

Comprehensive Program Review

EDUCATION (2013-2020)

(Prepared by Pao Lor, Professor and Chairperson)

General and Overview

1. Describe your program's most significant opportunities and significant challenges. (Narrative)

The most significant opportunities for the Professional Program in Education are increases in student enrollment, new licensing, additional faculty and staff, and growth and expansion with existing and potential new partnerships and collaborators i.e. other UW-Green Bay academic and non-academic units, school districts, Department of Public Instruction, UW-System and other Wisconsin education preparation programs, international partners, and community organizations and individuals.

The most significant challenges for the Professional Program in Education are high course enrollment of 40 or more, lack of resources (faculty and staff) to adequately address high enrollment courses and to make the program's infrastructure more robust in preparing future teachers, recruitment of minority students into the program, increasing the diversity of the teaching work force, and retention of high-quality faculty/staff.

2. What are some things that would help make your program and its students more successful? (Narrative)

Resources that will make our program and students more successful are resources (faculty and staff) to lower the faculty/student ratio to make student learning more engaging and robust; to improve delivery of infrastructural activities (record keeping, student contacts, logistics, consistency of daily interactions with students/partners, communications, etc.); and to provide faculty/staff with opportunities for scholarship, innovations, service, and professional development to advance our program.

3. What are some program accomplishments worth highlighting? (Narrative)

Notable accomplishments for the Professional Program in Education are our recent accreditation by the Department of Public Instruction in August 2020, increased student enrollment from about 140 to over 200 students per year, establishment of international partnerships in Mexico and Thailand, high number of graduates teaching in Wisconsin, graduates with international teaching experience getting jobs, high percentage of graduates granted teaching licenses, high percentage of program completers, and partnerships with internal and external entities.

4. Have there been any significant changes that have affected your program? (Narrative)

Significant changes that have affected our program are new changes to licensing program in Wisconsin, loss of faculty/staff positions, COVID-19, increase in course enrollment cap ratio per faculty, and ACT 31 decreasing student enrollment.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

In 5 to 7 years, we want to maintain our student enrollment of over 200 per year; have a high percentage of completers in our program; have a high number of graduates getting jobs; increase resources of faculty/staff; increase our licensing areas to include special education, business, and technical career education; expand our capacities with our partnerships; and make our program more robust in our preparation of future educators.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

The University of Wisconsin Green Bay's Professional Program in Education is designed to prepare entry-level teachers with relevant content, professional knowledge and skills to effectively meet the future learning needs of a changing school population. The department provides prospective teachers with an opportunity to work in a variety of education settings throughout their professional program. These school-based experiences include working with various ethnic, cultural, and economic groups, and children with exceptional educational needs.

Mission:

We seek to prepare future educators by developing the knowledge, skills, and dispositions needed to advance students' learning and achievement. We view education as both a public and private good, able to foster inclusive and equitable relationships to knowledge, to self, and to each other. We take seriously our responsibility to contribute positively to the future of our communities through our active commitments to the growth and well-being of these relationships. We prepare and support future educators by cultivating leadership, inquiry and academic knowledge, critical self-reflection, evidence-based practice, and an understanding of ourselves and others as members of both schools and broader society.

The College of Health, Education & Social Welfare (<https://www.uwgb.edu/chesw/>) is an academic division of the University of Wisconsin-Green Bay. It has three academic programs and three community support partnerships. Each program provides academic excellence and stresses the importance of connecting and collaborating with the community we serve. Students have the opportunity to learn and connect on campus, on-line, and in related field experiences. The programs and partnerships offered by the College of Health, Education & Social Welfare are highly regarded in the region. Graduates from any of the programs can be assured high job placement rates and opportunities to use the connections made at UW-Green Bay. The college includes undergraduate and graduate programs in [Education](#), [Nursing](#), and [Social Work](#). [CHESW serves an important mission at UW-Green Bay:](#)

Mission:

Together we will inspire students and transform communities.

The University of Wisconsin-Green Bay Professional Program in Education, in collaboration with the University of Wisconsin System and our colleagues in local schools, agencies, institutions, and organizations, seeks to prepare candidates for the teaching profession by progressively achieving these benchmarks:

- ✓ Developing the knowledge, skills, and dispositions needed to advance students' learning and achievement.
- ✓ Viewing education as both a public and private good, able to foster inclusive and equitable relationships to knowledge, to self and to each other.
- ✓ Taking seriously the responsibility to contribute positively to the future of our communication through active commitments to the growth and well-being of relationships.
- ✓ Preparing and supporting future educators by cultivating leadership, inquiry and academic knowledge, critical reflection, evidence-based practice, and an understanding of ourselves and others as members of both schools and broader society.

We have designed high quality, standards-based teacher education programs that prepare candidates to serve effectively the educational needs of the region within the context of the larger society. Our programs builds upon the Wisconsin Standards for Teacher Licensure and Pupil Services Standards and is characterized by:

- ✓ High academic expectations and ongoing supports for equitable excellence
- ✓ Implementation of rigorous academic curricula
- ✓ Transparent and shared expectations for program success
- ✓ Culturally responsive pedagogy that values problem-solving and positive action as educators and community members.

- ✓ Promoting analysis and action through local, regional, national and global perspectives
- ✓ Responsive and critical engagement with students, families, communities as interdependent and mutually sustaining
- ✓ Value field-based experiences that are racially, culturally, linguistically, economically and geographically diverse
- ✓ Practice student-driven inquiry and problem-solving as the bases for engaging and authentic learning
- ✓ Evaluate student growth and instructional effectiveness through varied and rigorous assessments over time.
- ✓ Commitment to ethical and equitable relationships with students, families, and communities as part of high expectations and supported pathways to academic achievement.

Graduates of our program will possess the strong content knowledge and effective pedagogical skills needed to successfully enter the teaching profession at the Initial Educator licensing level and as licensed school social workers. As a faculty, we support the knowledge, skills and dispositions that ground the discipline of teaching, learning, and service. Candidates of our programs will have demonstrated their proficiency and competence in both content knowledge and pedagogical skill through authentic assessments with accompanying rubrics for each of the Wisconsin Standards for Teacher Licensure and Pupil Services Standards.

2. Curriculum development (Lists, brief narrative if appropriate)

The curriculum of the Professional Program in Education is approved and accredited by the Department of Public Instruction, Wisconsin's state education agency. Our curriculum consists of the following statutory requirements:

- Cooperative marketing and consumer cooperatives
- Environmental education
- Minority group relations
- Conflict and resolution
- Role and responsibility of a teacher
- Teaching reading and language arts
- Teaching mathematics
- Teaching social studies
- Teaching science
- Children with disabilities
- Clinical Program (pre-student teaching and student teaching)
- Successfully passing professional assessments (FoRT-reading test and Pedagogical assessments)

3. Connections to other programs (Lists, brief narrative if appropriate)

The Professional Program in Education collaborates with many academic and non-academic units on UW-Green Bay campus as well as our two-year campuses and UW Technical Colleges.

- Academic units: art, history, music, math, sciences, English, ESL, bilingual education, First Nations Studies, history, psychology, social work, graduate schools, world languages, theatre, etc.
- Non-academic units: registrar, advisement, athletics, dean of students, library, housing, counseling, MESA, etc.
- Early childhood articulation agreement with UW Technical Colleges.

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

- 63 education courses
- Delivery Modalities
 - A. Pre-Covid-19. Thirteen (13) required courses are available face to face/online/virtual/hybrid.
 - B. Covid-19. All required courses are available face to face/online/virtual/hybrid.
 - C. All courses are available via independent study.

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

- The Professional Program in Education has five tenured faculty members (one full and four associates). Three are three males and two are females. One is Asian; one is African-American, and three are Whites.
- The Professional Program in Education has one White female tenured track faculty member and is looking to fill a vacant position.
- The Professional Program in Education has three White female lecturers.
- The Professional Program in Education has two full-time White female staff and two part-time White female staff.
- The Professional Program in Education hires 6-10 ad hoc instructor per semester. Most if not all are Whites.
- Our program is working increasing our number of minority/international student enrollment.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

- EDUC 195: Freshmen Seminar
- EDUC 206: Cultural Images
- EDUC 208: Phuture Phoenix
- EDUC 281: Math
- We are working on expanding our education classes to meet general education requirements.

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

Over the last five years, the Professional Program in Education has lost our full-time academic department associate and several tenure-track faculty positions. The loss has negatively impacted student engagement, the learning/teaching experience, increase in course enrollment cap, daily program management/delivery, and quality of program.

8. Cost per credit hour (TBD)

External

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

- School districts (administrators, teachers, paraprofessionals, parents, students)
- Department of Public Instruction (licensing requirements, state laws and policies, collaboration with other state, regional and national programs)
- Community organizations (Family Services, YMCA, United Way, etc.)
- Technical Colleges (articulation agreements)
- International partners (Mexico/Thailand/Europe)
- Guest speakers
- Student teaching placements (Wisconsin, other states and countries)
- UW-System
- Private education preparation programs in Wisconsin
- Scholars/practioners
- Graduate school collaborative program with Plymouth School District
- Community partners (Tsyunhehkwa organic agriculture project, Somalian community organization, Gold Apple Awards—Green Bay Chamber of Commerce; Martin Luther King Day)

2. Contributions to regional infrastructure (Lists)

- School districts (administrators, teachers, paraprofessionals, parents, students)

- Department of Public Instruction (licensing requirements, state laws and policies, collaboration with other state, regional and national programs)
 - Community organizations (Family Services, YMCA, United Way, etc.)
 - Technical Colleges (articulation agreements)
 - Student teaching placements (Wisconsin, other states and countries)
 - UW-System
 - Private education preparation programs in Wisconsin
 - Scholars/practioners
 - Graduate school collaborative program with Plymouth School District
 - Regional education preparation programs i.e. Michigan, Illinois, Iowa, Minnesota, Ohio
3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

- DePouw, C. (2020). The need for critical race consciousness in critical Hmong studies. *Hmong Studies Journal*, 21(1), 1-30.
- DePouw, C. (2018). Critical race theory and Hmong American education. *Hmong Studies Journal*, 19(1), 1-40.
- DePouw, C. (2018). Intersectionality and critical race parenting. *International Journal of Qualitative Studies in Education*, 31(1), 55-69.
- DePouw, C. and Matias, C. (2016). Critical race parenting: Understanding scholarship/activism in parenting our children. *Educational Studies*, 52(3), 237-259.
- DePouw, C. (2019). Book review: M.M. Holland's *Divergent paths to college: Race, class, and inequality in high school*. New York, NY: Teachers College Press. *Teachers College Record*.
- DePouw, C. (2016). Teachers as "nice white ladies": Race, gender, and neoliberalism. In J. Diem, (Ed.), *The social and cultural foundations of education: A reader for the 21st century*, 96-107. San Diego, CA: Cognella.
- DePouw, C. (2016). Critical race consciousness and the interest convergence of diversity: Examining the Hmong Studies Initiative. In S. Museus, A. Agbayani, and D. Ching (Eds.), *Underserved Asian American Pacific Islanders (AAPIs) in Higher Education*, 73-87. Charlotte, NC: Information Age Publishers.
- DePouw, C. (2019). *The need for critical race consciousness in critical Hmong studies*. 5th annual meeting of the Hmong Studies Consortium, St. Paul MN, October 24-26, 2019.
- DePouw, C. (2019) *Critical race studies for pre-service teachers in Wisconsin*. Presented at the Annual Meeting of the Critical Race Studies in Education Association, Los Angeles CA, May 28-31, 2019.
- DePouw, C. (2017). *Empowerment through critical race consciousness*. Accepted for the Annual Meeting of the American Educational Research Association (AERA), San Antonio TX, April 27-May 1, 2017.
- Gichobi, M. & Andreotti, A. (2019). Examining pre-service teachers' capacity to use children's mathematical understanding to select and pose worthwhile mathematical tasks. *Education Research International* (Vol. 2019)

- Gichobi, M. (2018) Preservice Teachers Learning to Solve Problems Using Multiple Strategies: The case of Multiplication *National Teacher Education Journal Vol. (11) 3* pp.69-79
- Kiehn, M., Lor, P., & Gichobi, M. (2018). Conference trends: Content analysis of education in-service sessions. *American International Journal of Social Science*, 7 (4), 97-104.
- Ashmann, S. & Gichobi, M. (2018) Creating a Bubble...and an Understanding of Scientific Practices
- Gichobi, M. (2019) "Complexity of [Re] learning the Meaning of Multiplication of Fractions in the Context of a Mathematics Content Course: An Exploration Study" *Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments*.
- Gichobi, M., Dresser, T. & Kraftcheck, N. (2020) Preservice teachers' perceptions on the design of a U-Pace online course compared to a conventional face to face mathematics content course in P. Wachira & S. Keengwe (Eds) *Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education*
- Gichobi, M. (2020, Apr 17 - 21) *Preservice Teachers' Beginning Competencies of Incorporating Standards for Mathematical Practices With Content Standards* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r74kga2> (Conference Canceled)
- Gichobi, M. (2020, February 6th-8th) Examining Preservice Teachers Beginning Practices of Integrating the Standards for Mathematical Practices with Content Standards. Paper presented in Association of Mathematics Teacher Educators (AMTE) Conference in Phoenix, Arizona
- Gichobi, M. (2019, April 2nd) Preservice Teachers [Re] Learning the Meaning of Multiplication of Fractions. Paper presented in the National Council of Teachers of Mathematics National Conference in San Diego, California
- Gichobi, M. (2019, April 4th) Using Students' Thinking and Cultural Background to Select Appropriate Mathematical Tasks" Paper presented in the National Council of Teachers of Mathematics National Conference in San Diego, California
- Gichobi, M. (2018, April 13th - 17th) Modelling the Standards of Mathematical Practices (SMPs) in the Context of Mathematics Content Courses for Elementary and Middle School Preservice Teachers. Paper presented in the American Education Research Association in New York
- Gichobi, M. (March 1-3, 2018) Preservice Teachers Learning to Solve Problems Using Multiple Strategies: The case of Multiplication. Paper presented in the AACTE 70th Annual Meeting, in Baltimore, Maryland
- Gichobi, M. & Ashmann, S. (2017, March 2-4) Modelling the Standards of Mathematical Practices (SMPs) in the Context of Mathematics Content Courses for Elementary and Middle School Preservice Teachers. Paper presented in the AACTE 69th Annual Meeting Tampa, Fl.
- Kiehn, M., Lor, P., and Gichobi, M. (2019). Conference trends: Content analysis of education in-service sessions. *American International Journal of Social Science*, 7(4), 97-104.

- Kiehn, M. T. (2013, October). *Effect of Music and Arts Experiences on Higher-Order Thinking* Research presentation and discussion of findings at the Wisconsin Music Educators Association Annual In-service Conference, Madison, WI.
- Kiehn, M. T. (2012, January). *Developing course content and pedagogy through scholarship of teaching and learning inquiry*. UW-Green Bay Faculty Development Conference, Green Bay, WI.
- Lor, P. (2021, In press). Modern jungles. Wisconsin Historical Society Press. (Memoir related to Hmong American diaspora).
- Lor, P. (2021, In press). Exploratory analysis of Hmong American charter schools. *Journal of Southeast Asian Education and Advancement*.
- Lor, P. (2019). Voices of Hmong American adolescents on their diaspora. *Multicultural Education*, 26(1), p. 2-10.
- Kiehn, M., Lor, P., and Gichobi, M. (2018). Conference trends: Content analysis of education in-service sessions. *American International Journal of Social Science*, 7(4), 97-104.
- Lor, P. and Hutchison, R. (2017). Educational careers of Hmong American students. *Journal of Southeast Asian American Education and Advancement*, 12(1).
- Lor, P. (2013). A Hmong professional woman's reflections and perspectives on the influences affecting the changing roles of Hmong women in America. *Journal of Cultural Diversity*, 20(1), p. 40-48.
- Lor, P. and Yang, S. (2012). Commentary: a framework for twenty-first century Hmong leadership. *Hmong Studies Journal*, December 2012.
- Lor, P. (2010). Hmong teachers: life experiences and perspectives on teaching. *Multicultural Education*, 17(3), p. 36-40.
- Lor, P. (2009). The Hmong experience at Wat Thamkrabok Thailand. *Hmong Studies Journal*, December 2009.
- Lor, P. (2008). Key life experiences contributing to Hmong students' matriculation. *Multicultural Education*, 16(1), 39-47.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)
 - Student teaching (working with students, teachers, parents, administrators, and other school staff; and participating in co-curricular activities i.e. sports, theatre, others)
 - Field-based courses (EDUC 208; EDUC 290/291; EDUC 308/309; EDUC 421; EDUC 281/282; and teaching methods courses i.e. art, theatre, music, English, math, sciences, social sciences, etc.
 - Variety of field experience settings. Schools: working with students, teachers, parents, administrators, and other school staff; and participating in co-curricular activities i.e. sports, theatre, others). Community organizations: YMCA, Boys and Girls Club, United Way, Bay Area Chamber of Commerce, etc.
 - Tutoring (face to face at school sites and online)
 - Internship (paid student teaching positions/substitute)

- Intensive writing emphasis courses (EDUC 361, EDUC 206, etc.)
 - Faculty advising: academics, career, student teaching, personal, and financial
2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)
- We provide program information to incoming students i.e. admission's office, registration, website, pamphlets, information workshops, Wisconsin Department of Public Instruction, meetings with individual students, and college fairs.
 - While students are in our program, we provide advising about program requirements: courses, career, field placements, and passing state teaching assessments and meeting state teaching requirements i.e. FoRT (literacy assessment), pedagogical assessment (professional teaching knowledge, skills, and dispositions), PRAXIS I and II (academic skills and academic content), grade point average, program entrance requirements (ACT, grade point average, and professional competence)
 - Work with students who do not meet program requirements before and throughout or program. We work with students who do not meet program entrance requirements on how to meet them, and we work with admitted students who may have program deficiencies while in the program i.e. we develop academic plans/conditions for students to repeat classes as needed and to pass aforementioned teaching assessments.
 - We have a team that supports our students while student teaching: school administrators, cooperating teachers, university student teaching supervisors, and university student teaching coordinator.
 - We collaborate with other entities/organizations to support our students i.e. Department of Public Instruction, other UWGB academic and non-academic units, school districts, and community organizations.

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)
- Preparing teachers who are knowledgeable and skilled and have the dispositions to be effective, reflective, and nurturing educators/leaders
 - Preparing graduates to be local, regional, state, national, and international educators/leaders
 - Preparing graduates who are proficient and competent in diversity, inclusivity, social justice, civic engagement, and equity
 - Preparing graduates who will contribute to the economy at all levels: local, state, regional, national, and international.
 - Preparing graduates who will advance environmental sustainability via program requirements and professional practices
 - Preparing graduates who will successfully navigate their careers as educators/leaders

- Preparing graduates who will be ethical, dignified, responsive, and open-minded about the world they will serve

2. Cultural enrichment (Narrative or lists as appropriate)

Per DPI policy, our graduates are to demonstrate competence and proficiency in minority group relations and conflict and resolution. Our approaches are guided by UW-System Inclusive for Excellence Plan, UWGB mission and vision statement, CHESW's Diversity Plan, each individual unit's diversity plan, and courses that address diversity, equity, and equality. Education and MSW work closely with school districts, community agencies, and UWGB's Diversity Council and Multi-ethnic Student Affairs to ensure we reach out to all various minority groups including American Indian Tribes, Asian Americans, African-Americans, LGBTQ, and others.

More specifically, pre-service teachers pursuing a license at these levels develop knowledge and understanding of the history, culture and tribal sovereignty of American Indian tribes and bands located in the United States. Their history, culture, and contributions are covered EDUC 206: Cultural Images in Materials for Children and Adolescents and EDUC 302: Teaching Social Studies in Elementary and Middle Schools or EDUC 312: Teaching Social Studies in Middle and High School. Students who do not take EDUC 312 as part of their requirements are required to complete either the UW-Extension course, "Independent Reading in Wisconsin American Indian History" (1-3 credits) or one of the following UW-Green Bay First Nations Studies courses:

- FNS 225 Intro to American Indian Studies: Tribal World (3 credits)
- FNS 226 Intro to American Indian Studies: American Indian Social Justice (3 credits)
- FNS 374 Wisconsin Indian Ethno History (3 credits)

The philosophical and psychological basis for attitude development and change occurs in EDUC 340: Supporting Learning and Behavior in the Classroom and EDUC 361: Introduction to the Art and Science of Teaching. The psychological and social implications of discrimination, especially racism and sexism in American society, is presented to pre-service teachers in EDUC 206: Cultural Images in Materials for Children and Adolescents, EDUC 333: Curriculum and Assessment in Early Childhood and EDUC 352: Social and Family Influences on Development and Learning.

Students are given an opportunity to develop knowledge and skills in the evaluation and assessment of the forces of discrimination, especially racism and sexism, on faculty, students, curriculum, instruction, and assessment in the school program in EDUC 206: Cultural Images in Materials for Children and Adolescents, EDUC 333: Curriculum and Assessment in Early Childhood and EDUC 352: Social and Family Influences on Development and Learning.

Strategies for resolving conflicts between pupils and between pupils and school staff are covered in education courses that all education must take: EDUC 206: Cultural Images in

Materials for Children and Adolescents, EDUC 290: Introduction to Educational Inquiry; EDUC 340: Supporting Learning and Behavior in the Classroom, EDUC 361: Introduction to the Art and Science of Teaching and EDUC 452: Principles of Middle Level of Education. Each course covers different aspect of conflict resolution. For example, in EDUC 206, conflict resolution is covered in the context of race, gender, socioeconomic status, school books and curriculum, social media, immigration and achievement gap. In EDUC 361, conflict resolution is within the context of being a professional educator working with many constituents and stakeholders (students, parents, colleagues, businesses, community partners). Also, methods for assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts is addressed in EDUC 340: Supporting Learning and Behavior in the Classroom.

To advance the critical importance of conflict and resolution, the Professional Program in Education also uses Kognito, an interactive activity providing education students the opportunity to see how they will handle different student circumstances that could arise including bullying, harassment, and other conflicts.

Knowledge and skill development to deal with crisis including violent or disruptive or potentially violent or disruptive situations is covered in EDUC 414: Seminar in Student Teaching and in their capstone experience—student teaching.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)
 - Articulation agreement with UW technical colleges (early childhood program)