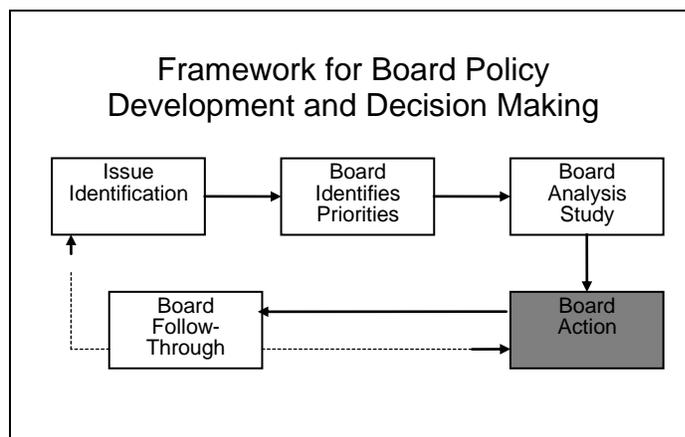


# Iowa State Board of Education

## Executive Summary

July 27, 2011



- Agenda Item:** The University of Iowa Practitioner Preparation Programs (teacher, principal, superintendent, guidance counseling, school social worker, school psychologist, school librarian, speech pathologist and audiologist)
- 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 University of Iowa practitioner preparation programs through the next state visit cycle scheduled for the 2016-2017 academic year.
- Background:** Iowa Administrative 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 Iowa programs have met the program approval standards as approved by the State Board.

# **Recommendation for Continuing Approval of The University of Iowa Practitioner Preparation Programs**

**July 27, 2011**

The University of Iowa was founded in 1847 as the first public institution of higher education in Iowa. The University is a comprehensive, nationally competitive, public teaching and research university with a strong foundation in the liberal arts and sciences and a range of professional programs. A strong tradition in diversity, the institution was the first college in the country to admit both men and women on an equal basis in 1855, the first public university in the country to offer a law degree to a woman (1873) and to an African American (1879). In addition, the University became the first university to officially recognize the Gay, Lesbian, Bisexual, Transgender, and Allied Union (1970) and the first public university to offer insurance benefits to employees' domestic partners (1993).

The University comprises twelve (12) colleges: the Henry B. Tippie College of Business, the Roy J. and Lucille A. Carver College of Medicine, the Graduate College, the University College and the Colleges of Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Approximately 80 percent of the 21,000 students are enrolled in the College of Liberal Arts and Sciences. The Graduate College enrolls 5,500 students and oversees interdisciplinary programs that cross multiple colleges. About 4,000 students are enrolled in the professional graduate programs.

The University has been accredited by the North Central Association of Colleges and Schools since the organization was founded in 1913. Each program is also nationally accredited by its professional organization. The institution is also a historic member of the 100 Association of American Universities for its excellence in research. The expertise in research affords educator program candidates direct proximity to the research leaders of their professional fields. To connect theory and practice, the University has conscientiously hired clinical faculty to support a holistic approach to educator preparation.

A day-long preliminary review of the Educator Preparation Programs at The University of Iowa was conducted on January 25, 2011, by the State Review Panel and the State Review Team. Comments and questions from the preliminary review were sent to The University of Iowa programs for their response prior to the site visit.

The site visit occurred April 17-21, 2011. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with The University of Iowa programs in teacher, principal, superintendent, school librarian, school guidance counselor, school social worker, school psychologist, and speech pathologist / audiologist. 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:

- Educator preparation programs take leadership roles in state and national initiatives in research and advocacy. Programs have received national and regional awards and are continually positioned in the top 25 programs in US News and World Report rankings, often within the top 5-10.
- Programs are to be commended for maintaining full approval accreditation status with the Higher Learning Commission (formerly North Central Association of Colleges and Schools) as well as their individual professional accrediting bodies. Accreditation brings international credibility to the programs and demonstrates a willingness to publically share and to enhance each professional field. The team recognizes that the self-study process is alive and well at the University.
- Educator preparation programs have made a concerted effort to hire both researchers and practitioners so candidates receive balance between theory, pedagogy, content, and practice. Candidates benefit from formalized collaboration between leading scholars in the professional fields as well as clinicians who bring real-world application to curricula.
- There is a pervasive and intentional commitment to diversity. Detailed information and statements on diversity at the University were presented. It is clear how increasing and supporting diversity in candidates and faculty are priorities, and that this is communicated in various ways throughout the institution.
- Faculty is dedicated to student success and comments from candidates and program completers verify that the high level of faculty quality is an integral component of each program's success.
- Assessment practices and program review processes ensure that candidates are knowledgeable, resourceful, and highly qualified to enter their professional careers.
- Programs have forged a number of partnerships with other local, state, or national organizations to foster strategic use of limited resources. Partnerships enhance program offerings and provide a wide range of learning opportunities for candidates and professionals in the field. (Examples include: Speech Pathology/Audiology with University Hospitals and Clinics and Grant Wood AEA; the College of Education and the new Teacher Leadership Center; Belin-Blank Center with all educator preparation programs; Education Leadership with Schools, Cultures, and Society; reading endorsement candidates and literacy classroom.)
- Advisory groups praise programs' continuing innovation and connection with community and constituent needs. A number of new initiatives are being launched to enrich the experiences of teacher and administrator preparation programs: Performance Assessment for Teachers; New Superintendent Preparation Program (Fall 2011); Elementary Teacher Preparation Program; Teacher Leader Center (Fall 2011); and Living Learning Community.
- Preparation programs are using a blended delivery model (online and face-to-face) to connect candidates and faculty across the state, the country, and the world. The institution uses technology to reach place-bound candidates and to broaden the outreach of the programs and services.

- State-of-the-art facilities maintain the historical legacy of the institution and promote a culture of scholarship and innovation. Renovations and strategic plans are carving a path toward educating 21<sup>st</sup> Century learning and the changing needs of professional preparation.
- The University community was aware of the purpose of the visit and was prepared to reflect and share. Personnel felt included in the approval process and fully participated.

## **SECTION A: GOVERNANCE AND RESOURCES**

### **Team Finding: Met with Strength**

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

#### **Strengths:**

- Each educator preparation program has a mission statement to frame the expectations and purpose of the program. Mission statements align with the University mission statement.
- While the University of Iowa has undergone a series of base budget reductions due to reductions in State appropriations, most of the cuts have been dealt with centrally, either with Central Administration or in the administration of the College of Education. This action has protected programs and therefore ensured the uninterrupted delivery of programs.
- The governance of initial licensing programs is well understood in all sectors and with the groups interviewed, including candidates. Although program components are shared across the University, the authority and responsibility for the programs is clearly delineated and a process of communication is in place.
- The various colleges all have clearly defined Promotion and Tenure processes in manuals that are aligned well with the University Human Resources Operations Manual. Faculty in the clinical track are supported and valued. Tenure track faculty are protected from committee assignments and an extensive teaching load.
- Current best practice is implemented and embedded in teaching and assessment across all programs. Faculty are directly involved in teaching and advising in educator preparation programs. Graduate assistants who do teach courses are assigned to co-teaching arrangements. Candidates receive instruction from University faculty which ensures program cohesiveness and quality control.
- Committee membership is outlined and described for each program area. A variety of voices and knowledgeable people are involved in internal and external committees.
- As members of a Research I, Regent institution, University faculty actively apply for and are awarded grants. Grants provide additional funding beyond the limits of State funding to maintain quality and long-term sustainability. Grant awards also demonstrate how faculty both lead the momentum and create the substance of a progressive look at educator preparation.

- **Teacher Education Program (TEP):** The Teacher Leader Center aligns with current trends in professional development and fosters the training of teachers for 21st Century schools.
- **Education Leadership (EL):** The Educational Leadership program continues to cultivate relationships with other colleges (Higher Education and Student Affairs; Schools, Culture, and Society; etc.) to enhance its resources and offerings to candidates.
- **School Library and Information Services (School Lib):** The Advisory Committee reports that there is improved coordination and dialogue between the College of Education and School Library and Information Services program. The program is taking a lead role in balancing the tradition of library services and forging expertise in using new technologies to modernize library services.
- **School Counseling (Counsel):** Although minutes of meetings were not available, interviewees stated the unit meets monthly. Faculty members also meet annually to review program mission, objectives, and student learning outcomes.
- **School Social Work (Social):** The School of Social Work is the largest and longest-serving School of Social Work in Iowa. The program is the home of the National Resource Center on Family-Centered Practice and Wild Bill’s Coffee shop, a coffee shop staffed by persons with developmental disabilities and mental illness. The Director of the School is elected by faculty and approved by the Dean of the College of Liberal Arts and Sciences. Faculty are directed to develop, to lead, and to maintain the academic programs of the School.
- **School Psychology (Psych):** There are four program coordinators and Director of Training housed in the Department of Psychological and Quantitative Foundations. The Department hosts an assessment center and instruments that is open to all people in the College of Education.
- **Communication Sciences and Disorders -- Speech Pathology and Audiology (Speech Path):** The study of the professions of speech pathologist and audiologist originated at The University of Iowa. The recent accreditation report for Communication Sciences indicated adequate resources for programs and faculty with assistance of grants and contracts and University of Iowa Foundation as well as the University budget. An executive committee encompasses the directors of programs, the clinic director, and a faculty representative.

**Concerns/Recommendations:**

- 1) The team discussed the notion of programs defining the “Hawkeye Brand,” finding and developing a definition that distinguishes the University programs from other programs. Programs need to think more systematically about what they want “what is the vision and destination.” Knowing that 80 percent of Iowa school districts have a teacher and/or administrator in their ranks, it is critical that the sustainability of high quality programs is essential. The team recommends programs continually include discussion of the “Hawkeye Brand” as part of the strategic planning process.
- 2) The concept of the “unit” of professional education seemed problematic. While key administrators operationalized this notion in terms of their own disciplines, there did not appear to be consensus on an “overarching” unit of professional education that was integrative of all areas. Chapter 79 requires the unit carries “authority and responsibility”

over the entire program. As the University continues intercollegiate conversations, the team recommends a formal definition of “unit” be embedded into each program’s operational documents and policies.

- 3) The allocation of professional development funding is not equivalent across all programs. At the time of the visit, decision-making processes were not discussed. The team recommends that the University look at the distribution of funding to ensure that all faculty have an equitable opportunity to participate (e.g., School Counseling has \$500 vs. \$2000 for other programs).
- 4) The team recognized a concern with the long-term sustainability of programs when one faculty member is assigned to lead an initiative. If that person leaves the institution or takes on additional responsibilities, the continuity of service to candidates could suffer. Although each initiative requires a lead contact, the team recommends other faculty take part in the decision-making process in order to broaden access to the inner workings of the initiative. The review team would encourage the institution to plan systemically about programs and initiatives and to allocate resources as needed for long-term sustainability and management. Examples of this issue include the new superintendent program and the school librarian program.
- 5) After interviewing faculty, leadership, and members of advisory committees, the team wondered if advisory committees are fulfilling a significant role in program improvement planning. Organizationally, advisory committees represent a wide range of professional voices, minutes are kept and stored, a calendar of meetings is scheduled, and committees discuss program issues. However, the team could not find formal evidence of how advisory committee feedback is integrated into program revision and recommends that all programs review the role of their respective advisory committees and articulate a process for feedback to be integrated into program goal-setting and program revision actions.

**SECTION B: DIVERSITY**

**Team Finding: Exceeds**

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

**Strengths:**

- Multiple efforts exist to increase diversity among the faculty and candidates and to create a “critical mass” of diverse members of the faculty and student body. Percentage of minority faculty in the College of Education (COE) is higher than the institutional average (tripled its minority representation in the past six years).
- There are several programs working on the same goal of advancing student recruitment, retention and support regarding diverse cultures. The Center for Diversity and Enrichment works University-wide to recruit, to retain, and to inform students and faculty through interactions with Colleges and engaging programming.

- The Office of Graduate Ethnic Inclusion is working to recruit, to retain, and to enhance learning at the graduate level. Faculty staff and students are members of the College of Education Diversity Committee. Faculty and staff are also members of the President's Charter Committee on Diversity, which serves as a conduit for information from all other committees and work in the Colleges to the President.
- Through technology instruction, the COE is taking steps to provide assistive technology. The strength is that they are not only providing assistive technology for students who may need it, they are making assistive technology and instruction for it available for TEP candidates to use when working in the field.
- Belin-Blank Center provides opportunities for candidates to experience working with students identified as gifted and talented. This is separate from the endorsement program in Gifted and Talented.
- Programs are supporting online / distance offerings by training faculty, assisting candidates, and demonstrating equity of service between face-to-face and distance learning offerings.
- Efforts are being made and documented to assure diverse field placements for all candidates including school and clinical settings.
- The COE offers many initiatives to support diversity, including the Diversity Committee, a Community Educator Tuition Scholarship, a Multicultural Education Certificate Program, and the Yager Commitment to Diversity Conference.
- **TEP:** Interviewees reported that faculty members have come forward to help provide assistance to candidates with minority backgrounds to participate in entry courses in education.
- **EL:** The Educational Administration Program has supported four minority candidates with a Community Educator Tuition Scholarship since 2006, and a total of five awardees have come from the Educational Policy and Leadership Studies.
- **School Lib:** The program is new but recruiting is active and the program leads are making contacts to further the awareness of the program. Advisory committee members describe the program as responsive to growing needs of students and the profession.
- **Counsel:** The program is the first in the nation to integrate the needs and interests of gifted and talented students.
- **Social:** The School has a Diversity Committee and Diversity Support Coordinator and houses the Aging Studies Program for the University. The School develops and hosts two annual, state-wide and national conferences on diversity. Scholarships are available for faculty-led immersion trips focusing on diversity at multiple levels of practice to Mexico, India, Portland, and other locations.
- **Psychology:** The program won the American Psychological Association Suinn Minority Achievement Award in 2002. Over the past ten years, there have been forty-four (44) doctoral candidates with 33 percent from United States racial / ethnic minorities and 11 percent international candidates.
- **Speech Pathology:** Facilities at the Wendell Johnson Speech and Hearing Center and University Hospitals and Clinics were cited as providing excellent opportunities for acquiring skills with very diverse populations. Each student works with a client with different ethnic or language background.

**Concerns/Recommendations:**

- 1) The graduate colleges are more successful in recruitment of minority students. While students available to undergraduate programs are different, the undergraduate programs may want to engage in dialogue with graduate programs regarding strategies used in recruiting diverse students.

**SECTION C: FACULTY**

**Team Finding**

**School Librarian, School Counseling, School Social Work, School Psychology, Speech Pathology and Audiology**

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

**Teacher Education and Educational Leadership**

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

**79.12(1)** Faculty members in professional education are adequately prepared for responsibilities assigned to them, and have had experiences in situations similar to those for which the practitioner preparation students are being prepared. **The units must provide the missing biographies. The Educational Leadership program must ensure that faculty responsible for evaluator approval (Level I – Principal and Level II – Superintendent) have been appropriately trained and approved by the Department of Education.**

**79.12(5)** Part-time faculty and graduate assistants, when employed, are identified as such and meet the licensure and experience requirements appropriate for their assigned responsibilities. **The units must provide the missing biographies.**

**79.12(6)** Faculty members preparing practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools, elementary, middle, or secondary schools. A minimum of sixty (60) hours of such activities shall include team teaching during the period between approval visits. A maximum of thirty (30) hours of the 60-hour requirement may be completed by supervising pre-service candidates in P-12 classroom settings. **The units must provide a document listing the missing faculty members or provide an action plan for those faculty to meet the co-teaching requirement.**

**Institutional Response:** The programs provided the missing biographies of faculty and graduate assistants to document they have academic background and experience to teach the assigned courses. The programs provided the data for missing sixty (60) hours of service of faculty.

The EL program provided a plan for meeting the evaluator approval requirement. A qualified adjunct instructor who has current evaluator approval will be hired until a faculty member completes the new iEvaluate training.

**Final Recommendation:** The Standard has been met.

**Strengths:**

- The collegial nature of faculty across programs and colleges is admirable. Multiple interview groups describe the willingness of faculty to meet, to discuss, and to make connections. Candidates and graduates describe faculty as available and personable.
- Faculty and leadership recognize the impact their programs have on the health and well-being of humanity, “what could be any more important than working with children?” Candidates emulate the human calling of their future professions.
- Programs actively blend faculty individual talents and expertise into teaching and advising assignments to create a well-balanced, holistic learning experience for candidates as they advise, support, individualize, and instruct.
- Full- and part-time faculty are appropriately prepared / credentialed for their respective responsibilities. Faculty also hold terminal degrees appropriate to their ranks. Clinical faculty members are embedded into all programs, giving high status to their field-based knowledge and experience.
- A sense of community exists in the educator preparation programs. Candidates describe faculty and advisors as approachable, collegial, and supportive. Candidates build long-lasting relationships with each other and with faculty. Faculty: (1) model flexibility, (2) facilitate relationship building, (3) provide relevant content, meaningful experiences, and (4) purposeful candidate assessment.
- A review of faculty *vitae* notes the many scholarly activities, research activities, publications, conference presentations, etc., in which unit personnel are engaged in related to teaching, learning, and educator preparation. Their rigorous research agendas directly impact programs at the University as well as the field.

**Concerns / Recommendations:**

- 1) In reviewing documents, it is not clear how the teaching load has been established for some faculty considered full-time when compared with peers. There seems to be some discrepancy between what was reported in the IR documents on ICON delineating faculty assignments in that table and what faculty report as teaching load in their biographies. This makes discrepancy look more than perhaps it is.
- 2) It is not clear in faculty evaluation information how faculty self-assess or are evaluated for their own classroom effectiveness (chapter 79.12(2)) once they have been tenured other than the peer review each five years: if faculty choose their own Assessing the Classroom

Environment items, how does this inform their reflection and is this process monitored so the same items are not always chosen or items chosen do not intentionally skew responses?

- 3) Program faculty were unsure who must complete the 60-hour service requirement. The team recommends that the University, with the Department, TEP and EL, develop a clearly worded explanation of the 60-hour service requirement and who must complete that requirement for all educator preparation programs.

## SECTION D: ASSESSMENT

**Team Finding: Met with Strength**

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

### CANDIDATE:

- Education Placement tracks students after graduation as well as collecting and maintaining a wealth of information that can prove very useful in unit assessment and program improvement. Data are distributed across the campus community.
- Special considerations are in place for individual student needs. There is also a probationary status with a committee review process. Remediation support is provided.
- Candidate assessment for TEP and EL shows program has been diligent to ensure that candidates are capable and qualified at the end of the program.
  - The ePortfolio serves as the core assessment system and programs continually refine the process to be a more effective candidate assessment system. The e-portfolio is integrated into coursework, and at program completion, serves as a key source of evidence for meeting unit standards as well as tracking and maintaining data on candidates' progress through checkpoints. In every course in which a portfolio artifact is created, a portfolio updating is required before course grade is given. Specific instructions for portfolio submissions are given separately for each standard. Rubrics include an assessment of knowledge and application of both content and pedagogy.
  - Candidates present their portfolio to a group of faculty and peers upon completion of the program.
- **School Librarian:** This program uses the ePortfolio for one piece of candidate assessment system. The program has mapped out which courses introduce, develop, and assess each standard. Candidates collect required artifacts as well as self-selected artifacts to demonstrate competencies. Artifacts come out of COE courses and professional courses in Library Science. Master's candidates demonstrate program competency through a comprehensive poster presentation based on individual research. Candidates often choose to create a second professional portfolio for employment purposes to demonstrate work on national standards.

- **Counsel:**
  - Student academic and clinical progress is monitored by the advisor. Candidates are formally assessed twice a year on three (3) domains and sixteen (16) competencies in a written format, and data are reviewed annually by the counselor education department. Formative feedback is given to candidates along the way by professors and advisors. There is a process for transition of candidates out of the program when it is deemed they are not an appropriate “fit.” Candidates complete oral and written comprehensive exams and a research thesis.
  - In an effort to maintain high quality skills of school counselors with an advanced degree, the school counseling program requires oral and written comprehensive exams along with a research thesis for its graduates.
- **Social:**
  - Candidate field experiences are assessed. If there is a concern, candidates receive a letter of concern and a remediation plan is developed which must be fulfilled before advancing in the program. In the social work program, during the clinical experience, candidates do a “practice” evaluation. They may choose to develop a self-evaluation based on their own competency on standards; this self- evaluation must develop a plan for eliciting feedback to inform their self - evaluation. The other option is evaluate their own effectiveness as a practitioner by assessing the progress.
  - The program has recently revised assessment practices to a competency-based system and is in the process of designing a performance evaluation. At the time of the site visit, specific performances have been determined, and competencies for each course have been identified. Candidates complete a learning contract. Faculty are currently determining a signature assignment in order to monitor student progress in foundational and advanced competency levels. Candidates are required to maintain a 3.0 GPA.
- **Psychology:** Candidates participate in an annual individual assessment interview at each level of the program. They review required artifacts in the portfolio. School Psychology faculty use information from the formative level interviews to plan for individual candidate’s program design. Using this as formative assessment, the advisor writes a letter to each individual candidate outlining strengths and weaknesses to plan future clinical placements and to ensure that candidates have opportunities to remediate areas that need improvement. All candidates must also complete a research project at the end of their second year and must submit a manuscript for publication as a final program requirement.
- **Speech Pathology:** Assessment of candidates is comprehensive and provides formative as well as summative feedback. Candidates agreed the quality of feedback they receive in their clinical experience is very helpful. They commented that faculty even ask if their feedback has been helpful or if they need to modify or to provide alternative modes to promote their skill development.

## UNIT ASSESSMENT

- Programs access a comprehensive database system for the collection and analysis of data. Examples of data-based decisions are evidenced in program changes (i.e., addition of

secondary classroom management course, revision of e-portfolio expectations for elementary education majors, etc.). The self-study process is alive and well at the University.

- Courses in all programs are based on State and professional standards. Standards are used to measure student competency. Student exit interviews and portfolio presentations are used by some programs as part of the final assessment of student competency. Faculty informally discuss and make adjustments to courses and assessments based on student performance and understanding of the exit interviews and portfolio presentations.
- Alignment is evident in each professional preparation category expected standards, including national professional standards, Iowa standards (Interstate New Teachers Assessment and Support Consortium, Iowa Standards for School Leaders) and national content standards.
- Requirements for admission and continuation in the graduate programs are very clearly articulated. Candidates must pass Praxis I or Graduate Record Examinations and meet the requirements provided in handbooks and on the website. Processes for application, evaluation, and admission are also included.
- Candidates feel their feedback is incorporated into program and course revisions.
- State and federal reports are completed and submitted on time.
- **TEP:**
  - Upon completion of the TEP, all candidates complete a “program completion survey.” The advisory group gives feedback at its biannual meetings, and graduates and administrators are contacted in Year 2 of employment. These data are used for program review purposes.
  - Evaluation forms from cooperating teachers and supervising teachers are part of program review. A “program completion survey” is given to all candidates upon completion of the TEP. Data are collected from the cooperating teachers’ evaluation forms of the candidates, of the supervising teachers, and of the practicum program. Comprehensive graduate and employer surveys, with very positive feedback from recruiters who come to campus. Phone calls to teachers and administrators occur after two years from graduation.
  - The Elementary Education program surveys candidates at the end of program. Every two years, the Elementary Education program runs a focus group based on input that they get from the surveys to go more deeply into issues that have surfaced.
  - Secondary Education faculty reported multiple changes made to programs based on data collected from candidates/graduates and employers:
    - Social Studies made changes to methods course and practicum.
    - English helped faculty and candidates understand how courses mesh together and improved discussions through a defined format.
    - After reviewing student feedback, music education chose to integrate classroom management content throughout the program rather than offer one course.
    - Art faculty require elementary candidates to do more lesson planning at the beginning of the program because of feedback they learned from the end of program Gala.
    - ELL has changed the sequence of content presented.

- World Languages has revised two practica experiences so the first focuses on standards and the second on classroom management.
- **EL:** The superintendent program proposal approved by the State Board in March 2010 outlines a rather comprehensive assessment system that folds together the e-portfolio, coursework, clinical experience, etc., to measure the success of the individual and the program. A similar model should be incorporated into the principal preparation program to ensure consistency throughout the program.
- **School Librarian:** Committees include student membership. Alumnae surveys are sent to first-year and five-year graduates. Faculty state that no changes have been made yet based on assessment data since the program is a new phenomenon. Program director is looking for opportunities to connect with TEP and with EL to increase awareness of what a 21<sup>st</sup> Century school librarian knows and is able to do.
- **Counsel:** Alumni and employer results were available from last year. According to the alumni survey, the overall program ranked a 2.13 on a scale of 1-5 with 1 being the best. The student alumni survey was fairly positive overall, but some of the comments were critical of the program.
- **Social:** Faculty discussed the impact of the recent accreditation process on their program's vision. Currently, they are converting from an "input" system to an "output," performance-based standards focus. The program administers an exit survey and foundations survey covering both self-evaluation and environment components.
- **Psychology:** Unit assessment data have been gathered and used in the following ways:
  - Collects data from graduates who are recently licensed to survey their perception of strength of preparation.
  - Faculty report plans to refine and utilize candidate assessment data to assess their programs.
  - Faculty report several changes to the program that have been implemented on assessment data gathered: more clearly articulated curricular sequences, a pre-dissertation project for formative assessment, refinement of student handbook.
  - Program(s) track graduates and collect data on the numbers who go on to receive national psychology licensure.
- **Speech Path:** Program assessment includes student and alumni survey data as well as practice-based performance data. Faculty use data for program improvement and refinement.

### **Concerns / Recommendations:**

- Assessment practices focus on candidate achievement of expectations. The team recommends programs use candidate assessment data and tools in program review process.
- The e-portfolio has not taken hold in the principal preparation program. Although the expectation of its use is shared with the faculty and candidates, the program has not articulated its value and use with the stakeholders involved.
- When reporting program survey data, the team recommends reporting data in multiple forms, not just percentages, and including participation rates. Narrative sections should

use the language of laypeople to increase understanding of the results to a wider audience (advisory committees, stakeholder groups, community partners, etc.).

- **TEP:** Dispositions are not addressed consistently in course syllabi. Some instructors are building dispositions into practica evaluations. Dispositions appear to be broadly addressed as part of candidate assessment. However, candidate exposure, in terms of developing dispositions in their teaching skills, appears limited both at the elementary and secondary level.

## SECTION E: CLINICAL

### Team Finding

**School Librarian, School Counseling, School Social Work, School Psychology, Speech Pathology and Audiology**

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

### Teacher Education and Educational Leadership

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

- **TEP: 79.13(1):** At least one program does not have candidates complete the minimum required 80 hours in the field (mathematics TEP, 60-70 hours are reported in Table 29A of the IR).
- **TEP: 79-13(2):** Both the number of different clinical experiences and the number of hours in the field vary greatly across specific programs (See Table 29A of the IR). Some clinical experiences “share” hours (e.g., an elementary education major with a special education endorsement would divide the practicum between these two areas, rather than getting additional experience).
- **TEP: 79.13(10) b:** Some concerns were raised about how well candidates were matched in regard to their content area preparation. For example, candidates talked about having a specialization in science yet having a related practicum in which science was rarely taught
- **EL: 79.16(5)** PK-12 school and institution professionals share responsibility for the selection of cooperating administrators who demonstrate skills, knowledge, and dispositions appropriate for administrator practitioners.

**Institutional Response:** Programs provided revisions for EL responsibilities of clinical placements and clarification of how all TEP endorsement programs meet the minimum of eighty

(80) hours of clinical experiences. Selection procedures were clarified and/or revised as appropriate to ensure quality placements of candidates with mentor teachers / administrators.

**Final Recommendation:** The Standard has been met.

**Strengths:**

- All field placement contracts are stored in education services. Placements are tracked for diversity and monitored for equity.
- Clinical placements are offered locally and world-wide. Partnerships and professional networks are used as resources for high quality field placements. All placements are tracked and monitored so candidates receive a variety of experiences over the course of their program.
- Handbooks for elementary, secondary, special education, and other professional programs clearly define responsibilities of candidates, mentors and cooperating teachers / supervisors, university supervisors, and school administrators. A strength of the handbooks is the emphasis on dispositions. The handbooks also introduce candidates to professional vocabulary needed to be successful in their clinical experience.
- The supervision for clinical experiences is provided by clinical faculty or tenured / tenure track faculty more often than by graduate assistants.
- Alumni and employer survey results from last year were available and showed an overall positive perspective of the program.
- **TEP:**
  - Consistent praise was given by mentor teachers, cooperating teachers, and candidates regarding the care that was given to “matching” candidates to particular teachers and placements. Student and mentoring / cooperating teachers commented on how they were matched with similarities and difference to make them grow. The review team also commends the institution for requiring three years of experience for a cooperating teacher and two years for a practicum experience mentor teacher.
  - English education program appears to require more than 200 hours of practicum before student teaching, while elementary education seems to require more than 150 such hours.
- A variety of evaluation forms have been developed for use in various clinical experiences, and mentoring teachers seem readily familiar with them. Student teaching evaluation forms are tightly aligned with INTASC standards. The evaluation forms that allow student teachers, cooperating teachers, and supervisors to provide feedback about each other are a good way to maintain consistency and to give student teachers voice and responsibility. The evaluation forms are comprehensive and provide built-in suggestions for constant improvement; they encourage reflection and rather than feeling like summative assessment as many forms do, they have the spirit of formative assessment.
- **EL:** The leadership faculty are dedicated to candidate success and, even though experiencing limited faculty resources, candidates and graduates spoke highly of their internship experiences and the support provided by university supervisors.

- **School Librarian:** The faculty are experts in the current need for school librarians to have background in using technology as a teaching / research tool and media literacy with the traditional need for background in print material.
- **Counsel:** School counseling uses the assessment points within the Council for Accreditation of Counseling and Related Educational Programs standards as a basic framework for clinical experiences. Student academic and clinical progress is monitored by advisors and is reviewed annually by the counselor education department using formative feedback.
- **Social:** Candidates are placed in schools, area education agencies, and clinic-based settings. Partnerships for field placements include Sixth Judicial District Department of Correctional Services, Abbe Center for Community Mental Health, Adoption and Attachment Treatment Center of Iowa, Aging Services, Inc., Arc of Southeast Iowa, and AEA 267.
- **Psychology:** The school psychology program has built a collaborative relationship with Scott and Blackhawk Community Colleges to assess community college students who have academic difficulty. The program and the community colleges are designing supports and Americans with Disabilities Act accommodations for students. This collaborative effort provides a service for community colleges and additional opportunities for candidates needing clinical experiences and interactions with different populations.
- **Speech Pathology:** A school-based partnership exists between the program and Grant Wood AEA. The program is investigating the impact of decreased Speech/Language Pathologists at the AEA and how the program could support special needs students in schools. Candidates are able to have clinical placements in local and international schools, hospitals, and clinics. Supervisors of clinical experiences have clinical certification and appropriate licensure for each placement.

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

- **TEP / EL:**
  - Both the number of different clinical experiences and the number of hours in the field vary greatly across specific content endorsements. Educational Leadership advisors recommend different times for administrative candidates to complete clinical hours. The programs must work to ensure consistency and equity of clinical experiences for its candidates
  - Attendance for cooperating teachers / administrators workshop is low. TEP and Educational Leadership will need to document how eight hours will be offered and strategies for increasing attendance.
- **TEP:** If the TEP program values the ten (10) hours of volunteer work in schools before admission, the review team would recommend improving the communication regarding the expectations and how it is used in the admissions process. It was noted that all candidates must complete ten (10) hours of volunteer work in the schools before admission. The experiences are reported in the application process and considered in the admission process. Comments from faculty indicate that where candidates do the hours and whether or not they do “more” or have some kind of letter of recommendation are factors in determining admission. It is not clear whether candidates are aware of the role this pre-admission experience may play in the admission process.
- **EL:** The administrative candidates in the Education Leadership Program self-select their clinical placements, typically using their own districts. This is understandable insofar as

most candidates are likely serving in full-time roles within their districts. However, the institution will need to broaden these to ensure that graduates have experience in diverse settings.

- **EL:** The superintendent program must ensure that all candidates encounter the AEA and school-based administrative experiences since the endorsement includes the superintendent and AEA administrator certification.

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

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

**Strengths:**

- Program overviews are clearly outlined in handbooks and available on the web and advisors communicate regularly with candidates.
- The programs are innovative and clearly aligned with the program curricula, the appropriate State / national standards, and the Iowa Core.
- Across all programs, it is apparent that reflection on practice is engrained in coursework, and there is a clear expectation that candidates will continue to hone their skills. Candidates say they are not finished learning once they complete their programs.
- Cutting edge use of technology as teaching and diagnostic tool. The facilities model current best practices as well as adapting to emerging programs and platforms.
- Field supervisors, alumni, and cooperating teachers / administrators / supervisors indicated that faculty “prepare students very well, are very responsive to supervisor / cooperating teacher issues, and appear to have a clear handle on candidate skills / needs.”
- **TEP:**
  - All undergraduate teacher education candidates receive an academic major in their content area.
  - All programs deliver curricula that include a blend of contemporary theory and practice as well as emerging trends in research. Candidates benefit from faculty who are the primary authors and experts in their fields.
  - Developing an understanding of diversity and differentiated instruction is broadly infused in the teacher education curriculum, as well as evidenced in dedicated coursework.
- **EL:** Implementation of blended delivery method for preparation program provides greater access to candidates and creates a convenient learning opportunity for candidates.
- **School Librarian:** The program curricula focus on navigating the new literacy’s of the 21<sup>st</sup> Century.
- **Counseling:** Course syllabi content aligns with current research-based practices. The team commends the new focus on working with gifted students and the partnership with Belin-Blank Center.

- **Psychology:** The program utilizes scientist-practitioner model of training. The program encourages candidates to choose research interest early in the program and requires submission for publication as an exit outcome of the program.
- **Social:** Course syllabi follow a common template and include course outcomes, standards, assessment procedures, and a blend of theory and practice.
- **Speech Pathology:** The program is collaborating to improve undergraduate observation courses to better prepare candidates for entering graduate school. Candidates feel they are “eased” into the program in the first year with scaffolding and support for developing initial skills and knowledge. Course content includes issues of diversity and how to write remediation plans. Clinical experiences are integrated into coursework.

**Concerns / Recommendations:**

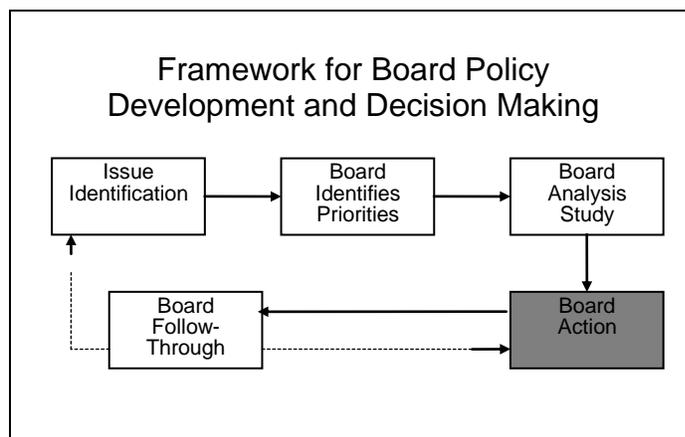
- As programs work to continuously improve their curriculum and implement rigorous and relevant content, the team recommends that the institutions work collectively to incorporate the national standards, the Core, and other State / national initiatives in lesson planning and course syllabi.
- Formative, summative, diagnostic, and other assessment practices are well-developed and frequent when evaluating candidates. Programs are encouraged to frequently build candidate knowledge and skills around effective assessment practices that can be built into instructional practices and continuously improve decision-making.
- **English Language Learners.** Candidates also requested more support or training in the job search process.

**All standards have been met. The University of Iowa Educator Preparation Programs are recommended for continuing approval. The site team commends the programs for their focus on innovation and leadership in preparing educators to serve in continuously complex and challenging professional fields.**

# Iowa State Board of Education

## Executive Summary

July 27, 2011



**Agenda Item:** Morningside 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 Morningside College practitioner preparation program through the next state visit cycle scheduled for the 2016-2017 academic year.

**Background:** Iowa Administrative 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 Morningside College program has met the program approval standards as approved by the State Board.

**Recommendation for Continuing Approval of  
Morningside College Teacher Education Program**

**July 27, 2011**

Morningside College, located in Sioux City, Iowa, was founded in 1894 by the Methodist Episcopal Church as a private, four-year, coeducational institution. The entire campus is a National Register of Historic Places District for its mixture of Romanesque, Italian Renaissance Revival, and Art Moderne buildings. Although the college no longer has legal ties with the United Methodist Church, it maintains an affiliation with the Iowa Annual Conference and the Board of Higher Education of the United Methodist Church.

Morningside College has been designated one of the Midwest's "Best Baccalaureate Colleges" in the *U.S. News & World Report's* college rankings since 2005 and has been designated a "Best Midwestern College" by the *Princeton Review* since 2003. Morningside College has articulation agreements with Western Iowa Technical Community College, Briar Cliff University, and St. Luke's College. There are fifteen (15) undergraduate academic departments that provide four (4) undergraduate degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music Education) and one graduate degree (Master of Arts in Teaching).

Morningside College offers a teacher intern program for individuals seeking certification as a secondary teacher and who possess a baccalaureate degree in a content field along with at least three (3) years of work experience. The Teacher Education Program prepares candidates for elementary endorsements in K-8 art, music, reading, and Instructional Strategist I. The secondary program includes art, English / language arts, Spanish, math, music, reading, biological science, chemistry, general science, physics, American government, American history, world history, and Instructional Strategist I. An athletic coaching endorsement (K-12) is also available.

The institution is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools, the University Senate of the United Methodist Church, the Iowa Board of Nursing, the Commission on Collegiate Nursing Education, the National Association of Schools of Music, and the Iowa Department of Education.

A day-long preliminary review of the Morningside College Teacher Education Program was conducted on November 15, 2010, by the State Review Panel and the State Review Team. Comments and questions from the preliminary review were sent to the Morningside College program for their response prior to the site visit.

The site visit occurred February 6-10, 2011, with a follow-up visit April 7-8, 2011. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students, and practitioners affiliated with the Morningside 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 TEP (Teacher Education Program) has a loyal following of alumni and members of the community. The program is respected in the Sioux City area and boasts between one-fourth and one-third of teachers hold a degree from Morningside College.
- There is evidence of intentional design in creating responsive programming to meet the needs of prospective and practicing educators. Both the college and the unit have growth-oriented goals.
- The college provides an “intimacy-based,” traditional liberal arts education. The assignment of education advisors is a long-term commitment. Faculty in the TEP know their students well and are directly involved in guiding students toward success as teachers. Students see faculty as available, knowledgeable, and caring.
- The Morningside TEP offers two annual teaching awards. Community members and educators appreciate the program’s efforts to recognize quality teachers.
- The unit faculty have contributed significantly to Morningside College and to the community by serving on boards, participating in service projects, and providing professional development to local schools.
- Student teachers report that Morningside TEP faculty helped “us to understand teaching is a lifelong process to learn and we should never settle for just getting by.”
- Morningside teacher candidates are described as highly mature, able to meet high standards, well-rounded, prepared to teach, and committed to the teaching profession.

### SECTION A: GOVERNANCE AND RESOURCES

#### Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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#### Items that Must Be Addressed Prior to State Board Action:

1. **79.10(5)** The unit provides evidence of on-going collaboration with the professional community, including evidence that there is an active advisory committee that, at a minimum, is solicited semiannually for program input to inform the unit. **The unit must provide a schedule as well as a list of council members.**
2. **79.10(6)** When a unit is part of a college or university, the unit provides evidence of ongoing collaboration with other departments of the institution, especially regarding content endorsements. Secondary students perceive that education faculty advisors are unaware of the content area requirements. In addition, they feel that their content area advisors are unaware of the education department requirements. **The unit must provide a schedule of meeting times for TEP and content area faculty as well as minutes of meetings**

**demonstrating consistent communication of program expectations for both elementary and secondary candidates.**

3. **79.10(8)** The unit administers a systematic and comprehensive evaluation system designed to enhance the teaching competence and intellectual vitality of the professional education unit. **The unit must develop an action plan for program evaluation consistent with Standard D: Assessment.**

**Institutional Response:** The unit provided the following documentation to address the compliance items: advisory council membership list along with members job title and location; a schedule of meeting fall and spring meeting dates through March, 2017; membership and meeting dates through spring 2012 for secondary content faculty as well as minutes from March, 2011; and an action plan to address program assessment.

**Final Recommendation:** The Standard has been met.

**Strengths:**

- Clear alignment is demonstrated between the mission and vision of the college and the Teacher Education Program. The conceptual framework of an “Effective Educator” is active and integrated. Students know and understand the components and are able to give examples. All faculty use the conceptual framework. The unit has authority and responsibility of all aspects of the program.
- It is evident that adjustments in programming within Teacher Education have been in keeping with the mission and vision of both the college and the program, including the desire for responsible fiscal practices (athletic conference change, moving classroom management to 400-level course, etc).
- Funding is available to faculty for professional development with the opportunity to accumulate funds for three years. The Dean listed an additional three pools of funding available for professional development and/or scholarship. Merit pay and tenure decisions are centered on faculty self-reflection and personal, professional goal setting.
- Adequate resources are available to support individual technological and instructional needs of faculty and students although some classes must be held at the local Area Education Agency building. Each student receives a laptop computer and software that are replaced every two years. The strategic plan for a new facility includes technology.
- Career placement services are provided for all students and alumni. The career counselor visits student teaching seminars and holds mandatory meetings with each senior. Students are able to receive support in choosing a major, finding a career path, and developing job application materials. Local schools are invited to a campus job fair and video training materials are available on the web.
- The current department chair has been mentioned often as a knowledgeable, respected leader who is connected with the current issues of teaching in public schools, particularly English Language Learners.
- Students have access to tutoring and academic support through the Writing Center, Student Academic Support Center, Student Success Program or requests by faculty for tutors specific to courses.

**Concerns / Recommendations:**

1. As the program and college review governance, the team recommends attaching a theoretical foundation to the narrative. Successes, innovations, and planning discussions should have multiple pieces of evidence to validate what decisions are made and why. This information will benefit marketing of the program as well as ground goal-setting conversations.
2. With the current accountability environment, the team recommends the program move to an electronic data management system. Data comparing TEP and college performance will be essential for a successful Higher Learning Commission review. Narrative with tables gives a purpose for the information and connects data to the overarching mission and conceptual framework (Effective Educator).
3. The team recommends the unit and the institution continue conversations regarding clarification of the tenure process, alignment of faculty evaluation to the descriptors of an Effective Educator, and creating definitions of what constitutes teaching, scholarship, and service.
4. Faculty load in the TEP is disproportionate to colleagues across campus. Advising in the TEP runs from 30-50 students; course enrollment in education sometimes exceeds 30 students while the ratio from faculty to students in other departments is significantly lower (average is 17:1). The team recommends the hiring of two replacement full-time equivalent (FTE) positions (one being the full-time adjunct) along with another FTE to sufficiently cover advising and teaching loads to bring the unit into balance with other departments on campus.

**SECTION B: DIVERSITY**

**Team Finding**

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

**79.11(2)** The institution and unit document their efforts in maintaining and increasing a diverse faculty and teacher education candidates in plans, policies, and practices as required by the Higher Learning Commission. **The unit must develop and submit a formalized plan to recruit faculty and students from diverse backgrounds including goals, efforts, and an evaluation of the plan.**

**Institutional Response:** The unit submitted: a formalized plan to recruit and to hire faculty from diverse backgrounds and to recruit and to enroll students from diverse backgrounds.

**Final Recommendation:** The Standard has been met.

**Strengths:**

- Morningside College and the TEP are actively planning to increase enrollment of students with diverse backgrounds. The program recognizes that diversity is important in

recruiting teacher candidates as well as preparing teacher candidates for the changing public school environment.

- A multi-year grant focusing on teaching English language learners is operating. Grant activities are geared toward both teachers and teacher candidates.
- The program recognizes the changing needs of the community and has incorporated more diversity discussions and planning into coursework and advising. A focus on teaching English language learners and low socio-economic status students is embedded throughout the program.
- The Santa Ana program is funding six students from California, and a goal is in place to increase the number of enrolled students from Santa Ana.
- A variety of organizations and supports are in place recognizing a broad definition of diversity – beyond race and socio-economic status. Campus activities promote cultural competence and inclusion. Faculty have “safe space” signs on office doors.
- The college is studying the retention and recruitment of minority students. The college actively recruits students from local high schools and middle schools.

**Concerns / Recommendations:**

- 1) The team recommends the TEP engage in the college-wide discussion to broaden the definition of diversity beyond race (Latino and African-American/Black), socio-economic status and urban populations. The discussion should include more visual representation of diverse populations in program and college publications.
- 2) The college hosts multiple diversity support groups and organizations. The team recommends the TEP include the names of those groups in advising materials to better publicize activities and opportunities for candidates to gain cultural awareness and competency.

**SECTION C: FACULTY**

**Team Finding**

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

1. **79.12(4) The unit must submit to the Department a schedule of collaborative meetings between TEP and content area faculty and minutes of those meetings.** See 79.10(6) in Governance.
2. **79.12(5) Part-time faculty and graduate assistants, when employed, are identified as such and meet the licensure and experience requirements appropriate for their assigned responsibilities. The unit must provide a detailed listing of all adjunct and part-time faculty including how each person meets the licensure and experience requirements appropriate for their assigned responsibilities.**

3. **79.12(6)** Faculty members preparing practitioner candidates maintain an ongoing, meaningful involvement in activities in preschools, elementary, middle, or secondary schools. A minimum of 60 hours of activities of such activities shall include team teaching during the period between approval visits. A maximum of 30 hours of the 60-hour requirement may be completed by supervising pre-service candidates in P-12 classroom settings. **The unit must provide detailed documentation of the 60 hour requirement for all faculty (including adjunct) who teach methods courses or supervise in clinical settings.**

**Institutional Response:** The unit submitted a detailed listing of all adjunct and part-time faculty that outlined how each person meets the licensure and experience requirements for their assigned responsibilities. Also, documentation for all individuals required to meet the 60-hour co-teaching or collaboration requirement was provided.

**Final Recommendation:** The Standard has been met.

**Strengths:**

- Faculty have a broad spectrum of experience across education levels (elementary, secondary, special education, administration). Many of the faculty are involved in professional development regionally and nationally.
- The recent hiring practices focused on instructors with classroom teaching experience. Movement towards faculty with classroom teaching experience is viewed by the field as an improvement. Students say, “They know what they are talking about and they have good stories to tell and we can learn from them.”
- The Dean meets monthly with all new faculty. Guidelines regarding professional development, requirements for tenure, strengths and weaknesses are discussed at these meetings. The mentoring and evaluation of First through Third year faculty is commendable.
- There is an even distribution of course load / administration / advising in the TEP.
- TEP faculty meet often and are developing a professional climate of professional discourse regarding student performance and goals for the program. Multiple interviewees describe a more collegial and stable environment.
- Faculty are present and available. They are known to show up in the morning, and stay all day. There is evidence that the faculty is committed to review and developing plans of actions to address concerns from students, cooperating teachers, and other faculty in a timely fashion.

**Concerns / Recommendations:**

- 1) Presentations / service work is the predominate example of professional development. The team recognizes the importance of this work to bettering the profession but questions how these actions support improved teaching practices of the presenters.
- 2) Many faculty are alumni of Morningside College and are affiliated with Sioux City Schools. Although loyalty and common experiences are beneficial, the team recommends that the program broaden its search for faculty outside of the community as part of the continuous improvement process.

## SECTION D: ASSESSMENT

### Team Finding

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

**79.15(1)** Unit assessment system. **The unit must provide evidence of investigating and purchasing an electronic data management system along with an action plan to meet the three criteria listed below.**

- The unit utilizes a clearly defined management system for the collection, analysis, and use of assessment data.
- The unit provides evidence that the assessment system is congruent with the institution's mission and the unit's framework for preparation of effective teachers.
- The unit explains the process for reviewing and revising the assessment system.

**Institutional Response:** The unit presented a detailed action plan for the investigation, the purchase, and the implementation of an electronic student management system. The system will also hold faculty data required for Chapter 79 compliance. The plan outlines what data the unit will collect and the process for determining which system is best aligned with the unit's goals and the institution's mission.

**Final Recommendation:** The Standard has been met.

#### Strengths:

- The pieces / tools for an integral assessment system are present and include strategic checkpoints where multiple stakeholders (instructors, college supervisors, and cooperating teachers) assess candidates. The unit documents candidates' attainment of the unit standards in both paper and electronic format (CampusWEB).
- The unit has a wealth of collected data stored in candidate folders: Praxis I and Praxis II scores, data from alumni and employee surveys; scored rubrics from essays, interviews, dispositions, checkpoints, practica, and student teaching.
- The program has multiple admission criteria: application, GPA, basic skills test, endorsement by advisor, dispositional essay, evaluation by field experience, and individual interview. The performance assessment system for candidates is well-organized; it is "owned" by faculty, staff, administration, and candidates, and it has three checkpoints to ensure that candidates successfully complete requirements along the way.
- Candidates, as juniors, design their lesson plans for their curriculum unit based on the Iowa Core literacy requirements and the Interstate New Teachers Assessment and Support Consortium (INTASC) standards.
- Candidates use the iWebfolio for submitting program assessment artifacts that are evaluated by placement supervisors and qualitative submissions are evaluated simultaneously by at least two instructors to increase reliability of results. The iWebfolio and the program checkpoints are being used as a model for a campus-wide assessment plan.

- After studying other institutions Morningside TEP proposed lowering Praxis I cut scores for reading, writing, and math but composite scores remained the same. This action is an example of effective data-based decision making.
- The unit completes and submits required state and federal annual reports.
- The unit collects data from alumni and employers annually.

**Concerns / Recommendations:**

- 1) The team is concerned that the program has not formalized a regularly scheduled system to aggregate, to analyze, to evaluate, and to use data for program improvement and recommends that the unit establish an electronic system where data will be consistently input, aggregated, and reported by program (e.g., elementary education and secondary education). Areas of program strength and weakness aligned to the conceptual framework (i.e., to become an effective educator) should be part of the strategic planning process. Results of evaluations, suggestions for improvement, and actions taken need to be recorded in minutes of meetings and shared with stakeholders.
- 2) The team found that some program assessments are directly correlated with INTASC standards (e.g., practicum rubrics, student teaching rubrics) but that other data rich with content (e.g., essays, reflective papers and interviews) are evaluated with a rubric that focuses on communication skills and how well candidates respond to the components of the requirement. While focusing on communication skills is commendable, the team recommends that the unit also correlate all program data with the INTASC standards and criteria of the conceptual framework.
- 3) The team commends faculty members for addressing issues related to assessment of individual candidates in faculty meetings. However, it is unclear how these discussions are used to review and to revise the assessment system. The team recommends that the unit clearly communicate to all stakeholders the framework, the content, and the output of the assessment system and, subsequently, evaluate the strengths, weaknesses, and opportunities for improvement of the system.

**SECTION E: TEACHER PREPARATION CLINICAL**

**Team Finding**

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

- 1) **79.13(12)** The institution enters into a written contract with the cooperating school providing clinical experiences, including field experiences and student teaching. **The unit must provide documentation that contracts include field experiences as well as student teaching.**

- 2) **79.13(11)** The institution annually offers one or more workshops for cooperating teachers to define the objectives of the student teaching experience, review the responsibilities of the cooperating teacher, and to provide the cooperating teacher other information and assistance the institution deems necessary. The cumulative instructional time for the workshops shall be a day or the equivalent hours, and the workshops shall utilize delivery strategies identified as appropriate for staff development and reflect information gathered via feedback from workshop participants. **The unit must submit a plan whereby the annual full day equivalent of workshop hours for cooperating teachers is documented.**

**Institutional Response:** The unit provided written documentation of contracts in place for all field experiences as well as student teaching placements. A plan for offering the eight (8) hours of workshop for cooperating teachers was submitted and included new approaches to increase teacher attendance and engagement.

**Final Recommendation:** The Standard has been met.

**Strengths:**

- Field experiences are connected to methods courses and have specific expectations stated by the course instructor. A required 10-hour field experience is required before admission to the program.
- Students and unit faculty describe the field placement coordinator as “amazing”; she facilitates the placement of many practica, sometimes up to 200 placements per semester.
- Students in field experiences are evaluated using a Likert-scale format containing statements linked to the INTASC standards.
- Unit faculty supervise student teachers.
- A student teaching handbook delineates the expectations of student teachers, cooperating teachers, and college supervisors. For practica other than student teaching, expectations for students are outlined in the syllabi.
- The student teacher rubrics based upon the INTASC Standards are thorough, addressing each standard’s subcomponents. The growth-oriented language is exemplary: *Student teachers performing at the Proficient or Distinguished levels should be considered strong candidates for teaching positions. Student teachers performing at the Basic level may become proficient with additional reading, observation, and experience, especially if supported by a mentor.*
- Changing the classroom management course from the 100-level to a 400-level course was very helpful. Now the course seems to have more real world application since it is taken the semester before student teaching and helps prepare student teachers for the experience before them.
- Student teachers, in general, feel they need more preparation in using technology in their teaching. “Morningside needs to think about getting Mobis, dual boards, and electronic responders so we can learn how to use these things in our teaching.”

**Concerns / Recommendations:**

- The team recommends that the program track field experience placements to include diverse settings: rural, urban, public, non-public, grade level, SES, etc. This data could be part of the future student management system.
- The team recommends expanding the current evaluation of teacher candidate dispositions to include professional expectations and criteria that align with being an effective educator. A developmental tracking system of Beginning, Proficient, and Advanced allows for the assessment of growth across the program. The assessment tool should provide descriptors grounded in behaviors that are observable.
- Attendance at the cooperating teacher workshop is low. The team recommends a review of alternative delivery systems or differentiating experiences for returning cooperating teachers to increase attendance. Providing the opportunity to discuss current issues in education could be blended with discussions of student teaching requirements.

**SECTION F: TEACHER PREPARATION CURRICULUM**

**(Knowledge, Skills, and Dispositions)**

**Team Finding**

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

**79.14(8)** Each teacher candidate meets all requirements established by the board of educational examiners for any endorsement for which the candidate is recommended as well as standards developed by national professional organizations as appropriate for specific endorsement areas. Programs shall submit curriculum exhibit sheets for approval by the board of educational examiners and the department. **Curriculum exhibits were not available to the site visit team but were submitted to the Board of Educational Examiners (BoEE) at the time of the visit. Approval of all exhibits will be required before recommendation.**

**Institutional Response:** The unit submitted all curriculum exhibits and received approval from the BoEE.

**Final Recommendation:** The standard has been met.

**Strengths:**

- The inclusion of writing skills and strategies across the curriculum is commendable. The Education Department subscribes to the PLATO on-line preparation program and makes materials available for student use. In addition, the college provides support for students requesting assistance in the areas of reading and writing.

- The Education Department recognizes the importance of diversity and cultural competence and is taking measures to address them within the College's limitations. For example, candidates and graduates stated that field and clinical placements within the Sioux City District allowed them to work with students with diverse needs.
- There is a positive, long-term relationship between the tri-state PreK-12 districts and the Morningside TEP.
- There is an established procedure for curriculum review in the Curriculum Policy Committee with final faculty approval.
- There is evidence that the faculty is committed to review and to develop plans of actions to address concerns from students and other faculty in a timely fashion.
- Candidates report that education courses are hands-on, provide practical and theoretical information, and are relevant to current issues in teaching.
- Both elementary and secondary candidates receive instruction in content area reading strategies.

**Concerns / Recommendations:**

- 1) The team would like to see more evidence as to how the secondary content faculty are involved in the decision-making processes in the education department (candidate approval, portfolio review). There should be evidence of their involvement in meeting minutes.
- 2) Students expressed frustration with a perceived lack of communication between adjunct faculty and the program. They shared multiple situations where adjunct faculty either repeat content or are unable to answer program requirement questions. The team recommends ongoing communication with adjunct faculty as changes are implemented.
- 3) The team recommends developing a clearer alignment between program competencies, INTASC principles, and the Iowa Professional Core. Also, the team suggests crafting a syllabus template to ensure the characteristics of an effective educator are embedded, to provide consistent program expectations, and to align assessment to standards.
- 4) There is no evidence on how the specific human relations and cultural competency outcomes are assessed. The team would like to see the direct link between these outcomes, INTASC principles, and the candidate assessment.

**Final Team Recommendation: Items of concern have been adequately addressed and requirements for all standards have been met. The Morningside College Teacher Preparation Program is recommended for continuing approval. The site team commends the program for its due diligence in addressing compliance items as well as planning for the future success of the program.**