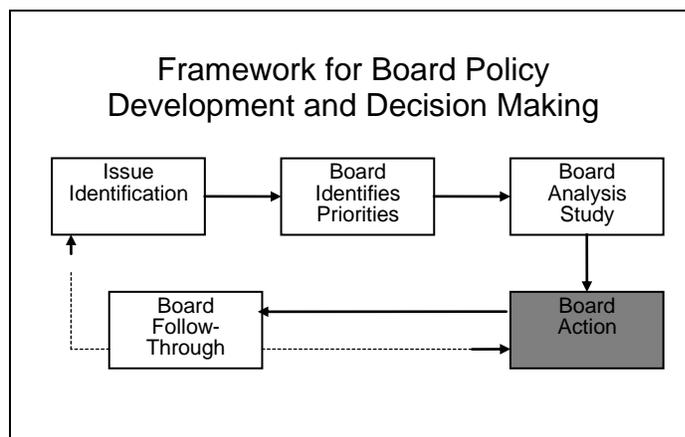


# Iowa State Board of Education

## Executive Summary

May 12, 2011



**Agenda Item:** Grand View 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:** Kris Crabtree-Groff, Consultant  
Practitioner Preparation  
Bureau of Accreditation and Improvement Services

**Attachments:** 1

**Recommendation:** It is recommended that the State Board approve the Grand View University practitioner preparation program through the next state visit cycle scheduled for the 2017-2018 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 Grand View University program has met the program approval standards as approved by the State Board.

## **Recommendation for Continuing Approval of**

### **Grand View University**

**May 12, 2011**

Grand View University, established September 27, 1896, is a private, independent university associated with the Evangelical Lutheran Church in America (ELCA). In 2009, Grand View College changed to Grand View University. Located in Des Moines, Iowa, Grand View University has been an institution of diverse purposes, adapting its curriculum to the needs and aspirations of its parent church body and the communities it has served, while always maintaining its character as an egalitarian liberal arts and career preparation institution.

Enrollment for fall 2009 totaled 1,463 full-time day undergraduate students, with 38 percent of them living on campus; the total student body numbered 2,039, including part-time and graduate students, nearly a 32 percent increase from fall 2002. Sixty-two percent of the students were women and, of those designating, 14 percent were minority. Enrollment for fall 2010 is expected to be near 2,108. Grand View also offers a Master of Science in Innovative Leadership degree. Currently, the University offers 38 baccalaureate degrees.

A unique feature of Grand View's history is its origin in the Scandinavian folk school experience and the educational ideals of Danish historian and religious thinker N.F.S. Grundtvig. Grundtvig believed that higher education should be made accessible to the general population, to women as well as men, and to anyone who had the desire and competence for participation. Thus, accessibility became a cornerstone of Grand View University.

The Grand View University Teacher Education Program was initially approved by the State Board of Education in 1987, with the latest re-approval in November 17, 2004. The North Central Association of Colleges and Schools approved accreditation at the baccalaureate level in 1975 and approved the introduction of master's education in 2008. The Teacher Education Program maintains membership in the Iowa Association of Colleges for Teacher Preparation and the Association of Independent Liberal Arts Colleges for Teacher Education.

Though the demographic profile and the size of the student body have changed significantly, and though specific curricular and extracurricular programs have undergone substantial expansion and development as have the facilities, the essential philosophy of the university has not been altered. Grand View University both affirms its essential religious character and remains an institution dedicated to accessibility of higher education in the Grundtvig tradition.

## CHAPTER 79

### STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

#### General Comments:

- The state-of-the-art physical facility and technology are exemplary and reflect well on the university and the education program. The university and the program have responded to previous concerns of state review teams.
- The University mission statement, strategic plan, catalogs, and president's comments in *GV Magazine* all illustrate and reinforce the institution's commitment to diversity. Students are invited to realize their human potential as they prepare for a teaching career.
- The Education Department prepares its teacher candidates with the necessary knowledge, skills and dispositions to help all students learn at high levels.
- The assessment system for the Teacher Education Program (TEP) is clearly aligned with the mission of the college, as well as with various sets of professional standards. A clearly articulated matrix of the alignment between the Iowa Professional Core from Chapter 79, the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the Grand View Competencies (based on the INTASC Principles), and the Iowa Teaching Standards was provided.
- Multiple sources reported that members of the TEP have a high regard for their program and University. They also hold students to high expectations. They are willing to partner with various entities to create and enhance innovative programs.
- Students and graduates expressed their appreciation of the personal support they receive from TEP faculty.
- The TEP was commended by administrators, faculty and staff for their willingness to collaborate for the benefit of students.
- TEP faculty are clearly examining data and working thoughtfully on the processes of meeting the needs of a growing student population.

### SECTION A: GOVERNANCE AND RESOURCES

#### Team Finding

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

#### Strengths:

- There is strong collaboration with other departments regarding content endorsements and advising. In some cases, content area faculty teach a required component of the education program.
- The unit has the primary responsibility for all aspects of the program.
- The conceptual framework is aligned with the university's mission. The university/department logo is attractive.

- There is evidence of strong collaboration with external partners (e.g., Des Moines Area Community College (DMACC), Faith Baptist Bible College, Southeast Polk, Harding, Des Moines' Central Campus, and Goodrell Middle School).
- The university has a systematic and comprehensive evaluation system. The post-tenure review process is a strength. There is a clearly stated appeals process regarding promotion and tenure.

**Concerns/Recommendations:**

- 1) There is a clearly delineated governance structure although it is unclear whether or not the Director of Teacher Education still has a direct contact with the Provost. It would be helpful to clarify this relationship and to distinguish it from the Education Department Chair who reports to the Division Chair.
- 2) The conceptual framework is closely aligned with the university's mission, but there is no explanation or presentation of the overall philosophy or theoretical foundation. The team recommends the TEP craft a theoretical narrative to accompany the conceptual framework.
- 3) The department is understaffed and relies heavily on adjunct faculty. The university plans to add at least two faculty members to the current cadre, but even then the program will be understaffed.
- 4) The University budget development process is in transition. The team is concerned that the TEP may not continue to have the resources available to continue the level of quality they now illustrate. A particular strength in the program is the large number of practice hours for students. These practica require a large amount of supervision, which requires a significant travel/support budget.

**SECTION B: DIVERSITY**

**Team Finding**

| Met<br>Or<br>Met with Strength | Met Pending<br>Conditions<br>Noted Below | Not Met |
|--------------------------------|--|---------|
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**Items that Must Be Addressed Prior to State Board Action: None**

**Strengths:**

- The University's view of diversity is broad; it is not limited to persons of color, but encompasses culture, ethnicity, religion, gender identity, socioeconomic status, and disabilities. The TEP standards address diverse learners and individual differences.
- Numerous initiatives are in place and are being used to recruit, admit, and retain students from diverse backgrounds. Efforts have been made to increase diverse populations in faculty.
- Diversity in practica, field experiences and student teaching is evident and tracked; varied placements in socioeconomic, geographical, and urban v. rural settings are documented to provide students with a diverse set of experiences, and, as a result, are generally prepared to work with diverse student populations.
- The Education Department hosts teachers from Uganda, Sudan, and Denmark on campus in an effort to help them learn about teaching, but also to raise awareness of international cultural issues among faculty and students.
- The Director of Academic Enrichment and Disability Coordinator works with students with disabilities by meeting with high school counselors to complete a summary of their accommodations (SAR) to ease their transition to college.

**Concerns/Recommendations:**

- 1) Diversity represented by the community (i.e., ethnicity, Socio-economic Status (SES)) is not reflected in the college enrollment; recommend capitalizing on diversity of the community.
- 2) Minority populations within the university are not represented within the education program; recommend using the diversity of the community and the college to increase diversity within the program.

**SECTION C: FACULTY**

**Team Finding**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**Items that Must Be Addressed Prior to State Board Action:**

**79.12(6)** The TEP must provide documentation of the 60 hour requirement for all faculty (specifically adjuncts) who teach methods or supervise in clinical settings.

**Strengths:**

- The faculty appear well-prepared for their teaching responsibilities and are committed to scholarly and service activities. All full- and part-time faculty have had teaching experience in the PreK-12 school system. It is evident that the Education Department is well-regarded campus-wide.
- Adjunct (part-time) faculty are well versed in the practitioner program and view themselves as supportive and upholding the standards of the Education Department.
- Professional development for and among faculty seems to be strong: “Conversations,” monthly online updates from a variety of departments, the Summer Institute all are available and seem to be welcomed by the faculty.

**Concerns/Recommendations:**

- 1) Evaluation of adjunct faculty does not seem to be as frequent as what is expected of full-time faculty. The continuous documentation of the 60-hour requirement of co-teaching is not taking place.
- 2) The heavy workload for full-time faculty may spread them quite thin in their responsibilities as well as maintaining the intellectual vitality of the program.

**Final Recommendation: Item of concern has been adequately addressed and requirements have been met.**

**Final Recommendation**

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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## SECTION D: ASSESSMENT

### Team Finding

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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#### Items that Must Be Addressed Prior to State Board Action:

**79.13(3), 79.13(4):** The TEP must develop and submit a plan to the department for surveying employers. Currently, Grand View is not surveying employers, which is a concern since this is required under two different standards. Discussion with the Assessment Coordinator revealed that their lack of progress in this area stems from the fact that they do not currently have a reliable way to follow up with employers.

#### Strengths:

- Grand View has dedicated time, thought, energy, personnel, and resources to the development of their assessment system. The process is well articulated in various documents throughout the program. The system is transparent and understandable to a variety of constituency groups, including students.
- Grand View has been very intentional about gathering meaningful data from each core class, and developed 1-2 embedded assignments to accomplish this. Review of assessment data appears to primarily occur within the department at the beginning of each academic year, and summaries are provided to the Advisory Board at least once per year, to the Campus-wide Assessment Committee every two years, and to external agencies as required. Assessment data are reviewed annually and program goals are reviewed and/or revised.
- Candidate assessment is well-designed and clearly communicated to students at all levels of the program—from admission to recommendation for licensure. The program clearly documents candidates' attainment of proficiency in relation to the unit standards via multiple, course-embedded assignments, as well as within their portfolio system. Assessment tools gather valid and reliable performance data on student progress through the program.
- Students are assessed in relation to the INTASC Principles/Grand View Competencies, which address content, professional, and pedagogical knowledge. At all levels of the program, students are encouraged and required to think about teaching, learning, and assessment as a continuous cycle and the importance of implementing multiple measures of student learning. Students express the program is trying to help them become reflective teachers who are focused on improving their own professional practice.
- Passing scores on the Pre-Professional Skills Test (PPST) are required for all teacher candidates prior to admission to the program.
- Surveys of graduates are conducted on an alternate year basis, and faculty indicate they are actively seeking ways to work with the Advancement Office and Career Center to get current and accurate means to communicate with graduates.
- The program regularly completes required reports for external agencies, including the state and federal government.

#### Concerns/Recommendations:

- 1) The TEP has adopted the state disposition model and is still working on how to integrate this information into their program in a way that allows them to provide feedback to students. Currently, dispositions are primarily assessed in the student teaching experience by cooperating

teachers. As the program continues discussing the assessment of dispositions, a new formalized process for identifying and addressing concerns may be required.

## **SECTION E: TEACHER PREPARATION CLINICAL**

### **Team Finding**

| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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### **Items that Must Be Addressed Prior to State Board Action: None**

#### **Strengths:**

- Weekly observations by Grand View, as well as meetings with student and coop teacher are a definite strength of clinical experience and student teaching. Students meet more than the required hours in clinical experiences. Supervisors visit at least four times during the semester.
- Students appreciate the faculty, methods course content, instruction in lesson planning and creative teaching methods. Student teachers expressed appreciation for GV's strong instruction in standards, lesson planning, and content as well as variety of placements and extra clinical hours.
- Partners recognize the value of the TEP's commitment to the special needs of individuals, programs and other schools (DMACC's culinary arts program, Central Campus Family and Consumer Science professional development, Faith Baptist Bible College's partnership to complete endorsements for a bachelor's degree, etc.). One partner stated, "There is innovation at Grand View College and integrity of practice."

#### **Comments from principals**

- Student teachers have strong preparation in strategies, content, and management and a good work ethic.
- "GV is the best thing that has happened to Des Moines in years."

#### **Comments from cooperating teachers**

- "I could find almost no weaknesses. The student teachers had good planning, beyond what a veteran teacher does – amazingly prepared."
- Student teachers are professional, independent, organized and punctual. They build rapport with the staff and faculty

#### **Comments from graduates/student teachers**

- "At job interviews, I felt confident, knew what I was talking about because GV stressed standards."
- "I got the education I needed, my advisor was amazing, I cannot speak highly enough of the staff and their ability to make sure you are ready to teach."

#### **Concerns/Recommendations:**

- More than one student teacher expressed concern that practicum assignments lacked depth and progression. Ex. Lessons were taught in isolation and some consecutive lessons would lend themselves to more in-depth analysis of student work for formative assessment and differentiated instruction.

- Student teachers expressed numerous negative views of the e-portfolio using terms like “pointless,” “of little use,” and “we have no plans to resubscribe.” The team suggests examining the e-portfolio with an eye toward making it more engaging and relevant.

## SECTION F: TEACHER PREPARATION CURRICULUM

### (Knowledge, Skills, and Dispositions)

#### Team Finding

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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#### Items that Must Be Addressed Prior to State Board Action:

**79.15(5) and 79.15(6)** The TEP must submit a plan to the department that shows how the reading components will be included in curriculum for Art Education and Music Education students. The plan must be approved by the Music and Art departments as well as TEP. Reading instruction is not part of the coursework for art and music education students. A plan must be developed to add this required instruction to the coursework. Reading instruction may be incorporated into the methods courses for art and music education; however, such instruction must explicitly appear in the syllabi for these methods courses.

#### Strengths:

- Students report that they are taught both the art and science of teaching.
- The required grade of “B” in many education courses demonstrates a commitment to achievement at high levels.
- Coursework and steps for completion of each endorsement area are clearly stated and standards are outlined and assessed.
- The University Library provides resources to support the curriculum taught by the Education Department. Faculty have input into the selection of these resources.
- Service learning is required in Pre-Education courses. This allows students to make relatively more informed career choices.
- Objectives are organized in syllabi under the following categories: Learning as Knowledge, Learning as a Process or Behavior and Learning as an Attitude. This organization models appropriate practice for perspective teachers and reinforces the concepts of knowledge, skills and dispositions.
- There is alignment between INTASC, Iowa Teaching Standards, Iowa Core Curriculum, and program standards.
- All curriculum exhibits have been approved. Reading is part of both elementary and secondary education curricula.

#### Concerns/Recommendations:

- 1) The Education Department faculty is involved in the development of revisions to the university-wide Core Curriculum. It is recommended that this involvement continue as any revisions will undoubtedly affect education majors.

- 2) It is recommended that the course content for the Educational Media course be reviewed and revised to be consistent with the current and possible future use of technology in the classroom. Students report that Education Department instructors do model the use of technology.

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

**Final Response**

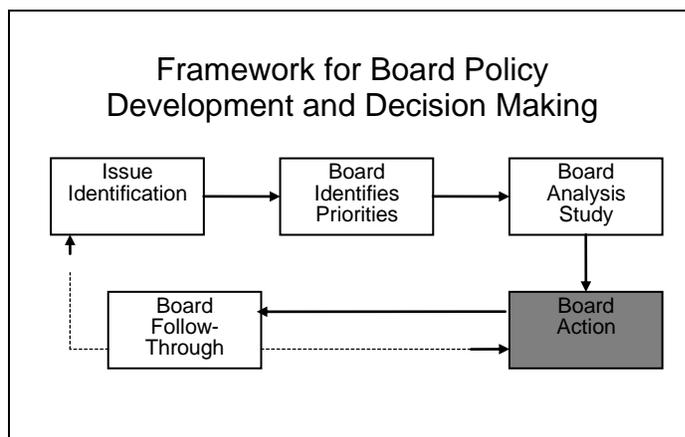
|   |   |                |
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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**All standards have been met. The Grand View University Teacher Preparation Program is recommended for continuing approval. The unit is commended for the professional preparation of teaching candidates and initiating worthy partnerships with the community.**

# Iowa State Board of Education

## Executive Summary

May 12, 2011



**Agenda Item:** Dordt College 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:** Kris Crabtree-Groff, Consultant  
Practitioner Preparation  
Bureau of Accreditation and Improvement Services

**Attachments:** 1

**Recommendation:** It is recommended that the State Board approve the Dordt College practitioner preparation program through the next state visit cycle scheduled for the 2017-2018 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 Dordt College program has met the program approval standards as approved by the State Board.

# **Recommendation for Continuing Approval of**

## **Dordt College**

**May 12, 2011**

As an institution of higher education committed to the Reformed, Christian perspective, Dordt College is a Christian, liberal arts institution in Sioux Center, Iowa. The college continues to serve Christians whose faith commitment expects obedience to biblical principles in all areas of life. It is affiliated with the Christian Reformed Church in North America.

Approximately 1300 undergraduate and 50 graduate students are served at Dordt. The college currently maintains a 14-to-1 ratio of students to faculty. Students can earn a variety of degrees including 2-year associate's degrees, 4-year bachelor's degrees, and a master's degree in education (curriculum and instruction). The Education Department is also working toward offering an online master's degree in educational leadership beginning in the summer of 2011. The available programs of study include various emphases within majors, pre-professional programs, and many off-campus programs. Dordt students can choose from over 90 programs of study delivered by over 75 full-time and some part-time professors. Only about 10 percent of Dordt's courses are taught by adjunct professors, a figure much lower than many colleges and universities. Dordt College recruits students from all over the U.S. and Canada. Dordt graduates teach in local, national, and international schools.

Dordt College is accredited by The Higher Learning Commission. Other accreditations include the Iowa Department of Education, the Council on Social Work Education, the Accreditation Board for Engineering and Technology, Inc., and the Commission on Collegiate Nursing Education. Dordt belongs to the NAIA (National Association of Intercollegiate Athletics) and is a member of the Great Plains Athletic Conference (GPAC).

A day-long preliminary review of the Dordt College Teacher Education Program (TEP) was conducted on August 10, 2011, by the State Review Panel and the State Review Team. Comments and questions from the preliminary review were sent to the Dordt College program for their response prior to the site visit.

The site visit occurred November 7-11, 2011. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Dordt College program 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:

- The campus community is extremely welcoming. Teacher candidates are willing to share their calling, gifts, and talents. A pervasive sense of joy is demonstrated through authentic passion and commitment to the institution's mission. There is a sense of community throughout the college.
- Facilities have been upgraded since the last site visit in 2000. Buildings have open spaces for students to read or work, classrooms have flexible tables and chairs, and technology is updated and used as a teaching tool. Dedication of the importance of the TEP is evident with the resource allocations by administration.
- Although the foundational purpose of the TEP is to prepare teachers for Christian schools, graduates are well-prepared to serve in both public and private school settings.
- The TEP faculty are well-regarded across the campus and the community. The positive outcomes of this report directly reflect the expertise and quality of each individual contribution to the program and its outcomes. The unit's intentional refocusing of the program since the previous site visit is clear and deserves recognition.
- The documentation of innovation, processes, and results is commendable. The unit and the college have integrated data-based decision-making into the strategic planning process.

### SECTION A: GOVERNANCE AND RESOURCES

#### Team Finding

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

#### Strengths:

- There are three key interrelated bodies in the governance structure of Dordt College: the Area Leadership Team, the Academic Leadership Team, and the Academic Senate. Input from these three bodies, along with the Board of Trustees and the Cabinet, effectively drive ongoing strategic planning.
- The TEP is responsible for three prongs: 1) undergraduate initial teaching program, (2) graduate program, and (3) Center for Educational Services. The unit has authority to set program policy regarding the three prongs; however, as with all higher education programs, policies are under the ultimate authority of the Provost, President, and Board of Trustees.
- The TEP appears to be very closely-knit. All faculty members appear to contribute to their respective areas in the field. There is a high level of regard for the unit faculty from colleagues, administration, students, and community partners.
- The unit bases all of its instructional decisions on the college mission. The blend of the task and framework of Dordt College, the Iowa Teaching Standards, and the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards are evident in department syllabi. Practica in diverse settings, God-centered and transformational teaching and learning, encouragement to take on leadership roles, and the development of a professional development school are a few examples of how the mission is enacted in the teacher preparation program.

- Dordt’s professional development outreach to area schools is commendable. Professional development for faculty is also a priority, and faculty members find it professionally invigorating and collegially bonding to attend and present at conferences. The college administration and leadership supports and encourages faculty development and outreach.
- Facilities and resources for the TEP have been upgraded dramatically since the previous site visit. The new facility provides updated classrooms with flexible work spaces. Small and large group discussion spaces permeate the building and afford students and faculty opportunities to gather outside the formal classrooms.
- The library maintains an adequately-funded Teacher Resource Center (TRC). Students have access to equipment and print materials. The TRC is also available for area teachers.

**Concerns / Recommendations:**

- 1) Although the conceptual framework is clearly grounded in scripture, the team recommends that the unit develop and articulate a unified definition of best practice, identifying specific experts in the field to cite as a research base. The development of a coherent conceptual framework that blends the college’s mission with cited research-based practice will provide a clear and consistent verification of planning.
- 2) The team recommends that the college examine whether the financial savings in the reduction of non-local student teacher placements would outweigh the experiences in diverse settings and with students of diverse backgrounds and needs. Diverse teaching experiences are mandated for state licensure and difficult to find near Dordt College. Furthermore, the team considers these non-local placements as a unique and attractive feature of Dordt’s education program, one to be supported and improved rather than reduced.
- 3) The new, state-of-the-art science lab has minimal science equipment and is therefore not utilized much by science methods teachers as a lab. The team recommends that funding be allocated for the purchase of science lab equipment to increase collaboration between the education and science departments and to improve the preparation of teachers.

**SECTION B: DIVERSITY**

**Team Finding**

| Met<br>Or<br>Met with Strength | Met Pending<br>Conditions<br>Noted Below | Not Met |
|--------------------------------|--|---------|
|--------------------------------|--|---------|

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

**Strengths:**

- The education faculty represent a diverse range of experience with regard to: geographic distribution, gender, public vs. private school experience, and teacher and administrator experience.
- The department offers national and international options for field experiences and student teaching in Chicago, New Mexico (Native American public and private schools), Central America, Africa, and Europe. These programs not only provide participating students with experiences with diverse populations and cultures, but result in increased opportunities for recruiting from these areas. Financial assistance is available for students interested in these programs.
- Though northwest Iowa is a relatively homogenous population, there are area schools used for practicum and student teaching placements that have high percentages of Hispanic and English

Language Learner (ELL) students and diversity with regard to socio-economic status. The program employs strategies to support diverse preservice experiences. Clinical placements are tracked and monitored for diversity.

**Concerns / Recommendations:**

- 1) Though it will not always be logistically possible, the department needs to continue to work to insure that all students have field experiences in both public and private schools.
- 2) The challenge of increasing faculty diversity is an ongoing challenge in most small colleges in Iowa. The policy of hiring faculty who are members of and attend a Christian Reformed Church presents an additional challenge with regard to recruiting a diverse faculty at Dordt. There have been internal recommendations in the past to revisit this policy in the interest of increasing faculty diversity and encouraging the examination of religious beliefs from multiple perspectives. The team recommends this conversation continue.

**SECTION C: FACULTY**

**Team Finding**

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

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

**Strengths:**

- Faculty assignments align with academic preparation and professional experience. There is significant commitment to serving the profession through scholarly publications and presentations. All unit members have a terminal degree or are successfully progressing toward that goal.
- All unit members are current with regard to the 60-hour requirement. Faculty see the requirement as an opportunity to be involved in classrooms.
- Review of course syllabi and interviews with faculty support that best practices are being presented and modeled in education courses.
- Secondary methods faculty and adjunct faculty are extremely positive about the education department and the level of support. Assessment and curricular expectations are provided and monitored but flexibility in course planning is present.
- The Dordt education faculty meet regularly with the faculty from Northwestern College to discuss issues of mutual concern and share ideas for program improvement. The two programs share courses to meet the needs of students in both institutions.

**Concerns / Recommendations:**

- 1) There is a need for a secondary specialist in the education department who could also be identified as the secondary “coordinator” – a person to speak for and organize the participation of secondary unit members. This person will also help alleviate heavy advising loads and ensure equity of advising and supervision for secondary students.

## SECTION D: ASSESSMENT

### Team Finding

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

#### Strengths:

- The assessment system is aligned with the institution's mission, and the unit's conceptual framework, with an emphasis on disposition development as well as academic preparation
- Candidate assessment is extensive and permeates the program. Candidate performance expectations are tracked electronically, along with academic and demographic information through Datatel. Unit standards are aligned with INTASC standards, the Iowa Teaching Standards and the mission of the college
- Multiple assessment points are used: Level I for admission to the program, Level II for acceptance into student teaching, Level III for recommendation for licensure with multiple assessment criteria utilized. Expectations are communicated and used in advising students. Passing Praxis I and II (for elementary students) is required for admission.
- New program goals are set after annual study of data collected from seniors, cooperating teachers, first-year alums, employers of first-year alums, as well as to the three- and five-year graduates of the program.
- Portfolios are initiated early in the program, used for formative assessment, for admission to the program and student teaching, and for summative evaluation prior to recommendation for licensure. Artifacts used for performance-based candidate assessment are clearly identified, linked to the program standards, and tracked electronically.
- Dispositions emphasized in the program are clearly identified in the handbook, consciously taught throughout the program, and assessed through reflection papers, meetings with advisors, and included in the candidate assessments completed by the cooperating teacher(s). Disposition concerns are documented on the electronic assessment tracking system. A program of remediation is created and tracked.
- The program completes required state and federal reports.

#### Concerns / Recommendations:

- 1) Student teachers at a distance from campus are not supervised by campus faculty in the same way as student teachers completing their internship locally. Student teachers at a distance, although visited by a local supervisor, might be visited once during the term by a campus faculty member. The faculty maintain contact through email with students, but it is not the same as the frequent, face-to-face support received by those interning close to campus. The team recommends using video conferencing technology.
- 2) Although most of the courses taken in education by secondary and vertical majors are taught by faculty in the education department, they are supervised during student teaching by their secondary methods instructor. It is imperative that these supervisors are knowledgeable in formative and summative assessment, differentiation of instruction, and the Iowa Core to ensure all students receive the same kind of support and/or challenge to incorporate these theories into their internship experience.

**SECTION E: TEACHER PREPARATION CLINICAL  
Team Finding**

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

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

**Strengths:**

- Teachers and administrators praised both the teaching ability and professionalism of Dordt students. They “look forward” to Dordt students coming to their buildings.
- Several cooperating teachers and principals commented that the Dordt program had improved measurably during the past few years.
- In ED 101, prior to entry into Teacher Education, and ED 239, pre-methods classes, students have opportunities to be in a K-12 setting. Students in special endorsement areas have formal clinical experiences in K-12 connected to these methods classes: special education, reading, and Teaching English as a Second Language (TESL).
- Students could not have been more appreciative for the teaching and support they have received from their professors at Dordt, particularly their education professors. “Every time I email one of them to tell what I am doing and to ask for some suggestions, I get a quick response.” “They are so willing to help.” On the whole there was a resounding echo of “I was well prepared.”
- Many cooperating teachers were pleased with Dordt student teachers’ knowledge of content, classroom management skills, and teaching strategies: “Dordt student teachers are open and flexible. They’ll try anything.” Teachers also said students are open to suggestions and take constructive criticism.
- Teacher candidates were described as able to meet expectations of teaching profession. “Dordt student teachers know how to create lessons based on standards.” They are organized, committed, and able to become part of the community of the school.
- Administrators and teachers appreciated how the TEP quickly responds to students who are not meeting expectations. Issues are dealt with through compassion and honesty. When necessary, students are counseled out of the program.
- Public and private schools recognize how Dordt benefits them through ongoing professional development and support. The TEP is described as pro-active with clear communication. Relationships between schools and the Dordt program are seen as mutually beneficial.
- Contracts between Dordt and the cooperating school districts are in place.

**Concerns / Recommendations:**

- 1) The feedback on technology was uneven. Although several cooperating teachers and administrators reported technology to be a strength of student teachers, several others reported it as an area for improvement. It is important to prepare and assess every student in this area.
- 2) Several administrators have said that student teachers have not asked them to engage in a mock interview. That is an important and required experience in which student teachers should participate. If students are not taking the initiative, the TEP could schedule the interviews with administrators.
- 3) The cooperating teacher workshop has struggled with attendance. The unit has tried several different ways of organizing the workshop. The team recommends providing an active experience for teachers and students to collaborate on expectations and best practices in teaching and assessment.

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

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**Items that Must Be Addressed Prior to State Board Action: None**

**Strengths:**

- The TEP bases all of its instructional decisions on the college’s mission. The blend of the task and framework of Dordt College, the Iowa Teaching Standards, and National Board of Professional Teaching Standards are evident in department syllabi. There is strong alignment from standard, to goal, to assessment. Courses in the program include the required professional core components.
- The department is to be commended for its purposeful focus on dispositions. The unit recently adapted and infused a state-enacted disposition reflection model into its program, with specific systems and stages in which the students assess themselves and/or reflect with faculty members about their dispositions for teaching. Advising meetings have become dispositionally-based interviews that support student reflection on learning teaching experiences.
- Students describe open classroom atmosphere of discussion, reading, and reflection. Instructors model teaching and assessment practices.
- Course syllabi are aligned to best practices in teaching and learning. Readings reflect current research-based strategies. Rubrics and assessment tasks are consistent across instructors and aligned directly to program expectations. Learning activities refer to differing needs of learners and multiple means of assessment.
- Cooperating teachers describe student teachers as not just able to use strategies but able to choose the appropriate strategies for the specific situation.
- All teacher candidates receive instruction in reading. The unit is to be commended for integrating reading content to support direct application of strategies to teaching areas.
- The ESL endorsement includes both domestic and international foci that reflect a conscious recognition of the global nature of the future of education.
- All students graduate with a double major in their content expertise as well as an education degree.
- The Academic Skills Center (ASK) provides support for students who need peer tutoring, study skills help, and basic competency assistance for reading and math. Students who fail the Praxis tests are referred to the ASK.
- Curriculum exhibits have been approved.

**Concerns / Recommendations:**

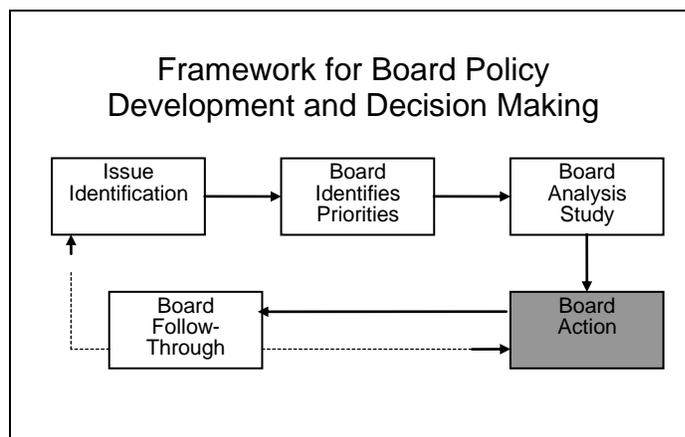
- 1) The team encourages the unit to explore more hands-on teaching experiences during methods courses. Students requested opportunities to put their learning to practice closer to the student teaching semester.

**All standards have been met. The Dordt College Teacher Preparation Program is recommended for continuing approval. The site team commends the program for its strategic innovations and attention to assessment as a tool for decision-making.**

# Iowa State Board of Education

## Executive Summary

May 12, 2011



**Agenda Item:** University of Northern Iowa Practitioner Preparation Programs: Teacher Preparation, Principal and Superintendent Preparation, School Counseling, and Speech Pathology

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

**Attachments:** 1

**Recommendation:** It is recommended that the State Board issue a conditional approval to the University of Northern Iowa Practitioner Preparation Programs due to continued concerns over Governance.

**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 University of Northern Iowa Practitioner Preparation Programs have not met all of the program approval standards as approved by the State Board.

**Recommendation for Conditional Approval  
of  
University of Northern Iowa**

**May 12, 2011**

The University of Northern Iowa (UNI) was founded in 1886 as Iowa State Normal School for the purpose of training teachers for the State's common schools. In 1909, the school became Iowa State Teachers College, and in 1961 changed to the State College of Iowa. The Iowa Legislature changed UNI's status to a university and the institution began offering undergraduate, master's, and doctoral degree programs.

A culture based on core values of intellectual vitality, intellectual and academic freedom, the well-being of its members, and service to others are outlined in the university strategic plan. Although known for teacher education, the institution seeks to expand its reputation to include a leading role in the use of technology, cutting edge research, and outreach to the State, the nation, and the world. The Malcolm Price Laboratory School renewed interest as a research and development school focused on Science, Technology, Engineering, and Mathematics (STEM) is just one example of how the institution responds to the changing needs of education.

At present time, the institution offers sixty-five (65) initial and advanced level endorsements along with the principalship program, the school counseling program, the school psychology program, the superintendency program, and the speech-language pathology program. Each of these programs was under review.

Accreditation of programs include: American Association of State Colleges and Universities, the Higher Learning Commission (HLC), the Council of Graduate Schools in the United States, Association to Advance Collegiate Schools of Business (AACSB), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Association of Schools of Music, the National Association of Industrial Technology, and the National Recreation and Park Association Council on Accreditation. Programs are also approved by the American Association for Leisure and Recreation, and the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the National University Extension Association, the American Chemical Society, and the American Association of Museums.

A day-long preliminary review of the UNI educator preparation programs was conducted in November 6, 2009, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the UNI programs for their response at the time of the review. The site visit occurred March 7-10, 2010. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the UNI. The team examined six (6) standard areas: Governance and Resources, Diversity, Faculty, Program Assessment, Clinical Practice, and 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:

- UNI historically has played and continues to play a unique role in the preparation of educators in the state of Iowa. Its legacy as a leader in educator preparation is strong; this long-standing tradition is felt across the campus in the pride of those who work with future educators.
- UNI serves as a leader in many aspects of educator preparation, including programs that prepare new teachers, principals, superintendents, school counselors, school psychologists, and speech pathologists.
- Areas of excellence exist throughout the educator preparation system at UNI. A number of projects emanating from UNI serve Iowa PK-12 schools and educators, and UNI administrators and faculty play key roles in major statewide initiatives in conjunction with the Iowa Department of Education.
- Students in the 2+2 outreach program expressed appreciation for the opportunity offered by this program; many candidates would not be able to further their degrees without it.
- The recommending official(s) making recommendation of candidates to the Board of Education Examiners (BoEE) for licensure has/have jurisdiction to monitor and can ensure the BoEE that said candidates have, in fact, met the appropriate requirements.
- Diversity is a university-wide priority. Several college and university committees and councils are making diversity an important aspect of their work.

#### SECTION A: GOVERNANCE AND RESOURCES

#### Initial Team Finding:

| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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#### Strengths:

- The President has clearly identified the important role of teacher education at UNI. He articulated that educator preparation is one of his top three priorities. He further stated that his vision is to have the State of Iowa recognize that UNI is the “go to” institution for teacher education. The President explained that this means that UNI will be known both state and nation-wide as the teacher preparation institution. President Allen is to be commended for his commitment to teacher preparation.
- The Provost is an important and decisive agent for change. With respect to operationalizing changes through her willingness to make complex and both popular and unpopular decisions, it is apparent that she is clearly up to the challenge.
- Two colleges are currently being combined (College of Humanities and Fine Arts (CHFA) and College of National Sciences (CNS)), with the dean of the College of Natural Sciences designated to become the overall dean of the newly merged college. This dean is strong in his support of teacher education as well as his support of his faculty.
- The Dean of the College of Natural Sciences should be commended for the organization of the science education faculty. This type of organization facilitates better and more accurate communication.

- Full-time faculty members provide the majority of advising for candidates in educational leadership programs.
- The Speech and Language Pathologist Program, housed in the Department of Communication Sciences and Disorders, appears to be a model for support and resources within the university. The program enjoys strong leadership and contemporary resources and equipment.

### **Concerns / Recommendations:**

- 1) The “unit” of education is not consistently defined nor operationalized, given that this is a university-wide program. Almost everyone contacted refers to the teacher education program as a “university-wide program,” but it was apparent to team members that there is a lack of understanding of the concepts of unit and unit governance. This issue has implications for primary responsibility for teacher preparation.
- 2) Many faculty members in colleges supporting secondary education reported a sense of being left out of the decision-making process, especially regarding the professional core. They feel responsibility for graduating well-prepared teachers and want to be included in the decisions made by the unit.
- 3) Members of the Council on Teacher Education appear to understand that their responsibility is for oversight of the university-wide program. This was clearly articulated during the team meeting with this Council. Yet, members of the Council readily admit that the Council has no or very limited authority. The leadership in the College of Education indicated that the Teacher Education Council has the power to generate curriculum. Yet, when asked about this, the council members were not in agreement. The Council members reported that they were more reactive than proactive with regard to teacher education oversight.
- 4) The department heads for subject matter areas clearly recognized that there are pockets of excellence occurring in all areas, but they spoke about the inflexibility their departments face in adding or modifying coursework.
- 5) Team members were informed that no new credits may be added to an area of study. Consequently, if a credit-bearing course were added, a similar credit-bearing course must be eliminated. Recently, zero credit courses have been approved in the Business College. This implementation raises concerns of setting a precedent of adding coursework without adding coursework *credit* for candidates or faculty.
- 6) It is the understanding of the team that Educational Psychology Program reports through the department head to both the Dean of the College of Education and the Dean of the Graduate College. The differentiation of responsibilities was not explained, and the strategies for communication between the two deans are not clearly articulated.
- 7) The team was told that the Office of the Iowa Math Science Partnership reports to the Provost yet it serves science and math education at UNI and at the other two Regents’ institutions. The team raises the question: Why is this office not more fully aligned with the College of Education and the College of Natural Sciences?
- 8) The School Psychology program has an advisory board; the purpose of this advisory board, as stated by the program documents, is to “help the school psychology faculty and program coordinator with... program evaluation and refinement.” The membership of this board changes yearly –“committee membership varies each year to ensure a diversity of perspectives.” Meeting notes indicate that many agenda items dealt with the development of the assessment system, a strength for the program. However,

notes provided in the exhibits indicate that this advisory board has met sporadically. Chapter 79 rules state a requirement for soliciting input from an advisory board at least twice a year.

- 9) Faculty load: Because no faculty positions lost to phased retirement or retirement have been replaced, faculty are left to do the work of those lost as well as their original responsibilities. Faculty reported that if budget cuts continue, sections of classes will decrease in number so that class sizes will increase to as many as eighty (80) in a lecture-type arena: this will certainly affect authentic assessment as well as faculty/student interaction and project-based, hands-on learning. Faculty report that they cannot physically continue to do this work as the number of students in their programs continues to increase. Faculty members are concerned that this will result in teaching that is lecture-oriented instead of modeling for pre-service teachers best practice that they are expected to do upon graduation. Concern exists among faculty that the amount of time available to scholarship will diminish and thus affect the program.

### **Items that Must Be Addressed Prior to State Board Action:**

- 1) **79.10(1-3)** During the prior Iowa Department of Education state review on October 12-15, 2003, the team reported,

*A grave concern relates to governance. The "unit," must show clear authority for all aspects of the program, but "unit" has not been clearly defined. In some cases, the "unit" is defined as the College of Education but in others it refers to the entire university. The lack of clarity of this definition has ramifications for governance as well as other program requirements. Further, the Director of Teacher Education has the responsibility for many of the major components of the program, but this position does not have the necessary authority to ensure compliance across departments. The Teacher Education Committee has the power to veto program changes---when national or state has mandated such changes. Significant governance changes are need.*

The same statement could be written today by the current review team. It is apparent that this prior concern has not been ameliorated almost seven years later. During the current academic year, representatives from the Department and UNI have held ongoing meetings to develop an action plan to meet the expectations. Action steps included bringing multiple stakeholders into planning conversations for policy review and revision. UNI has provided a strategic plan and updates regarding policy and procedural changes. Along the way, the Department has reviewed and either approved or recommended changes for each element of the strategic plan. The Department believes UNI is in process of meeting the expectations of Governance but will need more time to verify implementation of the strategic plan. Since the issue of Governance has been cited in the previous site visit, the Department must insist that implementation of new policies and procedures be evidenced before recommending the programs for full approval.

As noted in the above concerns, the professional education unit does not have primary responsibility for governance of all programs offered at the institution for the preparation of teachers. In order to address this situation, the institution must supply the Department with the following:

- a) a systems chart;
- b) policies that support coordination of the work of all colleges contributing to the preparation of teachers, including the use of interim administrative appointments;
- c) responsibilities of all entities involved, both individuals and groups, especially the Teacher Education Council;
- d) a demonstrated means for communication and coordination among the participating colleges to implement a shared vision of teacher preparation at UNI; and

- e) a policy clarifying who serves as recommending official for each licensure area with the appropriate authority given to that official in order to fulfill licensure responsibilities.
- 2) **79.10(9-13)** The institution must supply the Department with a summary of criteria, protocol, and/or rationale for major changes in allocations for programming and services that are found to affect the quality of teacher preparation at UNI.
- 3) **79.10(11 and 13)** An assessment of course load/class size should be conducted to determine the maximum number of candidates that can be accommodated in all preparation programs while still maintaining quality instruction and a reasonable teaching load for faculty. A summary of findings and decisions shall be provided to the Department.
- 4) **79.10(5)** The program must provide the Department with an outline of a formal advisory group for teacher education of primarily educators that meets the intent of 79.10(5) “**input to inform the unit.**” Provide, as well, minutes of the meetings of this advisory group for the next two years.

**Final Recommendation:**

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**SECTION B: DIVERSITY**

**Initial Team Finding:**

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**Strengths:**

- On an institutional level, the Admissions Department has several programs in place to attract and to support students of color.
- The College of Education has been a leader on campus in efforts to make connections with diverse groups and in efforts to attract members of those groups to campus for various events. Each department has initiatives to attract and to support diverse students.
- Faculty assures the team that administrators are being proactive in recruiting diverse faculty, staff, and students.
- The President and Provost have made diversity awareness and action main concerns for the campus.
- All programs have record systems for field experiences sensitive to diversity issues. The graduate programs are small enough that placements can be made based on individual needs for diversity.

**Concerns / Recommendations:**

- 1) Efforts are in place to attract diverse students to various programs. Several faculty members would like to see the university work harder to attract students from various ethnic groups in the Cedar Valley area. Ideas and plans for various “camp experiences” may be a good start. The team encourages such efforts.
- 2) Most UNI programs naturally use the Price Lab School (PLS) as one of their field placements. While PLS does have a somewhat diverse student population, candidates would benefit from more experiences in other buildings / districts.
- 3) Counseling students are allowed to request one of their field experience placements; attention must be made to follow-up placement in order to ensure diverse experiences.
- 4) The number of candidates needing field experience placements for the undergraduate programs makes it difficult to ensure diverse settings for all teacher education candidates.
- 5) Diversity in field experiences particularly at the elementary, early childhood, and mid-level areas seem to be addressed; secondary is less clear. Additionally, a system is being tested on the UNI Teacher Education Data (UNITED) system to track placements. While not operational yet, it is coming and needs to be implemented in the current year.

**Item that Must Be Addressed Prior to State Board Action**

**79.11(2)** Despite past and current diversity initiatives, university leadership is not satisfied with current levels of diversity in the education programs: the actual number of minority education candidates, especially, is extremely small. The team agrees with this assessment. The program must submit to the Department policies and actions to increase diversity among education candidates and faculty.

**Institution Response:** The Graduate Licensure Representative to the Council on Teacher Education and Representative from the Council to the University Diversity Committee are leading the development of a diversity plan. Input from a variety of stakeholders is part of the discussion and planning process. The plan addresses recruitment and retention, the curricula, climate, access, and opportunity issues, and diversity-related professional development. UNI has provided documentation of efforts.

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

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**SECTION C: FACULTY**

**Strengths:**

- The team was consistently struck by the amazing work ethic, dedication, and loyalty of many of the education faculty.
- The UNI Education faculty includes individuals who are seen statewide and nationally as exceptional educators and leaders in their areas of expertise.
- Faculty in the graduate programs exhibit the scholarship and research appropriate for their assignments.

- As a result of interviews with faculty from all sectors of education, the team found that faculty members are concerned with candidate performance and their effectiveness in the classroom. Candidates, especially in elementary education, special education and early childhood education, reported that professors care for students and support them.
- Candidate interviews revealed strength in elementary faculty experiences in the field prior to teaching in the College of Education; many faculty members draw from their previous experiences to provide examples in their teaching.
- Technology faculty have weekly meetings to inform their teaching and their assignment work for their students.
- Faculty in the educational leadership programs were reported to be collaborative, professional, and positive role models. Roles within the faculty were well-defined and supported by use of “critical friends” outside the program.

### Concerns / Recommendations:

1. *Faculty expertise / education and preparation:* In reviewing documents in exhibits as well as conducting interviews with faculty, the team found that some faculty members lack experience in K-12 teaching in areas for which they are preparing new teachers. Such lack of experience was found in educational psychology / learning and instruction course, early childhood, special education, the diverse learner course, and foreign language. Exit surveys found online indicate that graduates commented on the need for faculty to have (current) teaching experience to inform class instruction.
2. A review of the PLS faculty indicated that hiring *first-year teachers* has become a common practice at PLS. These new teachers are then *expected to serve as master teachers and mentors* in the lab school setting without the necessary teaching experience to deem them experts in teaching. Limited teaching experience is an issue with faculty at PLS who serve as Field II supervisors. Documents in exhibits indicated that three (3) faculty members at PLS who are Field II supervisors are in their first year of teaching and that one (1) faculty member is in the second year of teaching.
3. *Faculty Evaluation:* No system is in place for evaluation of faculty performance and effectiveness in the college classroom beyond year six of their employment. Interviews with faculty members indicate that self-assessment takes place individually in a variety of places, but does not include regular peer or chair visits. Interviews with candidates indicated that no system is used for evaluation of tenured faculty. Some candidates have discussed this with administration on a number of occasions, but it appears to them that nothing has been done about their concerns.
4. *New faculty concerns:* New faculty reported a lack of orientation to the College of Education. They specifically voiced discomfort with level of understanding of the use of UNITED and requested training in the assessment system. The team recommends a formal orientation for all new faculty members, both in the College of Education and for faculty in other colleges who are teaching content education courses. The orientation should include the use of assessment and tools for assessment within teacher preparation as well as the Teacher Work Sample.
5. Several faculty members within the teacher preparation faculty are actively involved in teacher preparation discussions at the state level and have contributed much to statewide work. However, *the majority of UNI teacher education faculty members have not been involved in state-level discussions* of preparation and, thus, are not current in what is occurring in other preparation programs statewide. In some instances, it appears that this situation has resulted in a kind of insulation that can be limiting to individual faculty members and, eventually, to the program in general.

- The team raised questions regarding transition within the educational leadership programs considering impending retirements. The program is encouraged to consider the balance of hiring graduates familiar with the program with the diversity of thought and experience resulting from hires without ties to UNI.

**Initial Team Finding:**

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**Item that Must Be Addressed Prior to State Board Action:**

**79.12(1)** Responsibilities of first and second-year teachers at PLS. The Teacher Education Program is required to conduct a self-study to determine and correct deficiencies.

**Institution Response:** UNI has ceased using first and second-year teachers as mentor teachers.

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

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**SECTION D: ASSESSMENT**

**Initial Team Finding:**

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| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**Strengths:**

**Teacher Education**

- Candidate and program assessment is thoughtfully designed and implemented. The fall 2009 student teacher survey illustrates a mindful approach on conveying key data points to stakeholders in a digestible format. There is a schedule for dissemination of assessment results.
- An impressive number of measures with the intent for program improvement were implemented from fall 2006 forward, including curriculum mapping, assessment workshops, Professional Development Day, Teacher Work Sample trainings and Assessment to Action team meetings.
- The program exhibits a clear intention to identify candidate problems early and to provide needed supports and/or guidance as appropriate. The Assessment to Action Report should become a living

document for The Council for Teacher Education (CTE) to use for future assessment planning and program discussions.

- 4) Targeted work groups are formulated to collect specified data. For example, the CTE Diversity Committee created a survey for candidates to record what diverse populations they worked with in clinical (talented/gifted; English Language Learners; Lesbian, Gay, Bisexual, Transgender, and Queer; etc.). Steps need to be taken to move the assessment to action (to use UNI's words); for example, out of 367 students, 36 attended a parent-teacher conference. The Council on Teacher Education could take specific data points and discuss changes that are relevant to each licensure area.
- 5) The state team applauds the effort and resulting reports / recommendations by the four 'assessment to action' teams in teacher preparation (assessment, classroom management, diversity, and instructional use of technology). This meaningful use of data is a model for other programs and institutions. Findings and recommendations from the assessment teams indicate the program should make some decisions about "if any of the committees' recommendations should be implemented and move forward with a plan of action, a time-line, and top-down follow-up as mentioned before." Ongoing communication of assessment should be continued throughout the unit.

### **Concerns / Recommendations:**

1. The Interstate Teacher Assessment and Support Consortium (InTASC) Mapping Grid is commendable. The process of creating the grid should be used to eliminate duplication of assignments and to outline clear expectations of individual courses. Suggestions include:
  - Consistent language and labeling of InTASC standards in all unit course syllabi.
  - Identification of criteria to achieve a C-grade for all assignments should be described in all unit course syllabi.
  - A consensus of the 1-5 scale used in methods evaluations would clarify expectations for students and enhance consistency across the program.
- 2) Faculty appreciates having a Notification of Concern (NOC) system in place. However, retraining may need to occur to convey the following: the location of the online system, clear examples of NOC presently in the system to indicate what types of behaviors could/should be documented, and clear examples of what should be written for the resolution. There is inconsistent understanding of when NOC should occur and who is responsible.
- 3) For the student teaching survey and alumni survey, the data is disaggregated for licensure areas and is shared when requested. Although there was a low response rate for the 2007 Alumni survey (n=154), the data was disaggregated and listed student comments. This type of information could be shared in a consistent manner with licensure areas to eliminate duplication of efforts. Secondary education departments need to provide a recommendation for licensure before this processing occurs/concludes. Faculty coordinators for each licensure area need to be clearly established to review student teaching final evaluations and check for internal departmental concerns before a recommendation for licensure is made.

## **EDUCATIONAL LEADERSHIP: PRINCIPAL AND SUPERINTENDENT PROGRAMS**

### **Strengths:**

- Candidates are assessed throughout the program via multiple measures that have been aligned to ensure solid candidate assessment.
- Both principal and superintendent systems implement frequent opportunities for candidates to self assess and reflect on their performances and progress as well as ample ongoing feedback from multiple sources. Exit portfolios are evaluated with clear rubrics.
- The electronic data management system is an effective tool for tracking candidate progress and requirement completion. The detail of information included provides for careful screening of individual candidates.
- The new principal assessment system has integrated critical assignments at the course level tied to program standards and the program's conceptual framework.
- The superintendent internship plan provides meaningful formative assessment of candidates. Candidates work with mentors and university supervisors to determine their strengths and to develop goals for development. They then create an individualized action plan to meet these goals.

### **Concerns / Recommendations:**

- 1) As the program continues to refine the assessment system, a structure for input of quantitative candidate assessment data (e.g. numerical ratings on internship skills evaluation) would allow the program an efficient way to use these data for program assessment as well.
- 2) In order to manage and to use the assessment data being collected for program assessment, the programs should consider streamlining the system to use the same set of standards aligned for each assessment tool.

## **SCHOOL PSYCHOLOGY**

### **Strengths:**

- An assessment system has been developed and implemented that is effectively aligned with program standards as well as national standards. This includes assessment tools that are consistently aligned with the same standards.
- Multiple sources of information are gathered to inform program improvement.
- Multiple measures of candidate performance are collected throughout the program. Feedback provided to candidates is both developmental and meaningful.
- The data management system will allow for more efficient procedures of screening candidates at checkpoints, allowing for candidates to self-monitor check points and aggregation of data for program evaluation and improvement.
- Checkpoints for candidates are appropriate and clearly defined.
- Comprehensive Case Study and accompanying assessment materials with excellent rubrics provide a rich set of candidate and program assessment data.
- Practica and internship evaluations, along with Comprehensive Case Study evaluations, provide ongoing authentic views of candidate's knowledge, skills, and dispositions.

### **Concerns / Recommendations:**

1. Implementing the newly created employer survey on a regular basis should provide additional information to inform program evaluation.
2. The program should consider using one of the two required yearly meetings of the advisory board to inspect program data and to elicit 'data-based' suggestions for program improvement.

### **SCHOOL COUNSELING PROGRAM**

#### **Strengths:**

- The program monitors a complex and extensive set of standards developed by Council for the Accreditation of Counseling and related Educational Programs (CACREP). The program has complied with these standards and has received national accreditation.
- Summative data has been collected and analyzed using candidates' performances on a national exam, Counselor Preparation Comprehensive Examination (CPCE). These data indicate that UNI candidate perform very well on this examination.
- Candidates are evaluated regularly on performances in clinical experiences and receive ongoing feedback regarding their performances.
- At the course level, individual assignments provide additional opportunities for candidate assessment and feedback. Many of these assignments are designed to simulate application of the skills and knowledge described in CACREP standards and program goals.
- Candidates are screened on an annual basis through a faculty conference discussion on each candidate's progress.
- Students receive ongoing feedback from faculty, peers, and also do self-critique.

#### **Concerns / Recommendations:**

- 1) The program has devoted immense faculty time to maintaining the current CACREP standards. These standards have been focused more on program structures and management than on candidate outcomes. As evidenced by one type of summative measure, the excellent scores on the CPCE, the program has been successful at affecting positive candidate outcomes. However, the former CACREP accreditation process and assessment system did not emphasize inspection of formative candidate assessment data nor multiple measures of program effectiveness.
- 2) CACREP standards have recently been revised to reflect more focus on candidate outcomes, a change consistent with the requirements of Chapter 79. These will be the standards that UNI's School Counselor Program will need to meet for the next CACREP accreditation cycle as well as for the next state review. The new assessment focus adopted by CACREP provides an opportunity for UNI's program to benefit from the direction and guidance offered by CACREP as they create a more effective assessment system. Resources should be allocated that would allow the program to develop an assessment system aligning all components of candidate and program evaluation with a core set of standards in order to meet the state focus and new CACREP focus on candidate outcomes.
- 3) Many of the assessment activities that are already taking place in the program could be revised to become components of a well-aligned comprehensive assessment system. A starting point may be to identify the core clusters of candidate knowledge skills and dispositions outlined by CACREP

and begin to align formative and summative candidate assessment pieces to these clusters in a holistic, but well-defined, manner.

**SPEECH AND LANGUAGE PATHOLOGIST PROGRAM (WITHIN THE DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS)**

**Strengths:**

- The program utilizes an extensive, comprehensive candidate assessment and screening process, incorporating a broad arena of performances with many specialized skill and knowledge components.
- Consistent measures of program outcomes are integrally related to department goals.
- Authentic standards-based measures of individual candidate performance provide: a) ongoing formative assessment for individuals; b) specific clinical evaluation that can inform clinical intervention plans; and c) data for program assessment.
- Reports documenting departmental reviews indicate a thorough analysis of the current assessment system and significant suggestions for improvement of the assessment system. Resulting plans include use of multiple sources of data for program evaluation, a schedule for collecting, aggregating and evaluating assessment data, and inclusion of internal and external stakeholders in the analysis of assessment data. Implementation of an electronic system will ease efficiency of data management and use.

**Concerns / Recommendations:**

The team found no specific concerns at this time, but acknowledges the labor and resource intensity of the system in place in the department and program. The team encourages the program to continue self-evaluation of both the program and the assessment system as suggested in Academic Program and American Speech-Language-Hearing Association’s Council on Academic Accreditation (CAA) reviews.

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

**SECTION E: CLINICAL**

**Initial Team Finding**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**TEACHER PREPARATION**

**Strengths:**

- Administrators and teachers indicated that clinical students enter their schools well-prepared, demonstrating appropriate dispositions and flexibility. Stakeholders indicate that students learn to turn theory into good practice and understand both time management and classroom management. Candidates consistently indicated that faculty and teachers “don’t sugar coat” what teaching in the 21<sup>st</sup> century is all about.

- Reflection is a strong component in planning, teaching, and assessing instruction, and students interviewed consistently articulate that as a goal of the program. Mentor teachers, clinical supervisors, administrators, as well as students praise the development and use of the “Interactions Matrix.” A veteran teacher said, “It encourages me to reflect on my teaching, to ask why I do what I do. It’s a great communication tool and helps the communications level of the students.”
- Candidates indicated that supervisors for clinical placements at PLS provide good, specific, and constructive feedback. A student commented “PLS teachers know our Teacher Work Sample (TWS) model; they want us there and make sure we improve. They’re brutally honest.”
- The Professional Development School (PDS) model received accolades. The cohort literacy model and PDS at Lincoln School are exemplary and encourage cohesive, supported, passionate teaching. Multiple PDS principals commented that the communication, relationships, and structure have improved: “The community’s single greatest resource is the partnership between UNI and the community. Students see themselves as teachers from the moment they walk in the school building, and they encouraged the development of cohorts in other specialization areas. This certainly is a model that should be replicated in order to serve a great number of candidates.
- Student teaching site coordinators facilitate the relationships between UNI and school districts. These individuals form long-term relationship with teachers and administrators and allow UNI to have positive consistent presence in multiple areas in the state.
- Cooperating teachers indicated that the student teaching evaluations make UNI’s expectations perfectly clear; there are no surprises. Students stated, “UNI is great at finding well established teachers that know what they are talking about. They do the extra research to make sure we are under good teachers.”
- Although it is admittedly a lot of work, students and teachers believe the TWS is valuable because it forces the student to reflect on what they do and why they do it: a secondary student teacher commented, “it’s a lot of things you won’t have to do again because it is in your head now, but you need to do it once.” Doing the TWS develops a feeling of confidence and teaching expertise that is noticeable in the second placement. Coordinators find that the TWS is a good way to implement the Iowa Core.
- According to teachers and administrators, the mentoring courses offered to elementary, early childhood, and mid-level mentor teachers have improved the quality of the mentoring and the productivity of students in Level I & II clinical experiences; teachers reported getting “instant help” as well as a graduate credit.
- Contracts are in place for all placements. There is a systematic process to check whether a contract is current and if not, a process to send one out.

## **Concerns / Recommendations**

- 1) Candidates reported there are too many clinical students at Price Lab School (PLS) and that PLS students have become so accustomed to the high numbers of clinical students and adults in their building that the environment seems to be unrealistic or artificial when compared to most school situations. Although PLS offers many opportunities and great benefits to the teacher preparation program and candidates, the team suggests a review of the extensive use of PLS as such a major portion of the program’s field experiences. Such a review must be conducted as well with the transition of PLS to its new concept and responsibilities.
- 2) Secondary Level III students indicate that for most programs there is little or no communication with the cooperating teachers relative to placement guidelines and

expectations. A teacher stated, “We don’t always know who is coming to Level II or III.” Questions still remain regarding consistency of evaluations at Level III.

- 3) Many students commented about the extreme discomfort and frustration involved in being expected to make their own placements. Frequently placements are a result not the best placement but of “knowing somebody.” Additionally, the team is concerned about district protocol, ethical and professional issues as well as the Chapter 79 requirement that the program take responsibility for clinical placements. Secondary faculty expressed frustration and request support from the Teacher Education Program in identifying and securing Level III placements.
- 4) Students’ understanding of formative and summative assessment, the Iowa CORE, and the INTASC Standards are highly dependent upon the individual instructors. Some students only know the terms with no understanding others say “it was drilled into us.”
- 5) Elementary clinical students and a graduates of the program strongly complained that the content in elementary preparation is weak . Students report that too many education classes are taught using lecture, recitation, and direct instruction rather than interactive strategies that they are being asked to implement in their own classes.
- 6) Some students reported that their technology instruction is dated, busy work, not applicable, and that faculty themselves don’t model its use in their own classes. Additionally, one student stated that if the technology course is taken as a sophomore and not reinforced, the material/information/strategies are forgotten by the time they student teach.
- 7) Elementary students state that they have too many lesson plan models which are dependent upon the instructor. Several requested an “overall realistic template.”

**Items that Must Be Addressed Prior to State Board Action:**

**79.14 (2)(5)(6)(7):**The unit must determine a way to create responsibility for secondary clinical placements and develop expectations, communications, and evaluation procedures similar to those at the elementary level. Changes in the governance structure will facilitate these necessary improvements. A summary of these improvements must be submitted to the Department.

**Institution Response:** Secondary methods faculty met several times to address the concern for secondary clinical experiences (Level III). Faculty shared course syllabi, expectations, and placement procedures. Common minimum expectations have been determined. Procedures, policies, course expectations, and evaluation tools have been submitted to the Department.

**Items of concern have been adequately addressed and requirements have been met.**

**Final Recommendation:**

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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## **GRADUATE PROGRAMS**

### **Initial Team Finding**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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## **EDUCATIONAL LEADERSHIP: PRINCIPAL AND SUPERINTENDENT PROGRAMS**

### **Strengths:**

- Practicum experiences are a combination of course-assigned and site-based experiences in both the superintendent and principal programs. These experiences align closely with the course curriculum and the authentic work of the positions.
- All candidates have multiple supervisors: on-site mentors, field supervisors, faculty advisors, course professors, and a team of administrative assistants who are highly qualified. Timely and substantial feedback is provided for required student work in the clinical experiences. Superintendent candidates have these levels with the addition of critical friends for each standard.
- Student practicum experiences are detailed in internship plans developed collaboratively with multiple supervisors. Data from individual student's beginning knowledge, skills and dispositions are used in formulation of the differentiated plan.
- Although candidates are personally observed frequently on-site, the supervisors are using technology to conference with students as well.
- Faculty makes a concerted effort to ensure that the candidates leave the program with diverse experiences. Diversity is broadly defined, including SES, race/ethnicity, culture, and sexual orientation.
- Unique components of the new principal program will include working with community agencies, businesses, and social service non-profit organizations.
- Strong relationships are established between candidates and university faculty and cooperating districts; these relationships last beyond professional preparation into the candidates' careers as a leaders.

### **Concerns / Recommendations:**

- 1) The programs should encourage field supervisors to work intensely with on-site mentors to create more authentic experiences for students who are in elementary settings and those candidates who are not already in administrative positions on conditional licensure.
- 2) The program should consider making greater use of the resources (personnel and materials) that the AEA system could provide to enhance the students' learning experiences.
- 3) The programs should continue to take note of any candidate whose building administrator / mentor does not exhibit the characteristics of an educational leader as determined by the standards used in this program and to counteract negative learning with increased support from faculty or reassignment of the candidate.

- 4) Valuable information could be obtained by evaluating differences in candidates' experiences among different cohorts.

## **SCHOOL PSYCHOLOGY**

### **Strengths:**

- Strong clinical experiences are provided in a well-established sequence. During the first semester, the focus is on academic assessment and academic intervention; second semester students are assigned to classrooms in schools with strong diversity. Second year is a full day, once a week with a psychologist; second semester is two days with a psychologist.
- Student / faculty collaboration toward program outcome and improvement is strong.
- The small, cohesive cohorts of eight (8) students are helpful in utilizing student feedback.
- Candidates develop self-directed goals; students feel well-prepared for their profession.
- Candidates feel that they have solid background in working with parents / guardians.
- Candidates report that practicum experiences are well-aligned with coursework and that advisement from faculty is solid.
- The program collaborates with Area Education Agency (AEA) administrators.
- A strong communication system exists between supervisors and candidates, creating a healthy atmosphere for identifying concerns.
- Practitioners were complimentary of the caliber of students in the program.
- Alumni felt they had excellent Individualized Education Plan (IEP) training; candidates noted that they are well-perceived in the field.

### **Concerns/Recommendations:**

- 1) Students and alumni mentioned that students and field service practitioners need more two-way communication exchanges. Example: field practitioners could benefit from information on research-based instructional practices.
- 2) Alumni felt they could have benefited more if clinicals had included more experience in completing paperwork / reports necessary in current work settings.
- 3) Alumni indicated a need for more early childhood focus / content and practice in their training.
- 4) More equity in advising load is recommended; coordinators need to be given adequate release time.

## **SCHOOL COUNSELING**

### **Strengths:**

- Early clinical experiences, use of video conferencing, the counseling clinic, and collaboration with PLS are strengths.
- Candidates participate in community partnership and advocacy / client empowerment activities.

### **Concerns / Recommendations:**

- 1) The program clarified the differing levels of clinical experience; however, it is not clear how these experiences tie into the CACREP standards.
- 2) Students find their practicum supervisors; this is an inappropriate practice. The program must be responsible for determining supervision; specific criteria must be used.
- 3) Students receive ongoing feedback at the onsite practical experiences such as PLS and the counseling clinic; however, such feedback is missing when they are at their internship sites. Stronger university supervision is needed at the internship; in order to do this, the program needs increased faculty.
- 4) Alumni indicate the need for more coursework in counselor leader, crisis intervention, management, and trauma.
- 5) Alumni recommend requiring fewer credit hours for completion of the program. This is an aspect that the program should consider, especially considering the need for counselors in Iowa schools.

### **SPEECH PATHOLOGY**

#### **Strengths:**

- Clinical opportunities and experiences are well-balanced across the three levels of clinical experiences. Additionally, candidates take a clinical examination to confirm the basics of diagnostic procedures.
- A wide variety of experiences meets a broad scope of practice / training requirements. Adequate supervision in the field exists with five (5) faculty filling two and one-half (2.5) FTEs; rapport among candidates, supervisors, and the field is reported as excellent.
- Each clinical experience is evaluated twice.
- Alumni felt well prepared for their work; graduation placement is strong.

#### **Concerns / Recommendations:**

- 1) The program indicated a need for space for program extension and increased community service.
- 2) The program would like to double the number of students served, but needs more credentialed clinicians to mentor in the field. The program may consider reconfiguration of clinical experiences with matching courses to help address this issue.

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

**SECTION F: CURRICULUM (KNOWLEDGE, SKILLS, AND DISPOSITIONS)**

**Teacher Preparation**

**Initial Team Finding**

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**Strengths:**

- TWS is used in multiple ways, including the following:
  - Better preparation of new teachers to meet the needs of their students through assessment and the use of assessment to inform instruction;
  - Assessment of the impact of teacher candidates on their students’ learning;
  - Assessment of performances of individual teacher candidates;
  - Assessment of the teacher education program; and
  - Use as a model for other programs in the state and nationally.
- It appears that most student teachers understand the value of TWS. An example of candidates’ perspective on TWS: “I loved the TWS. It helped me put everything in one place and made me realize how to use data to guide what I am doing in the classroom. I was in a school in need of assistance, and the graphs and charts helped me see that I needed to work with some students. It also forced me to research my school and community. The mini-TWS was useful during Level II. I learned to plan, plan, and plan some more. I’m glad UNI requires us to do it.”
- Classroom management instruction is a strength for elementary, early childhood, and mid-level candidates. Most of the elementary education students interviewed report a feeling of being prepared in pedagogy and ready to go into the “real world classroom.”
- Candidates in secondary education expressed confidence in their content areas.
- Many faculty members have provided excellent examples of well-prepared, well-written syllabi that align with program expectations.

**Concerns / Recommendations:**

- 1) Elementary clinical students and graduates of the program stated that the content in elementary preparation should be strengthened. One student said, “There is too much theory in methods and zero content.” A graduate said she has to study her math text daily to stay ahead of the kids. Many students complained about the lack of applicability of the General Education Requirements (GER) and one said by the time they realized that GER courses were their “content” courses, it was too late.
- 2) The team strongly recommends that the program examine two (2) particular curriculum issues to ensure candidates receive the knowledge they need for successful teaching. The team recommends either the program create new courses or look for ways to integrate the following concerns:

- a. Reading strategies in the content areas. The program is encouraged to look across secondary courses for natural integration of reading strategies, or to develop a separate Reading in the Content Areas course. Qualifications of faculty to teach a literacy component as well as consistency and accountability should be considered.
  - b. The classroom management team reviewed alumni data and concluded that there is a need for the classroom management course to be a requirement for secondary education. The student teaching survey summary reinforces this recommendation. In creating this course, the program should take a comprehensive view that is not limited to discipline and traditional classroom management strategies; aspects of teaching such as active student engagement, relationship-building, and involvement through technology might be included.
- 3) Candidates indicated that the emphasis in the professional core courses is on the elementary child. For example, in Human Growth and Development the developmental level of middle and high school-aged students does not get equal exposure with early childhood education and elementary. The program should consider investigating this concern and ensure equity of learning opportunities for both elementary and secondary students.
  - 4) Several elementary candidates provided a working definition of formative assessment and shared meaningful examples to demonstrate their understanding. A number of students provided a good working *definition* of differentiated instruction and report hearing about it frequently. However, candidates also report they don't "really understand how to differentiate." Implementation of these concepts should be a focus in the core and, especially, in methods courses.
  - 5) Regarding course syllabi: in certain cases, the syllabi provided for review were not current or were missing. The use of INTASC standards and thoughtful course objectives were inconsistent. The team recommends program level discussions to create a syllabus template.
  - 6) Despite the success of the TWS, support is needed in improving the implementation throughout the teacher preparation programs at UNI. Two critical components that require attention are consistency throughout elementary and secondary programs and support for candidates as they learn to create and to use work samples.
  - 7) A repeated concern heard from candidates relates to the inconsistencies in courses taught by several faculty members. Several students said "It depends who you get. I wish I had had (so-in-so)." This is of particular concern in regards to hours required for field experience and helping students make meaningful connections with the INTASC Standards, assessment, differentiated instruction, and Iowa Core. The team recommends that the program establish a way to create more consistency among course sections.
  - 8) The program should review software programs used in the technology course as well as those used in the other college classrooms to ensure that they to mirror technology current in PK-12 schools.

### **Items that Must Be Addressed Prior to State Board Action:**

- 1) **79.15(6)** The program must submit to the Department a review of instruction of reading strategies for all secondary candidates. Submit as well a plan to immediately address any deficiencies.

- 2) **79.15(8)** A review of curriculum exhibits did not occur during the scheduled review. Because of the creation of a new, grant-funded electronic submission system, the full set of exhibits will be submitted for review during the summer of 2011.

**Institution Response:** UNI has submitted documentation to ensure all secondary education candidates receive instruction in reading strategies.

**Final Recommendation: Items of concern have been adequately addressed and requirements have been met pending curriculum exhibits receive approval in the summer of 2011.**

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|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
|---|---|----------------|

**GRADUATE PROGRAMS**

**Initial Team Finding**

|   |   |                |
|---|---|----------------|
| <b>Met<br/>Or<br/>Met with Strength</b> | <b>Met Pending<br/>Conditions<br/>Noted Below</b> | <b>Not Met</b> |
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**EDUCATIONAL LEADERSHIP: PRINCIPAL AND SUPERINTENDENT PROGRAMS**

**Strengths:**

- Input from the Educational Leadership Advisory Council (including diverse representation of alumni, practitioners from rural and urban areas at all levels of administration, etc.) has been used to develop new programs of study (curriculum and syllabi) for both principal and superintendent programs.
- These programs closely align to all areas of the Iowa Standards for School Leaders.
- Inclusion of meaningful tasks such as The Ultimate Board Meeting and A Day in Office utilize expertise from various educational organizations to provide feedback and to ensure that the candidates are immersed in learning tasks that are indelible for their future practice.
- UNI’s formal partnership with McRel provides current research that is incorporated in course content.
- Participation in professional meetings at the state level (Iowa Association of School Board’s Lighthouse Project, Iowa Superintendents Finance and Leadership Consortium) provide superintendent candidates with authentic professional learning opportunities.
- The Iowa Core is clearly integrated into administrative courses.
- The principals’ program has reduced the number of credits for the internship (yet maintaining the same or more number of clock hours) in order to add two specialty areas, each requiring two courses. The two areas of Extra Curricular Leadership and Community Connections prepare future leaders to change the traditional view of these functions to better meet the needs of the students and communities.
- Faculty members are published authors in areas that deal with diversity and this expertise is integrated into course work and all other educational experiences.

## **Concerns / Recommendations:**

- 1) The program is encouraged to continue to use more problem-based learning activities in the development and presentation of the courses to lessen the amount of traditional lecture/question time.
- 2) Changing the title of the Extra Curricular Leadership specialty area to Co-Curricular Leadership might better reflect the intent of integrating activities into the academic mission of the school.

## **SCHOOL COUNSELING**

### **Strengths:**

- Program curriculum meets CACREP 2009 standards. A sense of pride exists among candidates and faculty because of national accreditation of the program; some candidates chose the program because of this accreditation.
- The program has a clear vision and mission that is understood by candidates. The program is educating school counselors as educational leaders and advocates.
- Classes are scheduled to meet the needs of both full-time and part-time students.
- Small class sizes, especially in practical courses, result in strong relationships between candidates and faculty.
- The program is attempting to partner interdepartmentally and across campus.
- Collaboration with the mental health program provides richness to the program.

## **SPEECH PATHOLOGY**

### **Strengths:**

- The Office of Student Field Experiences, in cooperation with the Department of Communication Sciences and Disorders, has defined a set of courses that provide the basic qualifications for speech-language pathology students to participate in a school-language pathology placement.
- Master level entrance is highly competitive to this program: student average GPA is 3.5. Faculty report that high-performing candidates contribute to active course engagement.
- Courses are balanced in content courses and language disorder courses.
- Candidates receive solid background in early childhood and writing Individual Educational Plans (IEP).
- In obtaining grants, faculty report strong collaboration between speech and literacy faculty.

### **Concerns/Recommendations**

- 1) Students in Speech Pathology wanted it stated that professors in education courses could better acknowledge and differentiate some instruction toward students in various disciplines.

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

**Five of the six standards have been met. The University of Northern Iowa Educator Preparation Programs are recommended for conditional approval due to continuing concerns with Governance.**