

# National Council on Teacher Quality: Teacher Prep Report, June, 2013

## University of Wisconsin Teacher Preparation Programs:

### *Ratings for Preparing Students to Teach Early Reading and Struggling Readers*

<b>Program</b> # of annual grads (2010)	<b>Early Reading</b> Rating on scale of 0-4 NCTQ Comments	<b>Struggling Readers</b> Rating on scale of 0-4 NCTQ Comments
<b>UW-Eau Claire</b> 222	<p><b>3:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonics</i></li> <li>• <i>Fluency</i></li> <li>• <i>Vocabulary</i></li> <li>• <i>Comprehension Strategies</i></li> </ul> <p><i>but does not address:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness</i></li> </ul>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<b>UW-Green Bay</b> 120 annual graduates	<p><b>0:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program does not meet the standard. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction.</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<b>UW-La Crosse</b> 209	<p><b>2:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses —</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p>

	<p><i>not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program partly meets the standard because its coursework covers three of the five of the components of effective reading instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>Fluency</i></li> <li>• <i>Vocabulary</i></li> <li>• <i>Comprehension Strategies</i></li> </ul> <p><i>but does not address:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness</i></li> <li>• <i>Phonics</i></li> </ul>	<p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Madison</b> 233</p>	<p><b>1:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program meets only a small part of the standard because its coursework covers two of the five of the components of effective reading instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary</i></li> <li>• <i>Comprehension Strategies</i></li> </ul> <p><i>but does not address:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness</i></li> <li>• <i>Phonics</i></li> <li>• <i>Fluency</i></li> </ul>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Milwaukee</b> 260</p>	<p><b>0:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading</i></p>

	<p><i>The program does not meet the standard. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction.</i></p>	<p><i>course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Oshkosh</b> 282</p>	<p><b>1:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program meets only a small part of the standard because its coursework covers two of the five of the components of effective reading instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>Vocabulary</i></li> <li>• <i>Comprehension Strategies</i></li> </ul> <p><i>but does not address:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness</i></li> <li>• <i>Phonics</i></li> <li>• <i>Fluency</i></li> </ul>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Platteville</b> 123</p>	<p><b>4:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program meets the standard because its coursework covers all five of the components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. In addition, all required coursework covers one or more components of effective reading instruction.</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-River Falls</b> 165</p>	<p><b>3:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course</i></p>	<p><b>5:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a</i></p>

	<p><i>materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program does not fully meet the standard because its coursework covers four of the five of the components of effective reading instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonics</i></li> <li>• <i>Fluency</i></li> <li>• <i>Vocabulary</i></li> <li>• <i>Comprehension Strategies</i></li> </ul> <p><i>but does not address:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness</i></li> </ul>	<p><i>working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program meets the standard because at least one required reading course delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Stevens Point</b> 241</p>	<p><b>2:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program partly meets the standard because its coursework covers three of the five of the components of effective reading instruction:</i></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness</i></li> <li>• <i>Phonics</i></li> <li>• <i>Comprehension Strategies</i></li> </ul> <p><i>but does not address:</i></p> <ul style="list-style-type: none"> <li>• <i>Fluency</i></li> <li>• <i>Vocabulary</i></li> </ul>	<p><b>4:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program meets the standard because at least one required reading course delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Stout</b> 133</p>	<p><b>0:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses —</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p>

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<p><b>UW-Superior</b> 54</p>	<p><b>0:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program does not meet the standard. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction.</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>
<p><b>UW-Whitewater</b> 313</p>	<p><b>0:</b> <i>The research-based content proven to be necessary for teaching all children to read should be clearly evident in course materials such as lecture topics, assignments and textbooks. All of a program's required reading courses — not just some courses — should impart what is necessary to teach reading.</i></p> <p><i>The program does not meet the standard. Looking at a full range of course materials, there is little or no evidence of adequate instruction on the components of effective reading instruction.</i></p>	<p><b>0:</b> <i>Because reading failure presages a host of difficulties in schooling, all elementary teachers need to have a working knowledge of appropriate interventions when early readers lag their peers.</i></p> <p><i>The program fails to meet the standard because there is no required reading course that delivers instructional strategies necessary for teaching struggling readers and requires candidates to practice such strategies.</i></p>