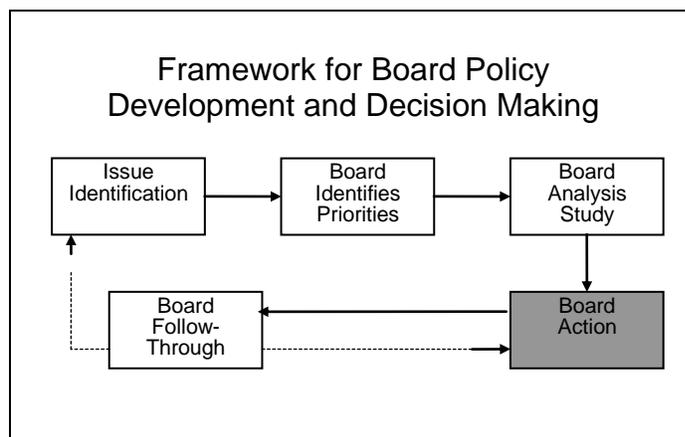


Iowa State Board of Education

Executive Summary

May 13, 2010



Agenda Item: William Penn University Practitioner Preparation Program

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

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

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

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

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

Recommendation for Continuing Approval of

William Penn University

May 13, 2010

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

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

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

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

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

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

The site visit occurred January 25-29, 2009. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the William Penn Program. The team examined six (6) standard areas: 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:

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

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

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

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

Concerns/Recommendations

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

Items that Must Be Addressed Prior to State Board Action

- 1) **79.10(2) Governance:** With the continuing transition of the ICN/BA delivery model from grant funding to institutional funding, careful attention needs to be paid to input from the Education Division regarding budgeting decisions. A specific plan for such input should be submitted to the Department.
William Penn Response: An appropriate budget plan has been submitted to the DE.
- 2) **79.10(9)/79.10(10)/79.10(11)/79.10(13) Resources:** While appreciation of the Education Division was consistent among university administrators and echoed by frequent references to the group as hard-working, the visit team found a number of concerns that need to be addressed by university administration. A plan should be submitted to the DE that addresses the following inequities:
 - a) Budget information provided to the team indicated that, during the past five (5) years, although the actual number of students majoring in education increased considerably, the education budget did not follow, and actual expenditure per student in education decreased over \$1,500.00. No other program or department in the university experienced this deep decline.
William Penn Response: An adjusted budget has been submitted to the Department. Much of the discrepancy was a result of the way in which funds were reported.
 - b) Workload varies considerably between the Education Division faculty and their peers in the Applied Sciences and Liberal Arts divisions and within the Education Division itself. Attention should be paid to advising, teaching, and supervision responsibilities.
William Penn Response: Two (2) full-time staff members have been hired to support the program. A full-time faculty position has been approved; a suitable individual has not been found yet for this position. The search will continue until a hire has been made.
 - c) The success and rapid growth of the ICN component of the Teacher Education Program (TEP) has created a situation in which faculty and candidates in this component are not provided opportunities and support equitable to that which exists on campus. Despite the contributions of teaching assistants and tutors, the teaching load for the ICN components has been as high as 120 per class and commonly includes 80-100 students as compared to on-campus class sizes under 30. Increased numbers of sections of courses and the accompanying need for additional faculty lines will need to be addressed.

William Penn Response: Two (2) full-time staff members have been hired to support the program. One (1) full-time faculty position has been approved; a suitable individual has not been found yet for this position. The search will continue until a hire has been made. Additionally, a schedule has been created to add needed faculty, teaching assistants, and/or tutors to distance classes as student numbers increase. Delivery of distance coursework has been modified to ADOBE connect for weeknight classes and continue with ICN for Saturday classes. This allows methods courses to be taught in a face-to-face delivery system. As new technology becomes available, the Distance Learning team will continue to evaluate the most appropriate means of instruction for each class.

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

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

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

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

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

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

Initial Team Finding

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

- The historical background and mission of the university espouse support for a diverse campus climate; such a climate was witnessed by the team.
- WPU has done an excellent job recruiting a diverse population of students.
- Strong tutoring and academic support enable the university to successfully serve traditionally underrepresented college students.
- The TEP provides a broad experience base for their teacher education candidates, including experiences with ELL, SES, and students with exceptionalities. The ELL and special education requirements for elementary candidates are exceptional.

- Education faculty are involved in a variety of cultural / diversity opportunities. Individual faculty members are leaders within the state in work with preparing teachers to work with English Language Learners, and they dedicate an impressive amount of time and energy to this issue.

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

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

SECTION C: FACULTY

Initial Team Finding:

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

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

Concerns/Recommendations

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

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

SECTION D: ASSESSMENT

Initial Team Finding

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

- The approach used to design the curriculum modules for the ICN-BA models effective use of assessment.
- Students related characteristics or behaviors that reflect dispositions that are evaluated by the TEP. They were able to describe when and by whom these dispositions were evaluated.
- The requirements for admission to teacher education are communicated well to students, and expectations of student teachers appear to be clearly delineated and assessed in the student teacher evaluation form.

Concerns/Recommendations

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

Items that Must Be Addressed Prior to State Board Action

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

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

release time for assessment efforts will be included in workload configuration once the new faculty member is hired.

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

William Penn Response: Data collected on the first cohort who completed the new Distance BA program has been used to determine what supports will be most valuable for current and future candidates in the program. Student teaching evaluations have been disaggregated to compare distance and campus programs; such collection and disaggregation will continue for the purpose of continuous program improvement.

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

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

Initial Team Finding

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

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

Comments by Students, Student Teachers, and Recent Graduates:

- “Rubrics are drilled into us throughout the program. They are used by professors, and we also make our own.”
- “Professionalism is preached all the way through the program.”
- “The classroom management course and the human relations class are great classes and give great preparation for working with students in the classroom.”
- “The program has high standards.”
- “I feel well prepared to meet the needs of diverse students, especially those with disabilities and with language problems.”

- “Reading strategies were amazing. I felt I was ahead of the game.”
- “Professors were so accessible, willing to help – even offering special classes – they want to believe in you – buy into your dream.”

Comments by Cooperating Teachers

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

Comments by Area Administrators

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

Comments by Students in the Distance Component of the Program

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

Concerns / Recommendations

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

Items that Must Be Addressed Prior to State Board Action:

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

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

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

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

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

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

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

Initial Team Finding

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

- The self-assurance in personal ability and preparation along with the enthusiasm displayed by education students during interviews and focus discussions is, in large part, a reflection of the students’ confidence that they are developing the knowledge, skills, and dispositions that will lead to success in the classroom. Recent Praxis II scores support this perception.
- Interviews with non-education faculty who teach general education courses indicate a high regard for the general content knowledge and “academic work ethic” of students in the education program, noting more than once that, as a group, education students are consistently high achievers in these courses.
- The student population in the ICN-BA program presents unique challenges with regard to Praxis testing. The department is well aware of this problem and is continuously working to find ways to build the confidence, self-esteem, and basic knowledge that these students need to be successful in passing this test and gaining admission to the program.
- The program has demonstrated a strong focus on teacher dispositions for some length of time. The dispositions are closely aligned to the mission, are meaningful, and are taken seriously by candidates.

- Because the elementary professional core includes the key courses required of both the Reading and Strategist I Endorsement, all elementary education majors are well prepared with regard to exceptional learners and reading assessment / instruction.

Concerns/Recommendations

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

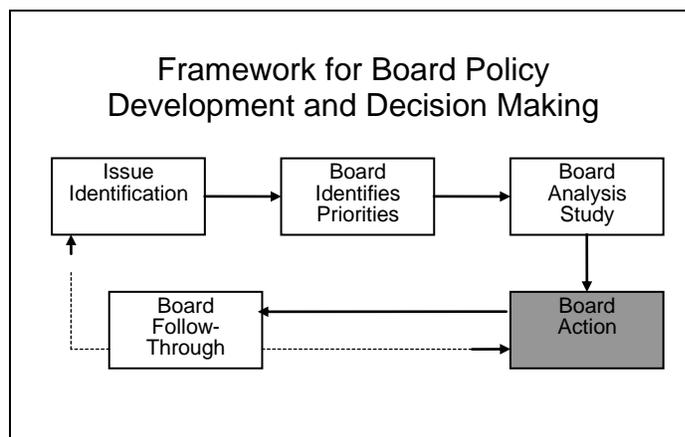
Items that Must Be Addressed Prior to State Board Action: None

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

Iowa State Board of Education

Executive Summary

May 13, 2010



Agenda Item: Iowa Wesleyan 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 for all students.

Presenter: Arlie Willems, Administrative Consultant
Practitioner Preparation
Bureau of Accreditation and Improvement Services

Attachments: 1

Recommendation: It is recommended that the State Board approve the Iowa Wesleyan College practitioner preparation program through the next state visit cycle scheduled for the 2014-2015 academic year.

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

Recommendation for Continuing Approval of

Iowa Wesleyan College

May 13, 2010

Iowa Wesleyan College, located in Mount Pleasant, is a liberal arts college affiliated with the United Methodist Church. Iowa Wesleyan College currently enrolls approximately 850 students each year. In the past five years, the percentage of students graduating in education has varied from 21% to 48% of the total number of graduates. During the 2007-2008 academic year, eighty-nine (89) students completed an education degree in one or more of the thirty endorsements that are offered.

A day-long preliminary review of the Iowa Wesleyan College program was conducted on January 9, 2009, by the State Review Panel and the State Review Team. Comments and questions from that review were sent to the Iowa Wesleyan Program for their response at the time of the review.

The site visit occurred March 29-April 1, 2009. The team examined six (6) standard areas: (1) Governance and Resources; (2) Diversity; (3) Faculty; (4) Candidate and Program Assessment; (5) Clinical Practice; and (6) Candidate Knowledge, Skills and Dispositions. All standards were met with the exception of Governance and Resources. Iowa Wesleyan responded to the site visit report with plans to address cited deficiencies. On September 9, 2009, the State Board issued conditional approval of the program with the expectation that the program would implement the proposed plans within a year. At that time, the Board would consider continuing approval.

The following report summarizes the implementation of the Iowa Wesleyan program plans. Because all of the other five standards were met during the initial visit, this report addresses only the Governance/Resource standard.

As reviewers will note, Iowa Wesleyan College (IWC) is seven (7) months early in meeting the goals outlined in the *Response to the Visit Team Report* which was presented to the Iowa Department of Education, September 2009.

CHAPTER 79
STANDARDS FOR PRACTITIONER PREPARATION PROGRAMS

SECTION A: GOVERNANCE AND RESOURCES

Initial Team Finding

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths (September 9, 2009 Report)

- Guidance and support for full-time education division faculty is sound.
- The work climate for unit faculty is collaborative and professional.
- The institution supports the unit financially in a manner consistent with support for other departments.
- The Extended Learning Program (EL) serves students who may not be able to attend daytime courses on the IWC campus.

Concerns/Recommendations (September 9, 2009 State Board Report)

- 1) The professional education unit clearly has primary responsibility for the program curriculum, assessment and instruction of the courses, and students in the Teacher Education Program (TEP), referred to as the daytime program. However, the unit does not have the same responsibility or management of the teacher education program offerings in the Extended Learning (EL) Program. This situation results in a lack of consistency and opportunities available to candidates in the two programs. Areas of concern include the following:
 - Faculty: extensive use of adjuncts in the EL program
 - Limited collaboration among EL education faculty and between EL and TEP faculty
 - Hiring and evaluation of faculty in EL program
 - Advising of candidates in EL program
 - Curriculum development and professional development in EL program
 - Consistency in course requirements between TEP and EL programs
 - Consistency in clinical experiences between TEP and EL programs
 - Resources for EL program
- 2) Faculty load needs to be addressed.
- 3) The unit faculty is not large enough currently to provide professors to teach in and oversee both the TEP (daytime) and EL (evening) programs.
- 4) Faculty office space is inadequate.
- 5) The TEP Advisory Committee meets and conducts meaningful work. However, the advisory committee only meets once a year. Best practice of biennial meetings would provide better continuity and use of the committee.

All above-stated concerns are addressed in the following “Items to Be Addresses Prior to State Board Action” with the exception of #4 which remained merely a concern. It should be noted, however, that IWC has plans in place to renovate the Teacher Education Offices to accommodate the changes summarized in this report.

Items that Must Be Addressed Prior to State Board Action (September 9, 2009 Report)

- 1) ***79.10(2) As detailed in #1 above, the professional education unit does not have primary responsibility for all programs offered at the institution for the initial preparation of teachers. The institution must submit to the DE a plan that provides common governance of the preparation of teachers within the TEP and the Extended Learning Program.***
- 2) ***79.10(11) As detailed in # 2 and #3 above, additional resources will be needed to meet the requirements of these rules. The institution must assess needs and resources, especially regarding the recommendation of faculty lines. The institution must submit to the DE findings of such a review with plans for addressing those findings.***

Iowa Wesleyan Response (September 9, 2009 Report)

At the time of the visit, Iowa Wesleyan offered teacher preparation in a cohesive, successful campus program. Additionally, teacher preparation was provided through the Extended Learning Program (EL) at Southeastern Community College in West Burlington and Muscatine Community College in Muscatine.

Iowa Wesleyan has submitted a detailed plan to integrate the off-campus education programs, formerly offered through the Extended Learning (EL) Program, with the campus Teacher Education program (TEP) with common governance and oversight of resources.

The plan addresses the above issues with a timeline of completion of fall semester, 2010. Areas of improvement of governance addressed in detail within the plan include the administration, full-time and adjunct faculty, advising, collaboration, and evaluation. Areas addressed regarding resources include the library, admissions, registrar, publications, technology, and financial aid.

Many of the changes discussed during the site visit were begun in the weeks immediately following the on-site review. One administrator from the Extended Learning (EL) Program has moved to the Teacher Education Program (TEP). To facilitate the needed changes and to reduce the dependency on adjunct faculty, the college has included the hiring of two (2) full-time faculty in education in the plan.

The president and the dean have been involved in and supportive of the restructuring of the education program. The chair leading this work has led the significant changes that have occurred in the campus program in the past four years.

The Iowa Wesleyan Program will submit a report to the Department by December 31, 2010, regarding the implementation of the plan that has been submitted.

Iowa Wesleyan Update (May 13, 2010):

Regarding 79.10(2): The professional education unit does not have primary responsibility for all programs offered at the institution for the initial preparation of teachers. The institution must submit to the DE a plan that provides common governance of the preparation of teachers within the TEP and the Extended Learning Program.

- **As of January 2010, TEP Chair is responsible for all aspects to teacher education decisions and duties relating to administration; faculty, curriculum, services, programs, and assessment.**

- As of May 2010, Extended Learning no longer has any role in the IWC Teacher Education Program.
- As of August 2010, IWC will no longer offer teacher education classes at Muscatine Community College and Southeastern Community College. The program has been consolidated into one program located in Mt. Pleasant. This decision was based on IWC's commitment to ensure all pre-service teachers are receiving consistent information and instruction from the most highly-qualified faculty within the teacher education program.
- As of May 2010, a thorough review of and all necessary revisions to centralized policies and procedures in the Admissions and Registrar Offices is completed.

Detailed descriptions provided by IWC addressed the following:

Admissions Office

- Centralized admission process / procedures for education students
- Review and revised admissions process / procedures on website
- Review and revised admissions materials
- TEP Services Administrator serves as contact for general questions and information pertaining to program

Registrar's Office

- Centralized evaluations of all transcripts (integrate day/night programs)
- Streamlined process of transcript evaluations to coincide with IWC Admission's process
- Developed a technology-driven registration and transcript evaluation process (degree audits are being instituted college-wide)

Class Schedule Publication: All Teacher Education courses are in only the *IWC Class Schedule* booklet by time, course number and title (see Appendix). Therefore, they are no longer listed in the Extended Learning Schedule of Classes publication. A notation is added to the Extended Learning's publication stating that, for students wishing to enroll in education courses, to contact IWC Registrar Office or IWC Teacher Education Program.

Data Gathering Procedures: Arrangements are in place to more efficiently and effectively track teacher education students for data gathering purposes. New and additional categories of students have been added to the existing database in order to more accurately identify academic programs of students enrolled in teacher education. This information will help in report writing as well.

Regarding 79.10(11): As detailed in # 2 and #3 above, additional resources will be needed to meet the requirements of these rules. The institution must assess needs and resources, especially regarding the recommendation of faculty lines. The institution must submit to the DE findings of such a review with plans for addressing those findings.

Personnel

- 1) *Faculty load needs to be addressed... The unit faculty is not large enough currently to provide professors to teach in and to oversee both the TEP (day) and EL (evening) programs.*
- 2) *The Extended Learning offerings are taught primarily by thirty (30) adjuncts, most of whom teach few courses. Such a situation lends to providing a collection of discrete classes rather than a comprehensive program.*

IWC Update (May 13, 2010):

- 1) **Faculty Load:** TEP has taken the following actions to address the personnel concerns raised by the Visit Team. It is felt that addressing faculty load, reduction of adjunct faculty, and increasing collaboration among all faculty members will greatly benefit the program.

- **Teacher Education Services Administrator**

In August 2009, a full-time Teacher Education Services Administrator was hired. The Service Administrator's duties are administrative and support the Chair's workload. This is a 12-month position.

- **Early Childhood Specialist**

Starting in September 2009, steps were taken to hire a full-time, tenure-track early childhood specialist. Among these efforts was a job description submitted to the Chronicle of Higher Education and IWC's website announcing the position to begin August 2010. Since November 2009, IWC has received nine (9) applications of which three (3) individuals have been interviewed. In early February, an offer was made to one candidate who, unfortunately, did not accept the position, despite the extension of a competitive salary and benefits package. Faculty unanimously agreed to continue the search rather than to offer the position to either of the other two candidates. The position continues to be advertised and will remain so until filled.

Although at the time of writing this report, a full-time hire has not occurred, efforts continue to fill this position. In the event a full-time, tenure-track professional is not hired by August 2010, IWC administration and TEP faculty have developed a comprehensive plan that ensures early childhood candidates will continue to receive a quality education. The plan involves the creation of a Faculty Leader for the Early Childhood Program whose primary job duties are to coordinate the various aspects of the early childhood program. The Faculty Leader is an early childhood specialist who has nine (9) years of experience as well as a Master's Degree in Early Childhood Education. This individual will work closely with full-time faculty to ensure accountability and consistency throughout the program. The Faculty Leader as well as the all early childhood faculty members will attend monthly faculty meetings, annual workshops, and participate in the Peer Review and Professional Goal Setting practices as do all full-time TEP faculty. In addition, the Faculty Leader will provide career counseling and co-supervision for the early childhood practicum. The Faculty Leader will be a part-time faculty member.

- 2) **Adjunct Faculty**

IWC has made significant reductions to its total number of adjunct faculty teaching education courses. At the time of the team's visit in April 2009, the education program employed nearly thirty (30) adjunct faculty who taught at all three campus locations (IWC, SCC, and MCC). As of May 2010, the program has reduced its adjunct faculty to six, all of whom will teach at the IWC campus in Mt. Pleasant. The decision to consolidate the program along with reducing the number of adjunct faculty is evidence of IWC's commitment to ensure all pre-service teachers are receiving consistent information and instruction from the most highly qualified faculty within the teacher education program. In order to meet this goal, the following decisions have been made, specific to adjunct faculty:

- a) Increase pay from \$1,300 to \$2,000 per course;
- b) Decrease number of adjuncts from 30 to 6;
- c) Decrease number of courses taught by adjuncts from 40 to 11;

- d) **Limit teaching hours to 12 credits per academic year;**
- e) **Clearly state all job duties and expectations in contract;**
- f) **Increase collaboration with full-time faculty;**
- g) **Reduce number of methods courses taught by adjuncts from 16 to 5; and**
- h) **Academic Dean and TEP Chair hire all adjuncts following same procedures used for all IWC faculty.**

Regarding 79.10(5): The IWC program must submit a plan to the DE that outlines a means to meet the current advisory requirements.

Iowa Wesleyan Response: The Teacher Education Program faculty will schedule two (2) TEP Advisory Committee meetings during each academic year. The Program will submit to the Department copies of the agendas, attendance roster, and minutes from the advisory committee meetings for the next two academic years (2009-2010 and 2010-2011).

No update needed.

Over the past nine months, members of the Iowa Wesleyan community have been diligent in their efforts to improve the governance structure of the teacher education program. As a result, the professional education unit clearly has primary responsibility for the program curriculum, assessment, and instruction of the courses and students. The commitment and dedication to guarantee these changes are completely put into action is evident by the policies and procedures outlined in this report.

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

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