

UNIVERSITY OF WISCONSIN–MADISON SPECIAL EDUCATION TEACHER RESIDENCY PROGRAM (UW–MADISON SET)

**PR Award #:** U336S180050

**Organization Name:** The Board of Regents of the University of Wisconsin System

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**Project Model:** Residency Model

**Competitive Preference Priorities:** (1) *Promoting STEM Education, and (2) Promoting Effective Instruction in Classrooms and Schools*

**Requested Total Award Amount:** \$3,030,940.00

**Project Description:** UW-Madison SET will address the Wisconsin special education teacher shortage and improve student achievement through a 14-month graduate program serving 40 “SET residents” that includes: rigorous recruitment and selection; a 44-credit graduate program in special education; a 10-month teaching residency in high-need partner local education agencies (LEAs), a 2-year induction and professional development program, and a comprehensive formative and summative evaluation plan.

**Project Expected Outcomes:** Recruit and prepare 40 SET residents (via four cohorts spanning 6 years) who will gain the requisite knowledge and skills to meet the needs of students with disabilities in high-need LEAs; Hire and retain SET residents as teachers of record as a strategy to address chronic shortages of special educators in high-need LEAs; Provide induction support and ongoing professional development that enables SET residents to positively impact outcomes (including in reading and mathematics) for students with disabilities in high-need LEAs by applying knowledge of special education pedagogical content knowledge and high-leverage practices; Sustain and institutionalize the SET residency program partnerships; and Promote improved academic achievement and engagement of students with disabilities in Wisconsin.

**Project Special Features:** Upon completion, participants will be eligible for a master’s degree in Special Education and Wisconsin licensure as a special education teacher (cross-categorical, K–12). In SET’s cohort model, residents, their mentor teachers, university supervisors, principals, and UW–Madison faculty participate in a professional development community of practice (CoP) that augments required coursework and field experiences to enhance members’ pedagogical content knowledge and their knowledge and implementation of high-leverage practices, in addition to fostering an inquiry-oriented stance that supports continuous growth in educator effectiveness and student outcomes. Upon completion, SET residents agree to work in high-need schools within partner LEAs.

**Project Partners:** University of Wisconsin–Madison (UW–Madison), UW–Madison School of Education, UW–Madison College of Letters and Science, Wisconsin Department of Public Instruction, the School District (SD) of Beloit, Cambria-Friesland SD, Juda SD, Wonewoc-Union Center SD, Royall SD, Seneca Area SD, Adams-Friendship Area SD, Wauzeka-Steuben SD and 24 high-need schools within the identified LEAs.