>34</b>	5	<b>7</b>
	27%	<b>13%</b>	28%	<b>40%</b>	41%	<b>39%</b>	5%	<b>8%</b>

*\* The number of examinee records used to compute the quartiles is (54,183) **46,609**.*

<b>Computer PPST-Reading*</b>	<b>03/04</b>	<b>04/05</b>
Number of Stout Examinees:	286	<b>166</b>
Highest Observed Score:	186	<b>187</b>
Lowest Observed Score:	155	<b>158</b>
Median:	177	<b>177</b>
Average Performance Range:	172-180	<b>172-180</b>
WI Passing Score:	175	<b>175</b>
Number with WI Passing Score:	188/286	<b>110/166</b>
Percent with WI Passing Score:	65.7%	<b>66</b>

\*Average percent correct and quartiles are not provided for students to take the computer based C-PPST on the Reading, Writing and Mathematics test categories.

Table 1 Continued.

<b>PPST Writing</b>	<b>03/04</b>	<b>04/05</b>
Number of UW-Stout Examinees:	108	<b>90</b>
Highest Observed Score:	184	<b>184</b>
Lowest Observed Score:	165	<b>168</b>
Median:	174	<b>174.5</b>
Average Performance Range:	171-176	<b>172-176</b>
WI Passing Score:	174	<b>174</b>
Number with WI Passing Score:	56/108	<b>58/90</b>
Percent with WI Passing Score:	51.8%	<b>64.4%</b>

<b>Writing Test Category</b>	<b>Points Available</b>	<b>Average Percent Correct</b>					
		<b>Stout</b>		<b>State</b>		<b>National</b>	
		<b>03/04</b>	<b>04/05</b>	<b>03/04</b>	<b>04/05</b>	<b>03/04</b>	<b>04/05</b>
Grammatical Relation.10-13		52%	<b>58%</b>	61%	<b>62%</b>	57%	<b>56%</b>
Structural Relations. 13-18		45%	<b>52%</b>	56%	<b>62%</b>	52%	<b>56%</b>
Idiom /Word Choice;							
Mechanics, No Error 11-19		58%	<b>55%</b>	64%	<b>60%</b>	60%	<b>55%</b>
Essay	12	64%	<b>65%</b>	69%	<b>69%</b>	67%	<b>67%</b>

Number (percent) of Stout Examinees Scoring in each Quartile in Each Category \*  
(Quartiles are calculated using all examinees taking this test during this period.)

<b>Writing Test Category</b>	<b>1<sup>st</sup> Q</b>		<b>2<sup>nd</sup> Q</b>		<b>3<sup>rd</sup> Q</b>		<b>4<sup>th</sup> Q</b>	
	<b>Lowest</b>						<b>Highest</b>	
Grammatical Relation	16	<b>11</b>	55	<b>34</b>	28	<b>32</b>	9	<b>13</b>
	15%	<b>12%</b>	51%	<b>38%</b>	26%	<b>36%</b>	8%	<b>14%</b>
Structural Relations	24	<b>21</b>	43	<b>31</b>	34	<b>26</b>	7	<b>12</b>
	22%	<b>23%</b>	40%	<b>34%</b>	31%	<b>29%</b>	6%	<b>13%</b>
Idiom/Word Choice;	17	<b>9</b>	43	<b>39</b>	36	<b>26</b>	12	<b>16</b>
Mechanics, No Error	16%	<b>10%</b>	40%	<b>43%</b>	33%	<b>29%</b>	11%	<b>18%</b>
Essay	20	<b>13</b>	45	<b>39</b>	35	<b>29</b>	8	<b>9</b>
	19%	<b>14%</b>	42%	<b>43%</b>	32%	<b>32%</b>	7%	<b>10%</b>

\*The number of examinee records used to compute the quartiles is (55,040) **46,919**.

<b>Computer PPST: Writing*</b>	<b>03/04</b>	<b>04/05</b>
Number of Stout Examinees:	294	<b>187</b>
Highest Observed Score:	183	<b>182</b>
Lowest Observed Score:	163	<b>164</b>
Median:	174	<b>174</b>
Average Performance Range:	171-176	<b>171-176</b>
WI Passing Score:	174	<b>174</b>
Number with WI Passing Score:	162/294	<b>101/187</b>
Percent with WI Passing Score:	55%	<b>54%</b>

\*Average percent correct and quartiles are not provided for students to take the computer based C-PPST on the Reading, Writing and Mathematics test categories.

Table 1 Continued

<b>PPST Mathematics</b>	<b>03/04</b>	<b>04/05</b>
Number of Stout Examinees:	99	<b>73</b>
Highest Observed Score:	188	<b>190</b>
Lowest Observed Score:	165	<b>164</b>
Median:	178	<b>180</b>
Average Performance Range:	174-183	<b>175-184</b>
WI Passing Score:	173	<b>173</b>
Number with WI Passing Score:	84/99	<b>59/73</b>
Percent with WI Passing Score:	84.8%	<b>80.8%</b>

<b>Mathematics Test Category</b>	<b>Points Available</b>	<b>Average Percent Correct</b>					
		<b>Stout</b>		<b>State</b>		<b>National</b>	
		<b>03/04</b>	<b>04/05</b>	<b>03/04</b>	<b>04/05</b>	<b>03/04</b>	<b>04/05</b>
Conceptual Knowledge & Procedural Knowledge	17-20	68%	<b>64%</b>	70%	<b>69%</b>	63%	<b>60%</b>
Representations of Quant. Information	11-13	71%	<b>71%</b>	75%	<b>76%</b>	68%	<b>66%</b>
Measurement & Informal Geometry, Formal Math Reasoning	7-10	70%	<b>67%</b>	73%	<b>71%</b>	65%	<b>63%</b>

Number (percent) of Stout Examinees Scoring in each Quartile in Each Category \*  
(Quartiles are calculated using all examinees taking this test during this period.)

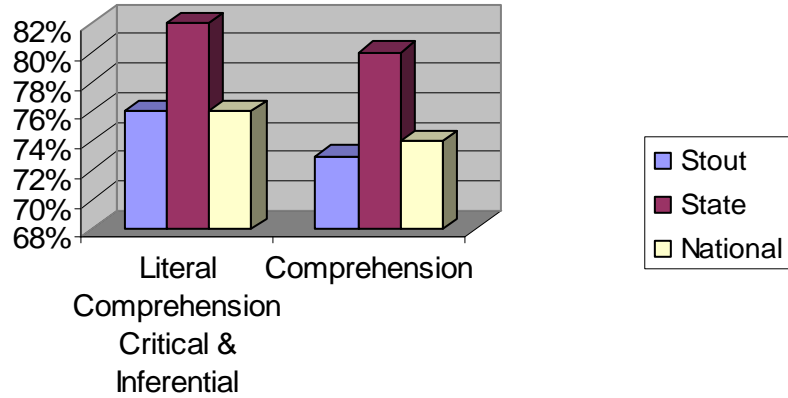
<b>Mathematics Test Category</b>	<b>1<sup>st</sup> Q</b>		<b>2<sup>nd</sup> Q</b>	<b>3<sup>rd</sup> Q</b>	<b>4<sup>th</sup> Q</b>			
	<b>Lowest</b>				<b>Highest</b>			
Conceptual Knowledge & Procedural Knowledge	6	<b>9</b>	26	<b>25</b>	43	<b>18</b>	24	<b>21</b>
Representations of Quant. Information	3	<b>6</b>	37	<b>24</b>	52	<b>29</b>	7	<b>14</b>
Measurement & Informal Geometry, Formal Math Reasoning	8	<b>7</b>	29	<b>18</b>	44	<b>39</b>	18	<b>9</b>
	8%	<b>10%</b>	29%	<b>25%</b>	44%	<b>53%</b>	18%	<b>12%</b>

\*The number of examinee records used to compute the quartiles is (54,765) **46,120**.

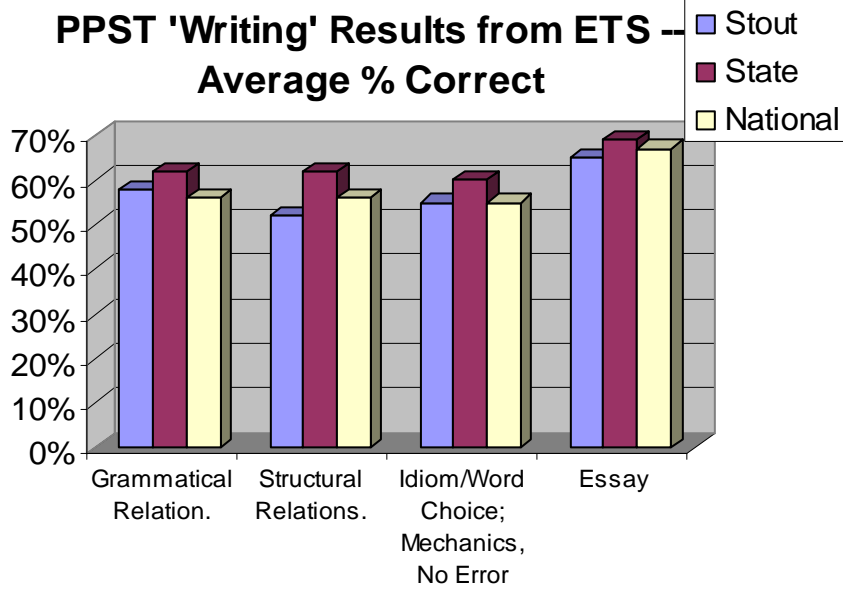
<b>Computer PPST: Mathematics*</b>	<b>03/04</b>	<b>04/05</b>
Number of Stout Examinees:	240	<b>123</b>
Highest Observed Score:	190	<b>188</b>
Lowest Observed Score:	154	<b>164</b>
Median:	178	<b>179</b>
Average Performance Range:	174-183	<b>175/183</b>
WI Passing Score:	173	<b>173</b>
Number with WI Passing Score:	200/240	<b>110/123</b>
Percent with WI Passing Score:	83%	<b>89.4%</b>

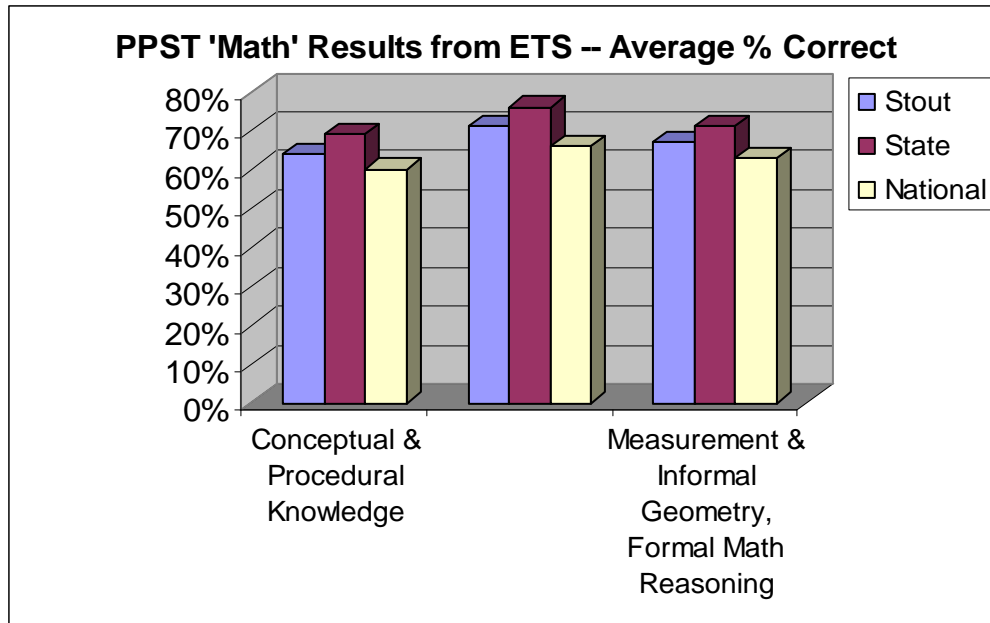
\*Average percent correct and quartiles are not provided for students to take the computer based C-PPST on the Reading, Writing and Mathematics test categories.

**PPST Reading Results from ETS -- Average % Correct**



**PPST 'Writing' Results from ETS -- Average % Correct**



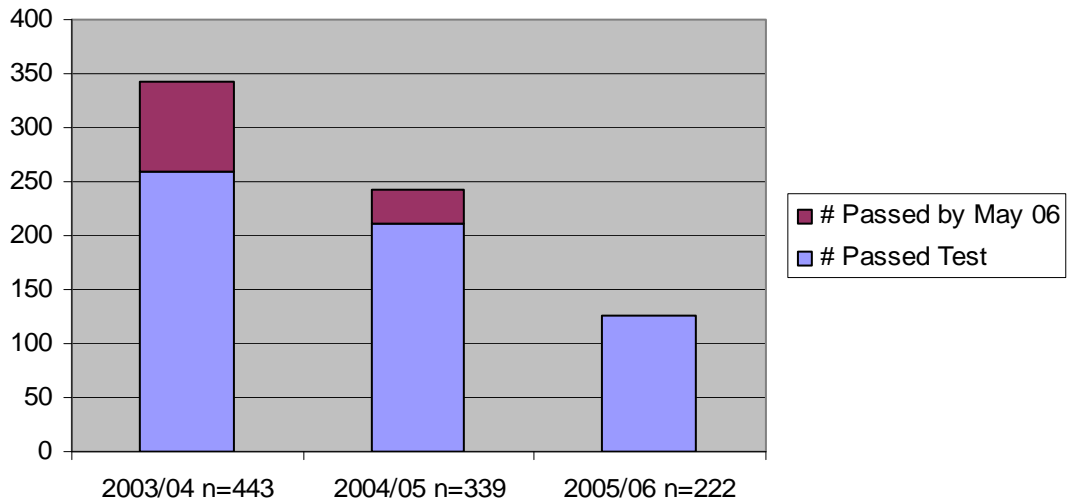


### UW-Stout Datatel Report

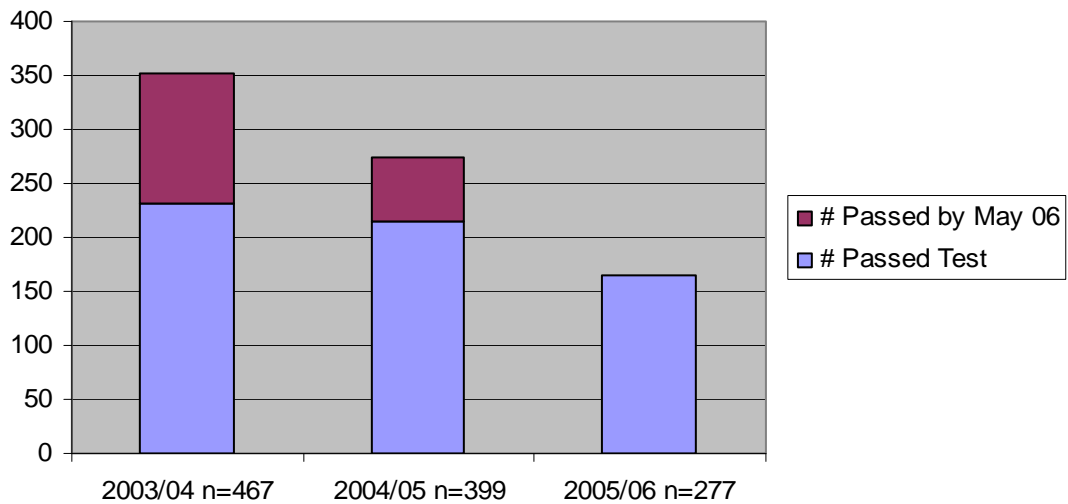
Examination of the PPST data from the UW-Stout Datatel System for 2003/04, 2004/05 and up to May 2005/06 *shows some interesting unit data patterns for each of the three PPST tests* that the ETS reports did not reveal.

- For the **PPST Reading test**, the percent of UW-Stout students passed in 2003/04 was 60 %, but by May 2006 79% of these same students had passed according to the Datatel Report. Whereas 62.2% of students passed the PPST Reading test in 2004, by May 2006, 71.3% passed the test. This shows a pattern of student persistence in test taking. Some UW-Stout students took the reading test up to 15 times. For 2005/06 up to May, 56.7% of students passed. See Table 2.
- For the **PPST Writing test**, the percent of UW-Stout students who passed was 49.5%, but by May 2006 75% of these students passed. In 2004/05, 53.8% of students passed, but by May 2006 68.9% of these students passed. For 2005/06 up to May, 59.5% of students had passed. Some students took the Writing test up to 15 times.
- For the **PPST Math test**, UW-Stout students had the highest pass rate which ranged from 82-86%. Some students took the math test up to 11 times. However, more students passed the math test the first time they took it. There are some problems with this Datatel data as it indicates that each student who did not pass in 2003/04 and 2004/05, passed the math test by May 2006. I question this data.

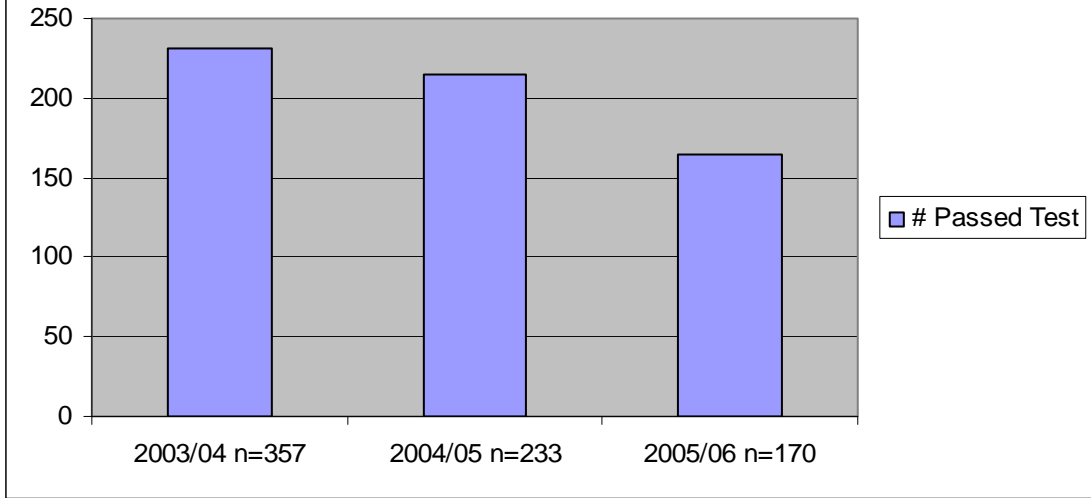
### SOE Unit - Reading Test Results from Datatel



### SOE Unit - Writing Test Results from Datatel



**SOE Unit - Math Test Results from Datatel**  
no results from May of '06



**Table 2. PPST Unit and Program Results from UW-Stout Datatel System Data**

<u>Year</u>	<u># took test</u>	<u># passed test</u>	<u># passed test by May 06</u>	<u># Times Ever Taken Test</u>
<b>SOE Unit –<u>Reading Test</u></b>				
2003/04	433	260 = 60%	343 = 79%	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 15
2004/05	339	211 = 62.2%	242 = 71.3%	1, 2, 3, 4, 5, 6, 7, 9, 11, 15
2005/06	222	126 = 56.7%	126 = 56.7%	1, 2, 3, 4, 5, 6
<b>Individual Programs—<u>Reading Test</u></b>				
<i><b>Art ED.</b></i>				
2003/04	17	9 = 53 %	13= 70%	
2004/05	20	13 = 65%	13 = 65%	
2005/06	8	5 = 63%	5=62%	
<i><b>ECE</b></i>				
2003/04	147	66 = 45%	103 = 70%	
2004/05	128	60 = 47%	77 = 60%	
2005/06	91	48 = 53%	48 = 53%	
<i><b>FCSE</b></i>				
2003/04	20	12 = 60 %	17 = 85%	
2004/05	20	16 = 80%	18 = 90%	
2005/06	12	8 = 67%	8 = 67%	
<i><b>MBE</b></i>				
2003/04	19	17 = 89%	17= 89%	
2004/05	12	11 = 92%	11= 92%	
2005/06	8	8 = 100%	8 = 100%	
<i><b>SPED</b></i>				
2003/04	32	21 = 66%	26 = 81%	
2004/05	16	10 = 63%	10 = 63%	
2005/06	6	3 = 50 %	3 = 50%	
<i><b>TECED</b></i>				
2003/04	99	62 = 62%	82 = 83%	
2004/05	80	60 = 75%	67 = 84 %	
2005/06	54	36 = 67%	36 =67%	

**Table 2 Continued**

<u>Year</u>	<u># took test</u>	<u># passed test</u>	<u># passed test by May 06</u>	<u># Times Ever Taken Test</u>
<b>SOE Unit – <u>Writing Test</u></b>				
2003/04	467	231 = 49.5%	351 = 75%	1, 2, 3, 4, 5, 6, 7, 8, 9
2004/05	399	215 = 53.8%	275 = 68.9%	1, 2, 3, 4, 5, 6, 7, 9, 10
2005/06	277	165 = 59.5%	165 = 59.5%	1, 2, 3, 4, 5, 6, 8, 9
<b>Individual Programs – <u>Writing Test</u></b>				
<i><b>Art ED</b></i>				
2003/04	19	12 = 63%	17 = 89.4%	
2004/05	20	17 = 85%	17 = 85%	
2005/06	9	7 = 77.7%	7 = 77.8%	
<i><b>ECE</b></i>				
2003/04	134	62 = 46.2%	96 = 71.6%	
2004/05	122	60 = 49%	77 = 63%	
2005/06	98	56 = 57.1%	56 = 57.1%	
<i><b>FCSE</b></i>				
2003/04	22	11 = 50%	19 = 86.3%	
2004/05	23	18 = 78%	22 = 95.6%	
2005/06	15	11 = 73.3%	11 = 73.3%	
<i><b>MBE</b></i>				
2003/04	27	16 = 59.2%	23 = 85%	
2004/05	16	13 = 81.2%	13 = 81.5%	
2005/06	13	9 = 69.2%	9 = 69.2%	
<i><b>SPED</b></i>				
2003/04	29	18 = 62%	20 = 69%	
2004/05	16	6 = 37.5%	10 = 62.5%	
2005/06	15	11 = 73%	11 = 73%	
<i><b>TECED</b></i>				
2003/04	130	51 = 39.2%	95 = 73%	
2004/05	125	58 = 46.4%	84 = 67.2%	
2005/06	82	48 = 58.5%	48 = 58.5%	

**Table 2 Continued**

<u>Year</u>	<u># took test</u>	<u># passed test</u>	<u># passed by May 06</u>	<u># Times Ever Taken</u>
<b>SOE Unit – <u>Math Test</u></b>				
2003/04	357	303 = 85%		1, 2, 3, 4, 5, 6
2004/05	233	192 = 86%		1, 2, 3, 4, 5, 6, 7
2005/06	170	139 = 82%		1, 2, 3, 1, 2, 3, 6, 8, 9, 10, 11
<b>Individual Programs—<u>Math Test</u></b>				
<b><i>Art ED</i></b>				
2003/04	14	10 = 81%		
2004/05	11	13 = 72%		
2005/06	10	8 = 80%		
<b><i>ECE</i></b>				
2003/04	111	90 = 81%		
2004/05	73	54 = 73%		
2005/06	65	45 = 69.2%		
<b><i>FCSE</i></b>				
2003/04	18	14 = 78%		
2004/05	16	15 = 94%		
2005/06	10	8 = 80%		
<b><i>MBE</i></b>				
2003/04	20	15 = 75%		
2004/05	11	11 = 100%		
2005/06	10	9 = 90%		
<b><i>SPED</i></b>				
2003/04	27	22 = 81%		
2004/05	13	8 = 61%		
2005/06	12	11 = 99.6%		
<b><i>TECED</i></b>				
2003/04	68	64 = 94%		
2004/05	50	47 = 94%		
2005/06	39	36 = 92.3%		

**Note: Datatel System indicates that 100% of students who took Math test in 2003/04 and 2004/05 passed the test by May 2006. I question the accuracy of this data.**

## PRAXIS II: Content Test

### **Educational Testing Service Institutional Report**

Benchmark II: Admission to Student Teaching requires candidates to pass PRAXIS II the content test for their specific teacher certification. All Wisconsin teacher education students must pass the content test to be eligible to student after 8/31/2004. Students who took the content test during 2003-04 were “grandfathered in” as this was a no-fault year in Wisconsin.

During the period from 2004/05 a total of 134 examinees are reported from ETS as UW-Stout students. This report is general and does not clearly differentiate among undergraduate teacher education students, graduate teacher education students and teachers who want to add-on an additional teacher certification or the “cert only” category. Of the 134 examinees, 124 had a required cut score. School Psychology examines take the content test to meet NASP requirements, but there was no cut score for 2004-05 Wisconsin.

Of these 124 examinees, 113 passed their designated content test for a pass rate of 91% for 2004/05. In comparison, 482 examinees took the content test in the no-fault year of 2003/04 and 371 passed their designated content test (77%). This comparison shows a positive gain in passing rate of 14% in 2004/05.

ETS does not include results of tests with less than 10 individuals. Therefore, Art Education and Special Education are not included on Table 3. However, these individuals are included in the data reported by the UW-Stout Datatel System.

Table 3 illustrates the UW-Stout scores from 2003/04 and 2004/05 so that comparisons can be made. The 2004/05 data is in bold print. See Table 3.

In 2004/05, the number of examinees taking a designated content test varied by content test area:

- Less than 10 tests in **Art Education**, therefore no ETS report for 2004/05.
- 37 Elementary Education tests for **ECE** with 32 passing (86.4%). In comparison, the passing rate was 73% in 2003/04. This is a gain of 13.4%.
- 10 **Family & Consumer Sciences Education** tests with 8 passing (80%). In comparison, the passing rate was 78% in 2003/04. This is a gain of 2%.
- 18 **Business Education** tests with 17 passing (94.4%). In comparison, the passing rate was 83% in 2003/04. This is a gain of 11.4%.
- 14 **Marketing Education** tests with 12 passing (85.7%). In comparison, the passing rate was 62% in 2003/04. This is a gain of 23.7%.
- Less than 10 tests in Middle School Subjects for **Special Education**, therefore no ETS report for 2004/05.
- 45 **Technology Education** tests with 44 passing (97.7%). In comparison, the passing rate was 93%. This is a gain of 4.7%.
- 10 **School Psychology** tests with 5 passing (50%). In comparison, the passing rate was 100% in 2003/04. This is a decrease of 50%. Note: the WI pass score was set in 2005/06.

Comparing the category scores within each of the tests for UW-Stout with Wisconsin and national percent correct shows variations within each content test. In addition, differences between the results for 2004/05 are compared with 2003/04.

- **Art Education** has no ETS report.
- **Early Childhood Education** had 0/4 categories where Stout results were the same as or higher than state average percent correct and 2/4 categories the same or higher than the national. This is a gain at the national level from 0/4 in 2003/04 to 2/4 in 2004/05.
- **Family and Consumer Sciences Education** had 6/8 categories where Stout results were the same as or high than state average percent correct and 7/8 categories the same or higher than the national. This shows a gain at the national level from 4/8 in 2003/04 to 7/8 in 2004/05.
- **Business Education** had 1/7 categories where Stout results were the same as or higher than state average percent correct and 1/7 at the national level. This is a decrease at the national level from 3/7 in 2003/04 to 1/7 in 2004/05.
- **Marketing Education** had 5/7 categories where Stout results were the same as or higher than state average percent correct and 2/7 categories the same or higher at the national. This shows an increase at the state level from 1/7 in 2003/04 to 5/7 in 2004/05. At the national level, there was an increase from 1/7 in 2003/04 to 2/7 in 2004/05.
- **Special Education** has no ETS report.
- **Technology Education** had 1/5 categories where Stout results were the same as or higher than the state average percent correct and 5/5 categories the same or higher than the national. These results show a decrease at the state level from 5/5 in 2003/04 to 1/5 in 2004/05. Nationally the results are the same in 2003/04 and 2004/05 as both years Stout had the same or higher average percent correct than the national.
- **School Psychology** had 0/5 categories where Stout results were same as or higher than state average percent correct and 0/5 same as or higher than national. This shows a decrease at the national level from 5/5 in 2003/04 to 0/5 in 2004/05.

See Table 3: PRAXIS II: Content Test Summary.

Table 3: PRAXIS Content Test Summary—9/01/2003-8/31/2004 and 2004/05

Content Test	03/04	04/05
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**Art Education**

Number of Examinees:	32	**No ETS results as less than 10 students took this test in 2004/05.
Highest Observed Score:	191	
Lowest Observed Score:	146	
Median:	162.5	
Average Performance Range	160-171	
WI Score Needed to Pass:	155	
Number with WI Passing Score:	29/31	
Percent with WI Passing Score:	90.6%	

Art Test Category	Points Available	Average Percent Correct		
		Stout %	State %	National %
Traditions in Art, Architecture, Design & the Making of Artifacts	38-46	59%	61%	64%
Art Criticism & Aesthetics	27-29	64%	66%	70%
The Making of Art	44-48	72%	73%	75%

**Number (percent) of Stout Examinees Scoring in each Quartile in Each Category (quartiles are calculated using all examinees taking this test during this period)**

Art Test Category	1 <sup>st</sup> Q Low	2 <sup>nd</sup> Q	3 <sup>rd</sup> Q	4 <sup>th</sup> Q High	Total
Traditions of Art, Architecture, Design & the Making of Artifacts	8 25%	15 47%	8 25%	1 3%	32 100%
Art Criticism & Aesthetics	10 31%	13 41%	6 19%	3 9%	32 100%
The Making of Art	8 25%	14 44%	7 22%	3 9%	32 100%

- The number of examinee records used to compute the quartiles is 4,006.

Table 3 Continued

	03/04	04/05
<b>Early Childhood Education</b>		
Number of Examinees:	205	<b>37</b>
Highest Observed Score:	193	<b>183</b>
Lowest Observed Score:	122	<b>134</b>
Median:	156	<b>156</b>
Average Performance Range:	146-164	<b>151-169</b>
WI Score Needed to Pass:	147	<b>147</b>
Number with WI Passing Score:	150/205	<b>32/37</b>
Percent with WI Passing Scores:	73%	<b>86.4%</b>

Elementary Test Category	Points Available	Average Percent Correct					
		Stout		State		National	
		03/04	04/05	03/04	04/05	03/04	04/05
Language Arts	29-30	74%	<b>74%</b>	79%	<b>80%</b>	80%	<b>79%</b>
Mathematics	29-30	63%	<b>68%</b>	70%	<b>74%</b>	68%	<b>68%</b>
Social Studies	30	58%	<b>60%</b>	61%	<b>63%</b>	61%	<b>61%</b>
Science	30	61%	<b>66%</b>	63%	<b>67%</b>	63%	<b>64%</b>

**Number (percent) of Stout Examinees Scoring in each Quartile in Each Category (quartiles are calculated using all examinees taking this test during this period)**

Elementary Test Category	1 <sup>st</sup> Q		2 <sup>nd</sup> Q		3 <sup>rd</sup> Q		4 <sup>th</sup> Q	
	Low	High	Low	High	Low	High	Low	High
Language Arts	82	<b>15</b>	48	<b>13</b>	60	<b>5</b>	15	<b>4</b>
	40%	<b>41%</b>	23%	<b>35%</b>	29%	<b>14%</b>	7%	<b>11%</b>
Mathematics	45	<b>6</b>	96	<b>14</b>	51	<b>11</b>	13	<b>6</b>
	22%	<b>16%</b>	47%	<b>38%</b>	25%	<b>30%</b>	6%	<b>16%</b>
Social Studies	50	<b>6</b>	73	<b>15</b>	48	<b>8</b>	34	<b>8</b>
	24%	<b>16%</b>	36%	<b>41%</b>	23%	<b>22%</b>	17%	<b>22%</b>
Science	44	<b>1</b>	78	<b>16</b>	56	<b>13</b>	27	<b>7</b>
	21%	<b>3%</b>	38%	<b>43%</b>	27%	<b>35%</b>	13%	<b>19%</b>

- The number of examinee records used to compute the quartiles is (33,214) **38,821..**

Table 3 Continued

	03/04	04/05
<b>Family &amp; Consumer Sciences Ed.</b>		
Number of Examinees:	23	<b>10</b>
Highest Observed Score:	730	<b>740</b>
Lowest Observed Score:	510	<b>490</b>
Median:	600	<b>645</b>
Average Performance Range:	600-660	<b>600-710</b>
WI Score Needed to Pass:	590	<b>590</b>
Number with WI Passing Score:	18/23	<b>8/10</b>
Percent with WI Passing Score:	78%	<b>80%</b>

FCSE Test Category	Points Available	Average Percent Correct					
		Stout		State		National	
		03/04	04/05	03/04	04/05	03/04	04/05
The Family	15-16	85%	<b>86%</b>	85%	<b>88%</b>	87%	<b>86%</b>
Human Dev.	13	75%	<b>80%</b>	75%	<b>78%</b>	77%	<b>75%</b>
Management	12	75%	<b>86%</b>	76%	<b>82%</b>	77%	<b>77%</b>
Consumer Ec	14-15	58%	<b>72%</b>	60%	<b>72%</b>	68%	<b>66%</b>
Nutrition/Food	17-20	73%	<b>70%</b>	72%	<b>70%</b>	75%	<b>72%</b>
Clothing/Tex.	11	75%	<b>76%</b>	68%	<b>75%</b>	76%	<b>76%</b>
Housing	11-12	77%	<b>78%</b>	75%	<b>78%</b>	78%	<b>77%</b>
FCSEd.	22-23	81%	<b>79%</b>	79%	<b>82%</b>	81%	<b>78%</b>

Number (percent) of Stout Examinees Scoring in each Quartile in Each Category  
(quartiles are calculated using all examinees taking this test during this period)

FCSE Test Category	1 <sup>st</sup> Q		2 <sup>nd</sup> Q		3 <sup>rd</sup> Q		4 <sup>th</sup> Q	
	Low	High	Low	High	Low	High	Low	High
The Family	9	<b>1</b>	8	<b>4</b>	5	<b>5</b>	1	<b>0</b>
	39%	<b>10%</b>	35%	<b>40%</b>	22%	<b>50%</b>	4%	<b>0%</b>
Human Dev.	6	<b>1</b>	6	<b>4</b>	8	<b>2</b>	3	<b>3</b>
	26%	<b>10%</b>	26%	<b>40%</b>	35%	<b>20%</b>	13%	<b>30%</b>
Management	4	<b>1</b>	7	<b>1</b>	9	<b>3</b>	3	<b>5</b>
	17%	<b>10%</b>	30%	<b>10%</b>	39%	<b>30%</b>	3%	<b>50%</b>
Consumer Ec	10	<b>1</b>	6	<b>4</b>	4	<b>1</b>	3	<b>4</b>
	43%	<b>10%</b>	26%	<b>40%</b>	17%	<b>10%</b>	13%	<b>40%</b>
Nutrition/Food	4	<b>3</b>	11	<b>2</b>	7	<b>2</b>	1	<b>3</b>
	17%	<b>30%</b>	48%	<b>20%</b>	30%	<b>20%</b>	4%	<b>30%</b>
Clothing/Tex	3	<b>2</b>	12	<b>4</b>	5	<b>2</b>	3	<b>2</b>
	13%	<b>20%</b>	52%	<b>40%</b>	22%	<b>20%</b>	13%	<b>20%</b>
Housing	5	<b>2</b>	7	<b>2</b>	8	<b>2</b>	3	<b>4</b>
	22%	<b>20%</b>	30%	<b>20%</b>	35%	<b>20%</b>	13%	<b>40%</b>
FCS Ed.	5	<b>1</b>	7	<b>3</b>	4	<b>4</b>	7	<b>2</b>
	22%	<b>10%</b>	30%	<b>30%</b>	17%	<b>40%</b>	30%	<b>20%</b>

The number of examinee records used to compute the quartiles is (1,021) **1,113**.

Table 3 Continued

	03/04	04/05
<b>Business Education</b>		
Number of Examinees:	30	<b>18</b>
Highest Observed Score:	760	<b>750</b>
Lowest Observed Score:	520	<b>450</b>
Median:	630	<b>635</b>
Average Performance Range:	610-680	<b>600-660</b>
WI Score Needed to Pass:	580	<b>580</b>
Number with WI Passing Score:	25/30	<b>17/18</b>
Percent with WI Passing Score:	83%	<b>94.4%</b>

Business Ed. Test Category	Points Available	Average Percent Correct					
		Stout		State		National	
		03/04	04/05	03/04	04/05	03/04	04/05
U. S. Econ. Sy	11-13	64%	<b>63%</b>	70%	<b>70%</b>	72%	<b>69%</b>
Money Mgt.	16-17	66%	<b>62%</b>	67%	<b>70%</b>	71%	<b>70%</b>
Bus & Its Envir.	12-13	60%	<b>61%</b>	67%	<b>67%</b>	71%	<b>68%</b>
Prof. Bus Ed.	23-25	82%	<b>79%</b>	78%	<b>79%</b>	77%	<b>75%</b>
Process Info.	19-21	83%	<b>77%</b>	85%	<b>81%</b>	83%	<b>81%</b>
Off Pro & Mgt, Comm, Employ	15-17	81%	<b>79%</b>	83%	<b>84%</b>	81%	<b>82%</b>
Account & Mrkt	17-18	55%	<b>56%</b>	59%	<b>66%</b>	60%	<b>59%</b>

**Number (percent) of Stout Examinees Scoring in each Quartile in Each Category (quartiles are calculated using all examinees taking this test during this period)**

Business Ed. Test Category	1 <sup>st</sup> Q		2 <sup>nd</sup> Q		3 <sup>rd</sup> Q		4 <sup>th</sup> Q	
	Low	High	Low	High	Low	High	Low	High
U. S. Econ Sy	11	<b>5</b>	9	<b>6</b>	7	<b>5</b>	3	<b>2</b>
	37%	<b>28%</b>	30%	<b>33%</b>	23%	<b>28%</b>	10%	<b>11%</b>
Money Mgt	9	<b>6</b>	9	<b>8</b>	9	<b>3</b>	3	<b>1</b>
	30%	<b>33%</b>	30%	<b>44%</b>	30%	<b>17%</b>	10%	<b>6%</b>
Bus. & Its Envir	8	<b>4</b>	15	<b>8</b>	5	<b>5</b>	2	<b>1</b>
	27%	<b>22%</b>	50%	<b>44%</b>	17%	<b>28%</b>	7%	<b>6%</b>
Prof Bus Ed 4	1	<b>1</b>	10	<b>6</b>	8	<b>6</b>	8	<b>5</b>
	13%	<b>6%</b>	33%	<b>33%</b>	27%	<b>33%</b>	27%	<b>28%</b>
Process Info	10	<b>5</b>	9	<b>8</b>	6	<b>4</b>	5	<b>1</b>
	33%	<b>28%</b>	30%	<b>44%</b>	20%	<b>22%</b>	17%	<b>6%</b>
Off Pro & Mgt, Comm, Employ	3	<b>8</b>	10	<b>4</b>	14	<b>2</b>	3	<b>4</b>
	10%	<b>44%</b>	33%	<b>22%</b>	47%	<b>11%</b>	10%	<b>22%</b>
Account/Mrkt	8	<b>3</b>	13	<b>9</b>	5	<b>4</b>	4	<b>2</b>
	27%	<b>17%</b>	43%	<b>50%</b>	17%	<b>22%</b>	13%	<b>11%</b>

The number of examinee records used to compute the quartiles is (3,887) **4,183**.

Table 3 Continued

	03/04	04/05
<b>Marketing Education</b>		
Number of Examinees:	29	<b>14</b>
Highest Observed Score:	810	<b>820</b>
Lowest Observed Score:	450	<b>570</b>
Median:	660	<b>685</b>
Average Performance Range:	550-720	<b>660-750</b>
WI Score Needed to Pass:	600	<b>600</b>
Number with WI Passing Score:	18/29	<b>12/14</b>
Percent with WI Passing Score:	62%	<b>85.7%</b>

Marketing Ed. Test Category	Points Available	Average Percent Correct					
		Stout 03/04	Stout 04/05	State 03/04	State 04/05	National 03/04	National 04/05
M Ed, Curr & Inst	23-25	74%	<b>79%</b>	74%	<b>79%</b>	77%	<b>77%</b>
Gen Marketing	21-23	69%	<b>79%</b>	74%	<b>78%</b>	77%	<b>80%</b>
Merchandising	14-21	61%	<b>67%</b>	67%	<b>67%</b>	71%	<b>69%</b>
Market Math	11-12	56%	<b>64%</b>	62%	<b>65%</b>	66%	<b>66%</b>
Comm & H R	16	77%	<b>83%</b>	79%	<b>84%</b>	83%	<b>85%</b>
Ad & Sales Pro	13-14	66%	<b>74%</b>	70%	<b>74%</b>	76%	<b>74%</b>
Personal Selling	14-15	73%	<b>77%</b>	75%	<b>77%</b>	80%	<b>80%</b>

Number (percent) of Stout Examinees Scoring in each Quartile in Each Category  
(quartiles are calculated using all examinees taking this test during this period)

Marketing Ed. Test Category	1 <sup>st</sup> Q		2 <sup>nd</sup> Q		3 <sup>rd</sup> Q		4 <sup>th</sup> Q	
	Low	High	Low	High	Low	High	Low	High
M Ed, Curr & Inst	7	<b>4</b>	7	<b>3</b>	6	<b>6</b>	9	<b>1</b>
	24%	<b>29%</b>	24%	<b>21%</b>	21%	<b>43%</b>	31%	<b>7%</b>
Gen Marketing	13	<b>4</b>	8	<b>3</b>	4	<b>5</b>	4	<b>2</b>
	45%	<b>29%</b>	28%	<b>21%</b>	14%	<b>36%</b>	14%	<b>14%</b>
Merchandising	15	<b>1</b>	9	<b>6</b>	5	<b>6</b>	0	<b>1</b>
	52%	<b>7%</b>	31%	<b>43%</b>	17%	<b>43%</b>	0%	<b>7%</b>
Market Math	9	<b>3</b>	9	<b>6</b>	9	<b>3</b>	2	<b>2</b>
	31%	<b>21%</b>	31%	<b>43%</b>	31%	<b>21%</b>	7%	<b>14%</b>
Comm & H R	8	<b>6</b>	14	<b>3</b>	6	<b>4</b>	1	<b>1</b>
	28%	<b>43%</b>	8%	<b>21%</b>	21%	<b>29%</b>	3%	<b>7%</b>
Ad & Sales Pro	14	<b>2</b>	6	<b>5</b>	5	<b>5</b>	4	<b>2</b>
	48%	<b>14%</b>	21%	<b>36%</b>	17%	<b>36%</b>	14%	<b>14%</b>
Personal Selling	9	<b>2</b>	13	<b>7</b>	6	<b>4</b>	1	<b>1</b>
	31%	<b>14%</b>	45%	<b>50%</b>	21%	<b>29%</b>	3%	<b>7%</b>

The number of examinee records used to compute the quartiles is (362)

Table 3 Continued

	03/04	04/05
<b>Special Education</b>		
Number of Examinees:	59	<b>**No ETS results as less than 10 students Took this test in 2004/05.</b>
Highest Observed Score:	184	
Lowest Observed Score:	101	
Median:	149	
Average Performance Range:	136-163	
Score Needed to Pass:	146	
Number with Passing Score:	34/59	
Percent with WI Passing Score:	57.6%	

<b>Special Education Test Category</b>	<b>Points Available</b>	<b>Average Percent Correct</b>		
		<b>Stout %</b>	<b>State %</b>	<b>National %</b>
Literature	27-30	59%	63%	63%
Mathematics	29-30	53%	63%	62%
History/Social Studies	28-29	53%	54%	55%
Science	28-30	59%	63%	62%

**Number (percent) of Stout Examinees Scoring in each Quartile in Each Category (quartiles are calculated using all examinees taking this test during this period)**

<b>Special Ed. Test Category</b>	<b>1<sup>st</sup> Q</b>	<b>2<sup>nd</sup> Q</b>	<b>3<sup>rd</sup> Q</b>	<b>4<sup>th</sup> Q</b>	<b>Total</b>
	Low			High	
Literature	20 34%	14 24%	16 27%	9 15%	59 100%
Mathematics	22 37%	25 42%	7 12%	5 8%	59 100%
History/Social Studies	11 19%	27 46%	13 22%	8 14%	59 100%
Science	17 29%	15 25%	16 27%	11 19%	59 100%

- The number of examinee records used to compute the quartiles is 4,892.

Table 3 Continued

	03/04	04/05
<b>Technology Education</b>		
Number of Examinees:	104	<b>45</b>
Highest Observed Score:	750	<b>740</b>
Lowest Observed Score:	560	<b>580</b>
Median:	650	<b>650</b>
Average Performance Range:	610-680	<b>630-690</b>
WI Score Needed to Pass:	590	<b>590</b>
Number with WI Passing Score:	97/104	<b>44/45</b>
Percent with WI Passing Score:	93%	<b>97.7%</b>

Tech. Ed. Test Category	Points Available	Average Percent Correct					
		Stout		State		National	
		03/04	04/05	03/04	04/05	03/04	04/05
Ped. & Prof (T Ed)	32-36	78%	<b>78%</b>	78%	<b>80%</b>	78%	<b>77%</b>
Infor & Comm							
Technology	21-23	70%	<b>71%</b>	70%	<b>72%</b>	70%	<b>69%</b>
Construct Tech	14-17	77%	<b>78%</b>	76%	<b>81%</b>	76%	<b>74%</b>
Manuf Tech	20-24	75%	<b>78%</b>	75%	<b>80%</b>	75%	<b>80%</b>
Energy/Power/ Trans Tech	22-24	74%	<b>78%</b>	74%	<b>78%</b>	72%	<b>70%</b>

Number (percent) of Stout Examinees Scoring in each Quartile in Each Category  
(quartiles are calculated using all examinees taking this test during this period)

Tech Ed. Test Category	1 <sup>st</sup> Q		2 <sup>nd</sup> Q		3 <sup>rd</sup> Q		4 <sup>th</sup> Q	
Ped & Prof (T Ed)	27	<b>7</b>	36	<b>15</b>	28	<b>14</b>	13	<b>9</b>
	26%	<b>16%</b>	35%	<b>33%</b>	27%	<b>31%</b>	13%	<b>20%</b>
Inform & Comm								
Technologies	13	<b>9</b>	47	<b>12</b>	27	<b>13</b>	17	<b>11</b>
	13%	<b>20%</b>	45%	<b>27%</b>	26%	<b>29%</b>	16%	<b>24%</b>
Construct Tech	17	<b>4</b>	34	<b>12</b>	33	<b>21</b>	20	<b>8</b>
	16%	<b>9%</b>	3%	<b>27%</b>	32%	<b>47%</b>	19%	<b>18%</b>
Manuf Tech	27	<b>5</b>	17	<b>15</b>	44	<b>12</b>	16	<b>13</b>
	26%	<b>11%</b>	16%	<b>33%</b>	42%	<b>27%</b>	15%	<b>29%</b>
Energy/Power/ Trans Tech	12	<b>2</b>	44	<b>13</b>	23	<b>15</b>	25	<b>15</b>
	12%	<b>4%</b>	42%	<b>29%</b>	22%	<b>33%</b>	24%	<b>33%</b>

The number of examinee records used to compute the quartiles is (962) **952**.

Table 3 Continued

	03/04	04/05
<b>School Psychology</b>		
Number of Examinees:	10	<b>10</b>
Highest Observed Score:	810	<b>740</b>
Lowest Observed Score:	640	<b>590</b>
Median:	720	<b>660</b>
Average Performance Range:	680-730	<b>630-700</b>
WI Score Needed to Pass:	660	<b>660</b>
Number with WI Passing Score:	80%	<b>50% Note: WI cut score set in 2005/06.</b>

School Psych. Test Category	Points Available	Average Percent Correct					
		Stout		State		National	
		03/04	04/05	03/04	04/05	03/04	04/05
Diag & Fact-Finding	27-29	84%	<b>76%</b>	85%	<b>80%</b>	79%	<b>77%</b>
Prevent & Interv	28-30	76%	<b>72%</b>	78%	<b>79%</b>	75%	<b>74%</b>
Ap Psych Found	23	73%	<b>68%</b>	75%	<b>75%</b>	72%	<b>71%</b>
Ap Ed Found	13-14	71%	<b>57%</b>	72%	<b>71%</b>	69%	<b>67%</b>
Ethical & Legal	20-22	79%	<b>74%</b>	81%	<b>78%</b>	77%	<b>76%</b>

Number (percent) of Stout Examinees Scoring in each Quartile in Each Category (quartiles are calculated using all examinees taking this test during this period)

School Psych. Test Category	1 <sup>st</sup> Q		2 <sup>nd</sup> Q		3 <sup>rd</sup> Q		4 <sup>th</sup> Q	
	Low	High	Low	High	Low	High	Low	High
Diag & Fact-Find	1	<b>3</b>	2	<b>2</b>	5	<b>2</b>	2	<b>3</b>
	10%	<b>30%</b>	20%	<b>20%</b>	50%	<b>20%</b>	20%	<b>30%</b>
Prevent & Interv	2	<b>2</b>	5	<b>5</b>	1	<b>3</b>	2	<b>0</b>
	20%	<b>20%</b>	50%	<b>50%</b>	10%	<b>30%</b>	20%	<b>0%</b>
Ap Psych Found	1	<b>3</b>	5	<b>4</b>	3	<b>2</b>	1	<b>1</b>
	10%	<b>30%</b>	50%	<b>40%</b>	30%	<b>20%</b>	10%	<b>10%</b>
Ap Ed Found	1	<b>40</b>	3	<b>3</b>	5	<b>3</b>	1	<b>0</b>
	10%	<b>40%</b>	30%	<b>30%</b>	50%	<b>30%</b>	10%	<b>0%</b>
Ethical & Legal	1	<b>3</b>	2	<b>4</b>	6	<b>3</b>	1	<b>0</b>
	10%	<b>30%</b>	20%	<b>40%</b>	60%	<b>30%</b>	10%	<b>0%</b>

\* The number of examinee records used to compute the quartiles is (2,076) **2,536**.

### **UW-Stout Datatel System Data Results**

The UW-Stout Datatel System provides information on the UW-Stout candidates who have taken PRAXIS II content test appropriate for their designated teaching certification.

Whereas the ETS Institutional Summary data does not include data on tests in which less than 10 examinees have taken, the Datatel System includes all examinees. Thus the smaller programs and teaching minor test data is included. Also the data for examinees during the current year, 2005/06, is included.

When comparing the number of examinees between the no-fault year, 2003/04, with the number in 2004/05 and 2005 until May 2006 (current year), several trends are noted.

- **SOE Unit:** Many more examinees took the content test in 2003/04 than in the total of two years combined (465 vs. 242).
- **SOE Unit:** The percentages of examinees that passed (meeting the WI cut score) has increased from 77.8% to 90.4% to 91.7% in the current year.
- **Art Education** has an overall average pass rate of 91.6% since 2003. From 2004 on all examinees have passed.
- **Early Childhood Education** has an overall average pass rate of 77.4% since 2003. However, the pass rate is rising each year (75%, 86%, 89%).
- **Family and Consumer Sciences Education** has an overall average pass rate of 77.5% over the three years. However, the pass rate is rising each year (74%, 80%, 83%).
- **Business Education** has an overall pass rate of 87.2% over the three years. However, the pass rate is rising each year (82%, 87.5%, 100%).
- **Marketing Education** has an overall pass rate of 80% over the three years. However, the pass rate is rising each year (65%, 93%, 100%).
- **Special Education** has a pass rate of 62.8% over the three years. However, the pass rate is varying each year (59% to 87.5% to 62.5%).
- **Technology Education** has a pass rate of 95.1% since 2003. This is the highest pass rate for the programs. The pass rate for each of the past three years is 94%, 97.5% and 97% for the current year.
- **School Psychology** did not have a pass rate as the WI cut score has not been set until this year at 660. However, the Datatel System report on the content test does not seem to be complete. According to the ETS Institutional Summary, 10 examinees took the content test in 2003/04 with a passing rate of 80% and 10 examinees took the test in 2004/05 with a passing rate of 50%. However only 13 students have content scores in these two years according to Datatel with a pass rate of 77% overall with each the of three years showing 75%, 75% and 100%.
- Of the 27 **teaching minors** in 2003 to May 2006, 25 passed which is a 92.5% pass rate.
- **Note: Comparing the ETS content test data with the Datatel content test data reveals a number of discrepancies. This needs to be closely watched.**

See Table 4: PRAXIS II: Content Test Scores from UW-Datatel System.

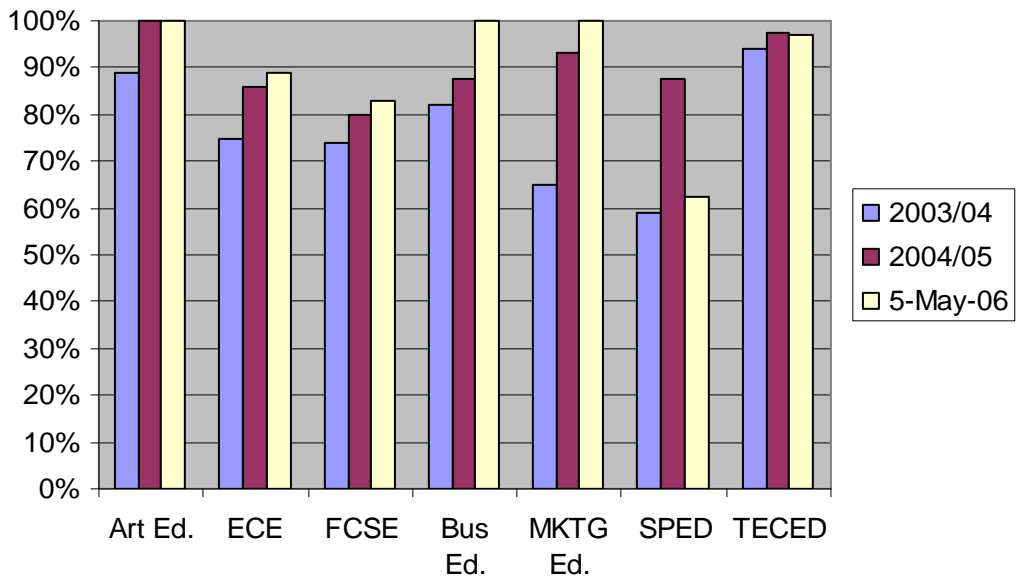
Table 4: PRAXIS II: Content Test Score from UW-Stout Datatel System

<b>Content Test</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/May 06</b>
<b><u>Art Education Content Test</u></b>			
Number of Examinees:	28	5	3
Highest Observed Score:	191	180	186
Lowest Observed Score	146	162	157
WI Score Need to Pass:	155	155	155
Number with WI Passing Score	25/28	5/5	3/3
Percent with WI Passing Score	89%	100%	100%
<b><u>Early Childhood Ed. Content Test</u></b>			
Number of Examinees:	202	36	19
Highest Observed Score:	193	183	189
Lowest Observed Score	122	134	125
WI Score Need to Pass:	147	147	147
Number with WI Passing Score	151/202	31/36	17/19
Percent with WI Passing Score	75%	86%	89%
<b><u>FCSE Content Test</u></b>			
Number of Examinees:	23	5	12
Highest Observed Score:	730	670	710
Lowest Observed Score	470	560	550
WI Score Need to Pass:	590	590	590
Number with WI Passing Score	17/23	4/5	10/12
Percent with WI Passing Score	74%	80%	83%
<b><u>Business Ed. Content Test</u></b>			
Number of Examinees:	28	16	11
Highest Observed Score:	760	750	730
Lowest Observed Score	520	450	610
WI Score Need to Pass:	580	580	580
Number with WI Passing Score	23/28	14/16	11/11
Percent with WI Passing Score	82%	87.5%	100%
<b><u>Marketing Ed. Content Test</u></b>			
Number of Examinees:	23	14	8
Highest Observed Score:	810	820	810
Lowest Observed Score	450	580	610
WI Score Need to Pass:	600	600	600
Number with WI Passing Score	15/23	13/14	8/8
Percent with WI Passing Score	65%	93%	100%
<b><u>Special Education Content Test</u></b>			
Number of Examinees:	54	8	7
Highest Observed Score:	184	170	185
Lowest Observed Score	101	130	133
WI Score Need to Pass:	146	146	146
Number with WI Passing Score	32/54	7/8	5/8
Percent with WI Passing Score	59%	87.5%	62.5%

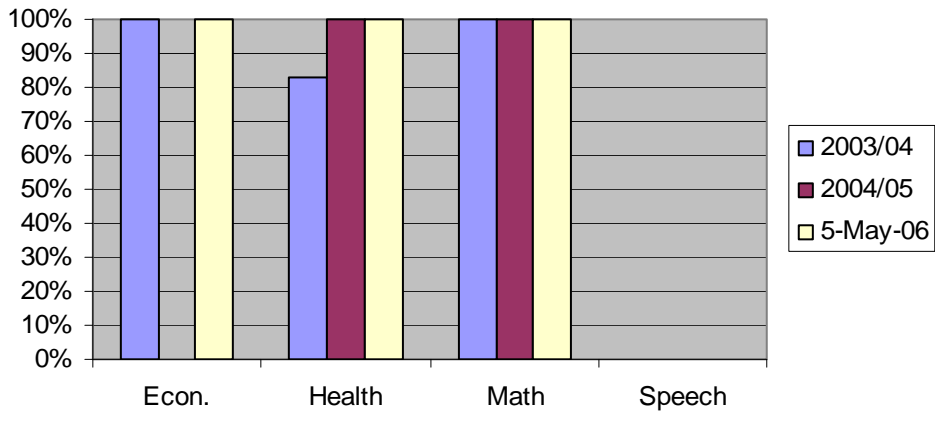
Table 4 Continued

<b>Content Test</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/May 06</b>
<b><u>Technology Ed. Content Test</u></b>			
Number of Examinees:	95	40	29
Highest Observed Score:	750	730	750
Lowest Observed Score	560	580	580
WI Score Need to Pass:	590	590	590
Number with WI Passing Score	89/95	39/40	28/29
Percent with WI Passing Score	94%	97.5%	97%
<b><u>School Psychology Content Test</u></b>			
Number of Examinees:	4	8	1
Highest Observed Score:	810	780	670
Lowest Observed Score	640	590	670
WI Score Need to Pass:	660	660	660
Number with WI Passing Score	3/4	6/8	1/1
Percent with WI Passing Score	75%	75%	100%
<b><u>Economics (Soc St) Content Test</u></b>			
Number of Examinees:	1	0	1
Highest Observed Score:	180		183
Lowest Observed Score	180		183
WI Score Need to Pass:	154		154
Number with WI Passing Score	1/1		1/1
Percent with WI Passing Score	100%		100%
<b><u>Health Content Test</u></b>			
Number of Examinees:	6	12	3
Highest Observed Score:	790	810	720
Lowest Observed Score	580	610	680
WI Score Need to Pass:	610	610	610
Number with WI Passing Score	5/6	12/12	3/3
Percent with WI Passing Score	83%	100%	100%
<b><u>Math Content Test</u></b>			
Number of Examinees:	1	1	1
Highest Observed Score:	154	135	141
Lowest Observed Score	154	135	141
WI Score Need to Pass:	135	135	135
Number with WI Passing Score	1/1	1/1	1/1
Percent with WI Passing Score	100%	100%	100%
<b><u>Speech Content Test</u></b>			
Number of Examinees:	0	1	0
Highest Observed Score:		145	
Lowest Observed Score		145	
WI Score Need to Pass:		600	
Number with WI Passing Score		0/1	
Percent with WI Passing Score		0%	

**SOE Majors ~ Content Test % with Passing Score**



**SOE Minors ~ Content Test % with Passing Score**



### **Educational Benchmarking Survey(EBI) for Exiting Student Teachers**

The Educational Benchmarking Survey (EBI) of exiting student teachers was administered via computer at the end of student teaching in May and June, 2005 and December and January, 2004/05 for the purposed of unit assessment. EBI data cannot be published in public domains and is available for internal use only.

## Student Artifact Reflection Ratings for Benchmarks I& II and III

Beginning in Fall 2004, all students in School of Education courses were required to develop artifacts as evidence of their learning. This is part of the Performance Based Assessment Requirements for the School of Education, UW-Stout. For each artifact, students were required to write a reflection related to: the intended learning, new or unanticipated learning gained from completing the artifact, and how each artifact related to Danielson's domains and components and the 10 Wisconsin Teacher Standards. SOE faculty then rated the reflections for the courses they taught. Each faculty was required to submit a copy of the reflection rating to the SOE Dean's Office so that the data could be compiled for unit assessment purposes.

Artifacts and artifact reflections are required to meet the SOE Benchmarks. Course artifacts and reflection ratings are reviewed by two faculty members during the interview and portfolio review that is required for each student at Benchmark I: Acceptance into Teacher Education Program and Prestudent Teaching Experiences, Benchmark II: Admission to Student Teaching. Benchmark III: Program Completion is at the end of student teaching. During student teaching, candidates are required to develop at least two artifacts which are then rated by their cooperating teachers using the School of Education reflection rubric.

Ratings for student reflections for 2004 and 2005 are shown on Table 8 for the SOE Unit. The total number of reflection ratings for Benchmarks I, II and III increased from 2004 = 997 rubrics submitted to 1569 submitted by faculty/academic staff and cooperating teachers.

The overall pattern on reflection ratings increased on all three categories from 2004 to 2005 for all three benchmarks. The means for each category on the reflection rubric ratings increased on Benchmarks I and II from 2004 to 2005 as follows:

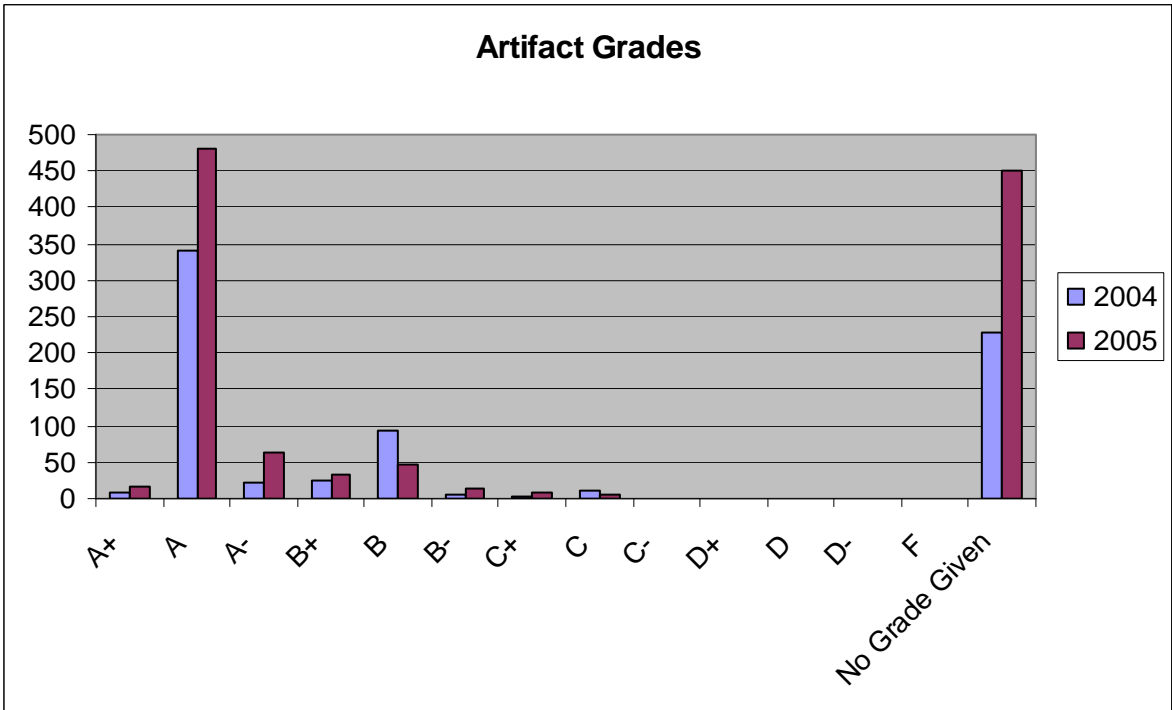
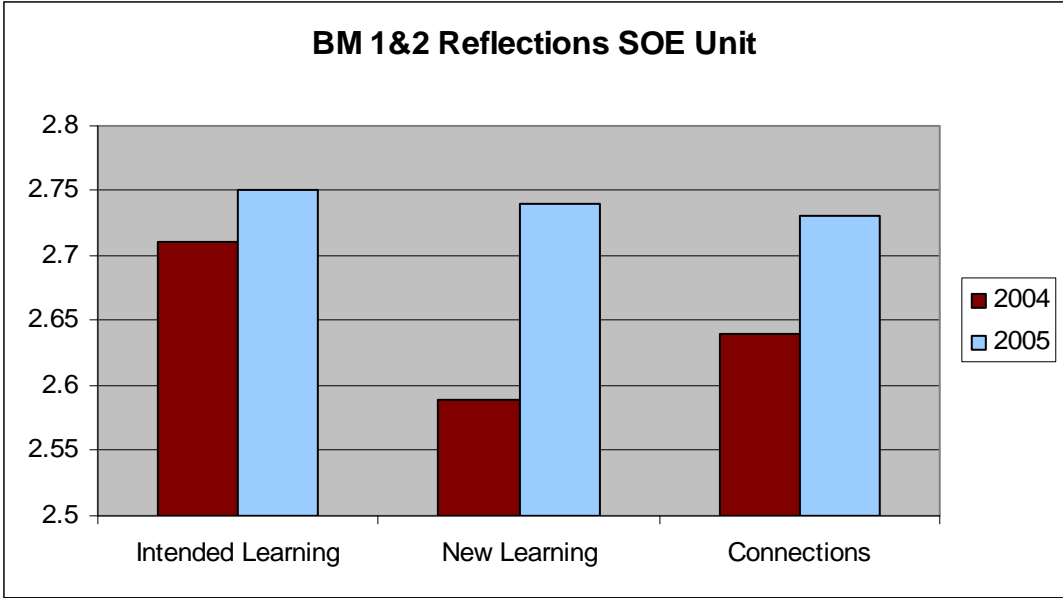
- intended learning from 2.71 to 2.75
- new and unanticipated learning from 2.59 to 2.74
- connections drawn to domains/components and WI Teacher Standards from 2.64 to 2.74.

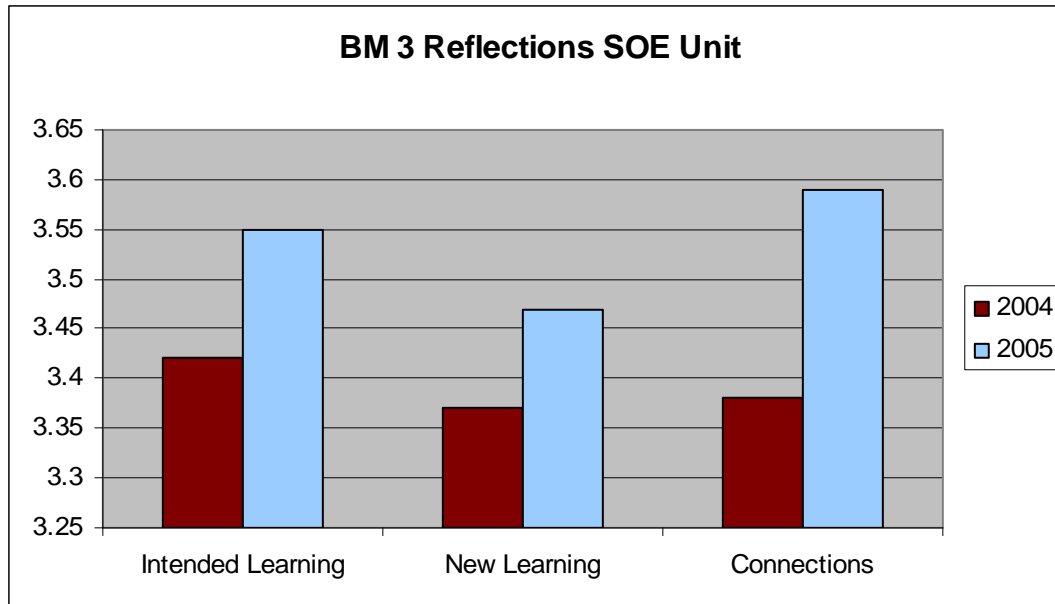
Also the means for reflection ratings completed by cooperating teachers increased from 2004 to 2005 for Benchmark III were higher as follows:

- intended learning from 3.42 to 3.55
- new and unanticipated learning from 3.37 to 3.47
- connections drawn to domains/components and WI Teacher Standards from 3.38 to 3.59.

The grades earned by each artifact were also compiled for 2004 and 2005 for Benchmarks I and II. Cooperating teachers were not asked to grade the artifacts for student teaching (Benchmark III). The pattern of artifact grades is very similar in 2004 and 2005.

- A for 50% in 2004 and 50% in 2005
- B for 16.6% in 2004 and 8.3% in 2005
- C for 2% in 2004 and 1.3% in 2005
- D and F less than 0.1%
- No grade given for 31% in 2004 and 40.1% in 2005.





The means for reflection ratings completed by cooperating teachers increased from 2004 to 2005 for Benchmark III were higher as follows:

- intended learning from 3.42 to 3.55
- new and unanticipated learning from 3.37 to 3.47
- connections drawn to domains/components and WI Teacher Standards from 3.38 to 3.59.

The reflections ratings and artifact grades are also compiled by program for 2004 and 2005. See Appendix B for SOE unit and program reflection rating means and artifact grades.

## Disposition Ratings for School of Education

The School of Education has developed a system to assess candidate dispositions from the beginning of the program through program completion. Dispositions of Teaching ratings are done for candidates in both the undergraduate teacher education programs and the graduate pupil services programs. These eight professional disposition categories include: attendance, preparedness, continuous learning, creating a positive climate, reflective, thoughtful and responsive learner, cooperative/collaborative and respectful. These dispositions of teaching have been matched to the Wisconsin Teacher Standards and Wisconsin Pupil Service Standards. Disposition of Teaching ratings have a four point scale.

At the undergraduate teacher education level, candidates receive disposition ratings from the course instructor for the introduction to the major course and the Foundations of Education course for Benchmark I. For Benchmark II candidates receive disposition rating from two of their program methods/curriculum class instructors. Cooperating teachers for each placement rate each candidate at the completion of student teaching.

### **Undergraduate SOE Dispositions**

For the undergraduate SOE Unit data, ratings increased on 7 of the 8 disposition areas from 2004 to 2005 for Benchmark I & II: preparedness, continuous learning, positive climate, reflective, thoughtful and responsive listener, cooperative/collaborative and respectful. Those categories with the largest increase of 0.3 or more were preparedness (2.66 to 2.96), continuous learning (2.59 to 2.93), and positive climate (2.7 to 3.03). One category, attendance, decreased by 0.3 (3.47 to 3.16). The overall pattern of means for 2004 and 2005 found Benchmark I and II candidates rated highest on the dispositions of attendance and being respectful. See Appendix C for Unit and Program Disposition Mean Ratings.

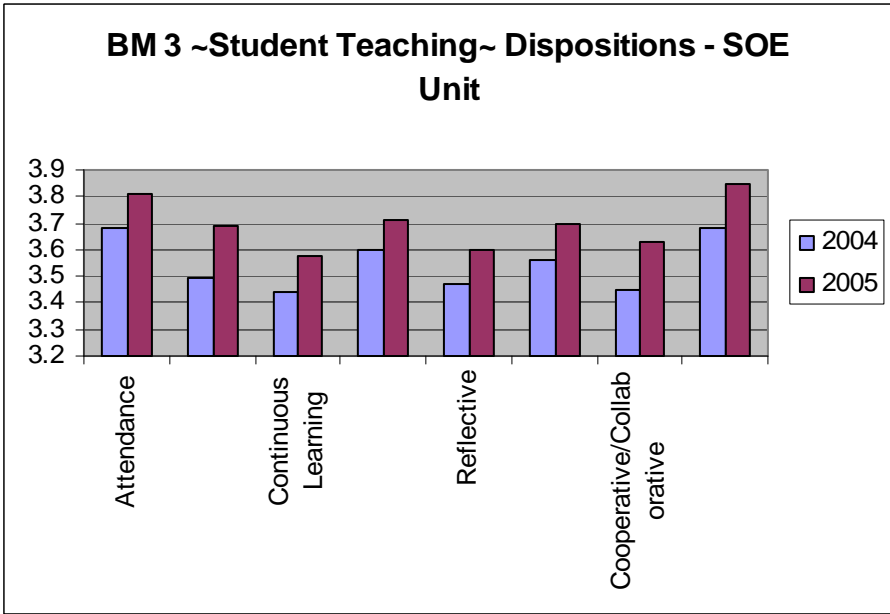
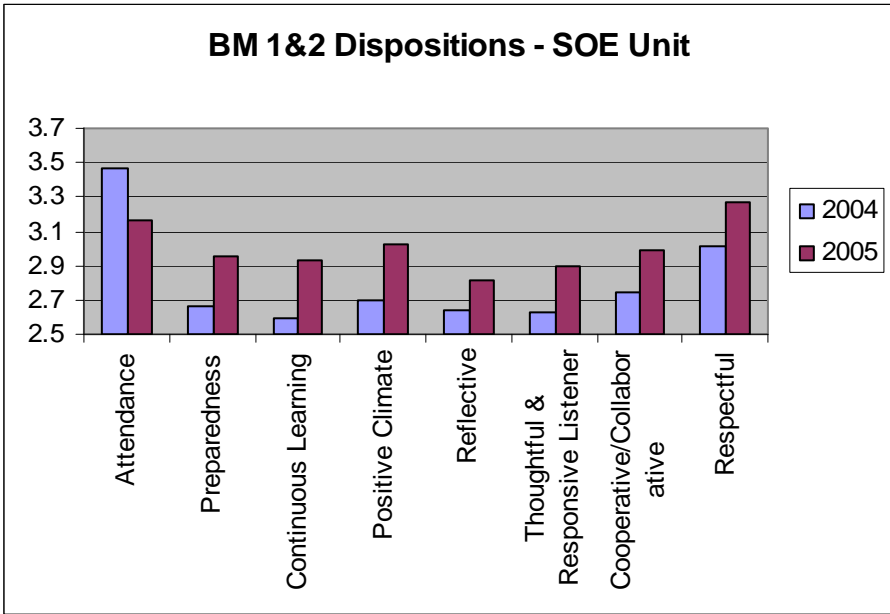
Cooperating teachers ratings on dispositions is used in Benchmark III. Comparing mean averages from 2004 to 2005, there was an increase in all eight dispositions. All eight disposition means for 2004 and 2005 were above 3.0. Again, the overall pattern of means for 2004 and 2005 found Benchmark III candidates rated highest on the dispositions of attendance and being respectful.

*Overall SOE unit pattern* on Dispositions of Teaching shows that candidates had the highest means for Benchmarks I, II and III for 2004 and 2005 were:

- attendance
- respectful.

Overall, candidates had the lowest means at Benchmarks I and II for 2004 and 2005 in the following four disposition categories:

- preparedness,
- continuous learning,
- reflective, and
- thoughtful and responsive listener.



On Benchmark III, the four disposition categories with the lowest means in 2004 and 2005 were:

- preparedness,
- continuous learning,
- reflective and
- cooperative/collaborative.

The patterns of highest and lowest category means for 2004 and 2005 vary by program for Benchmarks I, II and III. See Appendix C. The highest and lowest disposition means patterns for specific programs/certifications are as follows:

	2004 & 2005 <u>Highest Means</u>	2004 & 2005 <u>Lowest Means</u>
ART ED	BM I&II = respectful BMIII = respectful	BM I & II = preparedness BMIII = attendance
ECE	BM I & II = attendance  BMIII= attendance respectful	BM I & II = thoughtful/responsive listener BMIII= continuous learning
FCSE	BM I&II = attendance respectful BM III = respectful	BM I&II = reflective  BMIII = reflective
MBE	BM I&II = respectful BM III= attendance	BM I&II = reflective BM III= cooperative/collaborative
SPED	BM I&II = no clear pattern BM III = respectful Attendance	BM I&II = no clear pattern BM III = no clear pattern
TEC ED	BM I&II = respectful	BM I&II = reflective

### **Graduate SOE Dispositions**

At the graduate level, candidates are rated on their eight dispositions by program faculty as a group by consensus at Benchmark II and at Benchmark III in School Counseling and School Psychology. Again, a four point scale was used to rate the candidate dispositions. See Appendix D for Graduate Program Disposition Means for 2004 and 2005 and Unit Means.

The pattern of means for School Counseling program candidates for Benchmarks II and III for 2004 and 2005 reveal that:

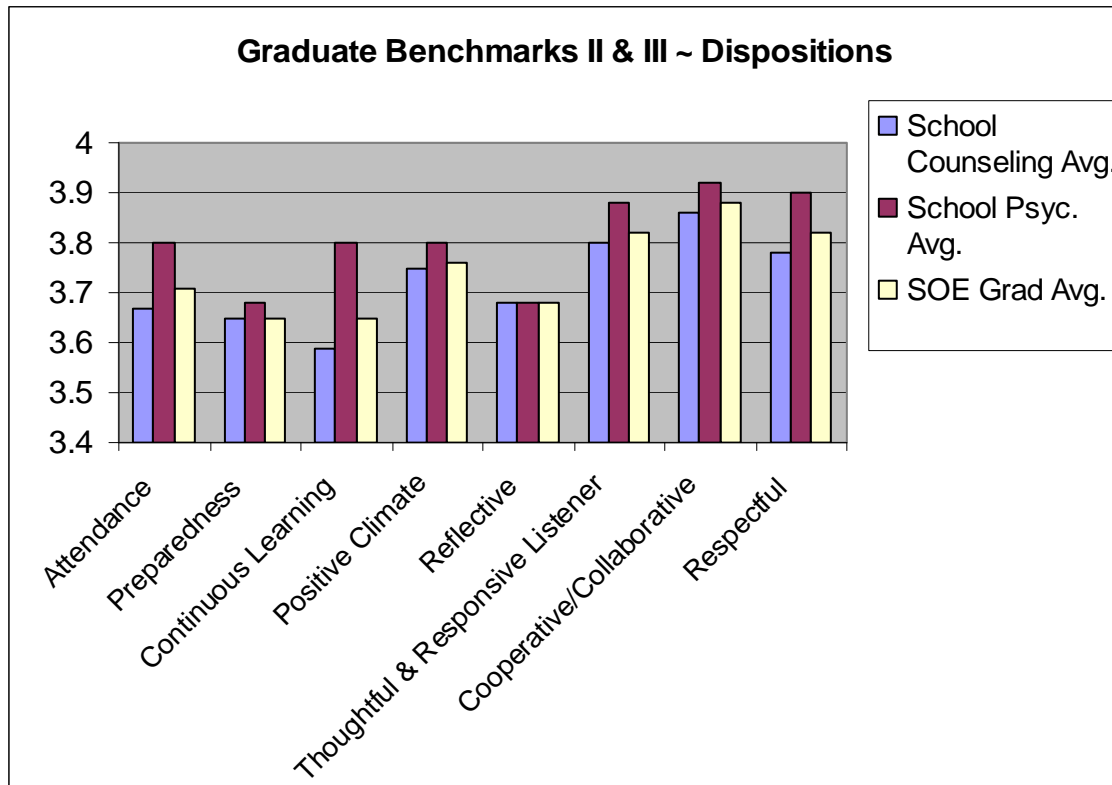
- Cooperative/Collaborative had the highest disposition mean (3.86), and
- Continuous learning the lowest disposition mean (3.59).

The pattern of means for School Psychology program candidates for Benchmarks II and III for 2004 and 2005 reveal that:

- Cooperative/Collaborative had the highest disposition mean (3.92), and
- Preparedness and reflective were tied for the lowest disposition means (3.68).

Overall, the SOE graduate average for both programs for the SOE graduate unit for 2004 and 2005 combined found that:

- Cooperative/collaborative was the highest disposition mean (3.88), and
- Both preparedness and continuous learning were tied for the lowest means (3.68).



Although all undergraduate teacher education programs and graduate pupil services programs use the same eight dispositions, the definitions of what the disposition rating is varies. The undergraduate programs all use the same definitions. However, the two graduate programs use the definitions given below. As you can see, the terminology for 4 differs between the two graduate programs. The definitions of the disposition ratings are as follows:

- 1=Unsatisfactory : Rarely demonstrates disposition
- 2=Minimal: Occasionally demonstrates disposition
- 3=Satisfactory: Usually demonstrates disposition
- 4= Proficient: Consistently demonstrates disposition.

See Appendix D for means scores on each of the dispositions for School Counseling and for School Psychology for 2004 and 2005 and the average overall SOE graduate unit mean for both years combined.

## Prestudent Teaching Rating Frequencies for 2004 and 2005

Beginning in Fall 2004 SOE prestudent teaching final ratings were related to the final student teacher evaluation. Both the prestudent teacher and student teacher evaluation ratings were based on the Danielson four domains/components and the WI Teacher Standards. The prestudent teaching experience varies among programs and depends to some extent upon how comfortable the cooperating teacher is with involving the candidate with students in the classroom. Cooperating teachers rate the candidates on the extent to which they meet the competency on a scale of NA= not achieved/unsatisfactory, 1 = very limited achievement, 2 = limited achievement.

In the case of Early Childhood Education, faculty members who teach the participation class observe the candidates participating with school children in tutoring or one-one-one sessions. These Early Childhood Education instructors then do the final ratings at the kindergarten and primary levels. At the infant, toddler and preschool level, the lab teachers who are the head teachers in the classroom do the ratings. However, the items and language differs on the forms and the data from this is not included in this report.

Table 9 shows the compiled frequency results for the calendar years of 2004 and 2005. The frequency patterns indicates that candidates achieved most of the competencies related to the domains/components and selected WI Teacher Standards. Because of this, only the competencies not appropriate/not achieved will be identified by domain. The competencies not achieved/appropriate are as follows:

- Domain I: Planning and Preparation Elements
  - Item 4: Shows some understanding of assessing student learning
- Domain II: The Classroom Environment
  - Item 3: Aware of classroom procedures
- Domain III: Instruction
  - Item 7: Assists in classroom activities
- Domain IV: Professional Responsibilities/Personal Characteristics
- WI Teacher Standards
  - Standard 8: Knows how to test students for progress.

**Note 1: There should be much more data in this section, but it has not been turned into the School of Education office so that it can be included. This is a problem.**

Note 2: For graduate student preclinical, see practicum results for School Psychology. School Counseling does not have any preclinical data for 2004 or 2005.

Table 9. SOE Prestudent Teaching Frequency Results from Calendar Years 2004 and 2005

	<u>2004</u>			<u>2005</u>		
	Frequencies NA	1	2	Frequencies NA	1	2
<u>Domain I: Planning and Preparation Elements</u>						
1. Shows knowledge of content and pedagogy	5	0	82	4	6	92
2. Shows knowledge of developmental Characteristics	3	0	84	4	11	87
3. Shows some understanding of instructional objectives	7	0	80	0	4	98
4. Shows some understanding of assessing student learning.	56	0	31	44	9	49
<u>Domain II: The Classroom Environment</u>						
1. Displays respect and rapport	1	0	86	3	1	98
2. Notices sensitivity to learning, cultural and racial differences in pupils	27	0	60	4	5	93
3. Aware of classroom procedures	45	0	42	77	0	25
4. Shows understanding of behavior management	28	4	55	7	4	91
5. Initiates interaction with students	1	6	80	5	6	91
<u>Domain III: Instruction</u>						
1. Exhibits appropriate oral language usage	4	0	83	0	5	97
2. Exhibits appropriate written language usage	13	0	74	8	2	92
3. Exhibits appropriate voice projection	5	0	82	2	8	92
4. Recognizes the importance of student involvement	4	0	83	1	2	99
5. Provides appropriate feedback to student	4	1	82	4	4	94
6. Displays a sense of flexibility and responsiveness	3	1	83	0	1	99
7. Assists in classroom activities	44	2	41	41	3	58
<u>Domain IV: Professional Responsibilities/Personal Char.</u>						
1. Demonstrates potential to grow & develop professionally	1	0	86	1	5	96
2. Shows active interest & willingness to participate in classroom activities	1	2	84	7	4	91
3. Has poise & confidence	2	3	82	0	6	96
4. Indicates sense of responsibility and dependability.	1	3	83	1	1	100
5. Exhibits good judgment, self-control & tact	2	0	85	0	3	99
6. Presents a professional appearance	1	1	85	0	2	100
7. Displays a positive attitude	1	1	85	0	4	98

<u>2004</u>			<u>2005</u>		
Frequencies			Frequencies		
NA	1	2	NA	1	2

Wisconsin Teacher Standards

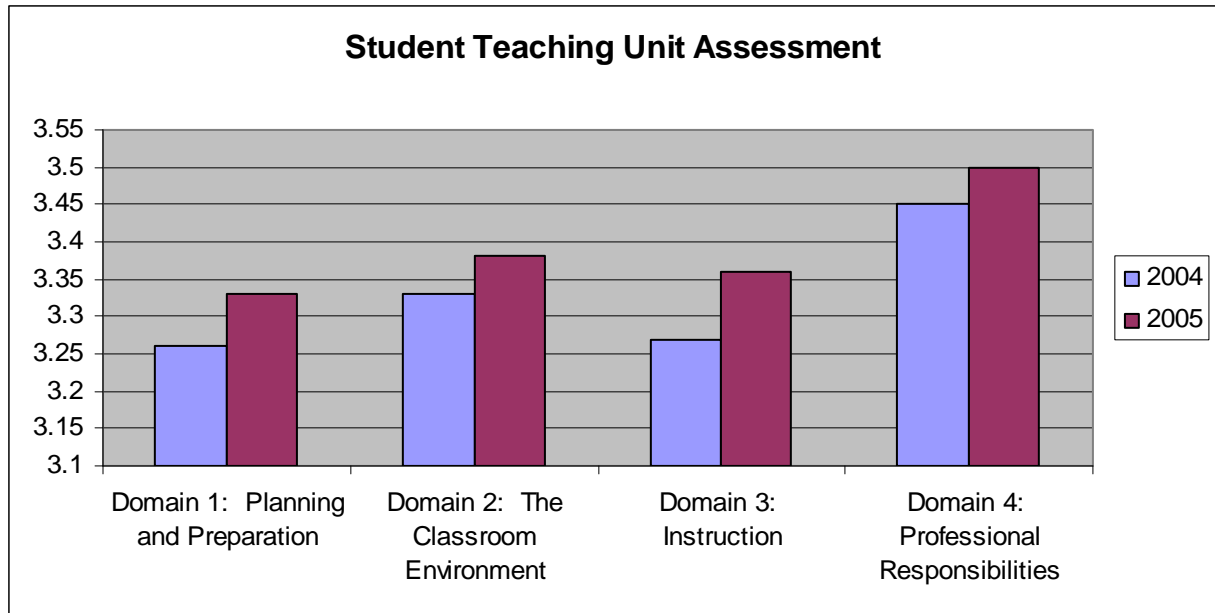
1. Knows the subjects they are teaching.	10	3	74	6	5	91
2. Knows how children grow.	12	1	74	8	2	92
3. Understands that children learn differently	23	0	64	8	3	91
6. Communicates well.	7	0	80	4	5	93
7. Plans instruction based on knowledge of subject matter, students & curriculum goals	60	1	26	27	2	73
8. Knows how to test for student progress	86	0	0	60	0	

**Student Teacher Performance Ratings on Domains/Components and Wisconsin Teacher Standards in 2004 and 2005**

The School of Education has Danielson’s domains/components and the Wisconsin Teacher Standards as part of the framework for student teacher competencies. Cooperating teachers utilize these competencies to rate student teachers on their final performance evaluation. A four point scale is used. See Appendix E.

Examination of the overall domain mean scores in 2004 and 2005 reveals a consistent pattern on each of the domains:

	<u>2004</u>	<u>2005</u>	<u>Av. Total</u>
Domain 4: Professional responsibilities highest mean	3.45	3.5	3.48
Domain 2: The classroom environment 2 <sup>nd</sup> highest	3.33	3.38	3.37
Domain 3: Instruction 3 <sup>rd</sup> highest	3.27	3.36	3.33
Domain 1: Planning and preparation 4 <sup>th</sup> lowest	3.26	3.33	3.31

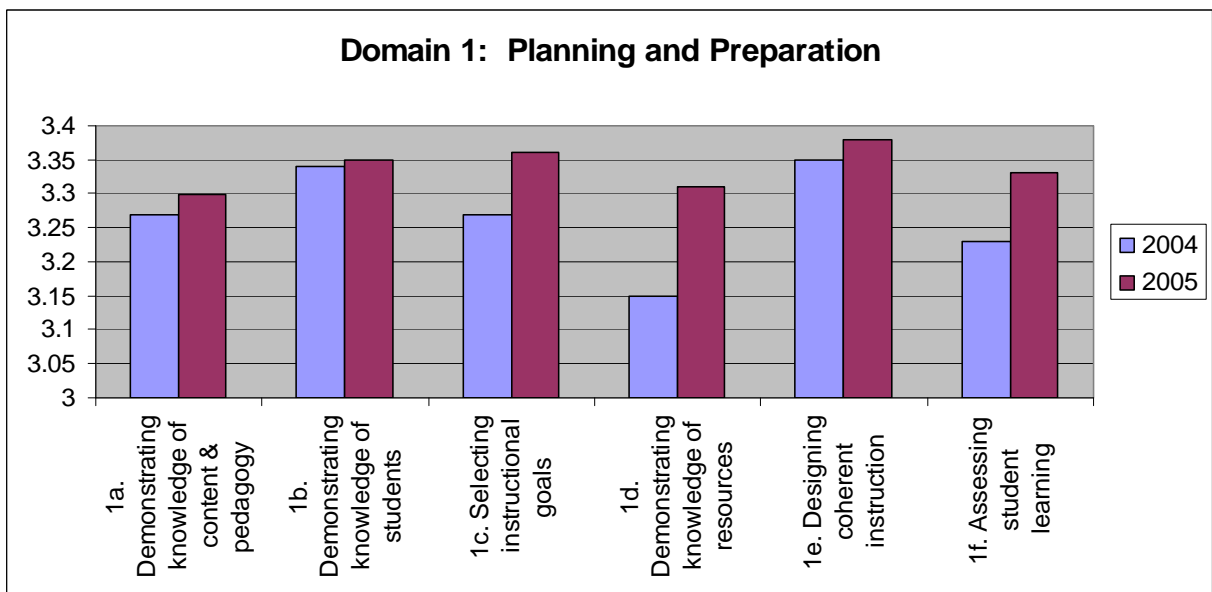


Within each of Danielson’s four domains, the SOE unit had a consistent pattern of highs and lows on means for 2004, 2005 and average totals as follows:

#### Domain 1: Planning and Preparation

High: 1e: Designing coherent instruction (3.35, 3.38, 3.37)

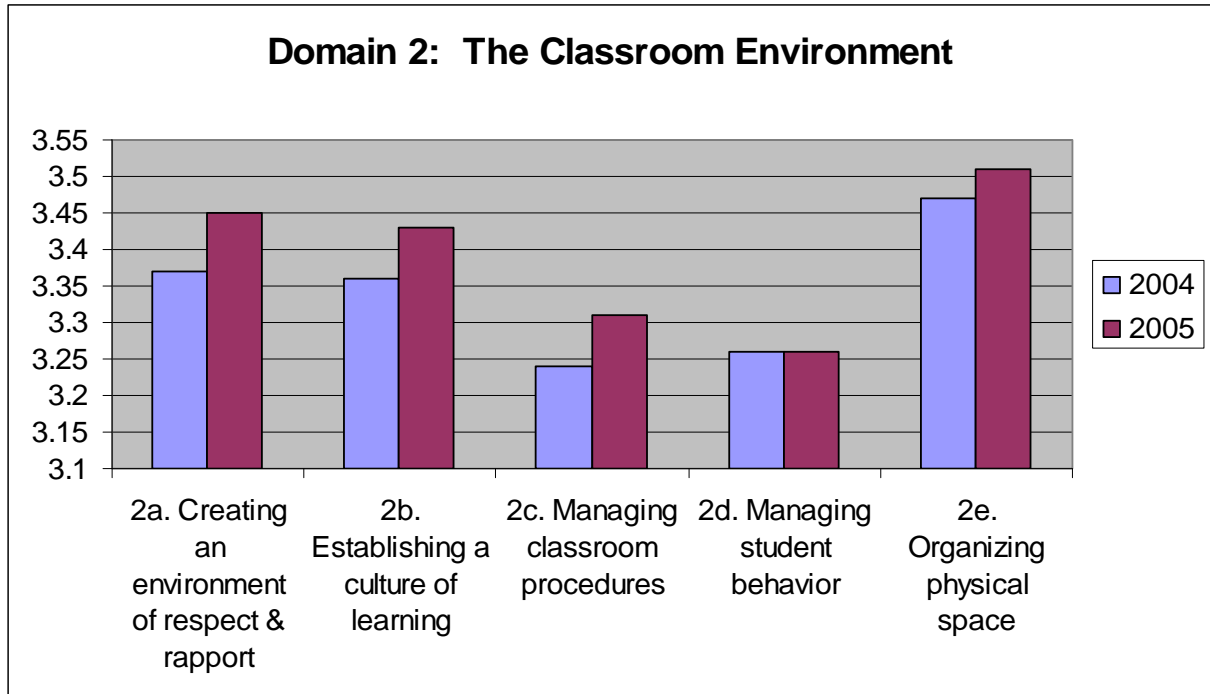
Low: 1d: Demonstrating knowledge of resources (3.15, 3.31, 3.26)



Domain 2: The Classroom Environment

High: 2e: Organizing physical space (3.47, 3.51, 3.0)

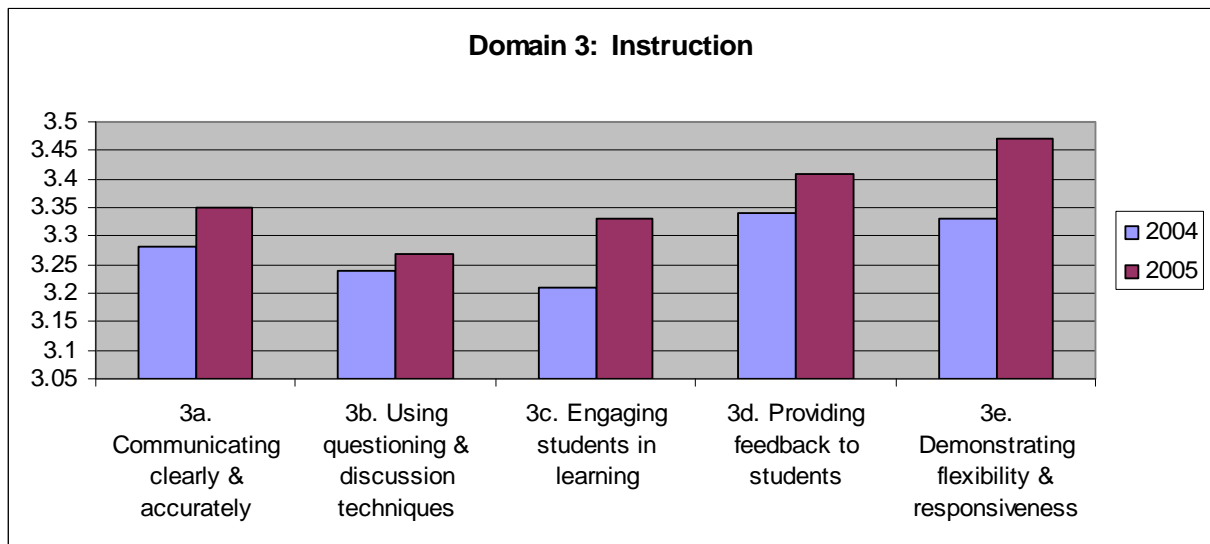
Low: 2d: Managing student behavior (3.26, 3.26, 3.26)



Domain 3: Instruction

High: 3e: Demonstrating flexibility & responsiveness (3.33, 3.47, 3.42)

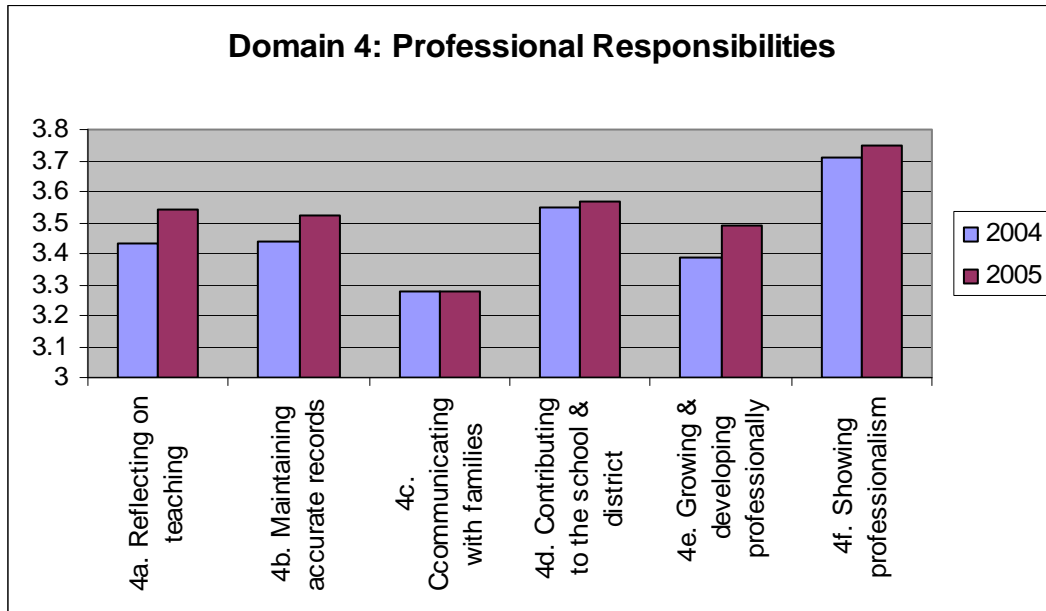
Low: 3b: Using questioning & discussion techniques (3.24, 3.27, 3.26)



Domain 4: Professional Responsibilities

High: 4f: Showing professionalism (3.71, 3.75, 3.74)

Low: 4c: Communicating with families (3.28, 3.28, 3.28)



Likewise a check of the 22 components in Danielson’s framework reveals a consistent pattern of mean scores in 2004 and 2005. See Appendix E. The six components with the highest mean scores and highest average total means are as follows:

		<u>2004</u>	<u>2005</u>	<u>Av. Total</u>
4f. Showing professionalism	highest mean	3.71	3.75	3.74
4d. Contributing to the school & district	2 <sup>nd</sup> highest	3.55	3.57	3.57
4a. Reflecting on teaching	3 <sup>rd</sup> highest	3.43	3.54	3.5
2e. Organizing physical space	3 <sup>rd</sup> highest	3.47	3.51	3.5
4b. Maintaining accurate records	5 <sup>th</sup> highest	3.44	3.52	3.49
4e. Growing & developing professionally	6 <sup>th</sup> highest	3.39	3.49	3.46

Inspection of the components with the lowest mean scores shows a consistent pattern in 2004 and 2005. The six components with the lowest average mean scores and lowest average total means are as follows:

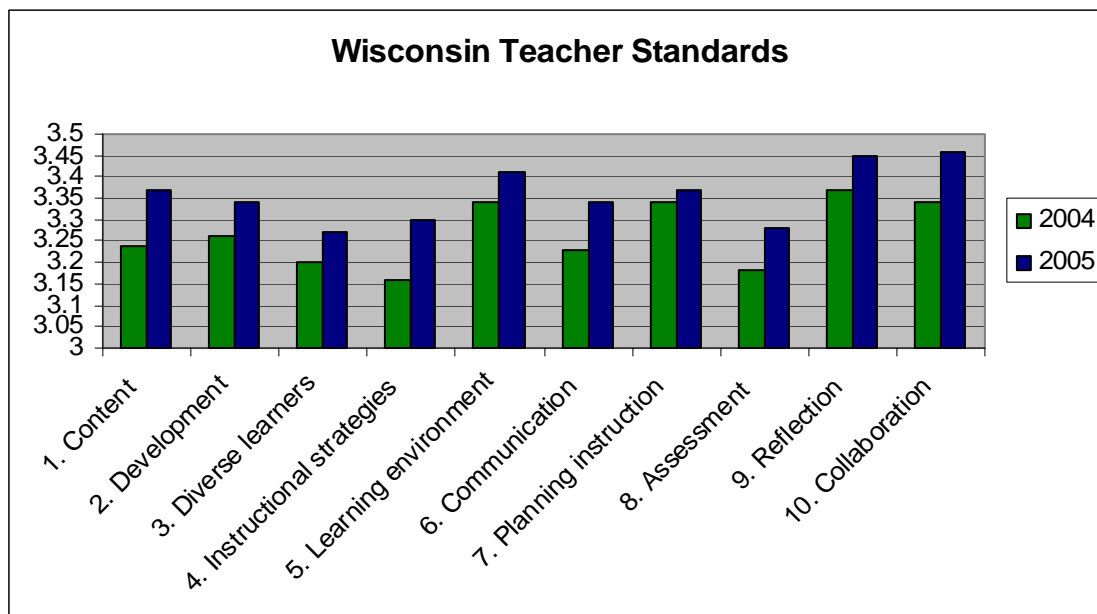
		<u>2004</u>	<u>2005</u>	<u>Av. Total</u>
1d. Demonstrating knowledge of resources	lowest	3.15	3.31	3.26
2d. Managing student behavior	lowest	3.26	3.26	3.26
4c. Communicating with families	3 <sup>rd</sup> lowest	3.28	3.28	3.28
1a. Demonstrating knowledge of content And pedagogy	6 <sup>th</sup> lowest	3.27	3.3	3.29
2c. Managing classroom procedures	6 <sup>th</sup> lowest	3.24	3.31	3.29
3c. Engaging students in learning	6 <sup>th</sup> lowest	3.21	3.33	3.29

Each student teacher was also assessed on the 10 Wisconsin State Teacher Standards at the end of student teaching in 2004 and 2005. A consistent pattern was found on the mean scores. The UW-Stout candidates rated highest on two WI teacher standards with mean scores and average total means as follows:

		<u>2004</u>	<u>2005</u>	<u>Av. Total</u>
9. Reflection	highest mean---tied	3.37	3.45	3.42
10. Collaboration	highest mean---tied	3.34	3.46	3.42

The three lowest teacher standard means for 2004, 2004 and the average total mean scores were revealed as follows:

		<u>2004</u>	<u>2005</u>	<u>Av. Total</u>
3. Diverse learners	lowest mean—tied	3.2	3.27	3.25
4. Instructional strategies	lowest mean—tied	3.16	3.3	3.25
8. Assessment	lowest mean—tied	3.18	3.28	3.25



Each of the program/certification areas has been inspected to determine consistent patterns in student teacher competency ratings from cooperating teachers. See Appendix E for SOE Unit and Program Student Teaching Final Means. The highest and lowest component rating means and the Wisconsin Teacher Standards rating means for 2004, 2005 and average total mean revealed are as follows:

### **Art Education**

#### Domain 1: Planning and Preparation

High: 1a. Demonstrating knowledge of content & pedagogy (3.11, 3.0, 3.06)

Low: 1b. Demonstrating knowledge of students (2.78, 2.83, 2.8)

#### Domain 2: The Classroom Environment

High: 2a. Creating an environment of respect & rapport (3.19, 3.17, 3.18)

Low: 2d. Managing student behavior (2.89, 2.91, 2.9)

#### Domain 3: Instruction

High: 3b. Using questioning & discussion techniques (3.11, 3.0, 3.06)

Low: 3a. Communicating clearly & accurately (2.89, 2.91, 2.9)

3d. Providing feedback to students (2.89, 2.91, 2.9)

#### Domain 4: Professional Responsibilities

High: 4a. Reflecting on teaching (3.04, 3.09, 3.06)

Low: 4c. Communicating with families (2.64, 2.69, 2.67)

#### WI Teacher Standards

High: 4. Learning environment (3.08, 3.09, 3.08)

8. Assessment (2.73, 2.87, 2.8)

### **Early Childhood Education**

#### Domain 1: Planning and Preparation

High: 1b. Demonstrating knowledge of students (3.5, 3.39, 3.43)

1e. Designing coherent instruction (3.47, 3.41, 3.43)

Low: 1d. Demonstrating knowledge of resources (3.3, 3.22, 3.19)

#### Domain 2: The Classroom Environment

High: 2e. Organizing physical space (3.53, 3.53, 3.53)

Low: 2d. Managing student behavior (3.37, 3.26, 3.29)

#### Domain 3: Instruction

High: 3e. Demonstrating flexibility & responsiveness (3.41, 3.45, 3.44)

Low: 3b. Using questioning & discussion techniques (3.27, 3.26, 3.26)

#### Domain 4: Professional Responsibilities

High: 4f. Showing professionalism (3.75, 3.76, 3.76)

Low: 4c. Communicating with families (3.4, 3.35, 3.37)

#### WI Teacher Standards

High: 9. Reflection (3.49, 3.48, 3.48)

Low: 8. Assessment (3.15, 3.2, 3.18)

## **Family & Consumer Sciences Education**

### Domain 1: Planning and Preparation

High: 1c: Selecting instructional goals (3.33, 3.38, 3.35)

Low: 1d: Demonstrating knowledge of resources (3.07, 3.25, 3.16)

### Domain 2: The Classroom Environment

High: 2c: Managing classroom procedures (3.37, 3.5, 3.39)

Low: 2b: Establishing a culture of learning (3.13, 3.31, 3.23)

2d: Managing student behavior (3.13, 3.31, 3.23)

### Domain 3: Instruction

High: 3a: Communicating clearly & accurately (3.33, 3.5, 3.42)

3e: Demonstrating flexibility & responsiveness (3.33, 3.5, 3.42)

### Domain 4: Professional Responsibilities

High: 4b: Maintaining accurate records (3.6, 3.75, 3.68)

Low: 4c: Communicating with families (3.0, 3.06, 3.03)

### WI Teacher Standards

High: 8: Assessment (3.33, 3.63, 3.48)

Low: 9: Reflection (3.2, 3.25, 3.23)

## **Marketing & Business Education Program (Mkt Ed & Bus Ed combined)**

### Domain 1: Planning and Preparation

High: 1d: Demonstrating knowledge of resources (3.65, 3.46, 3.52)

Low: 1a: Demonstrating knowledge of content & pedagogy (3.53, 3.15, 3.27)

1b: Demonstrating knowledge of students (3.47, 3.18, 3.27)

### Domain 2: The Classroom Environment

High: 2e: Organizing physical space (3.73, 3.5, 3.57)

Low: 2d: Managing student behavior (3.35, 3.11, 3.18)

### Domain 3: Instruction

High: 3e: Demonstrating flexibility & responsiveness (3.53, 3.45, 3.47)

Low: 3a: Communicating clearly & accurately (3.47, 3.18, 3.27)

### Domain 4: Professional Responsibilities

High: 4b: Maintaining accurate records (3.71, 3.54, 3.59)

Low: 4c: Communicating with families (3.07, 3.03, 3.04)

### WI Teacher Standards

High: 7: Planning instruction (3.65, 3.38, 3.46)

Low: 2: Development (3.41, 3.18, 3.25)

## **Special Education**

### Domain 1: Planning and Preparation

High: 1e: Designing coherent instruction (3.53, 3.38, 3.22)

Low: 1a: Demonstrating knowledge of content & pedagogy (3.0, 3.15, 3.09)

### Domain 2: The Classroom Environment

High: 2a: Creating an environment of respect & rapport (3.53, 3.54, 3.52)

Low: 2c: Managing classroom procedures (3.41, 3.0, 3.0)

### Domain 3: Instruction

High: 3d: Providing feedback to students (3.2, 3.38, 3.3)

Low: 3b: Using questioning & discussion techniques (2.9, 3.31, 3.13)

### Domain 4: Professional Responsibilities

High: 4b: Maintaining accurate records (3.4, 3.31, 3.35)

Low: 4c: Communicating with families (3.2, 3.0, 3.09)

4e: Growing & developing professionally (3.0, 3.17, 3.09)

### WI Teacher Standards

High: 10: Collaboration (3.4, 3.38, 3.39)

Low: 4: Instructional strategies (3.1, 3.23, 3.17)

## **Technology Education**

### Domain 1: Planning and Preparation

High: 1d: Demonstrating knowledge of resources (3.54, 3.6, 3.59)

Low: 1b: Demonstrating knowledge of student (3.23, 3.45, 3.42)

### Domain 2: The Classroom Environment

High: 2a: Creating an environment of respect & rapport (3.69, 3.7, 3.7)

Low: 2d: Managing student behavior (3.23, 3.39, 3.37)

### Domain 3: Instruction

High: 3e: Demonstrating flexibility & responsiveness (3.23, 3.6, 3.56)

Low: 3b: Using questioning & discussion techniques)

### Domain 4: Professional Responsibilities

High: 4b: Maintaining accurate records (3.31, 3.67, 3.63)

Low: 4c: Communicating with families (3.42, 3.35, 3.36)

### WI Teacher Standards

High: 10: Collaboration (3.54, 3.65, 3.64)

Low: 2: Development (3.15, 3.42, 3.39)

In addition to student teaching in their majors (programs), UW-Stout students can add a teaching minor. A teaching minor requires student teaching in that area for certification. See Appendix E for Student Teaching minor finals evaluation means. Since in 2004 and 2005, 25 ECE candidates student taught in Early Childhood Special Education, 6 FCSE candidates student taught in Health Education, and 2 TEC ED candidates student taught in History Education The student teaching data for each of these minors in 2004, 2005 and average total are given as follows:

### **Early Childhood Special Education**

#### Domain I: Planning and Preparation

High: 1b: Demonstrating knowledge of students (3.6, 3.67, 3.64)

Low: 1f: Assessing student learning (3.3, 3.47, 3.4)

#### Domain II: The Classroom Environment

High: 2b: Establishing a culture of learning (3.6, 3.85, 3.74)

Low: 2d: Managing student behavior

#### Domain III: Instruction

High: 3e: Demonstrating flexibility & responsiveness (3.8, 3.79, 3.79)

Low: 3a: Communicating clearly & accurately (3.5, 3.53, 3.52)

3b: Using questioning & discussion techniques (3.4, 3.6, 3.52)

#### Domain IV: Professional Responsibilities

High: 4a: Reflecting on teaching (3.7, 3.8, 3.76)

Low: 4c: Communicating with families (3.7, 3.53, 3.6)

#### WI Teacher Standards

High: 9: Reflection (3.67, 3.8, 3.75)

Low: 8: Assessment (3.22, 3.27, 3.25)

### **Health Education**

#### Domain I: Planning and Preparation

High: 1f: Assessing student learning (3.0, 3.2, 3.17)

Low: 1a: Demonstrating knowledge of content & pedagogy (3.0, 2.8, 2.83)

1d: Demonstrating knowledge of resources (3.0, 2.8, 2.83)

1e: Designing coherent instruction (3.0, 2.8, 2.83)

#### Domain II: The Classroom Environment

High: 2a: Creating an environment of respect & rapport (3.0, 3.2, 3.17)

Low: 2d: Managing student behavior (2.0, 2.8, 2.67)

#### Domain III: Instruction

High: 3a: Communicating clearly & accurately

Low: 3c: Engaging students in learning (2.0, 2.8, 2.67)

#### Domain IV: Professional Responsibilities

High: 4f: Showing professionalism (0, 3.25, 3.25)

Low: 4d: Contributing to the school and district (2, 2.6, 2.5)

#### WI Teacher Standards

High: 8: Assessment (3.0, 3.4, 3.33)

Low: 9: Reflection (3.0, 2.6, 2.67)

## **History Education**

### Domain 1: Planning and Preparation

High: 1d: Demonstrating knowledge of resources (0, 3.5, 3.5)

Low: 1b: Demonstrating knowledge of students (0, 2.5, 2.5)

### Domain 2: The Classroom Environment

High: 2a: Creating an environment of respect & rapport (0, 3, 3)

2b: Establishing a culture of learning (0, 3, 3)

2d: Managing student behavior (0, 3, 3)

Low: 2c: Managing classroom procedures (0, 2.5, 2.5)

2e: Organizing physical space (0, 2.5, 2.5)

### Domain 3: Instruction

High: 3a: Communicating clearly & accurately (0, 3, 3)

3b: Using questioning & discussion techniques (0, 3, 3)

3c: Engaging students in learning (0, 3, 3)

Low: 3d: Providing feedback to students (0, 2.5, 2.5)

### Domain 4: Professional Responsibilities

High: 4a: Reflecting on teaching (0, 3.5, 3.5)

Low: 4d: Contributing to the school & district (0, 2.5, 2.5)

### WI Teacher Standards

High: 10: Collaboration (0, 4, 4)

Low: 2: Development (0, 2.5, 2.5)

3: Diverse learners (0, 2.5, 2.5)

## SOE Graduate Programs

Graduate programs within the School of Education include Guidance and Counseling, School Psychology, Education, Industrial/Technical Education and Career and Technical Education. Graduate students in Education and Industrial/Technical Education who want to gain an initial teacher education license must meet all the requirements of PI34 including PRAXIS I: Pre-Professional Skills Test and PRAXIS II: Content Test and student teach at the undergraduate level. Thus their student teaching ratings would be included in the undergraduate student teaching report as all student teaching final evaluations use the Danielson framework of domains/components and the 10 Wisconsin Teacher Standards at UW-Stout.

Certification only students who already have an initial teaching certification can add on certification by meeting PI34 requirements, passing PRAXIS II: Content Test and student teaching. For example, a number of teachers seek certification in Special Education as an add-on certification to their initial teacher certification. Those students who student taught Fall 2004 or 3<sup>rd</sup> quarter were included in the student teaching report.

Students in the graduate Career and Technical Education M.S. program who wish to add on LVEC/CTE Coordinator are required to meet PI34 requirements for the Wisconsin Administrator Standards. The Wisconsin Administrator Standards require that an administrator:

1. Has an understanding of and demonstrates competence in the Wisconsin Ten Teacher Standards.
2. Leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. Manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. Ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. Models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. Acts with integrity, fairness, and in an ethical manner.
7. Understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

On 2004 and 2005 there were no graduate students who completed the LVEC/CTE Coordinator practicum. Therefore, no practicum final ratings are included in this report.

Graduate students in Guidance and Counseling and School Psychology are seeking licensure to be School Guidance Counselors and School Psychologists. They must meet the 7 Wisconsin Pupil Services Standards. Practicum final evaluations and internship final evaluations are included in this Assessment Report. The Wisconsin Pupil Services Standards require that the pupil services professional:

1. Understands the Wisconsin Ten Teacher Standards.
2. Understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

3. Has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
4. Understands and represents professional ethics and social behaviors appropriate for school and community.
5. Understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
6. Is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
7. Interacts successfully with pupil, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Currently Wisconsin Department of Public Instruction does not require the PRAXIS I: Pre-Professional Skills Test or PRAXIS II: Content Test for certification in Guidance and Counseling or School Psychology. However, the School Psychology students take PRAXIS II: Content Test for NASP requirements and in 2005/06 a Wisconsin cut score of 660 has been established. Their scores have been reported in under the PRAXIS II: Content Test section of the assessment report.

### **Guidance and Counseling Practicum Student Evaluation**

Guidance and Counseling graduate students all have a final practicum in the schools at the elementary and secondary levels. Using the site supervisor ratings for Fall and Spring 2004/05 and 2005/06 the practicum student final evaluations were compiled and means were calculated for each competency. Site supervisors used a 1-7 scale with 1= weak to 7=strong. In addition, overall means were calculated for each category and each competency within the six categories. See Tables 10 and 11.

Table 10: Average Means and Rank Order of School Counseling Categories

Category	<u>2004/05</u>		<u>2005/06</u>	
	Mean	Rank	Mean	Rank
Personal Qualities	6.83	1	6.91	1
Developmental Guidance Skill Areas	6.64	5	6.72	6
Student Relations	6.68	4	6.74	5
Staff Relations	6.68	4	6.79	3
Parents and Community Relations	6.53	6	6.75	4
Use of Time	6.75	2	6.84	2

Based on the mean for each category in 2004/05 and 2005/06, the six categories were rank ordered. An inspection of Table 10 noted:

- Mean scores for each of the 6 categories increased from 2004/05 to 2005/06.
- Personal Qualities category had the highest mean in both 2004/05 and 2005/06.
- Use of Time category had the second highest mean in both 2004/05 and 2005/06.
- Staff Relations category was third in 2005/06 and tied for 3 & 4<sup>th</sup> position in 2004/05.
- The categories of Parents and Community Relations, Student Relations and Developmental Guidance Skill Areas remained in the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> spots even though the rank order was slightly changed from 2004/05 to 2005/06.

Table 11. School Guidance and Counseling Practicum Student Final Evaluation  
Fall 2004 and Spring 2005 and 2005/2006 Academic Year

Category and Competency	Performance Means			
	Fall 04	Sp 05	Av	2005/06
	N= 12	N=47	N=59	N= 47
<b>PERSONAL QUALITIES</b>			<b>6.83</b>	<b>6.91</b>
1. Dependable	7.00	6.91	6.93	6.96
2. Sincere	7.00	6.87	6.90	6.98
3. Flexible	7.00	6.87	6.90	6.94
4. Uses professional and ethical judgment	6.75	6.89	6.86	6.96
5. Communicates well with				
a. Staff	6.92	6.34	6.46	6.72
b. Students	6.83	6.87	6.86	6.91
c. Supervisors	7.00	6.91	6.93	6.98
6. Understands and supports the goals of the school	6.92	6.77	6.80	6.81
<b>DEVELOPMENTAL GUIDANCE SKILL AREAS</b>			<b>6.64</b>	<b>6.72</b>
1. Individual counseling	6.88	6.73	6.74	6.82
2. Small group facilitation	6.58	6.80	6.75	6.78
3. Classroom guidance activities				
a. Lesson planning	6.88	6.58	6.64	6.71
b. Implementation	6.86	6.63	6.68	6.80
4. Assessment interpretation to parents, students and colleagues	6.54	6.43	6.45	6.67
5. Plan & implement school or special group programs	6.75	6.62	6.65	6.70
6. Contributes new & unique knowledge/ ideas to existing program	6.83	6.52	6.58	6.58

<b>STUDENT RELATIONS</b>			<b>6.68</b>	<b>6.74</b>
1. Maintains confidentiality/understands explains exceptions to clients	6.83	6.89	6.88	6.91
2. Gains a knowledge of client(s) using all available resources				
a. Records	6.92	6.68	6.73	6.79
b. Staff	6.91	6.67	6.72	6.72
c. Parents	6.58	6.52	6.53	6.67
d. Outside agencies	6.25	6.52	6.46	6.67
3. Pursues follow-up with				
a. client(s)	7.00	6.71	6.77	6.91
b. staff	6.83	6.76	6.77	6.81
c. parents	6.75	6.61	6.64	6.71
d. agencies/others	6.67	6.61	6.62	6.46
<b>STAFF RELATIONS</b>			<b>6.68</b>	<b>6.79</b>
1. Initiates appropriate staff contacts	6.83	6.59	6.64	6.75
2. Shares information with staff according to supervisors guidelines	6.83	6.70	6.73	6.85
3. Knowledge about institutional philosophy and objectives	6.67	6.68	6.68	6.78
<b>PARENTS AND COMMUNITY RELATIONS</b>			<b>6.53</b>	<b>6.75</b>
1. Initiates contacts with parents	6.08	6.55	6.45	6.66
2. Conducts conferences with parents	6.17	6.58	6.50	6.89
3. Establishes parent rapport	6.25	6.71	6.62	6.74
4. Demonstrates knowledge of referral agencies	6.05	6.67	6.54	6.75
5. Initiates referral agency contacts	6.05	6.68	6.55	6.73
<b>USE OF TIME</b>			<b>6.75</b>	<b>6.84</b>
1. Plans time to meet student needs	6.83	6.74	6.76	6.90
2. Plans time to meet supervisor's needs	7.00	6.74	6.79	6.91
3. Plans time to meet personal needs without infringing on placement times	6.92	6.72	6.76	6.89
4. Plans on time to meet staff needs	6.92	6.58	6.65	6.86
5. Demonstrates creativity & industriousness in utilizing unscheduled time	6.92	6.78	6.81	6.68
<b>SUMMARY: Overall, how would you expect the student to function as a beginning professional?</b>	6.83	6.78	6.79	6.83

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*Performance Rating on 1-7 scale with 1=weak and 7=strong*

### **School Psychology Student Practicum and Internship Finals**

Graduate student in the School Psychology program have supervised field experiences in the schools both as practicum students and culminating in a graduate internship. The final evaluation is completed by the field supervisor for both the practicum and the internship. The final evaluation for the practicum and the internship consists of seven categories with the Wisconsin Pupil Services Standards forming the eighth category. Each competency within each category is rated. A scale of 1-5 is used with 1= needs improvement, 3=satisfactory and 5= highly satisfactory.

The final evaluations from the field supervisors were compiled for the calendar years of 2004 and 2005 for each competency in the final evaluation instrument. Means for each competency category has been shown in Appendix F. Mean averages for each category were computed and are shown.

Using the mean average for each category for 2004 and 2005 combined, practicum students and the internships students can be compared in the chart provided below. The order of the category amount the 7 categories is based upon the category overall mean average. See Table 12.

Table 12: Overall Category Means and Rank Orders for School Psychology Practicum/Internships 2004 & 2005

School Psychology Categories	Practicum I N = 21		Practicum II N = 14		Internship N = 23	
	<u>Mean</u>	<u>Rank</u>	<u>Mean</u>	<u>Rank</u>	<u>Mean</u>	<u>Rank</u>
A. General	4.43	5	4.52	6	4.19	6
B. Personal Characteristics	4.80	1	4.83	2	4.63	2
C. Interpersonal Relationships, Communications & Consultation Skills	4.62	3	4.68	3	4.37	4
D. Supervisory Relationships	4.70	2	4.93	1	4.65	1
E. Diagnostic Skills	4.36	6	4.54	5	4.42	3
F. Professional Growth	4.47	4	4.66	4	4.35	5
G. Direct Service	4.24	7	4.22	7	4.12	7

Inspection of Table 12 reveals quite a consistent pattern in practicum and internship performance ratings by site supervisors. The following patterns were noted:

- In almost all cases, the means for the internship categories were lower than those of Practicum I and Practicum II.
- Personal Characteristics and Supervisory Relationships mean rank orders were 1 and 2 in both practicum experiences and the internship.
- Interpersonal Relationships, Communications & Consultation Skills were consistently in 3<sup>rd</sup> or 4<sup>th</sup> ranks.
- Professional Growth category was rank ordered 4<sup>th</sup> or 5<sup>th</sup>.
- There was a consistent pattern of improvement in rank order for each of the three experiences for the category Diagnostic Skills (6<sup>th</sup> to 5<sup>th</sup> to 3<sup>rd</sup>).
- General category was consistently in 5<sup>th</sup> or 6<sup>th</sup> place among the rank order positions. This category deals with the role and functions of the school psychologist, the place within the school and understanding district policies, etc.
- Direct Service category consistently had the lowest means in all three experiences.

### **Wisconsin Pupil Service Standards**

In 2005 both School Counseling and School Psychology included the Wisconsin Pupil Services Standards as part of the final evaluations for their candidates. Site supervisors rated each candidate on these standards. This is the first time that a unit evaluation can be done on the basis of meeting the Wisconsin Pupil Standards as part of the final candidate evaluation.

Inspection of the unit category means shown in Table 13 reveals the following:

- Standard 4: Has knowledge of and skill in professional ethics and ethical behavior had the highest unit mean of 4.87.
- Standard 3: Has knowledge and skill in research was second highest with a mean of 4.72.
- The lowest two means were for Standard 1: Understands the state teacher standards (4.36) and Standard 2: Has knowledge of and skill in learning and instructional strategies (4.53).

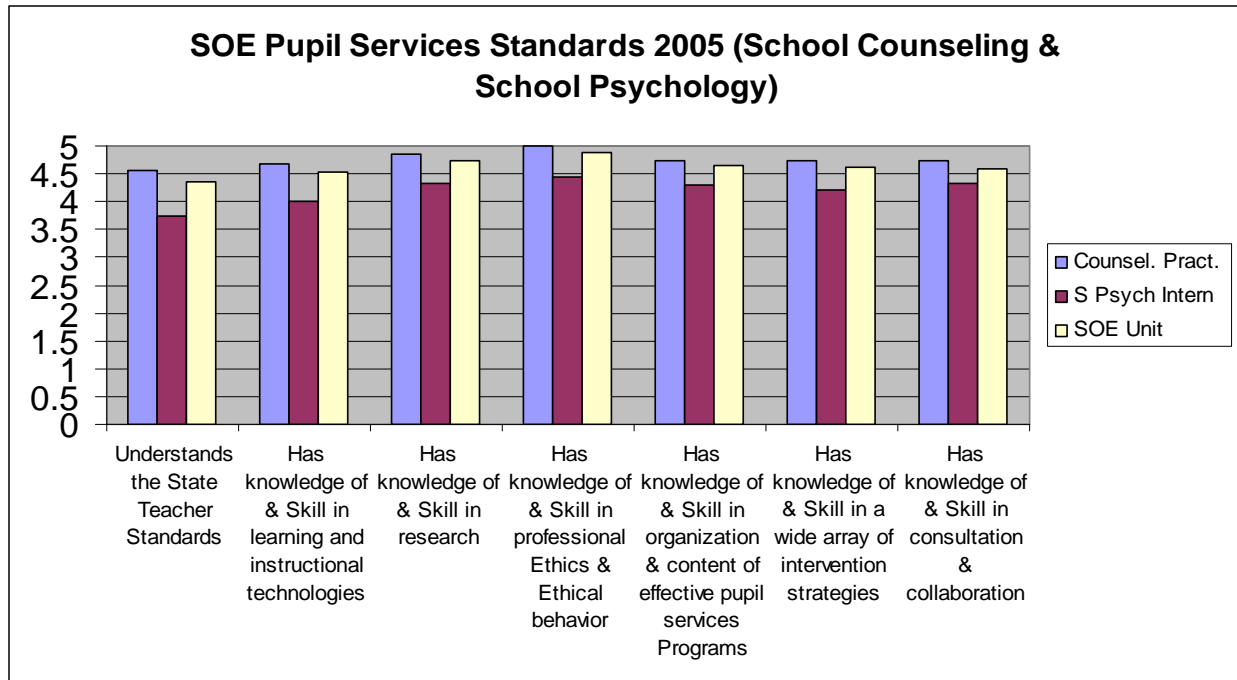


Table 13: SOE Pupil Services Standards 2005 (School Counseling and School Psychology)

Pupil Services Standards	<u>Counsel Pract.</u>	<u>S Psych Intern</u>	SOE Unit N= 53
	N= 41	N = 12	
1. Understands the State Teacher Standards	4.55	3.75	4.36
2. Has knowledge of & skill in learning and instructional strategies	4.68	4.00	4.53
3. Has knowledge of & skill in research	4.85	4.33	4.73
4. Has knowledge of & skill in professional Ethics & ethical behavior	5.00	4.44	4.87
5. Has Knowledge of & skill in organization & content of effective pupil services Programs	4.73	4.29	4.64
6. Has knowledge of & skill in a wide array of intervention strategies	4.73	4.22	4.62
7. Has knowledge of & skill in consultation & collaboration	4.74	4.33	4.60
<b>Pupil Services Standards Average Total Mean</b>	<b>4.75</b>	<b>4.19</b>	<b>4.62</b>

## **NASP Domains**

The National Association of School Psychologists (NASP) has developed stages of development for graduate students in training. The School Psychology Development Performance Appraisal involves assessing student performance on the Domains of School Psychology Training and Practice. The four developmental stages include the following:

Stage 1: Observer

Stage I: This stage is characteristic of an observer. Minimal knowledge and skill development are evidenced in the domain area, often due to lack of education, training and experience. Training and supervision are required.

Stage 2: Novice

Stage 2: This stage is characteristic of a novice. Beginning knowledge and skill development is evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

Stage 3: Practitioner

This stage is characteristic of a practitioner. The individual exhibits knowledge, proficiency, and competence in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain.

Stage 4: Mastery.

This stage is characteristic of an individual who has attained mastery. The individual exhibits advanced knowledge in the domain. This stage is characteristic of practitioners who are leaders and able to mentor, teacher, and/or supervise novice school psychologists in the domain area.

As part of the practicum and internship final evaluation by the site supervisors, they are asked to indicate the stage each graduate student is at on knowledge and performance for each of the 11 NASP Domains which include:

- Data-Based Decision-Making and Accountability,
- Consultation and Collaboration—Effective Instruction and Development,
- Cognitive and Academic Skills,
- Socialization and Development of Life Skills,
- Student Diversity in Development and Learning,
- School and Systems Organization, Policy Development and Climate,
- Prevention, Crisis Intervention, and Mental Health,
- Home/School/Community Collaboration,
- Research and Program Evaluation,
- School Psychology Practice and Development, and
- Information Technology.

Each graduate student in School Psychology has three field experiences in school districts. Practicum I is usually scheduled in fall semester and Practicum II is scheduled in spring semester. Internship is a year long experience. See Appendix G. Based upon the domain scores of knowledge and performance of graduate students, mean domain scores gradually increased as the student gained additional experience in the schools from Practicum I to Practicum II to Internship.

Each School Psychology candidate has been rated on their knowledge of and performance of the 11 NASP domains. Inspection of the average total means for each of the domains reveals the highest and lowest means for each of the three clinical experiences.

- **Practicum I**

- Highest means—Knowledge of
  - Information Technology = 3.03
  - Data-Based Decision-Making and Accountability = 2.90
- Lowest means---Knowledge of
  - Cognitive /Academic Skills =2.4
  - Home/School/Community Collaboration = 2.47
  
- Highest means---Performance
  - Information Technology = 2.97
  - Data-Based Decision-Making and Accountability = 2.74
- Lowest mean—Performance
  - Prevention, Crisis Intervention and Mental Health = 2.29
  - Socialization and Development of Life Skills = 2.32

- **Practicum II**

- Highest means---Knowledge of
  - Information Technology = 3.19
  - Data-Based Decision-Making and Accountability = 3.03
- Lowest means---Knowledge of
  - Prevention, Crisis Intervention and Mental Health = 2.37
  - Cognitive/Academic Skills = 2.42

- **Practicum II**

- Highest means---Performance
  - Information Technology = 3.13
  - Data-Based Decision-Making and Accountability = 2.88
- Lowest means---Performance
  - Prevention, Crisis Intervention and Mental Health = 2.37
  - Cognitive/Academic Skills = 2.42

- **Internship**

- Highest means---Knowledge of
  - Information Technology = 3.33
  - Data-Based Decision-Making and Accountability = 3.17
- Lowest means---Knowledge of
  - School & System Organization, Policy Development and Climate = 2.87
  - Research and Program Evaluation = 2.87
  
- Highest means---Performance
  - Information Technology = 3.37
  - Data-Based Decision-Making and Accountability = 3.00
  - Consultation & Collaboration, Effective Instruction & Development = 3.00

- Lowest means---Performance
  - Research and Program Evaluation = 2.67
  - School & System Organization, Policy Development & Climate = 2.71
  - Socialization and Development of Life Skills = 2.72.

Overall, based on NASP domain stage average total means for each of the domains, there was a developmental progression of domain stage means in Practicum I, Practicum II and Internship. See Appendix G.

- For Practicum I candidates, 10/11 domain stage means were at Stage II, novice and 1/11 were at Stage III, practitioner for knowledge. Performance domain stage means were all at Stage II, novice (11/11).
- For Practicum II candidates, 2/11 domain stage means were at Stage II, novice, and 2/11 at Stage III for knowledge. Performance domain stage means had 10/11 at Stage II, novice and 1/11 at Stage III, practitioner.
- For Internship candidates, 9/11 domain stage means were at Stage II, novice, and 2/11 were at Stage III, practitioner.