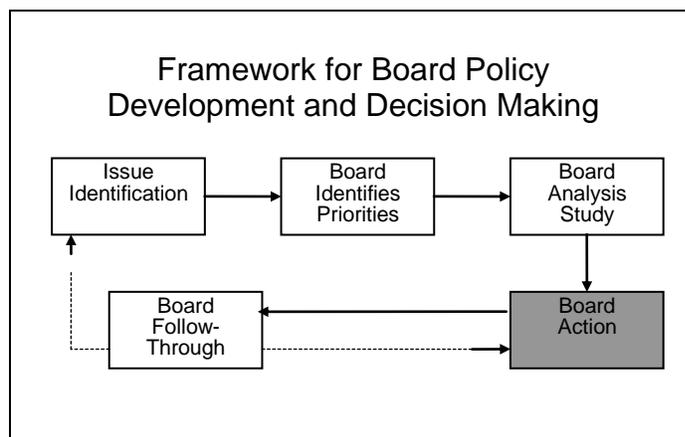


Iowa State Board of Education

Executive Summary

January 27, 2011



Agenda Item: Upper Iowa University Practitioner Preparation Program

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Kevin Fangman, Administrator
Division of PK-12 Education

Kris Crabtree-Groff, Consultant
Practitioner Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Upper Iowa University practitioner preparation program through the next state visit cycle scheduled for the 2016-2017 academic year.

Background: Iowa Code 281—79.5(256) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards. The Upper Iowa University program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval of

Upper Iowa University

January 27, 2011

The largest private and independent university in Iowa, Upper Iowa University's home campus is located in Fayette with centers in Waterloo and Des Moines. Since 1857, Upper Iowa University has created accredited, quality programming through multiple delivery systems worldwide. The University has graduated one of the founders of the YMCA, a Nobel Peace Prize winner, the first Speaker of the House of Representatives west of the Mississippi River, an archaeologist and scholar of the Dead Sea Scrolls, and a founder of Target Stores. Accreditation through the Iowa State Board of Education has been maintained since 1953 and the Higher Learning Commission since 1913. Upper Iowa University is a member of North Central Association.

Upper Iowa University provides undergraduate and graduate degree programs to over 6,600 students at the Fayette campus and worldwide. The Teacher Education Program (TEP) recommended sixty-seven (67) teacher candidates for licensure in fifty-three (53) endorsement areas from the three centers. At the time of the site visit in the spring of 2010, Upper Iowa University served 308 teacher candidates as well as six (6) Master's degree students. Program offerings and numbers of students continue to grow as Upper Iowa designs flexible, multiple delivery systems to meet the differing needs of learners.

A day-long preliminary review of the Upper Iowa University TEP was conducted on January 26, 2010 by the State Review Panel and the State Review Team. Comments and questions from the preliminary review were sent to the Upper Iowa University program for their response prior to the site visit.

The site visit occurred April 11-15, 2010. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Upper Iowa University programs in teacher education. The team examined six standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Program Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills and Dispositions. The following report is a summary of the team's findings.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- Strong leadership is evident at the department and university levels.
- The Upper Iowa Teacher Education Program, as seen at the Fayette campus, is a model statewide in many ways: the experienced and dedicated faculty and leadership; the attention to standards; and especially the integration of the Iowa Core and the Teacher Work Sample (TWS) throughout the program.
- The Teacher Education Program and University leadership have provided additional resources since the site visit to ensure equity and access across all centers in areas of full-time faculty, curriculum lab materials, technology tools and support, as well as implemented a coordinated communication plan. It is believed that the changes provide a common, quality experience across the three centers.

SECTION A: GOVERNANCE AND RESOURCES

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The work climate on the residential campus is professional and collaborative. Faculty members are serious educators who display a high regard for their candidates and their responsibility as teacher educators. Unit faculty members are assigned to courses congruent with background and training.
- Many decisions that are being made regarding governance and resources are based on the university-wide strategic plan. The administration has worked under the strategic plan to create “seamless movement,” across sites; the result will be a strengthening of programs for the large number of candidates located at centers.
- UIU plans to hire twenty-four (24) new faculty members overall in the next fiscal year. Their goal for students is that fifty-one percent (51%) of all upper division courses will be taught by full time faculty, regardless of the location of the classroom or students. This commitment is especially important to the success of teacher preparation in the centers.
- University-level decisions regarding the TEP are made collaboratively with the input from the Education Division director.

Concerns / Recommendations:

- 1) **79.10(1-3)** The institution must provide the Department with a summary of criteria, protocol, and responsibility of entities involved to plan for equity in oversight of curriculum in all three sites that provide teacher education.
- 2) **79.10(11)** The institution must provide the Department with plans to assure equity of faculty, student support and advising, and faculty oversight and collaboration for student learning across the three sites that provide teacher education. Include in the plans those changes and/or additions that have been put in place since the site visit.

Upper Iowa University Response:

Upper Iowa University requires each education course syllabus to be written by the full-time faculty member. Coordination and monitoring occurs with Teacher Education Coordinator, the adjunct instructors, and the original full-time on-campus faculty member. Approval of the center course syllabus is required from all levels. Full-time faculty members are required to maintain contact with adjunct faculty.

Alignment of campus and center curricula occurs through the Teacher Education Assessment System and the Program Standards Matrix by Core Courses. Equity across the professional educational core courses on-campus and off-campus is maintained through consistent communication including a rehearsal of the Teacher Work Sample task, prompt, and rubric. Professional development of center faculty occurs in the fall and spring. The Director of Teacher Education will increase on-site contact with the centers. Training of new coordinators and faculty includes examples of acceptable performance on essential assessment tasks.

Funds for Curriculum Labs at Waterloo and Des Moines centers totaling thirty thousand dollars (\$30,000.00) were appropriated by summer 2010. An additional two thousand dollars (\$2,000.00) will be available annually for updating materials at each center. Resources were allocated from a FIPSE grant to improve interactive video capabilities to increase student access to full-time faculty. A full-time Teacher Education faculty member for each center was hired. An additional full-time faculty member is approved for the Des Moines Center 2011-2012 academic year. Technology upgrades for classrooms in all three locations will allow all faculty to teach via interactive video. Other updates include ELMO's, DLP projectors, computers, and wireless access.

SECTION B: DIVERSITY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The University mission statement illustrates a clear institutional commitment to diversity.
- Minority students represent twenty-one percent (21%) of the University's total population, providing all students, including those in the teacher education program, the opportunity to live and to learn with persons from culturally and linguistically diverse backgrounds.
- At the institutional level, initiatives are in place to recruit, to admit, and to retain students from culturally and linguistically diverse backgrounds. This has the potential to increase the diverse candidate population within the unit.
- Regardless of their location of enrollment, candidates can student-teach in northeast Iowa, in proximity to the Fayette campus, or in the Waterloo or West Des Moines areas, allowing candidates from the Fayette campus the opportunity to student teach in a more culturally and linguistically diverse community.

Concerns / Recommendations:

- 1) The team drew the institution's attention to the requirement to develop a tracking system to ensure that all candidates have diverse clinical experiences, including candidates at the Waterloo and West Des Moines centers. The program must be responsible for making clinical placements for candidates in the centers, assuring diverse placements for all candidates.

Upper Iowa University Response:

The Director of Teacher Education has developed such a system since the site visit was conducted. Evidence of the system and its uses has been provided to the Department.

SECTION C: FACULTY

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The modeling of practice of differentiated instruction and formative assessment in so many courses helps assure that those important skills are mastered by candidates. Candidates and alumni praised the faculty for best practices and rigor in course design and delivery.
- Faculty preparation reflects varied experiences and backgrounds that enrich the program.
- Faculty members maintain an on-going involvement in schools, and many greatly exceed the 60-hour requirement of activities.
- Faculty are engaged in regular scholarly activities that enrich their teaching and preparation.

Concerns / Recommendations:

- 1) Because collegiality is a cornerstone of the TEP, the faculty seems poised to begin using a Professional Learning Community model to engage in more concrete analysis of teaching and learning. The team suggests the faculty of all three sites establish time(s) to look at student work (TWS or course assignments) collaboratively in order to inform the program and instruction.

Upper Iowa University Response:

Since the site visit, the unit has created an action plan to maintain cohesion across all centers. Evidence of the implementation of the action plan has been submitted to the Department.

SECTION D: ASSESSMENT

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Candidates are clearly introduced to and understand the “check point” assessment process. In *Foundations* they receive a packet of the Assessment Process including the program standards. They follow this packet to track their progress through their program.
- Evidence from surveys of alumni, cooperating teachers and principals indicates candidates are prepared to teach.
- The TWS provides a strong component for candidate and program assessment. The program continues to hone the use of this valuable tool.

Concerns / Recommendations:

- 1) Data are available in abundance. The team suggests these data should be aggregated, shared, and used in decision-making to a greater extent, especially in the centers. UIU is encouraged to share data with department faculty and advisory boards in order to base program decisions on evidence. Data and associated reports are managed in a department outside of Education; these responsibilities should be moved to the TEP, with appropriate support.
- 2) The team is concerned about the use of candidate and program assessment data at the off-campus centers. The team recommends closer attention to the use of the data from admission assessments, TWS assessments and course assessments in the centers.

Upper Iowa University Response:

The new coordinated communication plan will support a continuous application of data analysis across the entire TEP. The communication plan and its implementation have been submitted to the Department.

SECTION E: TEACHER PREPARATION CLINICAL

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- Continuity of programming and student expectations is enhanced by the fact that full-time education faculty also supervise student teachers in the campus program. This function allows for faculty to be more informed about the entire continuum of the candidates' education careers.
- Frequent comments from cooperating teachers and administrators indicate dramatic, positive improvement of the program over the past five years.
- Anecdotes from candidates and cooperating teachers indicate that reflection is an important formative component of the clinical experience.
- Additional practicum experiences in literacy and special education courses add greater depth to content knowledge.

Concerns / Recommendations:

- 1) **79.14(2); 79.14(5)** The program must show evidence to the Department that they are taking responsibility for making clinical placements for all candidates, especially at the centers. The team is concerned about scheduling and tracking of clinical experiences at the centers. Candidates expressed that they make their own placements, although the *Guide to Student Teaching and the Field Experience Handbook* state the unit is responsible for all placements.
- 2) While experiences in economic diversity clearly exist, the team recommends Upper Iowa University explore ways to provide and document a broader range of diversity within the clinical experiences. The team suggests data regarding the diversity of field experience placements (SES, ethnicity, GLBT, special education, rural / urban, etc) should be tracked carefully for each student for each field placement classroom to ensure that candidates are receiving the most diverse experience possible and to enable the data to be extrapolated.

Upper Iowa University Response:

The program has implemented coordinated communication to eliminate any misunderstanding of policies. Evidence has been provided to the Department.

SECTION F: TEACHER PREPARATION CURRICULUM (Knowledge, Skills, and Dispositions)

Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Items that Must Be Addressed Prior to State Board Action: None

Strengths:

- The articulation of best practices and the matching of delivery models with courses are impressive.
- Rubrics are developed and used for dispositions and standards in courses and assignments.
- Candidates are aware of INTASC standards and the Iowa Teaching Standards and can discuss how they see them embedded during their program of study. Faculty introduce content standards early and build on the knowledge gained. Candidates integrate standards into lesson plans and illustrate their understanding in the Teacher Work Sample assessment.
- Lesson plan design requires candidates to differentiate each lesson.
- Formative and summative assessments are embedded in the work required of candidates in methods courses.
- Curriculum exhibits meet the expectations of Iowa licensure.

Concerns / Recommendations:

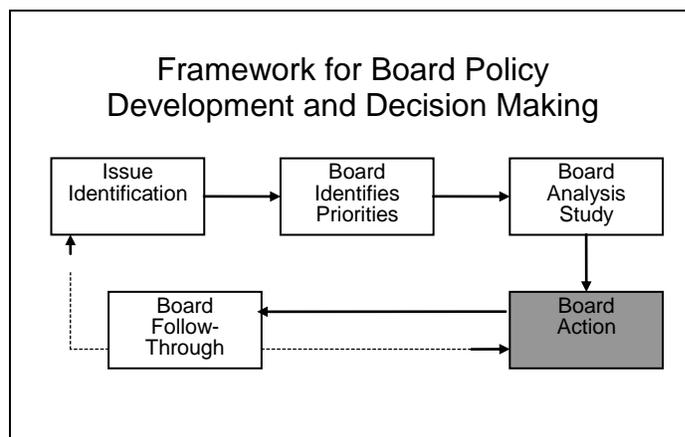
- 1) A curriculum map / overlay of how all elements of the TEP relate to each other including program standards, assessments, and dispositions would help clarify the scope of the program.

All standards have been met. The Upper Iowa University Teacher Preparation Program is recommended for continuing approval. The unit is commended for its program innovations and immediate response to feedback from the visiting team.

Iowa State Board of Education

Executive Summary

January 27, 2011



Agenda Item: William Penn University Practitioner Preparation Program

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: Practitioner preparation programs support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Kevin Fangman, Administrator
Division of PK-12 Education

Kris Crabtree-Groff, Consultant
Practitioner Preparation
Division of PK-12 Education

Attachments: 1

Recommendation: It is recommended that the State Board approve the William Penn University practitioner preparation program through the next state visit cycle scheduled for the 2015-2016 academic year.

Background: The William Penn University preparation program was granted conditional approval by the State Board on May 13, 2010. William Penn was directed to strengthen institutional support in the areas of faculty and technology. The Department has been working with William Penn to address the issues.

Iowa Code 281—79.5(256) grants authority to the State Board of education to set standards and approve practitioner preparation programs based on those standards. The William Penn University program has met the program approval standards as approved by the State Board.

Recommendation for Continuing Approval

of

William Penn University

January 27, 2011

William Penn University, located in Oskaloosa, is a liberal arts university affiliated with the Society of Friends. The university was founded by Quaker pioneers in 1873 to provide a quality education to all interested men and women regardless of race, creed, or socioeconomic status. William Penn continues this commitment to this day. The university is accredited by the Higher Learning Commission and is a member of the North Central Association.

William Penn currently enrolls approximately 1170 students. The university is comprised of two colleges: the traditional College of Arts, Sciences and Professional Studies (CASPS) and the college for Working Adults (CWA). Many of the CWA courses are offered in West Des Moines and Ames as well as on the Oskaloosa campus.

William Penn offers forty-three (43) teaching endorsements. In 2008-2009, the program recommended seventy-three (73) candidates for licensure.

In addition to the traditional campus teacher education program, William Penn offers the following four (4) Distance Learning Programs in education:

- 1) Associate of Arts in Leadership Studies (AALS), a 2 ½ year program designed for para-educators and other pre-service teacher candidates to complete the first half of a teaching degree program;
- 2) Bachelor of Arts in Elementary Education, a 2 ½ year program to follow the AALS or for an individual with a B.A. outside of education who is seeking an elementary teaching license;
- 3) Bachelor of Arts in Secondary Education-History and Psychology, a 2 ½ year program to follow the AALS or for an individual with a B.A. outside of education who is seeking a secondary teaching license;
- 4) Endorsements in English as a Second Language, Special Education, and Reading, for teachers and administrators who are interested in adding any of these endorsements to a current license.

A day-long preliminary review of the William Penn program was conducted on November 6, 2008, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the William Penn program for their response at the time of the review.

The site visit occurred January 25-29, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the William Penn program. The team examined six (6) standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Program Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills and Dispositions. The following report is a summary of the team's findings.

Letters of support for immediate and long-term program changes were provided by President Ann M. Fields, Ph.D. and Vice President for Academic Affairs/Dean of Faculty Noel C. Stahle, Ph.D, J.D. Letters acknowledged the program's work to fully meet the expectations of Chapter 79, provided evidence of program changes, highlighted the talents and expertise of program leaders, and committed the University's resources to maintaining excellence across all aspects of the Teacher Education Program. The Department recognizes the authentic support of the TEP from the institution's administrators and applauds the quick response to concerns.

Resolution of Concerns Meriting Previous Conditional Approval (May 13, 2010): William Penn University and the Department created an action plan regarding the Board's concerns over support for the distance learning program. Evidence for implementation of action steps was submitted to the Department in November 2010. Each concern has been addressed with data Fall 2007 to Fall 2010 semesters.

- *Background and teaching assignment of a new hire.*
The university hired a full-time faculty member to serve between the on-campus and distance learning programs. This hire taught two on-campus courses, two distance courses and supervised a 25-hour field placement for a total of 12 credits in the Fall 2010 semester. In the Spring term, the new hire has been scheduled for three on-campus courses and one distance course for a total of 11 credits. The resume was provided and this appointment was compared in table to all other faculty positions in the on-campus and distance program. The faculty member has had experience teaching, has received multiple teaching awards, and is qualified to teach the assigned courses.
- *Distance program data on faculty-to-student ratio, teaching assistants, tutors, courses, times, and methods of delivery.*
Tables and a concise narrative described how William Penn TEP met student learning needs through a variety of resources and delivery methods. A teaching team has been integral to the TEP's commitment to quality (faculty, lead teaching assistants, teaching assistants who are full-time employees, and tutors). According to policy and validated through interviews and documents, all classes were assigned one faculty member and one teaching assistant. If enrollment exceeded 20 students, additional teaching assistants were added at the rate of 1:20. Also, all methods classes were assigned a co-instructor when enrollment exceeded 20. The distance program has moved from an ICN-based to an ADOBE Connect-based delivery system.
- *Comparison between faculty load of on-campus and distance programs including adjunct instructor' qualifications, assignments, and experience with the program.*
Tables included all of the requested information regarding the roles and responsibilities of directors/coordinators, faculty, teaching assistants, and tutors. Job descriptions, hierarchy of communication and supervision, as well as duties and responsibilities clearly delineated the activities of each position. Positions aligned to the university and program governance structure, and there was equitable distribution of course load and duties for full-time on-campus and distance program faculty. Responsibilities and hours of additional academic staff were consistent between on-campus and distance programs. Instructors' years experience with William Penn are were also comparable across the program. Data revealed 11 of 34 faculty were listed as permanent instructors with 4 new

hires who planned to return. The remaining numbers had served 1-3 years with the program. New instructors have been added as the program requirements grew and student enrollment increased.

- *Disaggregated data comparing on-campus and distance learning program graduates.*
Survey data from student teachers and cooperating teachers from on-campus and distance learning programs were presented and compared. Although return rates on some items were small, results showed a consistent feeling of preparation. Responses ranked from “somewhat prepared” to “very well prepared” with a few outliers across the surveys in the “not prepared” category. Qualitative comments reflected praise as well as highlighted areas for the program to revise. These comments were consistent with other teacher preparation program data and showed no distinct difference between on-campus and distance learning program graduates.
- *Professional development opportunities for distance program instructors.*
William Penn TEP employed a variety of professional development opportunities for all instructors. Offerings assured equitable delivery of content from distance learning and on-campus instructors. A line item in the distance learning budget has been dedicated to professional development. All faculty are required to attend an orientation meeting each semester as well as an annual staff retreat for a review of policies and procedures, the Distance Learning Handbook, as well as program expectations. Attendance at professional development sessions has continued to be part of teaching evaluations and summer residency intensive training on field experiences, course content, evaluation, and assessment; training in Blackboard and ADOBE Connect along with T.E.A.C.H. Facebook are offered; funding for presenting and/or attending conferences is made available; and access is granted to electronic journal databases.
- *Director of Assessment position and release time for a faculty member to coordinate assessment until the position is filled.*
An education professor was given the equivalent of three teaching credit hours to lead the assessment efforts of the TEP. This permanent position disaggregated data on program comparisons between campus and distance learning programs, evaluated and advised students, examined retention rates, determined professional development needs, and completed required state and federal reports.
- *Data comparing on-campus and distance program student teacher performance and feedback.*
The Department conducted phone interviews of 2009-2010 cohort graduates from the program. Graduates described the program as accommodating and flexible, and instructors as knowledgeable and understanding. The Division Chair was mentioned by many graduates as the reason they were successful in the program; her commitment and advising were instrumental. Graduates felt well-prepared for their teaching careers and recommend the program to others due to the two delivery options and the quality of the content. The ICN portion of the program was the only issue discussed by interviewees. In general, the ICN difficulties were outweighed by an overall satisfaction with the teacher preparation program. The program has been moving from ICN to ADOBE Connect.

In addition, the Department conducted phone interviews of administrators who hired graduates. Administrators were pleased with the knowledge and performance of their new hires. They felt William Penn prepared teacher candidates for the current issues in education: Iowa Core, differentiation, teaching strategies, and classroom management techniques.

The Department believes William Penn University has met all requirements under Chapter 79 as well as the concerns raised by the State Board of Education on May 13, 2010.

CHAPTER 79

STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

General Comments:

- William Penn University (WPU) lives its mission in many ways, including service to and support of a highly diverse student population, first generation college students, and conditionally-accepted students.
- The campus teacher preparation program serves its students well through dedicated faculty.
- The team commends the William Penn Teacher Education Program (TEP) for diligence and attention to candidates in continual improvement of the program.
- The program is commended for its creativity in meeting the needs of its candidates, especially in the ICN/BA component of the program.
- The ICN/BA delivery model is an innovative approach that fulfills the mission of William Penn University, meets the needs of many students across the state, and addresses a statewide need to prepare teachers of English language learners as well as to prepare teachers from under-represented racial / ethnic groups. The unique model that incorporates teaching assistants and tutors appears to be key to the success of the candidates and is becoming a national model. Especially because of the statewide need that it serves, continuing quality and support for that quality are of the utmost importance.
- Preparation by the program for this site visit was thorough and professional. During the visit, the program was responsive to any and all questions and/or /requests of the team.

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The mission of the university and program are integrated throughout the work of the Teacher Education Program (TEP), among campus faculty, and in the field.
- The library staff is especially supportive of both the campus and distance components of the program. Movement toward e-materials allows better access to materials for all candidates.
- New faculty members indicated that the new faculty orientation was a positive institutional support as they began their work at WPU.
- The potential of the distance program, both for graduate programming and for growth of the AA/BA, provides the university with opportunities for development and service to the State and beyond.

Concerns / Recommendations:

- 1) Resources appear generally adequate for the campus program. However, it is hoped that classroom facilities and additional technology will be available to the campus component of the TEP with the enhancement of the campus in general.
- 2) The current strength of the ICN program is based on extremely dedicated individuals. For future continued success, responsibilities, procedures, and workload should be more formalized to be position-based rather than individual-dependent.
- 3) Accessibility of ICN for both instructors and students appears to be an issue at times. The potential conversion to a non-ICN based system promises savings as well convenience and more effective distance delivery of programming.
- 4) The widespread nature of the ICN program means the reputation of WPU is expanding across the State in the form of graduates of the ICN components of the program. Consequently, both the administration and community have vested interests in supporting the ICN component of the program. Investment in exploring grant opportunities is recommended.

Items that Must Be Addressed Prior to State Board Action

- 1) **79.10(2) Governance:** With the continuing transition of the ICN/BA delivery model from grant funding to institutional funding, careful attention needs to be paid to input from the Education Division regarding budgeting decisions. A specific plan for such input should be submitted to the Department.

William Penn Response: A detailed budget plan has been submitted to the DE.

- 2) **79.10(9)/79.10(10)/79.10(11)/79.10(13) Resources:** While appreciation of the Education Division was consistent among university administrators and echoed by frequent references to the group as hard-working, the visit team found a number of concerns that need to be addressed by university administration. A plan should be submitted to the DE that addresses the following inequities:

- a) Budget information provided to the team indicated that, during the past five (5) years, although the actual number of students majoring in education increased considerably, the education budget did not follow, and actual expenditure per student in education decreased over \$1,500.00. No other program or department in the university experienced this deep decline.

William Penn Response: An adjusted budget has been submitted to the Department. Much of the discrepancy was a result of the way in which funds were reported.

- b) Workload varies considerably between the Education Division faculty and their peers in the Applied Sciences and Liberal Arts divisions and within the Education Division itself. Attention should be paid to advising, teaching, and supervision responsibilities.

William Penn Response: Two (2) full-time staff members have been hired to support the program. A full-time faculty position has been approved; a suitable individual has not been found yet for this position. The search will continue until a hire has been made.

- c) The success and rapid growth of the ICN component of the Teacher Education Program (TEP) has created a situation in which faculty and candidates in this component are not provided opportunities and support equitable to that which exists on campus. Despite the contributions of teaching assistants and tutors, the teaching load for the ICN components has been as high as 120 per class and commonly includes 80-100 students as compared to on-campus class sizes under 30. Increased numbers of sections of courses and the accompanying need for additional faculty lines will need to be addressed.

William Penn Response: Two (2) full-time staff members have been hired to support the program. One (1) full-time faculty position has been approved; a suitable individual has not been found yet for this position. The search will continue until a hire has been made. Additionally, a schedule has been created to add needed faculty, teaching assistants, and/or tutors to distance classes as student numbers increase.

Delivery of distance coursework has been modified to ADOBE connect for weeknight classes and continue with ICN for Saturday classes. This allows methods courses to be taught in a face-to-face delivery system. As new technology becomes available, the Distance Learning team will continue to evaluate the most appropriate means of instruction for each class.

- d) The growth of the distance component necessitates an institutional review of the physical space and number of staff supporting this portion of the TEP.

William Penn Response: Additional office space has been acquired to accommodate the needs of the distance program. It is anticipated that future new facilities will house the entire education department. Two (2) full-time staff were recently hired to support the distance program.

- e) Professional development for faculty in the distance component is severely lacking. This situation neither serves the faculty well, nor the students, in this part of the TEP.

William Penn Response: The amount of \$4,000.00 was budgeted for professional development for the distance program for the 2009-2010 academic year. Activities have included monthly meetings, two training sessions for faculty new to the program, and a professional development retreat.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION B: DIVERSITY

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The historical background and mission of the university espouse support for a diverse campus climate; such a climate was witnessed by the team.
- WPU has done an excellent job recruiting a diverse population of students.
- Strong tutoring and academic support enable the university to successfully serve traditionally underrepresented college students.
- The TEP provides a broad experience base for their teacher education candidates, including experiences with ELL, SES, and students with exceptionalities. The ELL and special education requirements for elementary candidates are exceptional.
- Education faculty are involved in a variety of cultural / diversity opportunities. Individual faculty members are leaders within the State in work with preparing teachers to work with English Language Learners, and they dedicate an impressive amount of time and energy to this issue.

Concerns / Recommendations:

WPU has a strong informal social network to provide support to their diverse populations. It appears to be successful. The team recommends that the institution review disaggregated retention rates to determine whether or not a more formalized support system is needed.

Items that Must Be Addressed Prior to State Board Action: None

SECTION C: FACULTY

Initial Team Finding:

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The team saw evidence of a great degree of respect for the Division of Education from other divisions and among the community and schools.
- The students at WPU —many of them transfer students—were overwhelmingly grateful for the accessibility of the faculty. In particular, the ICN students praised the work of the teaching assistants for the ICN classes.
- The Teacher Education faculty and staff at WPU have a strong sense of community.
- The full-time faculty has a broad and impressive range of pre-college classroom experiences.
- Co-operating teachers in the K-12 community cited the consistency, professionalism, and high standards maintained by the supervising instructors at WPU.
- Individuals within the TEP have distinguished themselves statewide and nationally, especially in the arena of preparation of teachers for English Language Learners.

Concerns / Recommendations:

- 1) Many people on campus have little understanding of the ICN component of the program beyond knowing that it exists. This contributes to the lack of support for faculty in this component of the program
- 2) A standardized evaluation process for the part-time instructors of courses (including methods courses) and of teaching assistants should be implemented; self-evaluation should be part of that process.

Items that Must Be Addressed Prior to State Board Action: None

SECTION D: ASSESSMENT

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The approach used to design the curriculum modules for the ICN/BA models effective use of assessment.
- Students related characteristics or behaviors that reflect dispositions that are evaluated by the TEP. They were able to describe when and by whom these dispositions were evaluated.

- The requirements for admission to teacher education are communicated well to students, and expectations of student teachers appear to be clearly delineated and assessed in the student teacher evaluation form.

Concerns / Recommendations:

- 1) Data collection surrounds student performance and is collected primarily for assessing individual student progress; however, these data contribute minimally in a formal means to over-all program assessment.
- 2) The Education Division has accumulated significant amounts of potentially meaningful data. A faculty person has been designated as their assessment person, but has no official release time to pursue interpretation or follow-through with the data. The team recommends that course-release time be dedicated to this work.
- 3) A standard procedure should be determined for providing students feedback and remediation of their dispositions.
- 4) Greater consistency between pre-student teaching field experiences and student teaching evaluations will strengthen the expectations of candidates as well as their understanding and development of the program standards.

Items that Must Be Addressed Prior to State Board Action:

- 1) **79.15(1) and 79.15(2)** The procedures for decision-making are more “common knowledge” than formal. Numerous modes of data collection are evident. The program recognizes the significance of data to drive decision-making, but lacks the resources to design and to implement an overall system that facilitates analysis and use of the data. Please submit a plan to the Department of Education that systematizes the processes for more coherent and consistent candidate and unit assessment. It is strongly recommended that faculty release time be devoted to this work. The Department of Education will provide technical support for this work.

William Penn Response: During the summer and fall of 2009, the program worked with an assessment consultant to analyze the types of data that have been collected in the past, to determine data needs, and to plan for those needs. The plan includes effective use of qualitative and quantitative data, communication of data use within the department, and strengthening of the use of data on candidate dispositions. Using a database already in place, the program has been able to begin implementation of a more comprehensive and valuable assessment system during this current academic year. The University Academic Dean is aware of the need to dedicate faculty time to maintaining the assessment system; release time for assessment efforts will be included in workload configuration once the new faculty member is hired.

- 2) **79.15(4)** Please submit to the Department a plan to provide follow-up information gathered on the success of the distance component of the program once the first cohort of candidates in the program has graduated.

William Penn Response: Data collected on the first cohort who completed the new Distance BA program has been used to determine what supports will be most valuable for current and future candidates in the program. Student teaching evaluations have been

disaggregated to compare distance and campus programs; such collection and disaggregation will continue for the purpose of continuous program improvement.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION E: CLINICAL

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- Video-taping and reviewing those videos during early clinical and student teaching is a strength.
- Six (6) weeks of full-time teaching during student teaching is a strong component.
- Use of reflective journals is strong; support for true reflection is positive.
- Multiple sources stated that students in the program are committed to becoming good teachers, display professional behavior, and are eager to learn.
- There is strong carryover of the concepts from the behavior management class and the human relations class into the practica and student teaching.
- Area school partners report strong support and communication with WPU regarding clinical placements. These partners reported that this is an area that has especially improved in recent years.

Comments by Students, Student Teachers, and Recent Graduates:

- “Rubrics are drilled into us throughout the program. They are used by professors, and we also make our own.”
- “Professionalism is preached all the way through the program.”
- “The classroom management course and the human relations class are great classes and give great preparation for working with students in the classroom.”
- “The program has high standards.”
- “I feel well prepared to meet the needs of diverse students, especially those with disabilities and with language problems.”
- “Reading strategies were amazing. I felt I was ahead of the game.”
- “Professors were so accessible, willing to help – even offering special classes – they want to believe in you – buy into your dream.”

Comments by Cooperating Teachers:

- “Things have improved so much in the last several years. We used to believe that student teachers from Penn would be less prepared than those from other institutions. Now it is just the opposite; the Penn student teachers are better prepared than others.”
- “William Penn has made a lot of improvements over the last several years. The times have changed, and they have changed with them.”
- “Student teachers are well-prepared to do what they need to be successful in the real world classroom.”
- “Student teachers have a good background in research-based strategies, especially in reading. They also know how to teach in different modalities and write well-organized lesson plans.”

Comments by Area Administrators:

- “I place William Penn practicum and student teachers first – before I will place any from other institutions.”

Comments by Students in the Distance Component of the Program:

- “Even though we are all far apart, accessibility has been great.”
- “There is strong cohesiveness between professors and teaching assistants.”
- “We have endless help, even books-on-tape for English Language Learners. Teaching assistants can be called at home, even late at night.”
- “We get perspectives from areas across the state, not just our little regions.”

Concerns / Recommendations:

- 1) During the block field experiences, there is considerable feedback from cooperating teachers on progress in candidate dispositions, but only minimal feedback on candidate progress in the program competencies. Evaluation rubrics should be redesigned to better include evaluation of both areas.
- 2) The team strongly suggests that the program evaluate the pre-student teaching field experiences. It appears that there is considerable variation in what the candidates are expected or given the opportunity to do. Defining and communicating specific consistent activities in a developmental order will allow all candidates to be better prepared for student teaching.
- 3) The advanced field experiences could be more closely connected to methods coursework. For both elementary and secondary students, the expectations for student performances during practicum could be more closely aligned with specific department standards and criteria. To do so would make it easier to gather data and to evaluate success of candidates.
- 4) The program should consider providing more consistent support for all candidates during pre-service clinical experiences.

Items that Must Be Addressed Prior to State Board Action:

- 1) **79.13 (7):** The program has the responsibility for arranging practicum placements. Currently, the ICN candidates make their own arrangements for the practicum experiences. Please provide the Department plans for a process for arranging and

monitoring placements for the ICN students. Included in the plan should be policies and procedures for placing student teachers in the distance component.

William Penn Response: A distance-learning placement coordinator has been hired and is completing his first year at WPU. In addition to his other policy and procedure responsibilities, he will coordinate a mandatory summer residency for up-coming student teachers and will provide ICN training for student teaching supervisors and cooperating teachers.

- 2) **79.13 (8):** Please provide the Department evidence that illustrates where and how candidates are required to develop and to implement formative and summative assessment strategies to analyze and to guide instructional planning. Include a plan that will strengthen this aspect of the program.

William Penn Response: A comprehensive lesson plan template developed in the past year and used throughout the program requires attention to both formative and summative assessment in all instructional planning. Additionally, as a result of a review of all core coursework, the program has provided examples of former and new required assessment efforts.

Final Recommendation: Items of concern have been adequately addressed and requirements have been met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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SECTION F: CURRICULUM (Knowledge, Skills, and Dispositions)

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths:

- The self-assurance in personal ability and preparation along with the enthusiasm displayed by education students during interviews and focus discussions is, in large part, a reflection of the students’ confidence that they are developing the knowledge, skills, and dispositions that will lead to success in the classroom. Recent Praxis II scores support this perception.
- Interviews with non-education faculty who teach general education courses indicate a high regard for the general content knowledge and “academic work ethic” of students in the education program, noting more than once that, as a group, education students are consistently high achievers in these courses.

- The student population in the ICN/BA program presents unique challenges with regard to Praxis testing. The Department is well aware of this problem and is continuously working to find ways to build the confidence, self-esteem, and basic knowledge that these students need to be successful in passing this test and gaining admission to the program.
- The program has demonstrated a strong focus on teacher dispositions for some length of time. The dispositions are closely aligned to the mission, are meaningful, and are taken seriously by candidates.
- Because the elementary professional core includes the key courses required of both the Reading and Strategist I Endorsement, all elementary education majors are well prepared with regard to exceptional learners and reading assessment / instruction.

Concerns / Recommendations:

- 1) Secondary methods syllabi should be expanded to include more detail, especially with regard to relevant standards (national, state, department) and performance assessments.
- 2) The required media course provides a solid foundation in educational technology, but further integration of technology objectives and performance assessments in other courses, especially methods courses, would help students continue to develop related skills and expertise within authentic contexts.

Items that Must Be Addressed Prior to State Board Action: None

All standards have been met. The William Penn Practitioner Preparation Program is recommended for continuing approval.